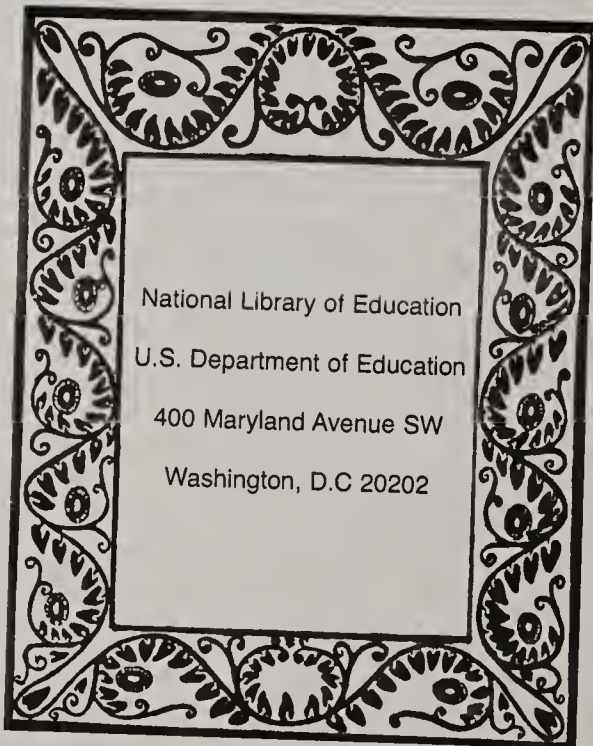


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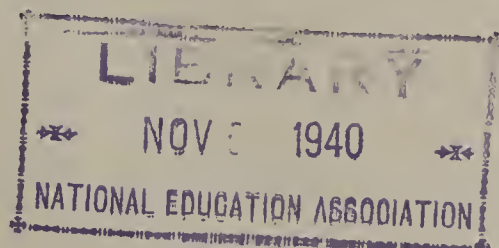
SCHOOL LIFE

Official Journal of the U. S. Office of Education

INDEX

VOLUME XXV

OCTOBER 1939-JULY 1940



Federal Security Administrator, PAUL V. McNUTT
U. S. Commissioner of Education, JOHN W. STUDEBAKER
Assistant Commissioner, BESS GOODYKOONTZ
Assistant Commissioner for Vocational Education, J. C. WRIGHT
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Editor in Chief, OLGA A. JONES



Publication offices:
U. S. OFFICE OF EDUCATION
FEDERAL SECURITY AGENCY
Washington, D. C.

SCHOOL LIFE

OFFICIAL ORGAN OF THE U. S. OFFICE OF EDUCATION
FEDERAL SECURITY AGENCY • WASHINGTON, D. C.

VOLUME 25

October 1939

NUMBER 1



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WRITE
The U. S. Office of Education,
Federal Security Agency,
Washington, D. C.

FOR
INFORMATION
ON:

- Adult Education
- Agricultural Education
- Business Education
- CCC Education
- Colleges and Professional Schools
- Comparative Education
- Educational Research
- Educational Tests and Measurements
- Elementary Education
- Exceptional Child Education
- Forums
- Health Education
- Homemaking Education
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- Native and Minority Group Education
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- Occupational Information and Guidance
- Parent Education
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- Rural School Problems
- School Administration
- School Building
- School Finance
- School Legislation
- School Statistics
- School Supervision
- Secondary Education
- Teacher Education
- Visual Education
- Vocational Education

[SCHOOL LIFE is indexed in Readers' Guide to Periodical Literature, and Education Index. It is recommended in the American Library Association's "Periodicals for the Small Library."]

SCHOOL LIFE

Official Organ of the U. S. Office of Education

Volume XXV

OCTOBER 1939

Number 1

SCHOOL LIFE is published monthly (except in August and September) during the school year, by the U. S. Office of Education, Federal Security Agency.

Its purpose is to present current information concerning progress and trends in education; report upon research and other activities conducted by the U. S. Office of Education; announce new publications of the Office, as well as important publications of other Government agencies; and to give kindred services.

The Congress of the United States, in 1867, established the Office of Education to "collect such statistics and facts as shall show the condition and progress of education in the several States and Territories"; to "diffuse such information as shall aid in the establishment and maintenance of efficient school systems"; and "otherwise promote the cause of education throughout the country." SCHOOL LIFE serves toward carrying out these purposes. Its printing has been approved by the Director of the Budget.

The subscription rate is \$1 per year in advance; to foreign countries in which the mailing frank of the United States is not recognized, \$1.50. Club rate: For orders of 100 copies or more to be sent in bulk to one address within the United States, the Superintendent of Documents allows a discount of 25 percent. Subscriptions may also be entered through magazine dealers. Subscription orders with remittances should be sent to the Superintendent of Documents, Government Printing Office, Washington, D. C.

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Editorial

That Schools Shall Be Encouraged

THE ORDINANCE OF 1787 for the Government of the Northwest Territory specifically stated:

"Religion, morality, and knowledge being necessary to good government and the happiness of mankind, schools and the means of education shall forever be encouraged."

The people of our Nation, despite periods of distress, have much to appreciate in the fact that our schools and the means of education have continued to be encouraged throughout the years. Glancing back into the history of American education, we see great strides of progress within its pages. And that is heartening to us all.


Thoughtfully we face the 1939-40 school year now opening. What progress shall this year bring in educational endeavor? What can be done that schools and the means of education shall be further encouraged? Different communities will find different answers, and it is proper that they should. There is one answer however, that could well be woven into all others. It is: Let us have unselfish educational leadership.

Full well we know that selfish leadership gone rampant can block progress in any cause. Democracy, through education, needs ever to guard against that danger, or democracy itself may be lost to us.

In a world too full of strife, there is always the accompanying evil—intolerance. It may be intolerance in the home, in the community, in the Nation, or in the world. It all leads to torn personalities, to collapsed causes, to stifled progress.

But wherever there is devotedly unselfish leadership in education, there is a fine toleration of the many different viewpoints. There is opportunity to learn from all available resources. Then democracy works.

Let us all unselfishly renew our endeavors for educational progress—as much progress as can possibly be made—that the "schools and the means of education shall forever be encouraged."


U. S. Commissioner of Education.



SCHOOL LIFE'S FORUM PANEL

Controversial Issues in Education

Discussions of timely controversial issues in education by noted authorities in their respective fields will be presented in *SCHOOL LIFE*, the coming school year, as *SCHOOL LIFE*'s *first Forum Panel*.

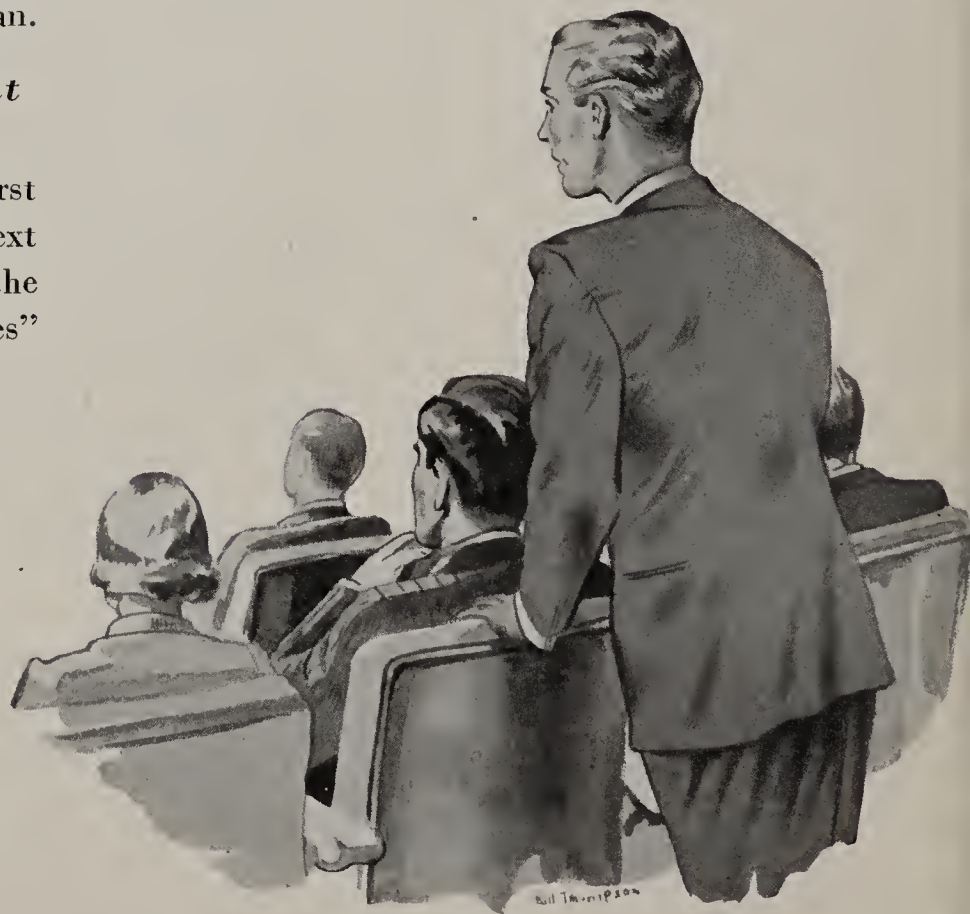
Each month a "live controversial issue" will be brought to the forefront. One panel member will take the affirmative side of the particular question and the other member will take the negative side. Each writer will have the privilege of reading the other panel member's viewpoints in advance of presenting his own, and each panel member will have opportunity for a brief rebuttal. That is the general plan.

"Shall School Systems Be Independent of Other Government Agencies?"

The above, for illustration, is to be the first subject in the series. It will be presented next month. Willard E. Givens, secretary of the National Education Association, answers "Yes"

to the question and gives the reasons for his conviction. Jerome Gregory Kerwin, dean of students in the division of social sciences, University of Chicago, answers "No" and offers his studied viewpoints.

SCHOOL LIFE, in presenting the Forum Panel series, in no way attempts to make decisions upon these controversial issues. It seeks only, through forum technique, to throw light on such issues and to inspire thoughtful thinking on subjects that concern the present and future of educational endeavor throughout the Nation.



TO



AMERICAN EDUCATORS

by Paul V. McNutt, Administrator
Federal Security Agency

The U. S. Office of Education is now a part of the Federal Security Agency. As Administrator of that Agency I welcome the opportunity to greet the educators of this country.

The public schools are organized within the framework of government—local, State, and National. They are in fact a most vital interest of government. As parents, citizens care for nothing else so much as for the education of their children. As voters, citizens rely upon no other agency so much as upon the schools to raise the quality of citizenship.

Schools Must Be Free To Educate

And yet, though a part of government, and rooted deep in the esteem of the citizens who support the government, the schools are in a sense outside the government. While the schools are subject to control by government—mainly local and State government—the people of all political parties need always to understand that in a democracy the schools must be free to educate. Any time that the schools, including the colleges and universities, feel restraint on their freedom exerted by the political leaders in power or by any pressure group, the torch which the schools are expected to hold aloft to light the way of democracy is dimmed. I take pride in the reputation which the United States Office of Education has maintained during the 72 years since it was established and down to date for nonpartisan service to the cause of education and to the Nation as a whole. I am determined that it shall enjoy freedom as a great professional agency. Only those who hold partisanship above public welfare will ever use their political positions to restrict or distort learning and thus block the march of truth.

But truth is not always easy to find. In the search for it, and in even the most conscientious efforts to teach it, teachers and professors sometimes lose their way and find themselves confused. That is inevitable if truth is to be sought in the areas of controversy. The public must be tolerant of these mistakes. But in the same spirit teachers must recognize controversy and not be dogmatic. If they hope for the support of a tolerant public they must play their part as guides, not as partisans—frankly and, above all, honestly. In their classrooms they must be teachers, opening the way to complete understanding, not advocates who seek to secure agreement with their personal opinions.

Democracy So Buttressed Will Endure

Practice in the weighing of evidence, the balancing of the pros and cons, is the first requirement in the training for civic duties. What to believe at any moment is generally less important than how to determine what to believe. It taxes the skill of the best teacher to make this practice in weighing evidence seem genuine to his pupils. But of one thing there can be no doubt: The teacher must delve into the realities of the current social, economic, and political situations, and must adapt his methods and materials to the age levels of his pupils.

With schools free from the stifling control of partisanship and pressure groups, and with the teachers carrying out with ability and with integrity their indispensable roles as molders of tomorrow's citizens, the United States can demonstrate to the world that democracy so buttressed will endure.



Ground plan of the model preschool child development center, Melbourne, Australia.

Australian Preschool Education

by Christine M. Heinig, Educational Director,
Australian Association for Preschool Child Development

★★★ In the oldest of continents and the youngest of all white civilizations, Australians are setting about their job of child development on a national basis.

During this year six model preschool centers will be designed along modern lines each built to house 100 children. The children will range in age from 2 to 6, or school entrance age, and their daily program will follow the general lines established in American nursery schools. A program of research is also planned, the emphasis to be placed on the mental and physical aspects of child growth. The whole program is being sponsored for a period of 5 years by the Commonwealth Department of Health under the supervision of the Director General of Health, Dr. J. H. L. Cumpston.

The details of administration and local responsibilities for the centers will be carried by the Australian Association for Preschool Child Development, a newly formed national organization consisting of representatives of the Free Kindergarten Unions of each of the six States. The educational director of that association will be in charge of the educational aspects of the schools. One model center is to be built in each of the capital cities, Perth, Adelaide, Hobart, Melbourne, Sydney, and Brisbane. It is also anticipated that a center will be built in the National Capital itself, Canberra.

The Goal

The goal is to demonstrate best procedures in child care and guidance to parents, to persons interested professionally such as dieti-

tians, physicians, teachers, nurses, and child welfare agencies and schools. Information regarding child care will also be gathered and made available throughout Australia. Headquarters offices will be established in the Institute of Anatomy Building, Canberra City.

During the 5 years in which Government funds will be used to finance the program in these six model centers it is expected that local, private, and State organizations, which at present have not found funds to establish demonstration centers, will be able to set up a number of preschools which will carry the dual program of child care and parent education. This Federal preschool program, though launched prior to the Australian 1939 National Fitness Campaign, fits exactly into that picture.

Infant Welfare Program

Australia stands second only to New Zealand in its record of lowest infant mortality rate. The fine program of infant welfare in these two continents is doubtless not a coincidence in winning this record. Federal and

State support of private efforts in establishing infant welfare work has made it possible for practically all Australian mothers, even the out back Bush mothers, to have the benefit of infant welfare services.

In the State of Victoria a streamlined caravan infant welfare center reaches country mothers and in Queensland such a service is available through a railway center on wheels. In Melbourne the Victorian Railways have a nursery for the care of children whose mothers must bring them to town while shopping. Here can be seen the finest and most modern of railway nurseries supervised and staffed by infant welfare nurses. Australia is seeking not only to save its babies but to arrest the problem of decreasing birth rates so prevalent in democracies.

Kindergarten Unions

The Government through its Health Department, while it is sponsoring and has financed this preschool child demonstration program, is not introducing preschool education to Australia. For more than 40 years kindergartens for children of the lowest income groups have been sponsored by private philanthropies, namely, Free Kindergarten Unions in each State.

In Melbourne this kindergarten work has received its guidance and much of its inspiration for the past 20 years from its president, Mrs. Thomas A. a'Beckett, now the president of the Australian Association for Preschool Child Development. M. V. Gutteridge, at present a member of the staff at Teachers College, Columbia University, and past principal of the Kindergarten Training College in Melbourne, was responsible for bringing nursery school ideas to Victoria as early as 1928,

Children watching the trains at the Victorian Railways nursery.



and there are now about 10 nursery schools in the commonwealth which carry a child development program. The two kindergarten training colleges in Melbourne and Sydney run under the auspices of the Free Kindergarten Unions of those cities are training teachers in child development and nursery school education.

The universities in Australia and the State teachers colleges have not as yet included preschool education in their curriculum. To the many women who have sponsored free kindergartens in Australia much credit for the development of this work is due. Though their goal was philanthropic and emphasizing physical hygiene and health, mental health and parent education were always jointly sponsored. Some of the most progressive educational work in Australia is found in the kindergartens of the Free Kindergarten Unions.

Though some of the inspiration for early childhood education has come to Australia from Great Britain, in recent years Australians have recognized the contribution the United States has to make and are seeking help from American teachers and sending students to America for advanced study.

And so in a country far removed geographically from Europe and America, a country where children make pets of kukuburras, kangaroos, koala bears, and platypuses, the first federally financed program demonstrating child development and carrying a program of research on the preschool child is being undertaken. Benefiting by the information gleaned from our work in the United States, and also from the work of British nursery schools, Australia is out to study the problems of Australian children and to make its contribution to the great program of human fitness.

This Month's Authors Say:

"With schools free from the stifling control of partisanship and pressure groups, and with the teachers carrying out with ability and with integrity their indispensable roles as moulders of tomorrow's citizens, the United States can demonstrate to the world that democracy so buttressed will endure."

"Wherever there is devotedly unselfish leadership in education, there is a fine toleration of the many different viewpoints. There is opportunity to learn from all available resources. Then democracy works."

"Every person needs a set of standards to help him decide what to do in a hard situation, what to say to a hard question, how to feel about a disappointment, what to do about a mistake, how to understand and tolerate other people's ways of doing things. Call it religion, call it a philosophy of life, call it one's code of behavior, it is simply the rules of the game by which each individual plays."

"We are beyond the stage where it is useful for well-intentioned groups of technical experts to go on producing 'educational' pictures and radio programs for the general appraisal of educators. We have reached the point where educators must be taken into and be active in the partnership."

On the Cover

Pictures on this month's cover page are typical of the many educational activities in progress in the United States today. The photographs are from Buffalo, Detroit, Los Angeles, Wilmington, Montclair, the CCC Camps, and the American Library Association. SCHOOL LIFE appreciates their use.

Convention Calendar

- AMERICAN PRISON ASSOCIATION. New York City, October 15-20.
- AMERICAN PUBLIC HEALTH ASSOCIATION. Pittsburgh, Pa., October 17-20.
- AMERICAN SCHOOL HEALTH ASSOCIATION. Pittsburgh, Pa., October 17-21.
- ASSOCIATION OF AMERICAN MEDICAL COLLEGES. Cincinnati, Ohio, October 23-25.
- ASSOCIATION OF AMERICAN UNIVERSITIES. Columbia, Mo., October 30-November 1.
- ASSOCIATION OF URBAN UNIVERSITIES. New York City, October 23-25.
- NATIONAL ASSOCIATION OF PUBLIC-SCHOOL BUSINESS OFFICIALS. Cincinnati, Ohio, October 16-20.
- NATIONAL RECREATION ASSOCIATION. Boston, Mass., October 9-13.
- NATIONAL SOCIETY FOR THE PREVENTION OF BLINDNESS. New York City. October 26-28.

THE PRESIDENT'S REORGANIZATION PLANS I AND II

EFFECTIVE JULY 1, 1939

EXECUTIVE OFFICE OF THE PRESIDENT

Bureau of Budget (*Treasury*)
 Central Statistical Board (*independent*)
 Central Statistical Committee* (*independent*)
 ① National Resources Planning Board (*independent*)
 Federal Employment Stabilization Office* (*Commerce*)
 ② National Emergency Council* (*independent*)

STATE DEPARTMENT

Foreign Commerce Service (*Commerce*)
 Foreign Agriculture Service (*Agriculture*)
 Foreign Service Buildings Commission (*independent*)

INTERIOR DEPARTMENT

Bureau of Fisheries (*Commerce*)
 Bureau of Insular Affairs (*War*)
 Bureau of Biological Survey (*Agriculture*)
 ③ National Bituminous Coal Commission* (*independent*)
 Consumers' Counsel of N. B. C. C.* (*independent*)
 Mount Rushmore National Memorial Commission
 (*independent*)

COMMERCE DEPARTMENT

Inland Waterways Corporation (*War*)

FEDERAL SECURITY AGENCY

Office of Education (*Interior*)
 U. S. Film Service (*National Emergency Council*)
 Radio Division (*National Emergency Council*)
 Public Health Service (*Treasury*)
 Social Security Board (*independent*)
 U. S. Employment Service (*Labor*)
 National Youth Administration (*independent*)
 Civilian Conservation Corps (*independent*)
 American Printing House for Blind (*Treasury*)

NOTES

- Italics in parentheses indicate former status of agencies
 * Functions transferred as shown, office abolished
 ① Formerly called National Resources Committee
 ② Now called Office of Government Reports
 ③ Now called Bituminous Coal Division
 ④ Formerly called Bureau of Public Roads
 ⑤ Formerly called Works Progress Administration
 ⑥ Composed of Public Buildings Branch (*Treasury*) and Building Management Branch (*Interior*)

TREASURY DEPARTMENT

Bureau of Lighthouses (*Commerce*)
 War Finance Corporation* (*independent*)
 Director General of Railroads* (*independent*)

AGRICULTURE DEPARTMENT

Farm Credit Administration (*independent*)
 Federal Farm Mortgage Corporation (*independent*)
 Commodity Credit Corporation (*independent*)
 Rural Electrification Administration (*independent*)

JUSTICE DEPARTMENT

Federal Prison Industries, Inc. (*independent*)
 National Training School for Boys (*independent*)

NATIONAL ARCHIVES

Codification Board* (*independent*)

FEDERAL WORKS AGENCY

- ④ Public Roads Administration (*Agriculture*)
- Public Works Administration (*independent*)
- ⑤ Work Projects Administration (*independent*)
- United States Housing Authority (*Interior*)
- ⑥ Public Buildings Administration

FEDERAL LOAN AGENCY

Reconstruction Finance Corporation (*independent*)
 R. F. C. Mortgage Company (*independent*)
 Disaster Loan Corporation (*independent*)
 Electric Home and Farm Authority (*independent*)
 Federal National Mortgage Association (*independent*)
 Export-Import Bank of Washington (*independent*)
 Federal Housing Administration (*independent*)
 Federal Home Loan Bank Board (*independent*)
 Home Owners' Loan Corporation (*F. H. L. B. B.*)
 Federal Savings & Loan Insurance Corporation (*F. H. L. B. B.*)

United States Information Service
 Room 500, Commercial Bldg., NW.
 Washington, D. C.

Above is a chart issued by the United States Information Service. It indicates changes made by Reorganization Plans 1 and 2. In accordance with the President's First Plan on Government Reorganization, the United States Office of Education was transferred from the Department of the Interior to the Federal Security Agency. The transfer was effective July 1, 1939. The President's Second Plan also affected the Office of Education in that it transferred the Radio and Motion Picture Divisions of the National Emergency Council to the Office.

A Busy Day at Burgard

by J. C. Wright, Assistant Commissioner for Vocational Education

★★★ It was 7:30 on Saturday morning of June 3. There were between 1,000 and 1,100 boys in the line. At least three of them had been there since 3:30 a. m. They were not waiting to get tickets for a World's Series or to see the King and Queen.

They were elementary school graduates and undergraduate high-school students, and they were waiting for a chance to register as freshmen in one of the most widely known and efficiently operated vocational schools in the country—the Burgard Vocational High School, Buffalo, N. Y.

I had gone to Buffalo to attend and take part in a conference on consumer education but before leaving Washington, I wrote Francis Wing, associate superintendent of schools, that I wanted to see the principal of the Burgard Vocational High School and that I wanted to visit the school. I told him further that in view of my membership on the interdepartmental committee on vocational training for the mechanical trades with reference to the aviation industries, I was particularly interested in the work the school is doing in training aviation mechanics. I arrived in Buffalo a little after 7 o'clock. The principal met me at the train. "There is something over at the school I want you to see right away," he said. He drove me immediately to the school. At a point near the school we caught up with the end of the line of boys—5 blocks in length—waiting their turn to get into the building and apply for admission in the fall term.

Parents Came Too

It was truly a thrilling sight. I spent several hours at the school watching the boys—many of whom were accompanied by parents—as they were taken inside, and were put "through their paces," so to speak, by the 70 members of the school faculty. I interviewed a number of applicants and several parents, and I left the school feeling that vocational training must play a more prominent part in the general scheme of education in the future than it has in the past, particularly if it is run on the sound basis set up in Burgard and in the other vocational high schools in Buffalo.

I was particularly impressed with the system followed in receiving and examining applicants for admission to the freshmen class in September, with the variety of courses provided by these schools, and with the plans adopted to see that each student who graduates is placed in employment.

Special stress is placed upon the value of guidance in assisting boys to determine the trades or occupations for which they desire



More than 1,000 boys were in the long lines applying for admission to the fall term at Burgard Vocational High School, Buffalo.

training. Guidance begins even before the student comes to the school for registration.

Prior to the date set for the preliminary registration each prospective graduate of an elementary or parochial school in the city receives a guidance bulletin entitled "What Next?" Full information is given in this bulletin in regard to the courses and training offered in each of the three types of high schools—the academic, the technical, and the vocational high school. The student is asked to read the bulletin carefully, to take it home to his parents, and to discuss with them whether he shall enroll for an academic, a technical, or a vocational high-school course. And to help the student in making his decision with regard to the type of course he is to pursue in the secondary school, all eighth-grade classroom teachers are required to devote 10 class periods during March and April each year to a discussion of fields or occupations in which training is provided in the various vocational schools, and the opportunities open to those trained in these fields.

"What Next?"

Industrial arts teachers in the various elementary schools also are required to carry on a series of 10 guidance talks so that the stu-

dents may be well informed concerning the industrial opportunities in Buffalo and Niagara Falls. The 10 periods of occupational discussion completed, prospective graduates are asked to fill out intention cards indicating the specific vocational high-school course in which they would like to enroll. Sometimes whole classes of industrial arts students are taken on inspection trips through the vocational and technical schools. Everything is done by all elementary school teachers to emphasize to prospective eighth-grade graduates the necessity for giving careful thought to the information contained in the manual "What Next?" A placard is posted on the bulletin board of every eighth-grade room calling attention to the registration days at the vocational high schools and directing candidates for enrollment to bring with them their monthly report cards, showing their grades in industrial arts and scholastic subjects as well as their marks for punctuality and the personality rating of the eighth-grade teacher covering such items as dependability, initiative, resourcefulness, and workmanlike habits.

As I watched the prospective students filing into the Burgard School on the 1939 enrollment day, I marveled at the dispatch with which they were admitted to the building and



Assembling an airplane wing.

at the seemingly unhurried way in which they were taken in hand by the 70 faculty members assigned to the enrollment job. Applicants were first taken into the school auditorium en masse and given advice on how to choose a job. They were then assigned in groups of from 10 to 20 to faculty members who devoted about 20 minutes to the task of registering each individual boy. Each applicant was required to fill out an interview or application blank and to write a short essay on the subject Why I Would Like to Enroll for Training in (trade subject) at Burgard Vocational School. The interview blank is so arranged that the interviewer may indicate ratings covering personality items, school averages, attendance averages, and similar items.

I was particularly struck with the standards and procedures set up by Principle Kamprath of the Burgard School for conducting the interview work. The attention of faculty advisers and interviewers in this school is called to the need of:

1. Making the interview private.
2. Setting aside of all prejudice on the part of the interviewer.
3. Gaining the confidence of student through the interview.
4. Establishing a common talking point to put the applicant at ease.
5. Letting the applicant do much or most of the talking.
6. Allowing time enough for the interview but keeping control of it.
7. Careful observation of student during interview.
8. Using the interview to secure additional data not tabulated on the interview blank.

Applicants for admission to courses which are particularly popular, as for instance, the course in aviation mechanics, are given brief

mechanical aptitude and mental alertness tests. All interviewers are required to make a special note of a student's physical fitness and, if necessary, to call in the school physician or nurse to assist in determining an applicant's physical condition.

For example, boys with impaired vision or color-blindness, or boys who have lost fingers or who have arm paralysis are not accepted for training in the printing trade. Also boys subject to colds or asthma, who have a tendency toward tuberculosis or heart trouble, or whose hearing is impaired, cannot do well in automobile or aviation work.

Acceptances and Rejections

Students who apply for admission to the Burgard School are notified several days after the registration date whether their applications have been accepted or rejected. Acceptances or rejections are mailed out only after the application blank and school record of each applicant have been carefully gone over and checked.

Rejections are of course inevitable. This year, for instance, as already indicated, between 1,000 and 1,100 boys applied for admission to the school while only 400 boys can be accommodated with the present facilities. Furthermore, not all applicants can qualify under the school entrance requirements. Those to whom rejection notices are sent are asked to return on the Saturday following registration day for further conferences with faculty members. At this time an effort is made to assign them to other vocational courses than those they have expressed a desire to enroll in, or to advise them how they may realize their ambitions through some other channel than the vocational school. Other rejected applicants are ad-

vised to enter a general course in high school and to apply for admission to the Burgard School a year later.

During my visit to the Burgard School, I had the privilege of talking to several of the applicants and their parents. I asked one father, an Italian who works as a furnace man in a local steel mill, what time he had come to the school. "At 3:30 this morning," he replied. "But why did you come so early," I asked. "Because," he said, "my son wanted to be sure that he would be considered for enrollment." The son, whom I interviewed after Principle Kamprath had called him out of the auditorium, corroborated his father's story. "You two must have been lonely standing around at 3:30 a. m.," I said. "No," the boy replied, "there were three ahead of us." I asked him what course he desired to take in the vocational school. "Aviation mechanics," he replied. "And why do you wish to take that particular course?" "Because," he said, "it offers a line of work in which I believe there is an excellent opportunity for employment."

Striking Contrast

As I went around the Burgard School, with its spacious, well-lighted, and well-equipped classrooms and shops, and as I studied the school's curriculum I could not help but contrast the vocational school of today with that of 25 years ago. Three hundred pupils were enrolled in a certain western school I remember visiting in 1912. The school could accommodate satisfactorily only 120 pupils. Those enrolled ranged in age from 8 years up. Some of the boys were cripples and many of them were of low-grade mentality. The contrast between this school with its meager facilities and mediocre quarters and the type of pupils it enrolled and the present day vocational school in which carefully selected students—among the best of the elementary school graduates—are enrolled, is striking.

Of the numerous vocational courses offered in vocational schools of 1939, including those in the clothing trades, the foods trades, automobile mechanics, printing and lithographing, carpentry, bricklaying, plastering, plumbing, sheet-metal work, machine-shop practice, pattern making, horticulture, woodworking, painting and wood finishing, upholstering, electrical work, photography, building design and construction, and other fields, the one which I was particularly interested in seeing at Burgard as I have already indicated, was the one in aviation mechanics—for which the school is justly famous.

This course offers training for the licensed aviation mechanic, including the licensed engine mechanic, the airplane factory worker, the airport attendant, and the pilot mechanic. It is significant that although only 100 freshmen could be admitted to this course, 600 or 700 boys were clamoring for admission.

The practical training in aviation mechanics given in the school is supplemented by courses

(Concluded on page 10)

An Educational Partnership

by J. W. Studebaker, U. S. Commissioner of Education



For more than 3 years the Office of Education has been experimenting with the radio as a medium for mass learning. Hundreds of local school systems and universities have been studying the use of radio for education. The radio networks have given increasing amounts of time to cultural and educational programs. Yet we know that we have only begun to understand how to use the microphone for educational purposes. Special high-frequency wavelengths have been set aside for the exclusive use of public education in anticipation of the growth and expansion of educational broadcasting. We have begun to make recordings of network programs to be made available for use in classrooms and community gatherings, not only to be listened to but to be discussed as well. We are just now in the midst of an ambitious cooperative study by educators and broadcasters to define and analyze technical and policy problems in this field.

The day is not far off when children and students in lower and higher schools, as well as out-of-school youth and adults in evening groups, will be taking off the air, directly or indirectly, for use in study and discussion, many presentations by the greatest artists, writers, and speakers. The possibility of this development challenges organized education to discover new ways of associating learners in groups of various sizes and to make new uses of trained teachers and leaders.

Another Dimension

It is already possible (though not yet practical and sufficiently inexpensive) for the teacher or leader of a group of learners, old or young, to present the actual voices of the leaders of various nations discussing the same general subject. This can be done by putting on one recording of significant excerpts from the public speeches of the leaders involved. Such a recording introduces into the educational process a new element which cannot be secured from books or printed materials. It brings to the learners an experience with the emotional overtone of the pronouncements. The words take on new meaning when we hear the speaker interpret them. Much of the discussion concerning the international broadcasts of recent months is based upon the manner of delivery and the sound effects created by the mass audiences. We know something about the totalitarian states by listening to their leaders which we could not know by merely reading their words in the newspapers.

“Clearly a Part of the Educational Activities”

In the *Second Plan on Government Reorganization*,¹ President Roosevelt stated: “I propose to transfer to the Federal Security Agency, for administration in the Office of Education, the film and radio functions of the National Emergency Council. These are clearly a part of the educational activities of the Government and should be consolidated with similar activities already carried on in the Office of Education.”

The motion picture adds another dimension to the microphone, which for certain purposes should do two things for education: First, short-cut the time required for creating impressions; and, second, clarify the impressions made. Consider for a moment the number of words and printed illustrations needed in order to give the learner a conception of the extent and ramifications of the British Empire. This conception can be quite clearly created on a sound film small enough to put into your pocket. By use of animated charts and vivid pictures of trade and commerce, accompanied by a commentator’s voice, the conception of the British Empire can be transmitted within a few minutes.

We are doing many things at the same time in the sound motion picture. While the commentator is speaking a carefully written and timed sentence, we may be seeing a map of the world being filled in with various colors showing us the many and varied spheres of influence. Or, we may see the Chinese coolie, his costume, facial characteristics, a Chinese harbor and, indeed, the contrasts between Western and Eastern civilizations. In other words, the factors we want to have in mind are brought to focus in their proper relationship quickly and vividly.

Educational Content Increasing

As educators, the difficulty we have faced so far in using the motion picture medium for educational purposes has been in the lack of excellent pictures on significant subject matter. Most motion pictures have been prepared for groups of people who will pay to see them, to be entertained. Nevertheless, in our theatres today there is an increasing amount of educational content, particularly in the shorts and in the news reels.

However, I look forward to the day when classroom teachers and adult discussion lead-

ers will have at their command talking pictures of fine quality especially prepared to be used in the learning process. The clarification of scientific subjects has been accomplished by motion pictures with exceptionally good results. But we have not yet seen many pictures dealing with the social sciences, with controversial subject matter in the fields of economics, sociology, history and government, and with the problems of modern industrial life.

Moreover, the production of pictures must be planned in relation to the needs of the educational market. Schools and colleges are organized in class periods, semesters, and units. Good adult education involves a degree of continuity which is not achieved in the fragmentary educational episodes of entertainment pictures.

We need to project plans for educational pictures in series which will fit the needs of organized education. It is not enough to say that a picture is of educational value because it is somewhat informative. Many pictures which may have some degree of educational content are not of particular use to an organized educational program, partly because they have not been prepared for such use and partly because they deal with only a fragment of the problem they raise. If there are to be high quality motion pictures in the fields of social science and industry, they must be specially prepared for the purpose in mind and in such a way as to give adequate coverage of these fields.

It may be miseducation to vitalize and vivify a fragment of a subject by motion pictures out of all proper and significant relationship to the many other aspects of the subject. It is certain that the fragmentation of knowledge which is represented by practically all pictures created for theatre use will not achieve the kind of assimilation of understanding which ought to characterize education.

The world tomorrow, which will be more complicated than our world today, should

¹ See page 6 of this issue of SCHOOL LIFE, for chart issued by the U. S. Information Service, showing the grouping of agencies under reorganization.

have developed the kind of techniques for efficient study and thinking which will enable us to deal with increasingly complex problems. The business machine has enabled us to think accurately and without waste motion in the field of figures and business policy. The motion picture and the radio are machines which should release us from much tedious and unnecessary labor in studying through problems and in understanding situations which can be made clear in a flash. Thus shall we have more time and energy for thinking about implications and for getting a more reliable sense of direction.

Must Study Learners' Needs

The producers of machines which "think" for businessmen have studied the needs of the businessmen. The producers of educational motion pictures and radio broadcasts must

study the needs of learners. Their objectives and techniques must and will be different from those of the producers of entertainment and advertising.

Indeed, educational broadcasting and educational motion pictures must in the future be made through a collaboration of professional educators and skilled technicians. We are beyond the stage where it is useful for well-intentioned groups of technical experts to go on producing "educational" pictures and radio programs for the general appraisal of educators. We have reached the point where educators must be taken into and be active in the partnership. The market is ready to receive a steady flow of radio programs and educational pictures. But these productions must be made by educators of vision and with experience in the practical handling of educational policies and teaching procedures, together with specialists in the field of radio and screen presentation.



A Busy Day at Burgard

(Concluded from page 8)

for pilots given at the Buffalo airport, where students work on airplanes actually in service. The Burgard School has its own hangar at the airport. Here prospective airplane mechanics are given training in all types of repair work on planes except that on engines; in assembling newly constructed fuselages, wings, landing gears, and other parts; and in preparing planes for flight.

The prospective airplane mechanic receives training in overhauling and repairing airplane engines and in making adjustments on carburetors and ignition units, and on lubricating, fuel, and cooling systems. He is trained also to keep records of all engine repairs and the "number of hours in the air" for each engine. For the aspiring airplane-factory worker, whose job requires an all around ability in a number of different jobs such as fuselage welding, metal fitting, machine work, assembling, sheet-metal work, metal bumping, and wing building, training is given in these fields.

Special Attention Given

Special attention is given to the training of future airport attendants, who in most cases are licensed airplane and engine mechanics. The job of the attendant is to handle and service airplanes at the airport. He checks gasoline and oil, moves planes in and out of hangars, and assists in airport traffic. In some cases he is called upon to repair and adjust engines, controls, and airplane parts. He is given training under the direction of Burgard School instructors in all of these phases of airplane servicing and handling.

Finally, training is given Burgard aviation course students for the work of the pilot mechanic, who rides with the pilot of trans-

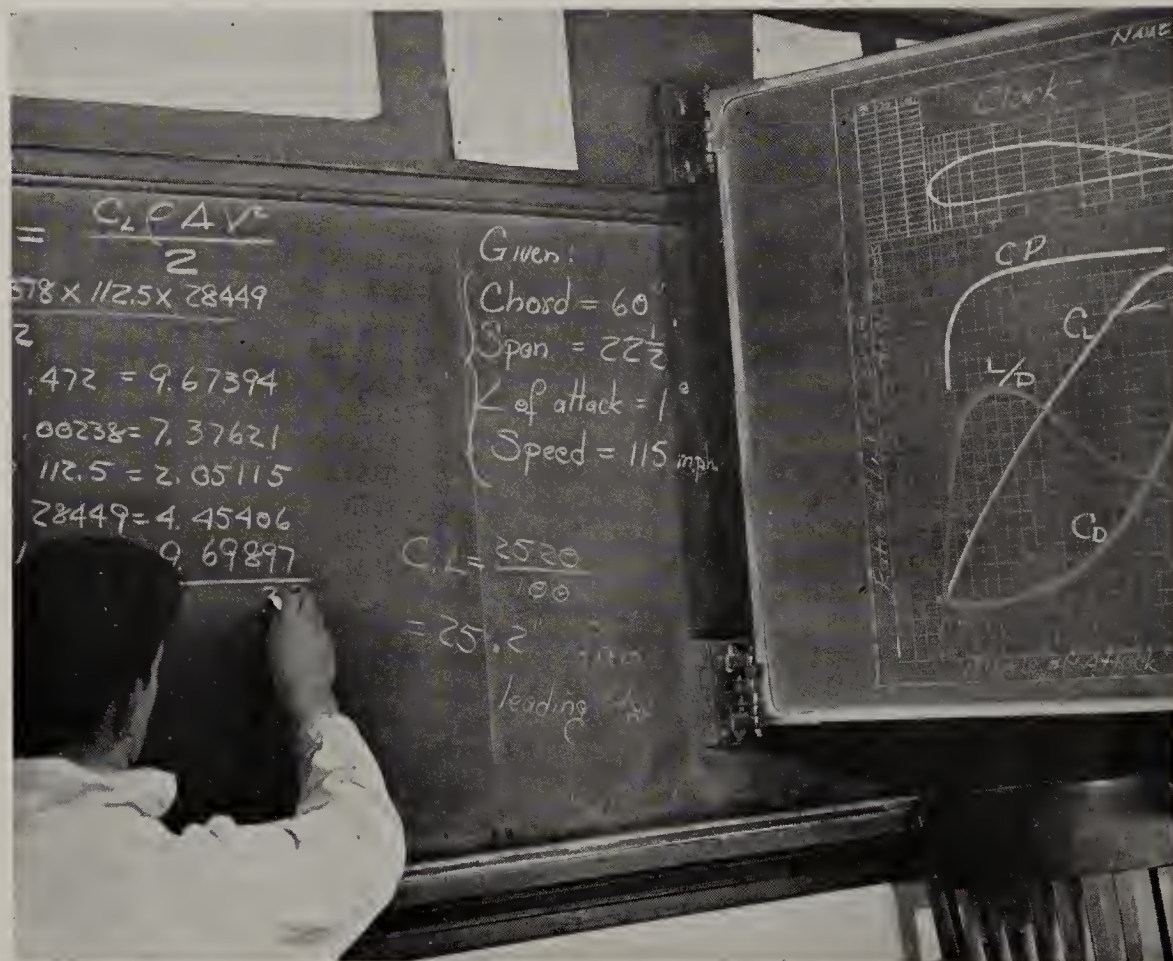
port ships and services the plane, keeps the ship's log on both engine and plane, makes repairs and adjustments, and may act as relief pilot.

Equally as thorough as the training in aviation mechanics course is the training provided in other courses offered at the Burgard Vocational School. The program followed in the aviation courses is typical.

Although the Burgard School makes no definite promises with regard to the placement of its graduates, a consistent effort is made by the school to secure employment for them. During the past 5 years it has placed 99.4 percent of these graduates. Last year and the year before every graduate from the school was placed and more boys could have been placed had they been available. For years there has been a constant demand on the part of industry for graduates from the school.

Nor is the Burgard School satisfied merely to place its students and let them shift for themselves. It follows them up in their employment and where necessary induces them to return for special courses in specific phases of their occupations. In addition a plan has now been adopted whereby a record is kept from time to time of the whereabouts of graduates, the kind of work in which they are engaged, the wages they receive, promotions they get, and of other data which will be helpful to the school in planning and operating courses and in placing graduates of these courses.

Related trade mathematics.



Objectives in Training School Education

by Bess Goodykoontz, Assistant Commissioner of Education

★★★ Training schools represent society's current answer to the question of how to provide a more wholesome growing climate for a special group of its young citizens. Each in his own place has exhibited antisocial behavior, has come into conflict with generally accepted standards of action in his community, and finally, has appeared unable to adjust himself to required standards under the conditions of his environment. Therefore, says society, a new environment is necessary temporarily—one more fitted to his needs, more sympathetic to his difficulties, more conducive to the redirection of his activities. The answer is training schools.

If a school is thought of as a place where growth takes place, where desirable habits and attitudes and skills develop, then no more appropriate name could be used. For the training school is truly an educational institution, and its whole program during the 24 hours of each day is the means of providing valuable opportunities for social, physical, and intellectual growth. No part of the day can be thought of as more important to the young person's education than another part. Work and play, rest and leisure, eating and sleeping, in fact, all the regular round of the clock itself provides learning activities.

But in discussing objectives of the training school's school, I should like to emphasize that to my mind the objectives of the training school's school are no different from the objectives of the training school itself. The teachers' point of view is no different from that of the directors of residences, or of the recreation leaders, or of other workers. The responsibilities are no different. All are equally concerned for the total development of the boys and girls with whom they work. There are some aspects of growth, some habits, some skills, some important information to which the training school's school can contribute better than it can to others—in some cases better than other parts of the training school's whole program can do. The school and the rest of the program are not essentially different, however, in purposes, but in order to give them special emphasis we may discuss some of those objectives to which the school particularly contributes:

The School Program Gives Boys and Girls Control of the Tools of Learning

Our earliest American schools were started for this purpose—to teach children to read, to write, and to figure, and to this day, good schools and teachers rank these purposes high up in the scale of things to emphasize. This is important not only for young people's social,

civic, and vocational success but also for their self-respect. Young people who cannot read and write depreciate themselves and their abilities. Competence in the tests of learning adds to self-respect.

Furthermore, reading is one of the more important ways through which people continue to learn. In its bare essentials there are two parts to the reading process: First, recognizing the peculiar arrangement of horizontal and perpendicular black lines on white paper which have a particular meaning; and second, having a store of meanings, of experiences, of thought pictures or concepts with which to interpret the messages of the black marks. In other words, no one can learn to read who cannot distinguish these queer black marks; and no one can learn to read intelligently who does not have a wealth of meaning in his own mind to read into the black marks. For example, no one can read intelligently about farm life who has no pictures in his experience for the words cow, barn, silo, plow, fence, chicken, hay, grain, pasture.

But reading is only one of the ways of learning from other persons' experiences. A commoner way is through talking. "The educated person can speak the mother tongue correctly," says the Educational Policies report. Dale Carnegie says the same thing: "The ability to speak is a short cut to distinction. It puts a man in the limelight, raises him head and shoulders above the crowd, and the man who can speak acceptably is usually given credit for an ability out of all proportion to what he really possesses." Evidently thousands upon thousands of adults think they have never fully realized their ability to speak effectively. On the face of it this is queer, for conversation is one educational activity which requires no equipment, except mental equipment. It should not be as expensive for schools to teach as science, or music, or art. A course of study in conversation ought not to be hard.

The School Program Establishes Worth-while Permanent Interests

You may remember Sidney in Clifford Shaw's book *The Natural History of a Delinquent Career*. Sidney, who started his criminal career at 7 years of age by shoplifting, was arrested and committed 16 times by the time he was 16 years of age and was then committed to a State penal institution for a period of 20 years. In telling the story of how he began his criminal activities he says concerning his school experiences:¹

¹ Shaw, Clifford R. *The Natural History of a Delinquent Career*. University of Chicago Press. 1931.

"I was making excellent progress in school and things were going along fine. I had no difficulty with my school work and distinctly remember the large playground with its playground apparatus. It wasn't the most completely equipped playground but it hadn't a superfluous thing on it. . . .

"After school when I went home I sensed that something was lacking. I had no toys and though I played with the other children in the street, the evenings that I spent at home were vacant."

Somewhat later the family moved to a different neighborhood and Sidney has this to say about it:

"The school playground had no playground apparatus and so I would never arrive too early in the morning. It was better, I thought, to arrive late to school than to arrive too early. . . .

"I, of course, attended school regularly for about 2 or 3 weeks after this, but it was no use. My heart wasn't in it. My mother would accompany me to see that I got as far as the school; but I never went inside if I could help it. Between going to school and stealing I chose stealing. I knew of nothing else to do, only these two things."

In other words, Sidney filled up the vacuum of interests and leisure-time activities with some undesirable ones of his own selection. To counteract such possibilities, the school program in the training school, as well as all other schools, should have as a principal objective that of developing many strong, worthwhile interests—strong enough and worthwhile enough to hold their own among many distracting and sometimes disintegrating influences. These special interests are fine things. They give color to otherwise drab days, direction to otherwise dull routine, depth to understanding. Special interests furnish opportunities for being an expert, for achieving standing in one's own group. Furthermore, special interests almost inevitably contribute to occupational competence.

Reports from Schools

Recently, Elise H. Martens, senior specialist in the education of exceptional children on the staff of the United States Office of Education, prepared a report, which is now in press, entitled *Residential Schools for Handicapped Children*. To secure information about what schools are doing, through Commissioner Studebaker she invited every residential school for handicapped children in the United States to contribute material describing its activities. The response was most generous. A number of the residential schools for socially handicapped children emphasized the need for so-

called extracurricular activities as a means for establishing worthwhile permanent interests. They reported that if social readjustment is accepted as the first aim of training schools, they must be responsible not only for the academic and vocational preparation of their pupils, but also for providing social life, recreational activities, moral instruction, and religious contacts such as those which are found in normal community experiences.

One school, for example, reported that "many activities which in most schools are extracurricular are included there in the curriculum."² Among its offerings it lists football, basketball, hockey, band, glee club, orchestra, school paper, school yearbook, dramatics, scouting, school pep club, public speaking, hiking, sewing, knitting, and bridge clubs. This school is a member of the State and regional high-school associations. It participates in athletics, musical festivals, and debates with other schools. The school choir has given a series of programs at the Sunday evening services of the various churches in the city. Frequent excursions are made into the city to visit model houses, demonstrations, picture shows, manufacturing and other plants so as to enable the pupils to gain clearer insight into commercial and productive enterprises of the community. The superintendent writes that "we are finding an increasing willingness on the part of the public to accept our children on the same basis as the pupils of other junior and senior high schools of the community."

Another school reports that it accepts as its task "to take boys who have been given up in public schools and interest them in the same activities in which they were not interested in their home schools. * * * The extracurricular contests are especially valuable in giving the boys contacts with public-school activities, and make it easier for them to adjust themselves to school work when they return to their homes."³ This school is a member of the State athletic, music, declamatory, and forensic associations.

Still another school reports that "few of our boys leave the school without being proficient in swimming, diving, and Red Cross lifesaving. They are all taught to know and love such games as basketball, volley ball, baseball, and football. Surprisingly enough, they do not know these common games when they come to us."⁴

It is important in this matter of establishing permanent interests to recognize that some of these may be intellectual as well as physical. Long-time interests in worthwhile intellectual activities are desirable, but the school can scarcely expect to develop these interests unless in its program it provides many opportunities for dealing with truly worthwhile units of work. Some years ago I happened

² From reports contributed by Ormsby Village, Anchorage, Ky., in U. S. Office of Education Bulletin, 1939, No. 9.

³ Thirty-fifth Biennial Report of the Superintendent and Fifteenth Biennial Report of the State Agents of the Training School for Boys, Eldora, Iowa, 1936, p. 37.

⁴ From typed report contributed by Florida Industrial School for Boys, Marianna, Fla. 1938.

into a junior high school social studies class at a moment of great confusion. The subject of study was the Great Lakes to Ocean Waterway. The children had sent seven cents each to some publisher to secure a little pamphlet giving up-to-date material about the waterway, and when the booklets arrived, they had been permitted to take them home overnight. The next day, when I was visiting, the teacher was perturbed because the booklets had not been brought back to school. "My father is a lawyer," said one boy, "and he needed the material that was in that pamphlet to work up a case for a client of his who is interested in shipping on the Great Lakes." Another said, "My mother is writing a paper for her study club and she had to have the booklet for a day or so." Still another reported that his older brother was studying that same subject in high school and that he insisted on taking the booklet to school as the best material he had seen.

Now, although this was upsetting to the usual school routine, no greater proof could have been given to those boys and girls that the thing they were working on in school was worthwhile, not only to them, but to their mothers and fathers and others in the community. The topic was not "just some more book work" but a subject of vital importance to all of them. Therefore, when the books eventually were returned to them, their study profited from the assurance of its importance. In the same way, schools everywhere are trying in their social sciences, in art, in mathematics, in homemaking education, and in other fields to select those particular units of work which have an immediate and direct bearing on the life experiences of children and others outside of school. Only to the extent to which schools use materials of real worth can they expect to develop long-time interests in intellectual and recreational activities.

The School Program Provides Work Experiences

We might say it this way: The school program emphasizes vocational preparation. Now to some people vocational preparation is a sort of capstone to the rest of education—that is, in their opinion one kind of education begins with early primary instruction and goes on up to a certain age, whereupon, presto! the type of education changes to job education. Others, who do not accept this theory, believe that education for a job, or for one's life work, extends throughout all of education. It begins, they say, with a study of occupations in the primary grades—an understanding of what the mailman, the fireman, the policeman, the baker, the milkman, the grocery man, and others contribute to their welfare. In the intermediate grades children learn about processes and materials, and get acquainted with stories of many industries. In the upper grades, if they are fortunate, they have industrial arts and a more extensive study of the varieties of vocations, what they require in training and for success on the job. High

schools offer industrial history, economic geography, social studies, homemaking education, industrial arts. In other words, preparation for the job is not another *kind* of education; it is a point of view, a set of purposes which run through all education in and out of school, leading eventually to training for some specific field of work and to placement on a job. Everyone needs to have an understanding of the world's work and wholesome attitudes toward work and toward workers. Nearly everyone needs to develop work habits and good work standards, to secure dependable information about specific vocations, to choose a field of work, to train for a job, and to find employment. Schools carry a major part of the responsibility for all of this.

To do its part the training school has to establish effective relationships between its school and the rest of its program, for not the least of the needs of the socially maladjusted young person is the opportunity to be successful in some form of work. The vocational emphasis in almost all training schools is an attempt to meet this need. According to the reports received by Dr. Martens as she was preparing her account of the educational programs in residential schools, it appeared that in some schools maintenance or production work still occupies an undue amount of the pupil's time, but in others definite instructional units are offered in a variety of occupational fields, and routine maintenance work is reserved to a large extent for those who lack ability to profit from academic or vocational training. Some schools participate in the State program for vocational education, sharing both the benefits and the duties attached thereto. In these the director of vocational education in the State education department has general supervision of the development of the program.

Agriculture in all of its various phases is a common field of training but numerous trade courses are also offered. One school, in stressing its function as a prevocational and vocational school, conditions the length of the boy's stay primarily upon the length of time he needs to complete his training in the vocation of his choice, with due consideration given to conduct. When he leaves the school, it is to start working at his chosen trade. The shops are genuine training centers and not merely places of industrial employment for purposes of production in the interests of the institution. Among the units of training offered are general shop carpentry, masonry, painting, and printing. Related subjects of an academic type are taught in connection with the vocational work.⁵

Another school reports "seven shops well equipped for vocational and prevocational instruction. Boys of 15 years of age and above are assigned to a shop for at least 3 half days a week. In a case where a desired vocation is not determined, the pupil may have some

⁵ From reports contributed by the Glen Mills School for Boys, Glen Mills, Pa., in U. S. Office of Education Bulletin, 1939, No. 9.

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Cooperative Study Completes — and Continues

by Carl A. Jessen, Specialist in Secondary Education¹

★★★ Above is reproduced a picture of the members and research staff of the committee which for 6 years has been in direct charge of the cooperative study of secondary school standards. The members of the committee have served as representatives of the six regional associations of colleges and secondary schools operating in New England, Middle States, Southern, North Central, Northwestern, and Western areas of the United States.

The Committee had its initial meeting August 18-19, 1933; the latest meeting was held May 26-27, 1939. Between these two dates there were 7 meetings of the committee, 8 meetings of the executive committee, and 26 meetings of the administrative committee. One member of the administrative committee recently counted the days which had been spent in cooperative study committee meetings, exclusive of travel time, and arrived at the figure 66 days for the 6-year period. This, of course, leaves out of account the time spent in studying plans and reacting to them by letter, reading manuscript, preparing and making speeches regarding the cooperative study, writing magazine articles, and the like. All of the time thus given by this member and others was donated; no salary, honorarium, or per diem wages have ever been paid to any committee members by the cooperative study.

Work Accomplished

The research undertaking on which the cooperative study embarked 6 years ago has now been virtually completed. There have been four main phases to this work:

1. An introductory phase when 2,500 research studies were examined and numerous conferences were held with persons both within and outside the committee. The purpose in this stage was to assemble and consider all available material, information, and viewpoints regarding the problems and procedures involved in accrediting schools. This preliminary and planning period lasted more than 2 years and culminated with the development of guiding principles and evaluative criteria in tentative form.

2. A try-out phase when the techniques and plans and materials developed during the first

stage were tried out under experimental conditions in 200 schools. The second stage

IN THE ABOVE PHOTOGRAPH

Left to right, front row: M. P. Moe, secretary, Montana Education Association; Jesse B. Davis, dean, School of Education, Boston University; William R. Smithey, professor of secondary education, University of Virginia; Winifred Reeves, secretary to Dr. Eells; E. D. Grizzell, professor of secondary education, University of Pennsylvania (chairman, executive committee); George E. Carrothers, professor of secondary education, School of Education, University of Michigan (chairman, general committee); J. W. Studebaker, U. S. Commissioner of Education; Joseph Roemer, dean of the Junior College, George Peabody College for Teachers; Philip Soulen, State high-school supervisor, Idaho State Department of Public Instruction; Carl G. F. Franzen, professor of secondary education, Indiana University; W. C. Eells, coordinator cooperative study of secondary school standards.

Back row: Carl A. Jessen, senior specialist in secondary education, U. S. Office of Education; D. H. Gardner, dean, University of Akron; E. J. Ashbaugh, dean, School of Education, Miami University; R. D. Matthews, professor of education, University of Pennsylvania; Rev. W. J. McGucken, St. Louis University; Kenneth Eells, statistician, cooperative study of secondary school standards; E. E. Morley, principal, Cleveland Heights High School, Cleveland Heights, Ohio; F. L. Stetson, professor of education, University of Oregon; M. L. Altstetter, educational specialist, cooperative study of secondary school standards; M. R. Owens, State high-school supervisor, Arkansas State Department of Education; S. B. Tinsley, principal, Louisville Girls High School; Howard Conant, principal, Holyoke High School, Holyoke, Mass.; C. R. Wilcox, president, Darlington School, Rome, Ga.; Charles R. Maxwell, dean, School of Education, University of Wyoming; A. J. Cloud, president, San Francisco Junior College; J. Henry Highsmith, State high-school supervisor, North Carolina State Department of Public Instruction; Edgar G. Johnston, principal, University High School, University of Michigan.

lasted approximately a year and cost almost as much as all the other 5 years of the committee's work put together.

3. A period of editing and tabulation of data, consideration of results, and preparation of publications.

4. A period of assisting schools and agencies to put the procedures of the cooperative study into operation.

Stages 3 and 4 have to some extent overlapped in time although considerable of the work of the former had to be completed before the latter could get under way. However, much canvassing of data, some further experimentation to clear up obscurities and weaknesses in the findings, and writing and revision of reports have occurred contemporaneously with the work of assistance to those wishing to put the procedures of the study into practice for the stimulation and accrediting of schools.

With the last meeting this year the committee definitely brought to a close the first three stages of the work. During the summer the four publications² approved at that time have been published, thus completing the research program of the cooperative study.

What Next?

One of the questions discussed at the May meeting concerned the continuance of the committee. Should the committee consider its work done with the appearance of its publications or was there other work which required that the committee should not disband? After canvassing the situation the committee voted unanimously to continue as an organization; a number of considerations contributed to this decision, but the principal reasons for continuance are the following:

1. Some arrangement needed to be made for seeing publications through the press and for their distribution after they are printed. These demands in themselves made it impossible to drop all of the committee's work and personnel on June 30 although conceivably it

² Evaluative Criteria, 1940 edition.

How to Evaluate a Secondary School, a manual. 1940 edition.

Educational Temperatures, 1940 edition.

Evaluation of Secondary Schools, general report.

These publications are for sale by the cooperative study of secondary school standards, 744 Jackson Place, Washington, D. C.

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¹ Mr. Jessen is secretary of the cooperative study of secondary school standards.

National Education Association

★★★ For the coming year the National Education Association will have the following persons, elected at the San Francisco Convention, among its new officers:

President, Amy H. Hinrichs, principal, Audubon School, New Orleans, La.

Treasurer, B. F. Stanton, superintendent of schools, Alliance, Ohio.

Executive committee, John W. Thalman, superintendent, Waukegan Township Secondary Schools, Waukegan, Ill.; Albert Shaw, teacher, Los Angeles, Calif.; Mrs. Myrtle Hooper Dahl, teacher, Minneapolis, Minn.; Fred D. Cram, Iowa State Teachers College, Cedar Falls, Iowa; Helen T. Collins, principal, Lovell School, New Haven, Conn.

Budget committee, William B. Jack, superintendent of schools, Portland, Maine.

Trustee, Edgar G. Doudna, secretary to board of normal school regents, Madison, Wis.

Vice Presidents, Henry Clark, superintendent of schools, Knoxville, Tenn.; J. J. Clark, Roosevelt High School, and president of Arizona Education Association, Phoenix, Ariz.; Ralph B. Jenkins, superintendent of schools, and president of Colorado Education Association, Englewood, Colo.; M. A. Kopka, superintendent of schools, Hamtramck, Mich.; Sara T. Muir, teacher, Lincoln High School, Lincoln, Nebr.; Lester A. Rodes, supervising principal of schools, South River, N. J.; B. C. B. Tighe, principal, Senior High School, Fargo, N. Dak.; J. Carl Conner, principal, Wilson School, Oklahoma City, Okla.; Birdine Merrill, teacher, Portland, Oreg., and president of Oregon Education Association; Arthur W. Ferguson, district superintendent of schools, York, Pa.; R. L. Hunt, Madison, S. Dak.

Membership Plan

Marked emphasis at the convention was placed upon professional organizations and their problems in promoting teacher welfare. Center of such discussions was a proposal for closer cooperation of local, State, and National associations. An all-inclusive membership plan was proposed whereby teachers may join all three of these organizations by one application. That method of enlistment will be used next year by many organizations, it was indicated.

The representative assembly adopted revisions of the by-laws proposed at the New York Convention in 1938 to permit States with 20,000 or more members in the National Education Association to be represented by two State directors instead of one. New York State and Pennsylvania, according to the new provision, will have two directors in 1939-40.

General sessions with numerous speakers were devoted to cooperatives and credit unions, tenure, and retirement.

Tools in Education

The National Broadcasting Co. and the Columbia Broadcasting System cooperated at the convention, in presenting demonstrations of the use of radio in the classroom. Drama, conversation from the convention

American Library Association

★★★ Having for its general theme, "Books—Mind to Mind: Author to Reader," the American Library Association held its sixty-first annual conference in San Francisco, June 19-24, with a registered attendance of approximately 3,000.

This theme was again chosen, explained President Milton J. Ferguson in his opening address, "because librarians must become more than physical jailers of the books upon their steel shelves and because the old regime of the librarian, which held him a slave to mechanical routine, is doomed. . . . The day is dawning when the librarian will expect and will be expected to make definite contribution to the solution of [present-day] problems."

Other speakers on the general theme included President Tully C. Knowles, of the College of the Pacific, and President Aurelia H. Reinhardt, of Mills College. The former, declaring that "American scholarship at least is freeing itself from the idea that scholarship must be detached from the utilitarian and the interesting," urged librarians to be discriminating in their promotion of the use of books and to concentrate on those volumes which are stimulating and challenging. President Reinhardt, speaking on "Higher Education—Readership and Authorship," described the development of readership into authorship, and noted the labor involved in creative work. Walter Wanger, in his discussion of the topic, "What Happens to Books in Hollywood and Why," contrasted the restrictions imposed upon the screen with the freedom allowed the press and literature in treating the questions of the day.

Nearly 100 meetings of sections, subsections, round tables, and affiliated groups were scheduled during the conference. Among topics included in these meetings were such ones as: The Place of the Library in Adult Education; Next Steps in Archival and Manuscript Work; Problems of University and College Libraries; Library Cooperation with Latin America; Photographic Reproduction of Library Materials; Library

platform with pilots and other officers of clipper ships winging their way above the Golden Gate were part of the program. A class in the social sciences participated. A panel of critical educators evaluated and appraised radio techniques and classroom use of the broadcasts, which were presented to the public on coast-to-coast hook-ups from the stage.

Resolutions of the convention dealt with: The democratic school in a democracy; participation in civic affairs; developing racial and religious tolerance; the autonomy and independence of schools; Federal aid for education; tenure; adult education; rural education; American education week; and other timely matters.

Work with Children and Young People; School Library Problems; and various technical aspects of librarianship.

With California's highly developed county library system as a setting, the county and regional library section of the association not only had a formal program to discuss the problems and efficiency of larger administrative units of library service, but arranged tours through a number of typical counties, in order to see county library systems in operation. At the formal meetings of this section, speakers emphasized the importance of State aid as a factor in the development of county library systems. The need of special courses and training for county library professional workers was also stressed, for the administrators in this field reported a serious shortage of adequately trained personnel.

In order to improve service to and relations with library patrons, the publicity committee and the lending section held jointly a series of clinics, which were so widely attended that a number had to be repeated before overflow audiences. After the public relations problems confronting libraries were set forth, nonlibrarians discussed how similar situations were handled in their respective fields. These outside specialists included a department store executive, an oil company representative, the general commercial manager of the telephone company, a consulting psychologist, and a university professor.

Library personnel problems were given special consideration at an institute sponsored by the board on salaries, staff and tenure. Outside specialists conferred with library administrators on such matters as classification of personnel, rating scales, promotions, and in-service training.

Important changes in the organization of the American Library Association were proposed in a comprehensive report of the activities committee presented to the council for preliminary consideration at San Francisco. The report of this committee, which

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Reform of Education in Italy

By J. F. Abel, Chief, Comparative Education Division

La Carta della Scuola



Fratelli Palombi · Editori · Roma
XVII

★★★ Important changes in the education system of Italy are under way. *La Carta della Scuola* (The Charter of the School) promulgated by the Grand Council of Fascism on the 15th of last February lays down the general principles for them; the details are being worked out by various committees. It is expected that many of them will go into effect next September for the scholastic year 1939-40, or year XVIII of the *Era Fascista*. This is by far the most important reordering of the Italian schools since the Gentile reforms of 1923-24.

La Carta della Scuola, said the Minister of National Education in presenting it to the Grand Council, contains in itself all of the principles necessary for a revolutionary renovation of the school according to the Fascist doctrine; it is a matrix of future laws to be worked out for every type of school and for every aspect of the problems which originate in the various schools.

Its first and perhaps most important purpose is to bring more closely together the school system administered by the Ministry of National Education and the physical, military, and political training given by organizations directly connected with or parts of the National Fascist Party. The second of the 29 declarations that make up the *Carta* states:

"In the Fascist order, school age and political age coincide. School, the Italian Youth of the Littorio, and the Fascist University Youth form, together, a unitary instrument of Fascist education. The obligation to attend it constitutes the scholastic service which engages the

citizens from the earliest age to 21 years. Such service consists in attendance from the fourth to the fourteenth year at the school and at the Italian Youth of the Littorio, and continues in the latter up to 21 years (of age) even for those who are not pursuing studies. University students must be members of the Fascist University Youth. A personal libretto to be united opportunely with the "libretto of labor" will attest the completed scholastic service and also serve for purposes of individual valuation in the (public) services and in labor."

Briefly this means that in that unitary instrument of Fascist education, attendance is obligatory up to 21 years of age. The child must begin going to school when he is 4, a lower age, as far as the writer knows, than in any other country, and continue to attend until he is 14. Then if he no longer pursues studies in an organized school, he must still take part in the activities of the Italian Youth of the Littorio (Gioventù Italiana del Littorio, or G. I. L. as it is popularly called in Italy) until he is 21. If he goes on with his studies after 14, he will of course come under the influence and training of G. I. L. as well as that of the school.

Organization of Instruction

Declaration VIII of the *Carta* is the new plan for the organization of general instruc-

tion into six orders: Elementary, middle, higher, for women, university, and artistic. The elementary order will consist of the maternal school (2 years for children from 4 to 6, attendance compulsory), elementary school (3 years, 6 to 9), school of labor (2 years, 9 to 11) and the artisan school (11 to 14). The middle order will be mainly the middle school (*scuola media*) with a 3-year curriculum for children from 11 to 14 and preparatory to the different types of schools in the higher order, but there is also in this stage, the vocational 3-year school that parallels the artisan school and leads to a 2-year technical school for young people 14 and 15 years of age.

The higher order will include four 5-year schools; classical lyceum, scientific lyceum, teachers' institute, and commercial technical institute; and four 4-year schools; agricultural institute, industrial institute, institute for geometers (architects' assistants), and the nautical institute. On this level are also the schools of the order for women. They are a 3-year institute for women (*istituto femminile*) which is followed by a 2-year school to train teachers for the *istituto femminile*.

In the university order are 14 faculties: Law; political science; statistical and actuarial science; economics and commercial science; letters and philosophy; education;

	Elementary order					Middle order					Higher order																			
School year.....	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15															
Pupil's age.....	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18															
Class.....	1	2	1	2	3	1	2	1	2	3	1	2	3	4	5															
Material school	Elementary school					School of labor					Middle school					Artisan school														
																Vocational school					Technical school									
																					Institute for women					Teachers of women				
																					Classical lyceum									
																					Scientific lyceum									
																					Teachers' institute									
																					Commercial technical institute									
																					Agricultural institute									
																					Industrial institute									
																					Institute for geometers									
					Nautical institute																									

medicine and surgery; physical, mathematical, and natural sciences; industrial chemistry; pharmacy; engineering; architecture; agriculture; and veterinary medicine. The regular curricula in these facilities are 4 years in duration, except for medicine which is 6, and industrial chemistry, engineering, and architecture, each 5.

The artistic order of schools includes those that give special training in art (sculpture and painting), and in music.

Omitting the university and artistic orders, the following chart gives the organization to be established in line with the provisions of the *Carta*.

Some Differences Given

This new set-up differs from the one in effect in 1937-38 in many respects. Among the more important are:

1. The initial compulsory education age is lowered from 6 to 4 and kindergarten training thus becomes much more an integral part of the public-school system.

2. The former 2-year upper course (*corso superiore*) of the elementary school becomes the "school of labor." The assumption is that the curriculum will be made more practical and less literary than it now is.

3. The several different types of secondary schools for vocational preparation (*scuole secondarie de avviamento professionale*), with their 2-year and 1-year courses in places where the full 3-year curriculum was not practicable, are to be replaced by the artisan school and the vocational school.

4. A middle school is established to take the place of four types of schools, namely: 5-year gymnasium which led to the 3-year classical lyceum; lower course (*corso inferiore*) of the teachers' institute, with a 4-year cur-

riculum, which brought the students to the 3-year upper course (*corso superiore*) and thus made the education of teachers for elementary schools a 7-year process above the elementary school itself; the 4-year lower course of the technical institute from which students could go to the higher course and for 4 years specialize in agriculture, commerce, industry, nautical training, or training as architects' assistants (*geometri*); and the 3-year industrial school for women that was preparatory to the institute for women.

This change to a middle school common for all those young people who expect to go on to the higher order of instruction—and the word "higher" here means secondary—and perhaps on to a university, is a strong step toward unifying the education system and delaying specialization. It comes near to establishing an eight-grade school leading to secondary studies.

The gymnasium disappears and the 3-year classical lyceum is lengthened to 5 years; the 4-year scientific lyceum, the teachers' institute, and the commercial institute are increased to 5 years, while the total effect is to take away a year from the other specialized institutes.

5. In the matter of admission to universities and institutions of like rank, the classical lyceum loses prestige. At present a graduate may, without examination, take up study in any faculty, except education, to which he is not admitted. When the *Carta* becomes effective, he can enter only three faculties (law, political science, and letters and philosophy) without examination; must pass entrance tests for the others, and is barred from education. The scientific lyceum which now admits to all faculties but law, letters and philosophy, and education, and not at all to them, will in the future lead to the study of law provided an admission examination is passed, and a like requirement is set for studies in political sciences, and economic and commercial science. The teachers' institute with its curriculum lengthened by 1 year will lead freely into the faculty of education—an examination is now required—but to no other line of university study. The agricultural, industrial, and nautical institutes, and the institute for geometricians, all having their curricula shortened by a year, will admit only by examination to those faculties for which each is considered specific preparatory training.

Scholastic Hours Reduced

A part of Declaration XXVIII of the *Carta* is probably very welcome to most of the Italian educators and the students in their charge. It reads:

"Scholastic hours may not exceed in any school 24 hours weekly except in the university order and in the artistic order, where they are regulated according to the special exigencies of the studies."

The programs of the classical and scientific lyceums now call for 25 to 27 hours weekly

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Headquarters of the Italian Youth of the Littoria at Florence.



A communal school building at Littoria.

International Relations in Education and Culture

by *Ward W. Keesecker, Specialist in School Legislation*

★★★ The great truths of art and science overrun national boundaries. They are of international interest and significance. The interchange of professors, students, and ideas among nations may be an important factor in the promotion of intellectual understanding and cooperation, which together with international law seek to maintain world order and peace.

Early Development

According to Lambie, "International education played an early and important part in the academic centers of Athens, Rome, and Alexandria."¹ Francis Lieber, a pioneer in the codification of International Law, discovered the traveling professor who even in the days of Ancient Rome had a preferred status. In a letter of May 26, 1872, to the German publicist, Franz Von Holtzendorff, he said:

"In 1846, in one of my writings, I recalled the fact that under Adrian, professors were appointed to lecture in different places, and Polemon of Laodicea instructed in oratory at Rome, Laodicea, Smyrna, and Alexandria. The traveling professor had a free passage on the emperor's ships or on the vessels laden with grain. In our days of steamboats and railroads the professor should be reinstated." *Life and Letters* of Francis Lieber.

It appears that during the Middle Ages there was considerable migration of professors and students, and that over a long period of history the custom had become rather firmly rooted in Europe. During the last century there were real and extraordinary developments in the realm of international intellectual relations. At the first meeting of the assembly of the League of Nations, the assembly took note of the fact that while nations had been striving one with another, intellectual workers had been crossing frontiers of various countries and meeting one another in conferences. From 1840 to 1850, there were only 10 international conferences, but between 1900 and 1910, there were no less than 1,600 such conferences, and during the 4 years preceding the war there were 500. These were conferences of all kinds, and men taking part in them came from all parts of the world. Groups of international bodies had already been united into 400 international associations, and an International Union of 230 associations of various kinds had been formed.²

¹ Margarte Lambie in *The Foreign Teacher. His Legal Status as Shown by Treaties and Legislation*, p. 92.

I look to intellectual cooperation among men of goodwill for the restoring of our lost Cosmos and for ultimate wise guidance of the world.—*The Ordeal of This Generation*, by Gilbert Murray.

Since World War

In the years since the World War new impetus has been given to international conferences, particularly of an intellectual character. The First Assembly of the League of Nations in 1920 gave special consideration to this subject and instructed the council of the League to associate itself as closely as possible with all methods tending to bring about the international organization of intellectual work, and to recommend measures which might be taken by the League to facilitate international exchange in the domain of intellectual activity. In presenting the report of the Council the French delegate, M. Leon Bourgeois, said:

"We are all agreed that the League . . . has no task more urgent than that of examining these great factors of international opinion, the systems and methods of education, and scientific and philosophical research. It would be unthinkable that the League should endeavor to improve the means of exchange of material products without endeavoring to facilitate the international exchange of ideas. No association of Nations can hope to exist without the spirit of reciprocal intellectual activity between its members."³

It may be of interest to note that on this occasion Mr. Bourgeois pointed out that the diversity of originality among different intellectual workers was essential for the general progress of ideas, and that the object of the international exchange of ideas was to enable the thinkers of each nation to develop their ideas "with greater force and vitality, by making it possible for them to draw more fully upon the common treasure of knowledge." He observed that international intellectual life had long existed and that the problem now was "merely a question of defining, simplifying, and extending the relations already existing . . . so that wider access and freer circulation . . . may be provided for the great intellectual currents of the world."

Development of Treaties

Edwin M. Borchard says: "The higher a state in culture, the more special the topics mentioned in treaties, for the general principles

² League of Nations Record, Plenary Session, 1920.

³ League of Nations Record, Plenary Session, 1920.

governing the treatment of aliens, . . ." (Borchard—*Diplomatic Relations of Citizens Abroad*, p. 38). Judged by this standard alone recent years indicate a rising tide of culture among many nations. There are approximately half a hundred treaties to facilitate the exchange of foreign professors, students, and ideas which have been entered into since 1920.

These treaties are of numerous types and for various purposes. The one central purpose, however, underlying most of them is the desire to facilitate the exchange of intellectual culture and ideas. In order to indicate the general purpose and scope of treaties in this field there is given below a brief digest of a few such treaties. It is noted that while many nations have become parties to treaties designed especially to facilitate the exchange of intellectual ideas in recent years it was not until 1937 that the United States formally joined certain other nations in treaties of this particular character.

Examples of Treaties

Convention between Brazil and Uruguay. Signed at Montevideo August 1, 1921.

To promote close mutual understanding in the intellectual sphere by providing for the exchange of professors and students.

Belgium and Poland. Signed at Warsaw September 1, 1925:

"To establish closer intellectual relations between Poland and Belgium by all methods of a nature to promote their scientific development, to improve their teaching organizations, and to facilitate the constant collaboration in these spheres." This treaty provided for (1) interchange of professors and officials of libraries; (2) interchange of students and equivalence of studies and degrees; (3) a permanent technical committee to assist in achieving the subjects of the treaty.

Belgium and the Netherlands. Signed at Brussels October 26, 1927.

"To establish closer intellectual relations . . . by introducing a system of exchange of professors and the founding of scholarships." Provided for a permanent technical committee

to assist in achieving the objects of this treaty.

Poland and Yugoslavia. Signed at Warsaw December 2, 1931:

To extend the "Pact of Friendship and Cordial Cooperation" dated September 18, 1926, to apply in the sphere of mutual intellectual cooperation, through the maintenance and development of scientific, scholastic, and artistic relations. Provided for a technical commission to assist in achieving the objects of this treaty.

Specific purpose:

1. Organize frequent contact between representatives of primary and secondary education of the respective countries by introducing the study of geography and history of the other nation.

2. To facilitate exchange of students between the respective countries.

3. Organize exchange of teachers and professors.

4. Organize vacation courses, tourist excursions, holiday camps, etc.

Convention by Albania, United States of America,⁴ Austria, Belgium, Great Britain, and Northern Ireland. Signed at Geneva October 11, 1933. Opened to accessions by other nations.

"To facilitate the international circulation of educational films of every kind, which contribute towards the mutual understanding of peoples, in conformity with the aims of the League of Nations and consequently encourage moral disarmament or which constitute especially effective means of ensuring physical, intellectual and moral progress." Many other nations accepted this treaty. Deposits of ratifications in Geneva of this treaty were made by the following nations: Switzerland, Morocco, India, Italy, Chile, Roumania, Norway, Denmark, Austria, Nicaragua, Latvia. Accessions: Bulgaria, Ireland, Iran, Iraq, Cuba, Newfoundland, Australia, Union of South Africa, Estonia, Egypt, Great Britain and Northern Ireland, Hungary, Belgium, Sweden, Greece, Poland.

Brazil and Uruguay. Signed at Montevideo December 20, 1933.

To improve the friendly relations by providing for artistic exchanges; providing for exhibits of art and concerts of national music, lectures on literature and art, and for festivals and traditional dances by each nation.

Hungary and Italy. Signed at Rome February 16, 1935.

To provide for continuous development of scientific, literary and artistic relations between the two countries "which development is promoted by a wider extension of Italian culture in Hungary and of Hungarian culture in Italy. Under this treaty the Hungarian Government agreed to maintain in Rome the "Hungarian Institute" for the development of Italian-Hungarian relations in the realms of

science, literature and art; and the Italian Government agreed to maintain in Budapest an "Italian Institute" for the development of Italian-Hungarian relations in the same fields. The respective countries also agreed to provide for the encouragement of exchange of students and professors.

Poland and Roumania. Signed at Warsaw November 27, 1936.

To preserve and develop the reciprocal cultural heritage and the common intellectual aspirations which constitute one of the bases of friendship uniting the two nations, by providing for the exchange of teachers and students of elementary and secondary schools and members of the sport and youth organizations of both countries; also for the exchange of arts, literature and science.

Notes of Agreement between The Netherlands and Czechoslovakia. Signed at The Hague May 20 and 25, 1937.

To foster and facilitate scientific, literary and artistic relations in every sphere between the two countries, and to provide for the exchange of professors, students and courses.

Afghanistan, Union of South Africa, Argentine, Belgium, Chile, Colombia, Dominican Republic, Egypt, Estonia, Greece, Iran, Norway, The Netherlands, Sweden. Opened for signature at Geneva October 2, 1937. Later ratified by the countries herein mentioned.

To strengthen and develop good relations by obviating the dangers that may arise "through the tendentious presentations of certain historical events in school textbooks and matters in such books which might arouse unjust prejudices against other nations." Provided for the establishment of national committees on intellectual cooperation to assist in achieving the objects of this treaty.

Poland and Finland. Signed at Warsaw February 14, 1938.

For the development and increase of scientific, literary and artistic cooperation between the two countries by the exchange of professors and students, the facilitation of travel, exhibitions of art, the use of films, concerts, etc.

United States, Dominican Republic, Brazil, Haiti, Chile, Honduras, Venezuela, Nicaragua, Peru. Signed at Buenos Aires December 23, 1936.

A convention for the promotion of inter-American cultural relations and a more consistent educational solidarity on the American Continent, by the exchange of teachers and students and the encouragement of a closer relationship between unofficial organizations which exert an influence on the formation of public opinion. Ratified by the nations above mentioned. (Ratification of the United States deposited with Pan American Union, July 29, 1937.)

Convention signed at Buenos Aires December 23, 1936, and ratified by the following countries: United States, Dominican Republic, Mexico, El Salvador, Brazil, Haiti, Chile, Honduras,

Guatemala, Venezuela, Nicaragua, Panama, Peru.

To improve the spiritual relationships among the American nations through a better acquaintance with their respective artistic creations and by the exhibition of artistic productions of each of the other nations parties to the treaty. Ratification of the United States deposited with Pan American Union, July 29, 1937.

Dominican Republic, Mexico, El Salvador, Nicaragua, Brazil, Chile, Haiti, Guatemala, Honduras, Panama, Venezuela. Signed at Buenos Aires December 23, 1936.

For the peaceful orientation of public instruction. The contracting parties agreed "to organize, in their public educational establishments, the teaching of the principles of pacific settlement of international disputes and the renunciation of war as an instrument of national policy, as well as the practical applications of these principles."

NOTE.—It is noteworthy that the delegation of the United States to the Buenos Aires convention in declining to sign the foregoing treaty made the following statement:

"The Delegation of the United States of America, while generally sympathetic to measures looking to 'the peaceful orientation of public instruction,' desires to point out that the system of education in the United States differs from that in other countries of the Americas in that it lies largely outside the sphere of activity of the Federal Government and is supported and administered by the State and municipal authorities and by private institutions and individuals. The conference will appreciate, therefore, the constitutional inability of this delegation to sign the above convention."—*Treaty Information*, page 26: Bulletin No. 90, March 31, 1937, The Department of State, Washington, D. C.

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⁴ This treaty has not been ratified by the United States.

CCC Educational Plans for 1940

by Howard W. Oxley, Director of CCC Camp Education

★★★ The CCC educational program is now in its sixth year. During these years, a tremendous group, some 2,500,000 young men, have shared in the training values of the organization. In the beginning little was known as to the types of educational activities which would be of value and of interest to these enrollees. For the most part, they were young men who had been deprived of educational opportunities or who had rejected the offerings of the country's educational institutions. It was wisely decided that the CCC would base its training program on the needs and interests of the individual members, and participation on the part of enrollees would be entirely voluntary. These principles operating on such a large scale sounded a rather new note in American education.

CCC officials have amassed a large amount of experience during the past 5 years in carrying on this type of program. The 1,500 camp educational advisers, whose average length of service amounts to 3 years, statistically speaking, would have a total of some 4,500 years of experience. In addition, the other members of the camp committee on education, the company commander, and project superintendent, have had a comparable length of service.

In order to capitalize on this experience, the Division of CCC Camp Education in the United States Office of Education initiated research activities aimed at providing an improved basis for the planning and operation of the program in the camps during the current year. The machinery for coordinating these activities was set up in the Washington office but the research itself was carried on by utilizing the experiences of the personnel in the field. The first attack bit into five major problems: Guidance, improvement of instructional materials, improvement of teacher training, improvement of equipment, and pupil accounting.

As a result of this research in the field of guidance, a bulletin has been prepared and sent to the camps. The program and practices recommended therein are based on those which have operated successfully in the field. Throughout the year 1940, this program will be established and its operation studied objectively. A series of 21 film strips on major fields of employment is being issued in supplement to the other guidance materials.

The project for the improvement of instructional materials will be largely completed during the present year. This project involves the development of an elementary course of study adapted to the needs of the more than 100,000 enrollees who have not completed elementary school work and the

preparation of teaching outlines in approximately 30 vocational subjects most commonly taught in the CCC. The elementary course of study consists of two subjects—language usage and arithmetic. A series of 6 workbooks will be issued in each of the 2 subjects. These are especially prepared, taking into consideration the age grouping of CCC enrollees, their general ability level, the special conditions of teaching, and the like.

Teacher Training

In the field of teacher training, the plans for 1940 contemplate the issuance of a specially prepared Short Course in General Methods, based on the study of best practices carried on during the year 1939. This course is to be followed up by a short course in guidance techniques and a series of topic problems for conference discussion and instructors' group meetings. Plans are also being developed for the preparation of a series of film strips supplementary to this material.

In the field of materials and equipment, plans are on foot to prepare a schedule of the minimum standard materials and equipment required for the proper teaching of the major courses in the camps. Efforts to increase and improve the space for educational use in the camps will be continued.

A comprehensive set of records has been evolved. This will provide a completely standardized record system for both administrative and pupil accounting purposes. Important new records are a revised enrollee's cumulative record form and a new monthly report form. The new monthly report embodies an entirely new approach. It is based on activities of the individual rather than of the camp and will present a more accurate picture of the true nature of a camp program in terms of the individual needs of the enrollee.

Five Point Program

The research program will be carried on during the current year from a somewhat different approach. The five points of attack are management, personnel, curriculum, devices, and equipment.

The first point, management, will include a study of the best practices now carried on in the organization, administration, and supervision of the educational program. The results of this study will involve the preparation of a bulletin describing the best practices. At the same time, an evaluation will be made of the aims and objectives of the program, and the plans which have been evolved for attaining them. On the basis of this, a new handbook on education will be prepared for the use of camp officials. One other matter

which will be studied will be the feasibility of classifying camps for educational purposes, in accordance with the training opportunities which they present. Certain camps at the present time, because of the nature of the work project, the proximity to vocational schools or colleges, or some similar factor, present opportunities for vocational training or general education which are outstanding. In certain cases, enrollees are transferred to these camps because of their ability to profit from the educational opportunities available therein. The possibilities of extending this practice to a larger number of camps will be investigated.

The second phase of the research program concerns personnel. As has been stated many times, the CCC educational program is new and unique in many respects. For example, the work of the educational adviser requires this individual to be an organizer, administrator, supervisor, teacher, and counselor. A thorough analysis of the job of the camp educational adviser will include a careful study of the advisers who are now on duty, and those who have been separated from the service, in order to determine, insofar as possible, the basic qualifications for this position. Likewise, studies will be made of the methods of rating and training the educational personnel with a view to improving these practices. Finally, a survey will be made of the qualifications of camp instructors and the best methods of training them for their work.

In the field of curriculum, there are five points of approach. First, a study will be made of CCC jobs to determine to what extent these jobs train the enrollees for employment in civilian life. A series of leaflets will be prepared to show the duties of the various jobs in the CCC, the training required for these jobs, the carry-over values into standard occupations in civilian employment, and the supplementary training required for similar jobs outside the corps. The second effort under the heading of curriculum is a study of the educational offerings in the camps during the month of May 1939. When issued, this will provide a basis of comparison with the previous survey which was made in February 1938. By means of this comparison, it will be possible to ascertain some of the trends of the program. As a third point under curriculum, it is proposed to make a follow-up survey of ex-enrollees in selected areas throughout the country, in order to determine the extent to which they have secured regular employment, the nature of that employment, the salaries received, and whether or not the training and experience secured in the corps have aided the enrollee after he was discharged.

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Reviewing the Cooperative Program

by Henry F. Alves, Specialist in State School Administration



Following a preliminary study, the United States Office of Education more than 4 years ago, held a conference of representatives of State departments of education for the purpose of considering items of information to be reported by States to the Office of Education, and formulating definitions of terms to be used in the collection of State (and local) school statistics.

At its annual meeting, held in Washington later in the year, the National Council of Chief State School Officers adopted a resolution requesting the Office of Education to take such steps as were necessary to further the study of uniform statistical reports of State school systems, to determine uniform procedures and definitions, and to assist State departments of education to set up their respective systems of records and reports. Following this, the Commissioner of Education appointed the National Advisory Committee on School Records and Reports, which has effectively served as a guiding agency in planning and projecting the program of work adopted.

In the consideration of numerous phases of the program as planned, the following steps have been taken to date:

1936-37

Submitted revised definitions of terms to the States for criticisms and suggestions as bases for further modifications.

Analyzed basic recording and reporting forms in use in States to determine items of information required by States of teachers, principals, superintendents, and others in their periodic reports.

Prepared tentative forms suggesting "blocks of information" based on analyses referred to above.

Visited State departments of education for personal conferences with staff members to determine the extent to which the States agreed with and planned to use definitions of terms as revised; and were interested in securing items of information as determined by analyses and as included in the tentative forms referred to above.

1937-38

Prepared, in terms of current practices within States and of indications by States in personal conferences, lists of desirable items of information that should be available to the respective States and their subdivisions; and

Suggested forms for recording these desirable items of information at their sources

and reporting such items as were found to be progressively needed by teachers, principals, superintendents, and others in local administrative units and by State departments of education.

Held regional conferences at Washington, D. C.; Springfield, Ill.; Salt Lake City, Utah; Montgomery, Ala.; and Hartford, Conn.; of representatives of State departments of education to consider the recording and reporting forms developed to date, to suggest further modification of items, blocks of information, and definitions, and to plan next steps in the program.

1938-39

Visited, upon request, 22 States for personal conferences with department of education staff members regarding revisions of recording and reporting forms being made by those States.

Revised Form 8-051, used by States in reporting State school statistics to the United States Office of Education, to conform to suggestions and recommendations of regional conferences.

Revised Statistical Circular No. 10, Office of Education, to incorporate definitions of terms previously cooperatively prepared and to include instructions for executing Form 8-051.

Held special conferences on financial reports of large city school systems; transportation problems, with emphasis on required recording and reporting forms; and preparation of manuals of instruction for personnel and financial accounting and for transportation.

The Florida Plan

by Edgar L. Morphet, Director of Administration and Finance,
Florida State Department of Education



Florida has undertaken a program of revising its entire system of school recording and reporting forms. This revision which has been progressing for the past 2 years, has been worked out democratically: It has not been arbitrarily imposed. Already, facts which have become available through these revisions have resulted in significant changes in the school program and in recommendations for other important changes.

The Florida plan for the improvement of school record and report forms not only

Through personal and regional conferences the States have had opportunities individually and collectively to consider the findings of analyses as referred to above and to discuss proposed changes in forms and procedures, as submitted by the Office of Education with the counsel and advice of the National Advisory Committee on School Records and Reports. As changes have been effected through new and revised forms, States, after attempting to use them for a year or two, have recommended further changes and modifications. This procedure is conducive to the production of materials of greatest use to the States. That the States are decidedly interested is evidenced by the fact that more than two-thirds of the States reported in November 1938 that they had made revisions of some or all of their recording and reporting forms in accordance with the findings and recommendations of the cooperative program.

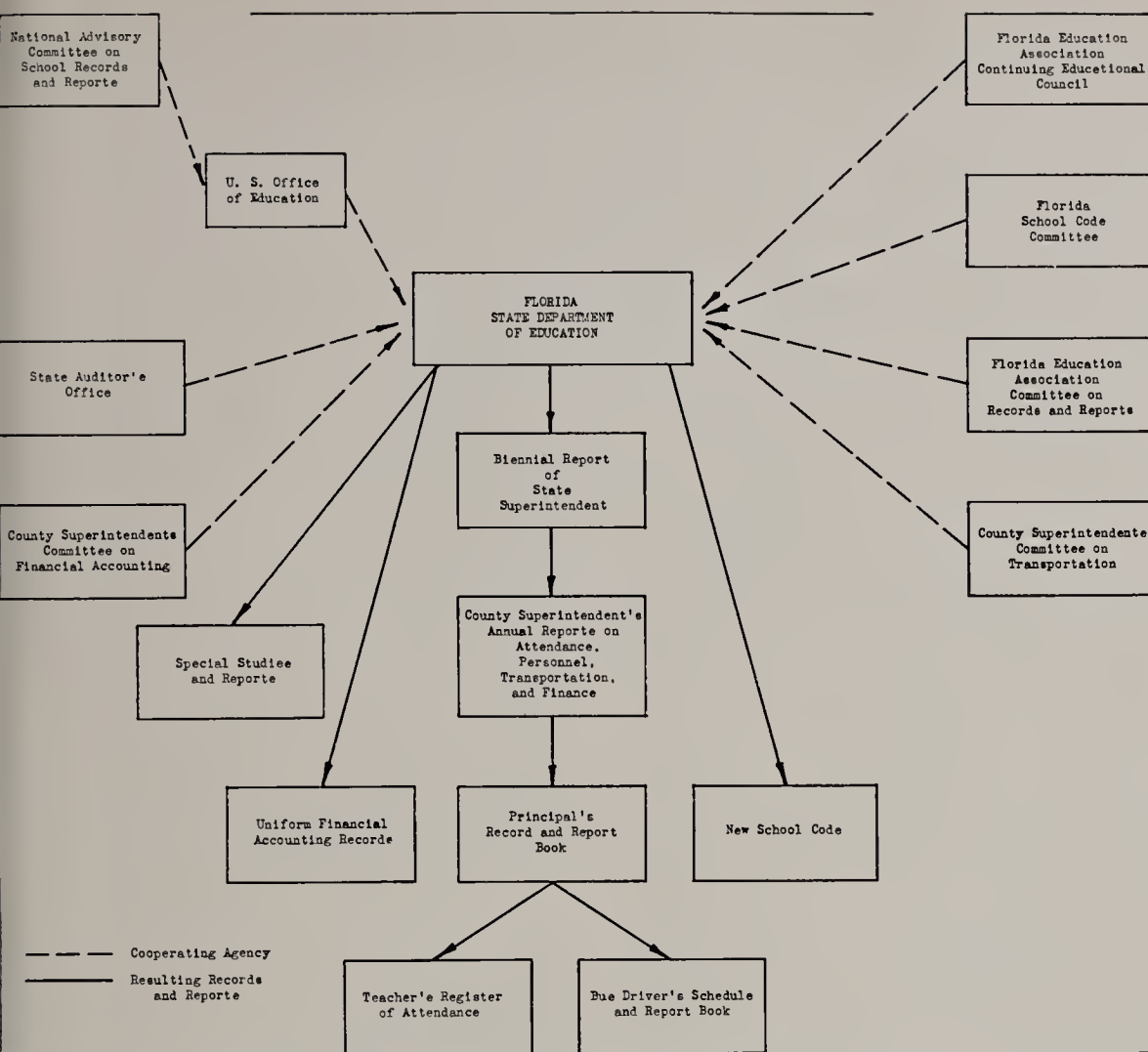
Some States have undertaken their programs of revision on a State-wide basis with the assistance of State and local committees of teachers, principals, superintendents and others engaged in the educational program. Reports to the Office of Education indicate that States generally are relying more and more on the cooperative efforts of such committees and representatives of State departments of education.

Florida is one of the States that undertook 2 years ago a program on a State-wide basis of improving its system of school records and reports. The plans and procedures followed to date in this long-range program in Florida are set forth in the following article:

involves experiences and procedures common to most States but includes some distinctive features worthy of consideration.

How the Program Began

During recent years, educational leaders in Florida have become increasingly aware of the fact that the State program of education has, time and again, been handicapped by lack and unreliability of educational data. *The Report of the Florida School Code Committee* published in March 1937, called attention particularly



Agencies participating in the Florida Cooperative Program.

to the problems and difficulties encountered because of inadequate or unreliable information.

Soon after assuming office in January 1937, State Superintendent Colin English, who, as chairman of the school code committee, had been studying the problem, took the following steps in preparation for the present program: (1) He assured the United States Office of Education of the active interest of Florida in the cooperative program on school records and reports and requested assistance in developing a system of record and report forms consistent with national trends. (2) Through the State department of education he made a brief but intensive study to discover major deficiencies and needs in record and report forms used in the State. (3) He secured the cooperation of the Florida education association in appointing the State committee on records and reports, comprised of teachers, principals, and county superintendents, to submit recommendations on the basis of studies.

Development of the Program

As these preliminary steps were being undertaken, the Office of Education announced a series of regional conferences on records and reports. Arrangements were made for a

representative of the State department of education and for the chairman of the State committee on records and reports to attend the regional conference held at Montgomery, Ala., in March 1937. On the basis of recommendations of this conference and of findings of special studies in the State, the two representatives proposed that Florida undertake a program looking toward a comprehensive revision of the recording and reporting forms. This proposal was submitted to and approved by the committee, which adopted the following policies:

(1) The State department should not make any change in existing forms except of a temporary or emergency nature until after the proposed change had been fully discussed and agreed upon by the committee.

(2) The Committee should study thoroughly, needs and possibilities and discuss proposals for changes with representatives of the various groups involved before recommending changes in any form.

(3) All proposed changes in forms should be designed to meet the needs in Florida and, insofar as possible, to conform to the recommendations of the Office of Education and of the National Advisory Committee on School Records and Reports.

(4) Special effort should be made to see that the entire system of records and reports

is integrated and articulated so as, insofar as possible, to eliminate duplication and overlapping, and to simplify summarization.

Teacher's Register of Attendance.—As its first major project and as a basic step, the committee, during the spring of 1937, sponsored the revision and modernization of the *Teacher's Register of Attendance*. In general, the register now in use follows the form suggested by the Office of Education and the National Advisory Committee. The first revision of the register was used during the school year 1937-38. On the basis of further study that year the committee found it necessary to make only minor changes for the next year.

Principal's Record and Report Book.—As a result of suggestions received from the field, the committee during the spring of 1938 sponsored the development of the *Principal's Record and Report Book*, which includes and integrates all reporting forms used by principals. It contains in duplicate, forms used periodically for reports on attendance, transportation, personnel, textbooks, buildings, and equipment. As now revised this book is recognized as a major improvement.

Textbook Record and Report Forms.—In Florida, all textbooks are provided at State expense. The State, therefore, provides requisition, invoice, inventory, and report forms in this field. A study made in 1938 showed that approximately \$100,000 worth of unused textbooks had accumulated on shelves in the several counties largely because of lack of adequate information. The revised record and report forms made available the information which enabled the State to put these unused books into circulation and to solve other problems in textbook administration.

Personnel Records.—On the basis of information called for in the *Register* and in the *Principal's Record and Report Book*, the county and the State can now readily maintain a cumulative record for each teacher. The record card for use during 1938-39 is furnishing the information for the first comprehensive study of the teaching personnel of Florida.

School Building Records.—Prior to 1938-39, the State requested annually on an accreditation blank as well as on an annual report form certain information regarding school buildings. This information, at best, was only approximately correct. The State now has a permanent cumulative record and inventory form which provides for each school building more accurate and complete data than heretofore.

Transportation Records.—During the summer of 1937, the county superintendents' committee on transportation was appointed. During the first year this committee proposed special licenses for school bus drivers meeting prescribed requirements, recommended a system of record and report forms on transportation for use in 1938-39, and formulated minimum uniform regulations designed to promote

(Concluded on page 29)



THE VOCATIONAL SUMMARY



by C. M. ARTHUR, *Research Specialist, Vocational Division*

"Sound Understanding"

"High schools are places to train boys and girls to the point where they are ready to begin employment," E. Otis Vaughn, superintendent of the Reno, Nev., schools, believes.

"It is unwise economically and unwise citizenship practice," Superintendent Vaughn states, "to have boys and girls of high-school age compete with family earners who may be competent craftsmen. We cannot expect to turn out finished craftsmen and skilled workers. We should be prepared, however, to graduate boys and girls who have an aptitude and preparation to enter certain lines. We need to cooperate with the trades by making it possible for a boy to have *trade readiness*. If the high schools can give boys an opportunity to learn how to use their hands and to have some knowledge of subjects related to the mechanical and building trades, we are in better position to fit into the present economic and trade picture than if we try to turn out finished craftsmen.

"Contractors who secure contracts under very keen competition cannot be expected to spend much time in training apprentices, neither can a community afford to have the trade learners exploited. The average craftsman has spent years in getting his experience and proficiency and boys should not be expected nor permitted to compete with experience by selling, at a cheap price, inexperienced and unfinished craftsmanship.

"That skilled labor may improve its product, it is our concern and obligation to cooperate with contractor and journeyman to the end that apprenticeship training classes may be properly set up and conducted to permit a young man to better choose and qualify for his work. Inasmuch as public funds are used for this training, the classes should be open to all apprentices who have the aptitude and qualifications to enter training."

Impressed with Superintendent Vaughn's viewpoint on the objective of vocational training in the secondary school, expressed in a recent issue of *The Vocational Reflector* published by the Nevada State Board for Vocational Education, John P. Frey, president of the metal trades department of the American Federation of Labor, makes the following comment in a recent letter to the Reno officer:

"Since the Smith-Hughes Act has been in operation, I have rather closely followed the development of vocational education. One of the conditions which has disturbed me not a little at times has been the failure on the part of many educators to understand the basic purposes and program for vocational education. As a result there developed that crystallization of objections on the part of the American Federation of Labor which took

place in 1935, resulting in the appointment (by the U. S. Commissioner of Education) of an Advisory Committee consisting of three representatives of employers, the American Federation of Labor, and vocational educators (to advise with the Office of Education concerning various vocational education problems). Fortunately, since then there has been genuine cooperation between the three groups.

"Your article in *The Vocational Reflector* was gratifying because of the sound understanding of the purposes of vocational education which is indicated. I wish that a copy of that article could be placed in the hands of every superintendent of the public schools."

They Solved Their Problem

Faced with the problem of providing facilities for supervised farm practice for students of vocational agriculture who do not have such facilities, the department of vocational agriculture in Centerville, Iowa, rented a farm for this purpose. This farm, later purchased with the approval of the superintendent of schools in Centerville and with funds made available by the local board of education, has been operated during the spring and summer by boys in the vocational agriculture department.

Vocational agriculture students at Centerville are organized and have their own president, vice president, secretary, and treasurer. Committees are appointed by the group for specific duties—buying supplies for instance.

A laboratory schedule was arranged for the student group, under which five or six boys spend 2 hours on the farm. A revolving plan is followed which permits each boy to get experience in doing every kind of work to be done on the farm. Each Saturday and Sunday one of the students is responsible for the farm chores, and all of the students take their turn in this routine.

The farm is a fairly well improved tract of 40 acres. To begin with the farm was stocked with 6 baby bees, 5 beef heifers, 20 ewes (10 purebred and 10 grade), 4 brood sows and 250 baby chicks, which are used by students in connection with their supervised farm practice programs.

Crops projects are being worked out, and improvement projects, such as arranging stalls, making feeders, installing scales, are being worked out from time to time.

Crops were planted on school laboratory time. The work of caring for them during the summer was done by vocational agriculture students not otherwise employed, their labor being paid for out of proceeds from the farm. Each boy agreed to give one day during each of the summer months to care for livestock and other projects.

J. R. Moore is the vocational agriculture teacher in Centerville.

Better Understanding

The story of a girl who entered "high school with no definite interest in anything," enrolled in a homemaking class and there found new incentives is told by Helen Moeckley, in a recent issue of the *Vocational Education Survey*, published by the Iowa State Board for Vocational Education. "My entire attitude toward home was changed," Miss Moeckley says, "when I was given a better understanding of the fundamental factors that contribute to real home and family life."

Now a sophomore in the home economics course at Iowa State College, she recounts at length her interest in the home economics course offered in the high school at Ankeny, Iowa. "I think it aroused my interest," she declares, "because it offered a chance for me to use my initiative. I had always lived on a farm and disliked very much the work I was expected to do at home. I had no interest in the canning or cooking. Part of the reason I disliked this work was because it seemed to me that I had no part in the management of my home. It was just a monotonous, tiring routine of cleaning the house and cooking the meals. But at school I was very proud of my own jars of canned food because I had completed the whole process of canning myself. It was fun to possess a 'standard product' and to know what went into its making.

"As a freshman in the high-school homemaking course I received the most practical results and personal satisfaction from working out my home projects. The projects carried out at home offered an opportunity to get actual experience from putting into practice some of the things I had learned in class at school. * * *. As I worked out various projects successfully during the year I became confident in my own increasing ability to assume responsibilities."

Of her cooking projects she declares: "I learned the value of cooperation, the ability to cook food in large quantities, food costs, the success of planning to the last detail, and the correct ways to serve food."

"A realization of the cost of living and a knowledge of how to budget a certain amount of money gives a girl a better understanding in her homemaking or even in managing her own income when she has finished school," Miss Moeckley says, in commenting on her budgeting projects.

"My homemaking education during my 4 years in high school has consisted of units in child care, home relationships, meal planning, nutrition, cooking, sewing, home furnishings, personal grooming, vocations, and home

nursing. A vocational homemaking course offers a well-rounded education in itself. In my high-school course I gained, aside from the knowledge of homemaking essentials, the ability to assume responsibility, and develop my initiative and creative ability, a spirit of cooperativeness and a feeling of accomplishment."

Air-line Hostesses

Because of the qualities possessed by trained nurses which fit them especially to deal with people under varied circumstances, most air lines require that hostesses be graduates of a nurses' training course. Charm, personality, poise, intelligence, tact, a generally attractive appearance, and the ability to speak distinctly and to use good English, are among the qualifications demanded of air-line hostesses according to the information secured in a recent study made by the United States Office of Education.

Air lines have rather definite ideas, also, with respect to the age, marital status, weight, and height of hostesses. In general they agree that hostesses should be at least 21 years of age and not over 26 at the time they are employed; that married women should not be employed as hostesses; that the height of the hostess should range from 5 feet 2 inches to 5 feet 5 inches in height; that she should weigh from 100 to 120 pounds; and that she should undergo a physical examination prior to employment and at regular intervals thereafter.

Opportunities for employment in air hostess work depend largely on the trend of business. Due to the fact that many hostesses marry shortly after they are employed, the turn-over in hostess personnel is heavy. Consequently, there is a relatively steady demand for applicants and it is difficult for air transit lines to find young women who have all the qualifications necessary for hostess work.

Rates of pay for air-line hostesses, the Office of Education study shows, range from \$85 to \$135 a month. An additional allowance is provided to cover expenses of the hostess while she is away from the home base.

When hostesses were first employed for air-line work no preliminary training was provided for them except what they might secure by flying a number of times over the routes on which they were to be employed. Today, however, most of the air lines report definite programs of training based upon the experience of hostesses who have been in service for a period of time. These concerns conduct classes in the various phases of hostess work. The training covers a period of from 2 to 3 weeks in length. Each prospective hostess is given two or more "familiarization" trips on a line after she completes the training course, before she is assigned to regular duty.

A copy of Miscellaneous 2202, containing the information obtained in the study of air-line hostess work which was made by R. W. Hambrook of the Office of Education staff, may be secured by writing to the United States

Office of Education, Federal Security Agency, Washington, D. C.

A Waiting List

The itinerant instruction plan of training persons in various branches of vocational education which has worked out advantageously in a number of States, is now being applied by the State of Texas to training in the distributive occupations. During 1939 and 1940 nine itinerant instructors will be engaged in such work.

Three teachers give instruction in smaller communities with a population of 10,000 or less; three others in 18 cities of from 10,000 to 20,000 population; and three in 18 cities of more than 20,000.

Two general itinerant instructors go from town to town, spending about 2 to 3 weeks in a town, and putting on special classes in salesmanship for various businesses. Sometimes they enroll students in window trimming, display, or other special types of store work. These itinerant instructors have no definite itinerary but move from town to town as their services are requested. There is generally a waiting list for their services.

Five other itinerant teachers offer instruction in various phases of the department store and retail dry goods trade or the clothing trade generally. One of these teachers last year worked on a 5-town circuit, visiting each town twice each year for a period of a month. The other four serve in larger centers sometimes for 6 months at a time.

Every effort is made by the State board for vocational education to select as itinerant instructors persons whom the merchant will respect for their experience, training, and ability. The five teachers offering training in department store and retail dry goods store work are graduates of the Prince School of Boston and have held important positions in the personnel offices of large retail firms. Two men serve in what are sometimes called traveling schools, which are located at points central to a number of small towns adjoining a distribution center, so that merchants in these towns may send their employees in for training in salesmanship, show-card writing, window display, advertising, and other fields. These men were formerly on the staff of a large wholesale firm.

F. F. A. and N. F. A. Win Honors

Approximately 150 members of the Future Farmers of America—national organization of boys studying vocational agriculture in rural high schools—competed in poultry enterprise demonstrations and poultry judging contests at the Seventh World's Poultry Congress in Cleveland, Ohio, on August 3 and 4.

They demonstrated caponizing, the value of quality eggs, control of poultry parasites, poultry feeding practices, poultry culling, sanitation measures in producing poultry, prevention of poultry diseases, mixing balanced poultry feeds, and poultry selection; and they

judged hens from the standpoint of their market grades, their rating as live market birds, their rating as egg producers, and their rating as breeding birds.

Both teams and contestants in the judging contests were rated as "superior," "excellent," or "good." Superior ratings were awarded to the teams representing Florida, Indiana, Missouri, Oklahoma, and Oregon; excellent ratings to the teams from Connecticut, Georgia, Illinois, Iowa, Kansas, Louisiana, Maine, Massachusetts, Minnesota, Nebraska, Montana, New Mexico, New York, North Dakota, Ohio, Pennsylvania, South Dakota, Texas, Utah, Vermont, West Virginia, and Wisconsin; and good ratings to the teams from California, Maryland, Michigan, Mississippi, Virginia, Delaware, Kentucky, and New Hampshire. Sixteen individual members of teams from 13 States qualified as superior individual judges; 30 boys from 22 States received a rating of excellent; and 22 boys from 18 States won good ratings.

In the demonstration work for Future Farmers of America, the Oklahoma and Pennsylvania teams won superior rating; Ohio and Oregon teams rated excellent; and Arkansas, Connecticut, Texas, and West Virginia rated good. Demonstration teams set up their own prepared demonstration apparatus and equipment and each team member participated in the demonstration.

The exhibit of the F. F. A., which depicted in picture form the various phases of the organization, attracted widespread attention at the poultry congress. Robert A. Elwell, president of the organization, was in charge of the exhibit.

Sharing honors with F. F. A. members in the youth activities at the World's Poultry Congress were teams representing the New Farmers of America, national organization of Negro boys studying vocational agriculture in rural high schools.

Eleven States were represented by N. F. A. judging and demonstration teams. Superior ratings for judging ability were won by the teams from Louisiana, Oklahoma, and Texas; a rating of excellent by teams from Arkansas, Florida, North Carolina, Tennessee, Virginia, and West Virginia; and a rating of good by the teams from Delaware.

In the poultry demonstrations for N. F. A. teams the Louisiana team rated superior; the Virginia team, excellent; and Texas and North Carolina teams, good.

New Farmers of America members who attended the World's Poultry Congress stopped at the congress en route to the annual convention of the N. F. A., which was held at Bordentown, N. J., August 6, 7, 8, and 9.

Future Farmers of America throughout the 48 States, Puerto Rico, and Alaska, are now making preparations through elimination contests in public speaking and through other activities, for representation at the annual convention of the organization which is held in connection with the American Royal Livestock Show at Kansas City, scheduled this year for the week of October 16.



New Government Aids FOR TEACHERS



by MARGARET F. RYAN, *Editorial Assistant*

COST PUBLICATIONS: Request only cost publications from the Superintendent of Documents, Washington, D. C. enclosing remittance (check or money order) at time of ordering

FREE PUBLICATIONS: Order free publications and other free aids listed from agencies issuing them

(The free supply is usually too limited to permit of furnishing copies for all members of classes or other groups)

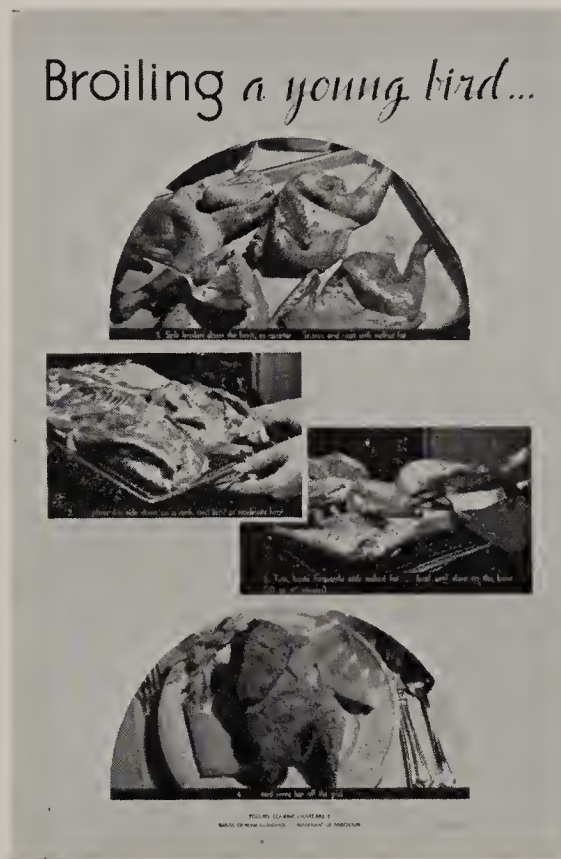
● Eight *Poultry Cooking Charts*, prepared by United States Bureau of Home Economics specialists, tell how to broil . . . fry . . . stuff . . . and roast the young and tender chicken, duck, and turkey (see illustration), and how to braise . . . steam . . . and stew the older bird . . . and make it into many savory dishes. The set of eight charts, 30 by 20 inches, on heavy coated paper in black and white, costs 50 cents.

● Each communicable disease for which notification is usually required by State or municipal health authorities is briefly described in *Control of Communicable Diseases* (Public Health Reprint No. 1697) with regard to its clinical and laboratory recognition; the etiological agent; the source of infection; the mode of transmission; the incubation period; the period of communicability, susceptibility, and immunity; and prevalence. In addition, methods of control are offered: First, those affecting the individual, contacts, and environment; and second, general and specific measures bearing upon the control or prevention of the disease in question (5 cents).

● The Superintendent of Documents has revised the following free price lists of Government publications: United States Geological Survey—geology and water supply, No. 15; engineering and surveying—leveling, triangulation, geodesy, earthquakes, tides, terrestrial magnetism, No. 18; insular possessions—Guam, Philippines, Puerto Rico, Samoa, Virgin Islands, No. 32; labor—child labor, women workers, employment, wages, workmen's insurance and compensation, No. 33; geography and explorations—natural wonders, scenery, and national parks, No. 35; forestry—tree planting, lumber and timber, ranges, wood preservation, No. 43; maps, No. 53.

● Four new staff studies have been completed by the Advisory Committee on Education: *Federal Aid and the Tax Problem* (15 cents); *Education of Children on Federal Reservations* (25 cents); *Extent of Equalization Secured Through State School Funds* (15 cents); and *Principles and Methods of Distributing Federal Aid for Education* (15 cents).

● Occupational diseases of workers in dusty atmospheres have been found to be due to entrance of dust into the system by inhalation, by ingestion, by direct absorption through the skin, by irritation of the skin, or



One of the eight poultry cooking charts.

by a combination of these methods. In *Harmful Industrial Dusts*, Public Health Service Reprint No. 1906 (5 cents), a classification of dusts according to physical characteristics and physiological effects is used.

● Olives were introduced into southern California more than 150 years ago by the Franciscan Fathers near the San Diego missions. Since then olive growing has become widely disseminated in many parts of California, in Arizona, and to a very limited extent in a few other sections where the climate is comparatively mild and atmospheric conditions dry. For data on the culture, varieties, propagation, transplanting, cultivation and irrigation, fertilization, pruning, harvesting, grading, and processing of olives send 5 cents to the Superintendent of Documents for a copy of Farmers' Bulletin No. 1249, *Olive Growing in Southwestern United States*.

● Dental service for persons in families with \$5,000 or more annual income is nearly five times that in families with less than \$1,200 income, according to a recent survey made by the Public Health Service, the results of

which appear on pages 629-657 of volume 54 of Public Health Reports under the title *The Frequency of Dental Services Among 9,000 Families*. 5 cents.

● Winter feeding of upland game and other land birds, waterfowl, small mammals, and big game, to be really helpful, should be well planned and sustained and the food should be readily accessible before it is needed. These instructions are given in Farmers' Bulletin No. 1783, *Feeding Wildlife in Winter*. 5 cents.

● In 1936-37, 25 colleges were giving courses in sanitary or public health engineering, 4 of which courses led to degrees specifically naming sanitary or public health engineering. The courses given in the 25 colleges are listed in *Undergraduate Engineering Training in Public Health and Related Activities in Engineering Colleges of the United States* (Public Health Reprint No. 2021). 10 cents.

● Two publications have been issued recently reporting the activities of the Interdepartmental Committee to Coordinate Health and Welfare Activities: *Toward Better National Health and A National Health Program*. Free copies of each are available from the Public Health Service, Washington, D. C.

● The Department of the Interior has the following exhibits which could be used for displays at conventions, fairs, travel and outdoor life shows, etc.: (1) An animated diorama of the "Loop" of the Alaska Railroad; (2) an animated diorama, with sound effects, of Juneau, Alaska; (3) an animated diorama showing the interior of a coal mine and the resuscitation of a miner overcome by gas fumes; (4) the interior of a lead-zinc mine in the Tri-State District of Kansas, Oklahoma, and Missouri, showing inspectors at work; (5) a view of Charlotte-Amalie (St. Thomas, Virgin Islands); (6) an animated model of Boulder Dam; (7) two dioramas, one with animation, showing the before and after effects of flood control; (8) an animated diorama of a Navajo Indian hogan, with silversmiths and a rug weaver at work; (9) an animated model of a PWA construction job; and (10) an animated diorama of the PWA Triborough Bridge in New York (night scene).

Arrangements for the loan of the material should be made with the Supervisor of Exhibits, Department of the Interior, Washington, D. C.

Public-School Libraries

by Edith A. Lathrop, Associate Specialist in School Libraries

★★★ The Office of Education has recently published a statistical study of public elementary and secondary school libraries. This publication presents a more comprehensive picture of library facilities in public schools than has hitherto been available. Based on returns from the superintendents of 3,130 county and city school systems, it gives significant data on the present status of these libraries as regards number, type, size of book collection, personnel, and expenditures.

In connection with the published figures, two facts should be noted. One is that the 3,130 reporting school systems are 49.47 percent of the total in the United States; the other is that the replies are not from individual schools, but represent totals from superintendents for all the schools in their respective systems.

Classroom Collections

According to the tabulation, of the 66,101 schools in the systems reporting, 61,303 (92.74 percent) are served either by centralized libraries or by classroom collections only. Analysis of the latter figure shows that 27,836 schools (42.11 percent of the total reported) have centralized library service and that 33,467 (50.63 percent) have "classroom collections only." In view of the fact that only approximately one-half of the school systems are represented, caution should be exercised in applying these percentages to the country as a whole.

The 27,836 centralized libraries—for it is assumed that any one school has only one such library—serve 7,209,674 pupils, or 57.67 percent of the 12,501,017 enrolled in 66,101 schools, the total number reporting. Data are not available showing the number of pupils served by "classroom collections only."

Four Books per Pupil

Contained in these centralized libraries is a calculated total of 28,346,250 volumes, approximately four books for each pupil enrolled. The additions to their bookstock in 1934-35 amount to nearly 2 million volumes (1,901,228) about one-quarter of a book per pupil.

Thirty-one percent (8,750,000) of the total number of volumes are in the group of libraries containing from 1,000 to 2,999 volumes; 5,076,000 volumes, or 18 percent, are in the group of libraries containing from 3,000 to 4,999 volumes; and 4,276,000 volumes, or 15 percent, are in the group of libraries containing less than 500 volumes. Only 7 percent of the libraries contain 10,000 volumes or more. The size of the median centralized library for all school systems reporting is 407 volumes.

An analysis of the number and percentage

distribution of the 27,836 centralized libraries by size of library and by educational level, shows that the smallest libraries are in schools with elementary grades only, 81.2 percent of all of the libraries in these schools containing less than 500 volumes. In schools of elementary and junior high level, 37.6 percent of the total number of centralized libraries contain less than 500 volumes; 32.8 percent from 500 to 999 volumes; and 20.4 percent from 1,000 to 2,999 volumes.

Biennial Survey Chapter

The publication referred to in this article is *Statistics of Public-School Libraries 1934-35, Bulletin 1937, No. 2, vol. 2, chap. V*. The authors are Emery M. Foster, Chief of the Statistical Division, and Edith A. Lathrop, Associate Specialist in School Libraries, Library Service Division. Part I includes the general findings and interpretation. Part II contains national and regional summaries and detailed statistics for cities of three population groups: (a) 100,000 and more; (b) 30,000 to 99,999; and (c) 10,000 to 29,999. *Statistics of Public-School Libraries* is available, at 20 cents per copy, from the Superintendent of Documents, Washington, D. C.

For each of the three following types of educational levels—the junior high school only, the junior-senior high school, and the senior or regular high school—the tabulation shows that the largest number of centralized libraries are in the group with 1,000 to 2,999 volumes. In the junior high school only, 44.1 percent of the libraries fall within this range; in the junior-senior high school, 43.6 percent; in the senior or regular high school only, 35.2 percent.

In schools of elementary and all high-school level, 32.1 percent of the total number of centralized libraries contain from 500 to 999 volumes; 30.4 percent less than 500 volumes; and 29.9 percent from 1,000 to 2,999 volumes. Only 7.6 percent of the total number of libraries reported in schools of this educational level contain more than 3,000 volumes. Many of the centralized libraries in schools of this educational level are found in county school systems.

In Centralized Libraries

The returns from the school systems reporting give a total of 12,578 librarians in the 27,863 centralized libraries reporting. Of this number, 3,808 are full time and 8,770 part time. Some superintendents who reported no librarians evidently did not con-

sider teachers giving part of their time to the administration of centralized libraries as part-time librarians. In practically all small rural schools teachers act as librarians.

The prevailing type of centralized school library is one which is not open to the public and is under the administrative control of the school board. Of the total number of centralized libraries reporting, 70.3 percent are not open to the public; and 96.5 percent are under the control of school boards.

Local District Funds

During the school year 1934-35, the total income for school libraries, including both centralized libraries and "classroom collections only," for the school systems reporting was \$6,907,793. Local school districts provide most of the funds for the support of school libraries, 79.3 percent of the total income coming from this source. Other sources of income are State funds, public library funds and donations by organizations and persons interested in the welfare of the schools.

The total expenditure for school libraries for the school year 1934-35, including both centralized libraries and "classroom collections only," for the school systems reporting was \$6,868,251, which is \$39,542 less than the total income for school libraries for the same school year. More than one-half of the total expenditures for school libraries was for salaries of librarians, or 56.3 percent. For books and pamphlets, the percentage was 33.8; for periodicals, 3.5 percent; for binding, 3.3 percent; for equipment, 1.5 percent; and for all other purposes, 1.6 percent.



American Library Association

(Concluded from page 14)

scrutinizes periodically at intervals of not less than 6 years the effectiveness and results of the various activities undertaken by the association, will come up for final action at the council meeting in December.

Officers Elected

Officers elected for 1939-40 included Ralph Munn of the Carnegie Library of Pittsburgh, president, and Essae M. Culver of the Louisiana Library Commission, as first vice president and president-elect. In his address at the close of the conference, President Munn urged that aiding the development of State library agencies and State library associations be made a major objective of librarians during the coming year.



New Books and Pamphlets

For High-School Students

Watch Your PQ, "Personality Quotient"; an anthology of helpful information, biographical sketches, and tests for modern young people on ways of improving their personalities. Pittsburgh, Pa., published by Scholastic Bookshop (402 Chamber of Commerce Building), 1939. 32 p. illus. 25 cents, single copy.

A booklet for high-school students for the study of personality.

Visual Education

Motion Pictures as an Aid in Teaching American History, by Harry Arthur Wise. New Haven, published for the Department of Education in Yale University by the Yale University Press, 1939. 187 p. \$3.

Discusses the use of the motion picture as a supplement to the usual instructional procedure and reports the results of an experiment in history teaching. Nearly 1,000 children at the eleventh grade level, in 28 American history classes, participated in the experiment.

Vocational Guidance

National Occupational Conference, 551 Fifth Avenue, New York City, publishes a series of appraisals and abstracts of available literature on occupations, 10 cents each. Recent titles include: The Occupation of the Cabinetmaker, The Occupation of the Carpenter, The Occupation of the Dental Mechanic, The Occupation of the Nurse, The Occupation of the Stenographic Worker, Occupations in Music.

Small School Systems

Schools in Small Communities. Seventeenth Yearbook of American Association of School Administrators. Washington, D. C., American Association of School Administrators, A department of the National Education Association of the United States (formerly the Department of Superintendence), 1939. 608 p. illus. \$2.

A comprehensive study of the small school system

Puerto Rico

Puerto Rico, Industrial and Commercial. 1938. A publication of the government of Puerto Rico, Department of Agriculture and Commerce, San Juan, Puerto Rico, U. S. A. New York Service, 1457 Broadway, New York City. 64 p. illus. Free.

A survey of the industry and commerce of Puerto Rico and its potentialities; includes statistics and much factual information.

SUSAN O. FUTTERER

Recent Theses

A list of the most recently received doctors' and masters' theses in education, which may be borrowed from the Library of the Office of Education on interlibrary loan follows:

ALDERFER, CLEMENT J. Administrative procedures involved in changing emphasis in an elementary school program. Doctor's, 1938. New York University. 110 p. ms.

AMPS, L. CLAUDE. Science encountered by high-school pupils in free reading. Master's, 1938. Pennsylvania State College. 26 p. ms.

BELL, WILLIAM MCN. Sociological contributions of physical education to the needs of the Negro. Master's, 1937. Ohio State University. 93 p. ms.

BRINGGOLD, HOWARD D. Survey of the programs of work offered in the schools of Stevens County, Minnesota. Master's, 1939. University of North Dakota. 83 p. ms.

BROWN, ERNEST EDWARD. Selection and education of Oklahoma high-school teachers. Doctor's, 1938. Teachers College, Columbia University. 211 p.

BURKE, HELEN F. Appreciation units in the teaching of geography in senior high school. Master's, 1938. Boston University. 154 p. ms.

CANNON, MARGARET F. Study of the school adjustment of commercial students in the junior high schools, Washington, D. C. Master's, 1938. George Washington University. 72 p. ms.

CHAPMAN, LELAND H. Present status of visual aids in the secondary schools of Massachusetts. Master's, 1938. Boston University. 91 p. ms.

DOY, FRANCES V. Junior high school music in six large cities of the United States. Master's, 1938. George Washington University. 101 p. ms.

FORBES, EDITH C. Four units for a tenth-grade class in home economics. Master's, 1938. Boston University. 231 p. ms.

FRENCH, MILTON L. Professor Lapper's new method of teaching modern languages: composition, comparison, and critical evaluation. Doctor's, 1937. New York University. 270 p. ms.

FRIAR, ETHEL H. Psychology of nonreaders. Doctor's, 1938. New York University. 110 p. ms.

GAGLIARDI, JOSEPH O. Comparative study of the "war attitudes" of northern and southern college students. Masters', 1938. Massachusetts State Teachers College, Fitchburg.

GALLAGHER, BUELL G. American caste and the Negro college. Doctor's, 1938. Teachers College, Columbia University. 463 p.

GOLDFELD, ABRAHAM. Substandard housing as a potential factor in juvenile delinquency in a local area in New York City. Doctor's, 1937. New York University. 194 p. ms.

GRANDE, HAROLD S. An experimental evaluation of the counter-chronological method of teaching history. Master's, 1938. University of North Dakota. 43 p. ms.

GRIFFITH, WILLIAM H. Study of the salary, training, and tenure of administrators and teachers of the smaller accredited high schools of Kansas for 1936-37, and a comparison with the year 1926-27. Master's, 1938. University of Kansas. 106 p. ms.

HARPER, HELEN V. Readjustment of the existing courses of study in geography and history in the fifth and sixth grades of the public schools of the District of Columbia. Master's, 1938. George Washington University. 71 p. ms.

HARTMAN, THEO C. The Department of Superintendence and the teaching of English, 1865-1937. Master's, 1938. George Washington University. 95 p. ms.

JONES, ARTHUR C. Construction and application of a 4-year course for nonacademically minded pupils of Walpole high school. Master's, 1938. Boston University. 122 p. ms.

JONES, WALTER B. Study of the graduates of Douglas high school, Sulphur Springs, Texas, 1924-37, with a view to curricular revision along vocational lines. Master's, 1938. Hampton Institute. 71 p. ms.

KANGLEY, LUCY. Poetry preferences in the junior high school. Doctor's, 1938. Teachers College, Columbia University. 153 p.

LANDRETH, JAMES R. Status of graduate work in colleges of education in the United States. Master's, 1938. Butler University. 76 p. ms.

LEE, WILLIAM E. A study of drop-out students in the colored high school of Madisonville, Ky., 1931-37. Master's, 1938. Hampton Institute. 168 p. ms.

MEECE, LEONARD E. Negro education in Kentucky; a comparative study of white and Negro education on the elementary and secondary school levels. Doctor's, 1938. University of Kentucky. 180 p.

MEYER, ANITA C. Art in relation to the elementary curriculum of the Louisville public schools. Master's, 1936. University of Louisville. 136 p. ms.

MORGAN, NORMAN W. Controlled experiment on relative value of models and textbook versus the textook in the teaching of mechanical drawing. Master's 1938. Pennsylvania State College. 43 p. ms.

MYHRE, OLGER. Survey of schools in Eddy county, N. Dak. Master's, 1938. University of North Dakota. 114 p. ms.

MYRON, ELIAS F. A survey of local industrial arts units in a representative number of schools in Washington. Master's, 1937. University of Washington. 104 p. ms.

NETZER, ROYAL F. Evaluation of a technique for measuring improvement in oral composition. Doctor's, 1937. University of Iowa. 48 p.

PULLIAS, EARL V. Variability in results from new-type achievement tests. Doctor's, 1936. Duke University. 100 p.

REEHLING, HAROLD A. Study made on the ability of teachers to rate students on several traits, other than scholarship, using a graphic rating scale. Master's, 1938. Pennsylvania State College. 45 p. ms.

REMSBERG, RUTH. The construction and standardization of an objective test in foods for the senior high schools. Master's, 1937. George Washington University. 52 p. ms.

ROBERTS, KEITH A. Attitudes of teachers in service toward their practice teaching course. Master's, 1938. University of Kansas. 65 p. ms.

ROBERTSON, WALTER M. An investigation of 42 behavior-problem pupils in Central junior high school, Kansas City, Kansas, of the school year 1936-37. Master's, 1938. University of Kansas. 51 p. ms.

ROWE, J. WYANT. A survey of the value and relative importance of a remedial silent reading program in the South Greensburg, Pennsylvania, junior high school. Master's, 1937. Pennsylvania State College. 46 p. ms.

SANTEE, JOSEPH F. History and status of public elementary teacher training in Oregon. Doctor's, 1937. University of Washington. 268 p. ms.

SMITH, BONNIE O. Logical aspects of educational measurement. Doctor's, 1937. Teachers College, Columbia University. 182 p.

SMITH, COLEEN M. A study of the academic adjustment problems of 103 freshmen girls living in the dormitories at Syracuse university. Master's, 1938. Syracuse University. 190 p. ms.

SMITH, IRENE F. Reinterpretation of character traits and values through five of Shakespeare's dramas: Julius Caesar, Macbeth, Othello, King Lear, and Hamlet. Master's, 1938. Massachusetts State Teachers College, Fitchburg. 91 p. ms.

SMITH, WILLIAM S. Placement of inexperienced teachers in New Jersey high schools in relation to their academic preparation. Doctor's, 1937. New York University. 115 p. ms.

SOMERVILLE, JOHN MACP. Methodology in social sciences: a critique of Marx and Engels. Doctor's, 1938. Columbia University. 72 p.

SPENCE, ELIZABETH R. Survey of parent education groups in the District of Columbia during the school year 1937-38. Master's, 1938. George Washington University. 62 p. ms.

STALLINGS, FRANK H. Teaching of mathematics in the junior high schools of Kentucky. Master's, 1937. University of Louisville. 186 p. ms.

SULLIVAN, SISTER MARY CHRISTINA. A phonetic analysis of the new Gates' primary reading vocabulary. Master's, 1937. Catholic University of America. 47 p.

RUTH A. GRAY

Objectives in Training School Education

(Concluded from page 12)

time in two or three shops as interest-finding or prevocational work.”⁶ The trades taught are printing, plumbing, auto mechanics, electricity, carpentry, masonry, and painting.

For girls the occupational preparation relates chiefly to commercial, domestic, and personal service. Shorthand, typing, and bookkeeping appeal to some. Household arts and science, child care, home nursing, and hygiene, and allied activities are helpful in preparing girls either for remunerative employment or for marriage. Poultry husbandry, gardening, and certain types of farm work make the girl who plans to go back to a rural community better able to take up the responsibilities that will face her there.

Cosmetology proves a popular course where it is available. One school reports that “a full course in cosmetology is taught and each student must complete it and have 1,000 hours of practice. Then the student takes the State examination and upon receiving her license may work in any beauty parlor. The department is 3 years old. There have been 47 graduates, 43 of whom have been placed in self-supporting positions.”⁷

In all of these illustrations we see intelligent consideration of the occupational interests and capacities of the boys and girls in the school, and of their needs and opportunities for employment.

The School Program Contributes to Health Knowledge and Healthful Practices

There is still much to be done before we can claim that most American communities are fit places for children to live. We have at least three principal shortcomings: First, there is far too much illness: On an average day about 5 million persons are disabled by illness. Second, health services are not sufficient for the need: One-third of the population is receiving inadequate or no medical services. Third, health education is seriously inadequate: Some health instruction is given in practically all elementary schools, but at present there is systematic instruction in only about 50 percent of the high schools.

This indictment shows how important it is that as much as possible schools prepare boys and girls for this unequal contest between health and illness, between safety and disaster. The training school is peculiarly fortunate among educational institutions in its opportunities in this respect. It has its charges all of the 24 hours. Its health instruction need not be separated in time and place and personnel from its practice of health.

Some year ago I sailed along the coast of Labrador, stopping at a number of the Grenfell missions. Each little community of

a dozen or more houses, set back under those towering bare hills, represented a bitter struggle between life and the sea. Before the days of Dr. Grenfell, food came principally from the sea and the diseases incident to a fish diet fell heavily on all those communities. But when the Grenfell workers came to the coast settlements, they spent little time talking to the inhabitants about the value of green vegetables in the diet. In fact, they spent little time talking, but immediately small gardens were established in connection with each mission house. This was hard work, for the soil itself had to be built up by dragging in kelp from the sea, but over a period of years the soil became usable and the green vegetables flourished. Little by little vegetable gardens sprang up beside each individual homestead, so that now a house and a garden go together.

Grenfell knew, as other great teachers know, that instruction without practice leaves little trace. Until those Labrador villagers learned to like cabbage and kale and rhubarb, until they wanted those foods badly enough to grow them, no amount of talking changed their diet. In the same way boys and girls learn to keep their teeth clean by getting to like the feel of clean teeth. They learn to like milk by drinking milk. Other more difficult health practices are learned in a similar way. Here in this objective of the development of health information and the establishment of health practices is a particularly forceful illustration of how the training school's school and the whole school program are part and parcel of the same thing.

The School Program Develops Right Social Attitudes, Habits, and Standards of Personal Action

Every person needs a set of standards to help him decide what to do in a hard situation, what to say to a hard question, how to feel about a disappointment, what to do about a mistake, how to understand and tolerate other people's ways of doing things. Call it religion, call it a philosophy of life, call it one's code of behavior, it is simply the rules of the game by which each individual plays.

The difficulty is that situations which require decisions or action are so complex. There are so few blacks and whites and so many grays. There are so few true-false examination situations and so many tests of ability to analyze and judge. Therefore, the school must avoid the easy way of saying autocratically, “This is right and that is wrong.” It will say instead, “Let us look this situation over and see what is the best thing for everybody concerned. Which is the way that hurts no one else?” No set of rules can be long or detailed enough to cover all the difficult problems of action which boys and girls meet. Their choices will depend on

principles, standards, codes of behavior rather than on specific rules. Therefore, schools generally are giving less time to theoretical discussions of behavior, honesty, courage, loyalty, self-reliance, and instead they are providing many opportunities to practice those characteristics.

For example, the schools which we knew glorified individual initiative, individual success, competition, beating the other fellow, getting the highest score, doing things alone, and keeping the information secret. We have come to believe that such characteristic actions are not good for us as a nation, that cooperative group purposes, consideration for the other fellow, beating one's own record, sharing benefits, should be substituted. School practices reflect this changed point of view. They include listening courteously to other people, granting a fair chance for everybody, working together, sharing the fun, learning new ways, doing one's share and doing it well. These represent the modern-school's attempts at character training. They may sound difficult, but they are vitally important if boys and girls are to meet the problems of thinking and action which face them in their out-of-school experiences.

I have named five characteristics of a good school, five objectives of school programs everywhere, but with specific reference to the responsibilities of the training school's school. The school's purpose everywhere is to prepare its charges for independence, for adjustment to new situations, for courage in facing indifference or opposition, for understanding and compensating for personal handicaps, for giving a good account of special abilities. Particularly are these things necessary in the training school, which must give encouragement to overcome prospective or past failure and build up protection against those situations which may lead to other failures. To do so the training school builds defenses against boredom by establishing new worthwhile permanent interests; a defense against inactivity and dependence through work experiences and job preparation; a defense against self-depreciation by developing the tools with which boys and girls can go on learning; a defense against ill health and its bitter chain of consequences through a program of healthful living; and finally, a defense against persistent wrong choices through standards of action which hold up under pressure.

They are heavy responsibilities—*too* heavy without all the support and assistance which the public generally can give. As Miss Martens concludes in her study of residential schools, “A close administrative relationship to the recognized State educational agency is of course conducive to the acceptance of the residential institution as one of the schools of the State and to its participation in whatever advantages—and responsibilities—accrue from such a connection. Many leaders in the field of delinquency are looking forward to the time when this relationship will more

⁶ Annual Report of the Children's Village, Dobbs Ferry-on-Hudson, N. Y., vol. 86, 1937, p. 41.

⁷ From report contributed by State Industrial School for Girls, Tecumseh, Okla., 1939.

generally obtain. But, whatever the present administrative control, there is no reason why a cooperative relationship should not exist between the agency controlling the residential school and the State educational authority, in order that the best that the State has to give educationally may be offered to the young people in residential institutions as well as to those in the day schools. Only as all agencies concerned can work together sympathetically can we expect the effective reeducation of the boys and girls in the training schools."



Enriching Classroom and Home Work by Radio

The U. S. Office of Education offers the following educational radio series for the coming year:

THE WORLD IS YOURS.—History, general science, arts, and industries as exhibited at Smithsonian Institution. Fourth annual series. Over NBC-Red. Sundays at 4:30 to 5:00 p. m. E. S. T.

DEMOCRACY IN ACTION.—How the Republic has been solving its problems—labor, health, foreign trade, etc.—for more than 150 years. Over CBS. Sundays at 2:00 to 2:30 p. m. E. S. T.

WOMEN COURAGEOUS.—What the women of America have done for science, labor, industry, education, and other areas of human work. Over NBC-Blue. Tuesdays at 2:00 to 2:30 p. m. E. S. T.

AMERICANS ALL—IMMIGRANTS ALL.—How immigrant groups have built our Nation. Twenty-four half-hour dramas available in transcriptions for schools and civic groups.

For complete listings of these programs and information about supplementary printed materials, address: Radio Division, U. S. Office of Education, Federal Security Agency, Washington, D. C.

Supply of Newly Trained Teachers

by Emery M. Foster, Chief, Statistical Division

★★★ The Office of Education is often requested to give data on the supply of new teachers. In order to answer this question, the following items appear on the statistical report made biennially by institutions of higher education:

How many students enrolled in regular session were preparing to teach?

- (a) Undergraduate students.
- (b) Graduate students.

How many degrees were granted in professional schools of teaching (teachers college, normal, or school of education)?

Bachelor's Men---- Women----
Master's Men---- Women----
Doctor's Men---- Women----

Number of degrees granted by colleges of arts and sciences with major in education (or teaching):

Men---- Women----

Of the number of students graduating without degrees during the year, how many had completed teacher-preparing curricula?

Of 4 years Men---- Women----
Of 3 years Men---- Women----
Of 2 years Men---- Women----
Of 1 year Men---- Women----

From the replies to these questions it is possible to get a rough idea of the number of students who may be preparing to teach and of the number graduating who have completed teacher-preparing curricula.

The figures are "rough" due to varying interpretations of what constitutes a "teacher-preparing curriculum" and because some 200 institutions known to have such a curriculum, do not report on this item. The figures are, however, the only ones available and give a good indication of the true situation.

Of the 1,706 institutions of higher education listed by the Office of Education in 1936, 1,056 reported students enrolled in curricula preparatory to teaching. There were 312,269 students enrolled in this field; probably not all of these intended to teach, some taking the courses for general cultural purposes.

Although only one-fourth of all teachers in 1936 were men, one-third of those presumably studying to be teachers were men. This would seem to point to the continuous increase in the proportion of men teachers in the next few years. Since the total enrollment in colleges in 1936 was 1,208,227 students, one-fourth of them were enrolled in curricula preparatory to teaching. Approximately one-fourth of the total population is engaged, on a full-time basis, in getting an education thus providing the employment field for these teachers in training.

While the enrollment of students in professional curricula is one measure of the con-

tinuous supply, the number of graduates is a better indication of the immediate supply. Including both nondegree graduates and degree graduates receiving bachelor's, master's, or doctor's degrees, there were 60,311 persons who finished curricula preparatory to teaching in 1936. These persons were trained in three different types of institutions. Degree-granting schools of arts and science, institutions having no organized professional schools, were responsible for 4,961 of these graduates, degree-granting professional schools of education or teachers colleges graduated 34,224, and the remaining 21,126 were graduated without degrees from courses of from 1 to 4 years in length, but mostly 2 years. The following table gives comparable figures for 1933-34 and 1935-36, showing increases in all types of graduates with degrees and a decrease in graduates without degrees from 1-year and 3-year courses.

Graduates from colleges in 1933-34 and 1935-36 prepared to teach

Degree graduates with specialization in education from schools of arts and science:

	1933-34	1935-36
Bachelor's.....	3, 098	3, 966
Master's.....	610	883
Doctor's.....	109	112
Total.....	3, 817	4, 961

Degree graduates from professional schools of education and teachers colleges:

	1933-34	1935-36
Bachelor's.....	26, 690	28, 393
Master's.....	5, 370	5, 638
Doctor's.....	167	193
Total.....	32, 227	34, 224

Nondegree graduates in teacher-preparing curricula:

	1933-34	1935-36
4-year curriculum.....	71	440
3-year curriculum.....	5, 220	3, 729
2-year curriculum.....	13, 999	14, 755
1-year curriculum.....	3, 024	2, 202
Total.....	22, 314	21, 126
Grand total.....	58, 458	60, 311

The supply of new graduates prepared to teach during the year 1934-35 was probably about 59,500. This, added to those prepared to teach in 1935-36, would make approximately 106,500 bachelor's degree and short-course graduates in the biennium 1934-36. The increase in total number of teaching positions, however, during this biennium was

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CCC Educational Program

(Concluded from page 19)

The fourth point in the curriculum phase of the research program involves the continuation of the project for the improvement of instructional materials, which has been described in a previous section of this article. Finally, a study will be made of the accrediting of educational work carried on in the camps. Most of the States at the present time have made arrangements whereby enrollees may secure elementary- and high-school diplomas. In addition, the camps issue unit, educational, and proficiency certificates. A study of the standards and practices affecting these diplomas and certificates will be made, and the information will be provided in bulletin form to all camps.

The fourth important field of research will concern itself with the devices of teaching. This will include a study of the most successful teaching practices which are especially applicable to the camp situation and a survey of the methods used in successful teacher-training programs. Studies will also be made of the use of radio, visual aids, and correspondence courses in the camps.

The final phase of the research program will concern the provision of adequate space and better equipment for the use of the educational program. During the year, it is expected that a minimum of 2,600 square feet of floor space will be provided exclusively for educational purposes, and recommendations for the better utilization of this space will be made. A study will be made of various floor plans, lighting plans, and classroom furnishing plans, and published for the benefit of the camps. Likewise, as in the past, further study will be given to the expansion of the camp library, both in number and in quality of books. An attempt will be made to fill up the gaps in reference books, and to bring to the camp library additional materials not now available. An analysis of the project equipment available in each camp will be made in an effort to insure its full use for training purposes. Finally, a study will be made of the possibilities of extending further the cooperation now existing between camps and local schools.

This program of research for the year 1940 is broad in scope. The CCC has a group of special problems which differ considerably from those of the established school systems. It is only by utilizing the experiences of those who have worked long in this field that we can find solutions to these problems. Finally, it is only by evaluating these experiences in the test tubes of thorough research that we can eventually evolve a sound philosophy and a compact body of practices upon which the program can be securely based.

Reform Of Education In Italy

(Concluded from page 16)

plus 2 hours of physical training, so in them the coming reduction will not be great, but in most of the more specialized schools the range of hours is from 32 to 42—35, 37, and 39 are common.

By Declaration XXVII, the Government is to provide all textbooks for the elementary order of schools. In the middle and higher order, the texts must have the approval of the Ministry of National Education.

I Diritti della Scuola, one of the leading educational journals of Italy, in the issue of June 18, 1939, states that the reform, which is to be launched in full next autumn, has reached a decisive phase, and further:

"All the legislative texts, the programs, and the regulations are ready and there has now begun the finishing-off work by the Cabinet of the Minister and by the directions general, assisted by a very small commission of experts.

"In short, there is being initiated the more difficult and more important task of reaching an accord among the organizations and Ministries interested, especially the Ministry of Finance, in such a way that as soon as the Council of the Ministers shall have approved it, the reform may without fail be presented to the two branches of the Parliament and for sovereign sanction to acquire the force of law.

"It is foreseen therefore that by December all will be completed and the reform will be observed in its more minute details."



Reviewing the Cooperative Program

(Concluded from page 21)

economy, efficiency, and safety in transportation throughout the State.¹

Financial Accounting Reports.—During the summer of 1937, the county superintendents also appointed the committee on financial accounting. As a result of the work of this committee, financial accounting records were further systematized and financial accounting was put on an accrual basis. Budget forms were put on a workable basis, and monthly financial statements were established and arranged so that the annual financial report to the State department of education grows logically out of the last monthly financial statement. The State auditing department assisted this committee and the State department of education in effecting major changes and improvements.

¹ See "Standards and Regulations Relating to the Transportation of Pupils to the Public Schools of Florida," State department of public instruction, 1938.

Putting New System in Operation

Those who have cooperated in the revision of recording and reporting forms in Florida have realized from the beginning that the task would not be completed merely by the preparation of sets of forms. Teachers and school officials need the carefully prepared printed instructions accompanying the forms and the opportunity to discuss in conference the problems involved. During the summer of 1937 a representative of the State department of education or of one of the committees visited and discussed the revised records and reports with teachers enrolled in educational courses at the various institutions. During the early fall, members of the department staff and of the committees met with teachers and principals in practically every county for similar discussions. Special note was made of matters which should be given further consideration by the committees. Later in the fall of 1937, district conferences devoted partly to the discussion of these and related problems were held in the several areas of the State. Follow-up conferences have been held with most encouraging outcomes.

Some Results

The work of the several committees has been planned as an integral part of the State program of education in Florida. Other phases of this program have contributed to and stimulated the revision of records and reports, and in turn the revision of records and reports has helped with other phases of the program. New facts, for example, have helped to show the need for new laws. The new school code growing out of the *Report of the Florida School Code Committee* and an act of the 1937 legislature was presented to and adopted by the legislature last June. No doubt the adoption of this code will open the way for still further progress in other fields.

Some other outcomes resulting from the important data made available because of the revised system of records and reports are: A special study of age-grade-progress status of elementary pupils—this appears in published form as vol. I, No. 3 of the *Florida School Bulletin* issued by the State department of education; the special study being carried on at this time in the field of professional personnel; the special studies that have been carried on in the textbook field; and a special study in the field of transportation which has resulted in major improvements.²

Results to date in this program for improving the forms and procedures for recording and reporting school data have been most gratifying. The fact that all improvements have been made with the cooperation of representatives of the various groups concerned probably explains to a great extent why Florida has made such substantial progress in this direction. The way for further progress in related fields has also been opened by this program.

² Vol. I No. 10, March 15, 1939 issue of the *Florida School Bulletin* presents significant trends in education revealed in terms of data made available through the new system of records and reports.



In Public Schools

Music Studied

According to a recent issue of Seattle (Wash.) Educational Bulletin a questionnaire was sent by the research department of the schools of that city to 36 cities having a population of 250,000 or more to ascertain the number of pupils receiving instruction in instrumental music.

Following is a summary of the replies received from 30 cities:

"About 50 percent of the cities offer instruction in instrumental music in the elementary grades, about 65 percent in junior high school, and about 75 percent in senior high school. Less than a third of the cities offering such instruction expect junior and senior high school students to help pay the cost, but about 60 percent collect tuition from elementary pupils.

"The instrumental music classes are usually conducted by regularly elected, certificated teachers, but in a few instances outstanding private teachers or advanced university students supplement the regular school staff. Ordinarily students supply their own instruments, according to the questionnaire returns, but unusual instruments such as bassoons, oboes, and French horns frequently are supplied by individual buildings or by the school districts."

Cost Is Less

The *Oklahoma Teacher* reports: "An interesting compilation of figures by James Nevins, county superintendent of Okmulgee County, tends to show that the per capita cost of education on the average daily attendance basis of consolidated and larger schools having 4 years of high school and furnishing transportation is somewhat less than it is in the one-room school with small attendance and no transportation. The average annual per capita cost in the two- and three-room schools without high schools or transportation is \$72.14, while in the larger schools which furnish transportation and high-school privileges it is \$64.07."

Religious Education

A resolution has been passed by the board of regents of New York State, according to the *Journal of the New York State School Boards Association*, which reads:

"Voted, That the board of regents, wishing to meet the request of parents that their children in the public schools may be excused for instruction in religious education under duly constituted religious bodies of the parents' choice, recommends to the commissioner that the department issue a bulletin to the public-school officials of the State,

NEWS DEPARTMENTS

This year again *SCHOOL LIFE* announces that the following Office of Education staff members will present the news each month in their respective departments. Send in your educational news to *SCHOOL LIFE*. It is always appreciated. *In Public Schools*—W. S. Deffenbaugh, Chief, American School Systems Division. *In Colleges*—Walton C. John, Senior Specialist, Higher Education Division. *In Libraries*—Ralph M. Dunbar, Chief, Library Service Division. *In the Office of Education*—John H. Lloyd, News Releases and Exhibits. *In Other Government Agencies*—Margaret F. Ryan, Editorial Assistant.

expressing the view that if the local school officials, with whom the power is lodged, wish to authorize the excusal of children from the public schools for instruction in religious education during school hours and outside school buildings and grounds for not exceeding 1 hour per week of school time at the close of a session, the commissioner will not consider such diminution of school time to be in violation of the compulsory education law, provided that the superintendents and teachers charged with the administration of the school program approve the particular hour or hours of release as not interfering unduly with the administration and scholastic work of the schools."

Subjects Moving Upward

Mathematics and foreign languages are moving upward in the high-school curriculum of California, says a recent issue of the *California Journal of Secondary Education*.

"According to information submitted by nearly 300 of the senior and 4-year high schools in the State, no more than one-fourth to one-third retain algebra as a ninth-grade and geometry as a tenth-grade subject. The large majority of the schools thus prefer that students postpone these subjects. In most of the cases, algebra is placed in grade 10 and geometry in grade 11. There are schools, however, in which a pupil may enroll for algebra in the eleventh or even the twelfth grade. Geometry usually follows algebra, although occasionally geometry remains in grade 10 and is followed by algebra.

"About a third of the schools have placed a course in practical mathematics in grade 9, which is required in some instances and strongly recommended in many others. Remedial mathematics is reported by more than one-half of the schools. Some have a separate course for the subject, while others state that remedial mathematics is a definite part of existing courses.

"Foreign language, also, shows a tendency to move upward, although not in so pronounced a manner as is the case with mathematics. In no more than one-third of the 300 schools reporting are pupils advised to begin their

study of foreign language in grade 9. In approximately 25 percent of the schools, pupils are permitted to begin foreign language in grade 9, 10, or 11, depending upon the probable educational destination of the individual. In about one-third of the schools pupils are advised to begin their study of foreign language in grade 10 or 11."

Promoting Consistency

A bulletin on The Language of Modern Education has recently been issued by the department of public instruction of Pennsylvania. According to a statement contained in the bulletin, "it has been prepared in the hope that it will prove useful to school men and women in promoting consistency in terminology and in directing attention to new words entering our vocabulary in response to the needs of actively growing and changing aspects of education. Herein will be found an alphabetical list of terms loosely used or frequently misused, new terms, and terms of special service to the school men and women of Pennsylvania in their contacts with the department of public instruction, and in public relations."

W. S. DEFFENBAUGH



In Colleges

Visit Cathedral of Learning

The Cathedral of Learning of the University of Pittsburgh is visited by an average of 2,000 persons each week, it is reported. The visitors have included representatives from many countries. This is in part due to the fact that the cathedral has many classrooms which have been designed and furnished with the assistance of many foreign countries.

Five-Year Engineering Course

Engineering students at the University of Rochester may now choose an optional 5-year course in place of the usual 4-year curriculum. The extra year gives time for the study of economics, history, literature, and similar subjects in addition to scientific and technical courses. Graduates of the course receive both a bachelor of arts and a bachelor of science degree.

Training for Marriage

Wilson College, Chambersburg, Pa., offers a series of lectures entitled "An Intelligent Approach to Marriage." These lectures deal with the psychological, eugenic, family, and civic responsibilities of married women.

Students Work Their Way

The University of Texas reports through a current poll of student opinion surveys that on the basis of a study of 85 American colleges throughout the country 47.2 percent of the students state that they are earning all or part of their college expenses. Among college girls 34 percent stated that they had held jobs of one kind or another. The hardest working collegiate section was found in the Midwest where 54 percent cut school expenses through spare-time employment. The New England percentage dropped to 20 percent among women and 30 percent among men. In addition to NYA employment, jobs held ranged all the way from student janitors to student tutors.

University Round Table

Continuing the support it gave last year to broadcasting of economic information, the Alfred P. Sloan Foundation has made a grant of \$40,000 to the University of Chicago to improve and experiment with the University of Chicago Round Table, nationally known educational broadcast, which is carried Sunday mornings over a national network of 58 stations to some 2 million listeners.

In making the new grant, the foundation again expressly stipulated that the university is to have full control over its expenditure and sole decision as to the kind of economic information disseminated.

Last year's grant enabled the university to undertake publication of transcripts of the broadcasts, and to supplement the text with additional material. Circulation of the transcripts now averages over 4,000 a week. Research assistance has been provided for the participants in the broadcast. The support from the Sloan Foundation also made possible an increase in the number of authorities outside the University of Chicago who took part in the broadcast. The number of stations carrying the program increased from 38 to 58 during the year.

WALTON C. JOHN



In Libraries

Inquiry Report

The report of an inquiry into certain aspects of school library administration has been published recently by the Research Division of the National Education Association as circular No. 6 of educational research service. This study identifies possible modes of administrative control of school libraries, analyzes the nature of library service provided, and presents data on school library expenditures. Other major aspects of administration considered are the status of school librarians and the status of school library supervision.

Facilities Extended

Public libraries facilities have been extended to almost 3,000,000 more people in the United States during the period from 1934 to 1938,

according to statistics released in June by the American Library Association. In 1934, 77,644,948 had public-library service; in 1938, the figure had increased to 80,596,235. However, of the three thousand-odd counties in the United States, there are still 897 which have no public libraries within their boundaries. Rural people constitute 91.8 percent of the 42,000,000 still without library service. For the States as a whole, the per capita expenditure for public libraries was indicated as 42 cents.

Measuring Competence

Tests to measure the competence of students to use the college library have been developed recently. One by Lulu Ruth Reed at the Graduate Library School of the University of Chicago was devised in order to carry on an investigation of the relationship between library skills and other study habits. Another set of tests was developed by Stella Pierson and Arthur W. Gilbert of the Teachers College of Kansas City and is being used at that institution. One test form is given before instruction to determine the needs of individual students; the other, given after the instruction period, is planned to measure the growth in ability to use the library as a result of instruction.

Library Building

A study of college and university library buildings has been completed by Edna Ruth Hanley, librarian of Agnes Scott College, and issued by the American Library Association. It covers the functional phase of library planning rather than architectural designing and sets forth for college administrators the essentials of a building program both for present needs and for future requirements. In addition, a critical analysis, indicating both good and bad points, has been made of floor and section plans of 41 college and university libraries erected during the past 16 years.

Chinese Gift

In appreciation of the help rendered to war-torn Chinese libraries, the Library Association of China has presented to the American Library Association a lacquered casket symbolic of the ancient Chinese golden caskets which served as the first storerooms of human knowledge.

RALPH M. DUNBAR



In the Office of Education

Educational Exhibits

Both the New York World's Fair Commission and the Golden Gate International Exposition Commission called upon the United States Office of Education to assist their representatives in planning the educational exhibits now being shown at the two fairs. The exhibits which have been developed are on display in the Federal Government buildings at the New York and San Francisco expositions.

Administrator Greets Staff

Shortly after reorganization became effective, grouping the Office of Education with the several other agencies in the new Federal Security Agency, the personnel of the Office met in special session in the Interior Department's auditorium. There officially to greet Office of Education staff members for the first time was Paul V. McNutt, appointed by the President to be Administrator of the new Federal Security Agency. Introduced by the Commissioner of Education, Mr. McNutt spoke briefly and directly. He expressed a deep interest in American education and in the work of the Office of Education.

Former Commissioner's Visit

One of the many visitors to the Office of Education during the summer months was Philander P. Claxton, United States Commissioner of Education from July 8, 1911, to June 1, 1921. Former Commissioner Claxton, now president of the Austin Peay Normal School, Clarksville, Tenn., was greeted by a number of Office of Education staff members who worked under his leadership years ago.

Report on Italy

James F. Abel, chief of the Comparative Education Division in the Office of Education, recently returned from Europe where he studied educational conditions in Italy, Egypt, Palestine, Greece, Syria, Switzerland, France, Belgium, and England. He gave an interesting illustrated talk to the Office staff on education in Italy, and he has begun preparation of a written report on education in Italy that later will be published as an Office of Education bulletin.

More Than 1,000 Meetings

A recent conference in the Office of Education brought together State forum counselors who had participated in the Federal forum program throughout the United States. Their reports revealed that more than 1,000 meetings were conducted from March through June this year with an attendance of more than 80,000 persons.

Other Conferences

The National Advisory Committee on School Records and Reports held a meeting in September under the chairmanship of Henry F. Alves, United States Office of Education specialist in State school administration. A meeting of the National Advisory Committee for the National Study of Higher Education also was held in the Office of Education during the month.

Accepts New Position

Effie G. Bathurst has accepted a position in the New York State department of education. Dr. Bathurst was a member of the Office of Education staff, making curriculum studies in conservation education. She also conducted research in connection with the "Wings for the Martins" educational radio series of the office last year.

JOHN H. LLOYD



Group of school children viewing one of the museum exhibits in the United States Department of the Interior Museum.

In Other Government Agencies

Department of the Interior

More than 120,000 men, women, and children from all sections of the United States and abroad visited the museum in the new Department of the Interior building during the first year of its operation. Dioramas, pictures, specimens, and historical documents afford a graphic portrayal of the work of the Department in promoting the preservation of natural resources in the United States.

The museum is open to the public free of charge each week day from 9 to 4:30, and until 1 on Saturdays, and special tours for groups of students may be arranged by application to the Curator of the Museum, Department of the Interior, Washington, D. C.

National Park Service

Twelve 15-minute broadcasts of the radio series *Nature Studies* were handled through field microphones during trailside discussions conducted by a naturalist at Rocky Mountain National Park, Colo., on Saturday mornings during the past summer. Such topics as *In the Beaver World*, *A Stroll Among the Trees*, *Wildlife at the Roadside*, *Plant Journeys*, and *Reading the Mountains' Story* were discussed.

Social Security Board

Nearly 300,000 families, representing 722,000 individuals, received aid for dependent children in May 1939, the latest date for which the Social Security Board has figures available. More than 68,000 blind persons were receiving aid; 292,000 persons were enrolled in the Civilian Conservation Corps; 371,000 were receiving student aid under the National Youth Administration; and 224,000 persons were employed on NYA works projects.

MARGARET F. RYAN

Cooperative Study Completes . . .

(Concluded from page 13)

might be possible to close up most of the work before the end of the next fiscal year.

2. The field work involving assistance to those who wish to put cooperative study procedures into practice is far from completed. The many requests for assistance which had been received at the headquarters office as well as the testimony of committee members themselves regarding the need for services in their own territories supplied evidence on this score.

3. It was recognized that a great deal of valuable experience and information in con-

nection with the operation of the new criteria and the evaluations are available from schools and agencies which use the cooperative study materials for stimulation or accrediting or both. These results, for instance, would be useful in developing more reliable norms than could be worked out on the basis of experience in 200 schools during the school year 1936-37. Any future studies of the accrediting problem would be greatly facilitated if the significant results and experiences growing out of present and forthcoming evaluations could be assembled in a central office.

4. An effective means of cooperative endeavor by the regional associations had been developed through the cooperative study and it was felt that the committee should not disband without some indication from the regional associations themselves that such action is in accord with the policies of the parent organizations.

The work of the present year is forecast in the reasons just stated. Printing of the publications is completed, but their distribution is barely under way. Results of evaluations made during the past year are being assembled in the research office and the results of additional evaluations will be collected as they become available. A schedule of field work has been developed involving a total of 4 months of time; assistance will be given to schools, State departments of public instruction, regional associations, and other agencies in putting the findings of the cooperative study into practice.

Thus is exemplified again the cooperative feature which gave the study its name. Schools and educators have cooperated wholeheartedly and actively with the committee in its work; the undertaking could not have been completed except for such assistance. The activities of the present and future call for continued cooperation on the part of those in the field and those active in the committee's work. The committee looks forward to rendering advice and assistance insofar as these may be requested and as finance allows; those engaged in teaching and administering schools can continue to supply information regarding the operation and results of the evaluations to the end that the techniques and procedures of the cooperative study may be progressively improved.

Supply of Teachers

(Concluded from page 28)

only 54,500. Of course this does not represent the total number of new teachers needed during the biennium because the death, retirement, marriage (in many cases), or permanent leaving of a teacher creates a position for a new teacher but does not create an additional teaching position in the system. Since the number of positions becoming vacant and not filled by teachers transferring from other systems is much greater than the number of new positions created, the supply of new teachers being made available by the colleges would not seem to be excessive.

Some CURRENT PUBLICATIONS of the U. S. OFFICE OF EDUCATION

Order from the Superintendent of Documents, Government Printing Office, Washington, D. C.

BULLETINS

1939

1. Educational directory, 1939. (4 parts.)
Part
 - I. State and county school officers. 10 cents.
 - II. City school officers. 5 cents.
 - III. Colleges and universities. 10 cents.
 - IV. Educational associations and directories. 10 cents.
3. Higher educational institutions in the scheme of State government. (In press.)
4. The school auditorium as a theater. (In press.)
6. Education in Yugoslavia. (In press.)

1938

2. The school custodian. 10 cents.
3. Nature and use of the cumulative record. 10 cents.
4. School use of visual aids. 10 cents.
5. Bibliography of research studies in education, 1936-37. 35 cents.
6. Offerings and registrations in high-school subjects, 1933-34. 15 cents.
7. Curriculum laboratories and divisions. 10 cents.
8. The elementary school principalship. 10 cents.
9. College projects for aiding students. 10 cents.
10. Local school unit organization in 10 States. 40 cents.
11. Principles and procedures in the organization of satisfactory local school units. 25 cents.
12. Development of State programs for the certification of teachers. 20 cents.
13. Statistics of the education of Negroes, 1933-34 and 1935-36. 10 cents.
15. Education in Germany. 20 cents.
16. Accredited higher institutions, 1938. 20 cents.
17. Hospital schools in the United States. 15 cents.

1937

2. Biennial survey of education, 1934-36.

Volume I

Chapter

- III. Higher education, 1930-36. 15 cents.
 - V. Review of conditions and developments in education in rural and other sparsely settled areas. 10 cents.
 - VI. Effects of the depression upon public elementary and secondary schools and upon colleges and universities. 10 cents.
 - VII. A survey of a decennium of education in countries other than the United States. 15 cents.
 - VIII. A review of educational legislation, 1935 and 1936. 10 cents.

Volume II

Chapter

- I. Statistical summary of education, 1935-36. 10 cents.
- II. Statistics of State school systems, 1935-36. 15 cents.
- III. Statistics of city school systems, 1935-36. 10 cents.
- IV. Statistics of higher education, 1935-36. 30 cents.
- V. Statistics of public-school libraries. 20 cents.
- VI. Statistics of special schools and classes for exceptional children. 20 cents.
28. Needed research in secondary education. 10 cents.
30. Occupational experiences for handicapped adolescents in day schools. 15 cents.
31. A survey of courses of study and other curriculum materials published since 1934. 20 cents.

32. Let Freedom Ring! 13 radio scripts. 60 cents.
33. Let Freedom Ring! Manual. 20 cents.
34. Industrial arts—Its interpretation in American schools. 15 cents.
35. The school building situation and needs. 10 cents.

MISCELLANY

1. Choosing our way. 35 cents.
2. To promote the cause of education. 20 cents.
3. Education in the United States of America. 15 cents.
4. La educación en los Estados Unidos de América. 15 cents.
5. A educação nos Estados Unidos da America. 15 cents.

PAMPHLETS

82. Physical education in institutions of higher education. 10 cents.
83. Handbook for compiling age-grade-progress statistics. 10 cents.
84. Safety and sanitation in institutions of higher education. 10 cents.
85. Salary and education of rural school personnel—Status and trends. 5 cents.
86. Per pupil costs in city schools, 1937-38. 5 cents.

LEAFLETS

47. Know your board of education. 5 cents.
48. Know your superintendent. 5 cents.
49. Know your school principal. 5 cents.
50. Know your teacher. 5 cents.
51. Know your school child. 5 cents.
52. Know your modern elementary school. 5 cents.
54. Federal funds for education, 1937-38. 10 cents.

VOCATIONAL EDUCATION BULLETINS

192. Training for the public-service occupations. 20 cents.
193. Training for the painting and decorating trades. 35 cents.
194. Duties and responsibilities of the general household employee. 10 cents.
195. Homemaking-education program for adults. 15 cents.
196. Farm forestry—Organized teaching material. 15 cents.
197. Training for the police service. 15 cents.
198. Conference topics for the retail grocery business. 20 cents.
199. Vocational training for firemen. 10 cents.

MONOGRAPHS

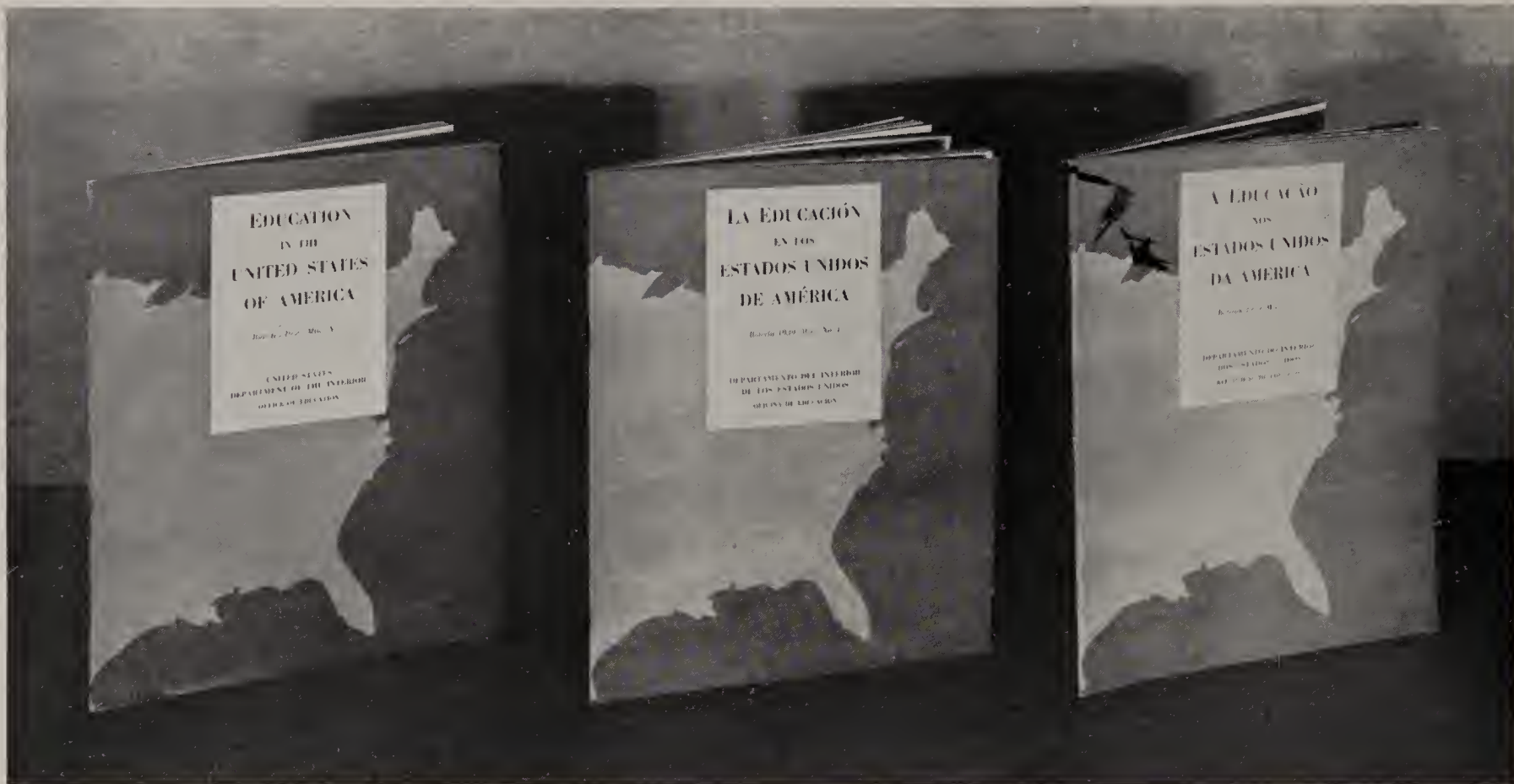
19. Agricultural education program. 10 cents.
20. Discovering occupational opportunities for young men in farming. 5 cents.

LEAFLETS

3. Teaching the control of loose smuts of wheat and barley in vocational agricultural classes. 5 cents.
6. Instruction in poultry in secondary schools. 5 cents.

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The edition published in English is Bulletin 1939, Misc. No. 3; in Spanish, Bulletin 1939, Misc. No. 4; in Portuguese, Bulletin 1939, Misc. No. 5.

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SCHOOL LIFE

★ BOOKS



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THE WORLD

BOOKWEEK
NOVEMBER 12 TO 18

27/2

November

1939

VOLUME 25

NUMBER 2

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WRITE

The U. S. Office of Education,
Federal Security Agency,
Washington, D. C.

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[SCHOOL LIFE is indexed in Readers' Guide to Periodical Literature, and Education Index. It is recommended in the American Library Association's "Periodicals for the Small Library."]

SCHOOL LIFE

Official Organ of the U. S. Office of Education

Volume XXV

NOVEMBER 1939

Number 2

SCHOOL LIFE is published monthly (except in August and September) during the school year, by the U. S. Office of Education, Federal Security Agency.

Its purpose is to present current information concerning progress and trends in education; report upon research and other activities conducted by the U. S. Office of Education; announce new publications of the Office, as well as important publications of other Government agencies; and to give kindred services.

The Congress of the United States, in 1867, established the Office of Education to "collect such statistics and facts as shall show the condition and progress of education in the several States and Territories"; to "diffuse such information as shall aid in the establishment and maintenance of efficient school systems"; and "otherwise promote the cause of education throughout the country." SCHOOL LIFE serves toward carrying out these purposes. Its printing has been approved by the Director of the Budget.

The subscription rate is \$1 per year in advance; to foreign countries in which the mailing frank of the United States is not recognized, \$1.50. *Club rate:* For orders of 100 copies or more to be sent in bulk to one address within the United States, the Superintendent of Documents allows a discount of 25 percent. Subscriptions may also be entered through magazine dealers. Subscription orders with remittances should be sent to the Superintendent of Documents, Government Printing Office, Washington, D. C.

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Publication offices:
U. S. OFFICE OF EDUCATION
FEDERAL SECURITY AGENCY
Washington, D. C.

Editorial

In a War-Torn World

IN A FEW MORE DAYS, literally millions of our citizens will participate in what has come to be known as American Education Week. During that period, November 5-11, the Nation's spotlight is thrown upon the schools, the colleges, the universities, and the other educational agencies that encourage understanding and the pursuit of knowledge.

In times of emergency and great national need, these educational agencies never fail to offer themselves for extraordinary services. They never fail, even against the roughest winds, to keep the light of education burning—that civilization shall not die.

Today in a war-torn world, as we approach another American Education Week, I can conceive of no extraordinary service that could be more important for our schools and colleges everywhere than that they initiate a most vital program of Nation-wide public discussion and study of this crucial question: What policies should our American democracy pursue in a war torn world?

Decisions of transcendent importance will undoubtedly be made during the next few weeks. The immediate question concerns neutrality. It is highly important to the welfare of our people that this issue be thoroughly understood. There are real differences of opinion. It is not the duty or right of educators to dictate which opinion is right or best. But it is the responsibility of educators to promote the widest possible study and serious discussion of the problems involved and the alternative proposals to the end that whatever opinion prevails shall be based upon understanding and knowledge rather than upon passion and prejudice.

National unity is based on common understandings of common problems. When action is demanded by emergency circumstances, unusual plans must be made to speed up the process of education by which understanding is achieved. In the present situation the American people in thousands of small local groups could well be called into continuous weekly sessions to counsel with one another with the help of the most competent leadership available. The school and the university halls should be lighted nightly for

adult study and discussion. Libraries should be pressed into service to bring these groups the best available data and material.

It will cost something to organize the thinking power of the people in thousands of forums and discussion groups. To do this, leadership and management are required. I have urged on many occasions that the local authorities in public education should be given some Federal aid for this important program of citizenship education. But whatever is done immediately to meet the unusual demands of the hour for enlightened citizenship must be planned and organized with local budgets or special funds to be found in the localities.

This enlightenment is so important to us at this critical time that we cannot afford to let a rigid budget stand in the way. Almost every educational institution can readjust its budget to make such a program possible. Important and significant activities being pursued must sometimes be postponed or reduced in the interest of an emergency need.

During the past few years, with the assistance of the Office of Education, scores of communities have demonstrated practical plans for school-managed community-wide public-discussion programs. This Office has collected the experience of many demonstrations in community-wide forum planning. Most of the educational administrators of the Nation have in their files publications which outline plans for local programs that have worked under different conditions. The Office, as a part of its services, is prepared to act as a clearing house for an exchange of reports of local efforts in this field.

What policies should our American democracy pursue in a war-torn world? If American Education Week, followed by such a vital program of Nation-wide public discussions, can help answer that question, education will again have kept the light burning—that civilization shall not die.



U. S. Commissioner of Education.

This Month's Authors Say:

Some who advocate subordination of education to general government declare that they desire to leave the conduct of education to the teaching profession. All they ask is that there be one public budget. Control of the budget, however, is an essential function of the local school board. A budget is a statement of educational policy in financial terms. Those who control the budget have the last word regarding educational policy.

The trouble is that many educators do not realize that they are engaging in politics—of their own brand—when they limit the number of polling places at school elections, when they make appointments according to the fraternal or religious affiliation of the appointee, when they use parent-teacher groups as fronts for political purposes, or when they engage in a deliberate sabotaging of labor and minority groups.

The common people of every race and nationality, once they enjoy the fruits of modern technology in a free environment, can be expected to sow the seeds of the new freedom in the old world soil from which they sprang. This worked once, and dynasties were dethroned. It can work again.

While the public school can be concerned neither with theology nor sectarianism, it does seek to instill in every child sound ethical judgment and a true philosophy of life. These are as much a part of the educative process carried on at public expense as the teaching of any academic discipline.

That preparation for vocational success as a part of the total educational job is no longer seriously questioned. Vocational education should be thought of as an integral part of the program made available for all young people. There is no good reason why, in its administration, this phase of educational opportunity should be separated from general education.

An education for democracy cannot, in my opinion, confine itself to children and youth in formally organized schools. It must be geared to reach a significant body of the adults who will actually determine public policy during the next decade. A large proportion of these citizens were educated in formal schools when the world and its problems were not what they are today.

The service rendered by the library is, after all, the real test of the worth of a library in a teacher-training institution. It is a question not only of quantity of use, but also of quality, because a library may be doing a large volume of business, and yet in quality be doing nothing more than a college rental bookstore would do—simply passing books over the counter upon specific requests for course material.



This Month's Cover

The official poster for Book Week is reproduced on SCHOOL LIFE's cover page this month.

Fifty Years in Education



Harris & Ewing.

Anna L. Burdick.

★★★ Mrs. Anna Loror Burdick, who for the past 22 years has been agent for trade and industrial education for girls and women, first with the Federal Board for Vocational Education and more recently with the United States Office of Education, retired from Government service September 30 after completing 50 years of continuous service in the field of public education.

Mrs. Burdick, who has visited every State in the Union many times over and has visited many European and Latin-American countries, Hawaii, and Alaska for the purpose of studying educational movements, has been a pioneer in the field of industrial education for girls and women.

Born in Iowa, Mrs. Burdick received her early education in the public schools of Burlington and graduated from the University of Iowa with the bachelor of science degree. She also pursued advanced studies during several summer sessions at the University of Chicago and Harvard University.

Prior to her service with the Federal Board for Vocational Education, which began November 17, 1917, Mrs. Burdick was successively a teacher in the Decorah (Iowa) High School; principal of the high school and superintendent of schools, Iowa Falls, Iowa; teacher of English, West High School, and director of vocational guidance, Des Moines, Iowa. For 5 successive years she was a member of the faculty for the summer session at Iowa State College at Ames.

In addition to her service in the educational field, she has been identified from time to time

with activities carried on by city, State, and national welfare organizations. As director of the vocational guidance work in the public schools of Des Moines, she was the first person to bear that title in any public-school system in the United States.

Mrs. Burdick has made numerous surveys, State and local, in the fields of general education, vocational education, and guidance, and is the author of a number of publications on these phases of education as carried on both in this country and abroad. Because of her interest in these fields, also, she has been a member of many State and national educational and professional associations. Following retirement, she will devote her time to the work of the Lalor Foundation, a foundation for the promotion, advancement, and dissemination of scientific research and for the encouragement of the arts. She is vice president of that foundation.

In his announcement of Mrs. Burdick's retirement from her position as agent for trade and industrial education for girls and women in the Office of Education, Commissioner of Education, J. W. Studebaker, commended her accomplishments as follows: "No better appraisal of Mrs. Burdick's service in the field of education could be given," he said, "than that found in the citation presented by President Robert Clothier of Rutgers University in conferring on her the honorary degree of doctor of letters last year. President Clothier's citation reads as follows: "Your conception of the task of the educator has been that of the sculptor fashioning a masterpiece from crude material, using the tools of inspiration, discipline, patience, and example. You have realized that education is not only of the intellect but of the whole personality. Especially have you concerned yourself with sociological problems in the field of public education and with the development of occupational opportunity for women."

Among the many national organizations with which Mrs. Burdick is associated, serving on committees and councils, are: The National Occupational Conference; American Women's Association; National Committee on Prisons and Prison Labor; Young Women's Christian Association; National Committee on Household Employment; National Federation of Business and Professional Women's Clubs; National Vocational Guidance Association; American Vocational Association; Alliance for the Guidance of Rural Youth; National Trade Union League of America; Southern Mountain Workers Guild; Education of Women for Public Affairs in a Democracy; Council of Youth Agencies; and American Association of University Women.

In 1938 Mrs. Burdick represented the Office of Education at the International Conferences on Education held in Geneva, Switzerland, and in Berlin, Germany.

Education Moves Democracy Forward¹

by J. W. Studebaker, U. S. Commissioner of Education

★★★ Enlightened civilization is seriously menaced by new forms of old despotisms. The freedom and the dignity of human beings are now threatened by dictatorship. The World Congress on Education for Democracy is one of the significant signs of a rising determination to halt the retreat of popular self-government. We make bold to sound a call for a forward march of the democratic movement. And we declare that our institutions of education have a dominant role to play in preparing citizens for progress under the conditions of freedom.

In helping democracy to move forward, we have at hand a marvelous educational organization. We do not have to start from scratch; nor is it necessary to junk a large part of what has been created. In buildings and modern equipment, recognizing the deficiencies and sectional disparities which we deplore, we are nevertheless in the lead among civilized nations. The constant demand of our leadership for better facilities for mass education is responsible for this advanced position. We have more than a million trained teachers, supervisors, and administrators now engaged in operating this vast educational agency. These professional people have developed the schools through experimentation carried on in an atmosphere of free criticism and discussion.

Educational plans have been applied to the enlightenment and training of learners in hundreds of areas of interest and to meet manifold human needs and problems. The room for improvement in methods and plans is great, but let us not overlook the gains we have made in the past few decades.

Democracy—A Way of Living

Education will not move democracy forward by merely teaching courses of study concerned with the democratic philosophy and principles. Such courses are necessary, but the everyday teaching that is done in all sorts of fields from arithmetic to home economics, from physical training to psychology is pertinent to our problem of making democracy work. For democracy is not an election day matter concerned merely with local, State, and National Government. It is a way of living—of getting along together—in groups of all kinds, in families, in associations, in unions and business organizations.

Take note for a moment of the variety of ways by which institutions of education seek to prepare people for more successful living in modern society. The teaching of the tool

subjects—reading, writing, and figuring—is education for democracy, the most fundamental kind of teaching we do; for it is the basis for lifelong, self-education. The proper teaching of reading and writing gives meaning to the concept of free press and freedom of expression. In the emergency adult education program during the past few years, more than a million adults have been taught to read and write, to be curious to know more of the truth, and to express themselves freely. This is education for democracy; for it makes more secure the foundations of the Republics which depend for their stability on a literate electorate. We have a job ahead of us in this area—to eradicate illiteracy altogether. But we have won most of the field in this phase of education, and, therefore, we enjoy the practical asset of widespread literacy.

Citing a Few Examples

One does not have to describe the full range of the modern curriculum, with which we are all more or less familiar, to demonstrate the elaborate design we have already made for education in keeping with the spirit of democratic America. Nor does one have to justify all of the practices and pedagogical procedures in vogue to claim that organized education is making a mighty contribution to the democratic way of life today. With all its faults and inadequacies, this educational system of ours is worthy of our pride. I shall cite only a few examples to justify this pride:

Our educational systems have taken over much of the responsibility for vocational training. People with skills and technical knowledge capable of functioning efficiently in industry, business, and agriculture are needed in any society but most of all in a democracy. Our schools have undertaken to rehabilitate and retrain workers at various ages to meet new situations, to prepare people for public service in all lines of public enterprise, and to give specialized education to the handicapped. They seek to raise the cultural level by providing training to both youth and adults in music and the fine arts, in writing and literature, in architecture and home decorating. They have entered such realms as safety education, health, and dietetics. Family problems and education for homemaking are put in a new setting by the conditions of modern life and are increasingly emphasized in school courses.

Preparation of foreign-born people for naturalization is still another function of the schools and certainly is a direct form of education for democracy. Civic education and the social studies are looming larger in educational plans as we experience the need for more enlightened citizenship to

meet more complex problems. And we are now recognizing that adult civic education is a basic necessity in a changing social and economic order.

More and more the school is becoming a place where democracy is practiced. There are problems on the child level which children can solve by the democratic process. An ever-increasing measure of student self-government in schools is training for more genuine and effective participation in government after school. School administrators are recognizing too that the democratic method of school administration not only produces better results in the management of the schools, but serves to stimulate democratic procedures in the relationship between the teachers and their pupils. The old adage, "We learn to do by doing," is nowhere more applicable than in a democratic society.

If there is one area where the institutions of education in America have made a more profound impact on the life of mankind than another, it is in the field of science. During the past 100 years, scientific research and study have revolutionized human existence. So far as science and technology are concerned, we have now created the tools and means of production for wiping out poverty and want and enabling every human being to enjoy a standard of material well-being and convenience known only to the aristocracy a century ago. We made this scientific advance under the impetus of democratic freedom. The scientific method of research and experimentation, of absolutely free inquiry, is the fruit of the democratic way of life. It cannot flourish except under conditions of freedom. And the end objective of science is to increase the freedom of the common man to harness the elements and forces of the natural world to his needs and plans.

But our remarkable success in the field of scientific knowledge has created a dilemma. We must use this new knowledge actually to benefit the common man by creating a widespread and stable prosperity, or we may lose our democracy, the very mother of science. We need at this moment in history to devise ways of bulwarking democracy with more adequate education primarily, because, in their social policies, democracies, to some extent, have failed to keep up with science.

Problems of Technological Age

If we are going to achieve even greater success in our plans for education for democracy, we shall have to see clearly what threatens democracy. There is a tendency to mistake the effect for the cause and to deal with symptoms rather than with the malady itself.

¹ Address delivered before the Congress on Education for Democracy, New York, N. Y., August 17, 1939.

The boastful propaganda of the totalitarian regimes is not the basic menace to democracy. Fundamentally, self-government is being undermined by its failure to solve the crucial problems of the technological age. Ten million unemployed, vast farm surpluses, unused plant capacity, waste and destruction of surpluses, widespread and utterly needless poverty in the presence of scientific power for unprecedented productivity—these are the factors which threaten democratic life.

Let us not delude ourselves with the naive notion that people in some countries have lost their freedom because they welcomed regimentation and concentration camps as desirable things. They lost their freedom because they did not know what to do about the practical issues which the new technology has created. They did not know how to employ themselves at constructive enterprise to secure the prosperity which modern science promises. They were easy prey for those who offered them scapegoats to explain their plight and promised to save them from humiliating insecurity and poverty.

Unless people understand the source of their most serious difficulties and experience some success in using democratic procedures to overcome the modern crisis, they are likely, so to speak, to "jump from the frying pan into the fire." For the trend toward dictatorship feeds on despair and fear. People do not choose to be dominated and regimented; they do not choose mere theories and ideologies; they choose leaders. Leaders, regardless of how they rise, can exercise arbitrary power and establish dictatorships if the people are sufficiently divided, frightened, and ready to admit they do not understand their problems. Leaders with good propaganda machines can gain popular support for proposals that will not work. They can turn the fury of frustrated people against racial and religious minorities. But they can do this only if the people are not enlightened on modern problems. Laws may be drafted to restrain arbitrary power and constitutions worded to protect civil liberties, but democracy will last only as long as the people themselves have confidence that they can make it work. Some very fine constitutions modeled after our own have become scraps of paper since the beginning of the great depression.

Social and Economic Issues

Education for democracy, therefore, is basically concerned with the social and economic issues which have been put up to us by the machine empire. Our organized education must be the instrumentality by which modern people may learn to make the machines run for the general welfare. Unemployment, surpluses, foreign trade, social security, housing, money and credit, wages and hours, conservation of natural resources, taxation and purchasing power—these are fundamental matters requiring the constant attention of the schools, colleges, and adult groups. Under-

standing such problems, people will be able to select competent leaders and give them enlightened cooperation. If people generally are well educated in the social-economic problems, they will withhold their support from the incompetent and from the fanatics.

If people by and large can be brought to understand the nature of modern technology and be disciplined in the art of critical discussion, they will not be so likely to follow any leader who puts up scapegoats and blood-theories as substitutes for a solid consideration of practical problems. We are off on the wrong foot, it seems to me, if we satisfy ourselves merely with propagandizing people on the desirability of democracy. It is not democracy that is in question in the minds of many; what they are worried about is the economic and social system which fails to give them opportunity and reasonable security.

It is well to note that not one of the little dictators we have thus far spotted in the American scene is begging for recruits *to overthrow democracy*. They are shouting slogans like these: "America for Americans!" "Social Justice!" "For a White Gentile America!" They are ultra-patriotic and quote the founding fathers. They are telling us that we suffer because the politicians we have selected do not know what to do, because they are corrupt, because foreigners have taken too many jobs, because international bankers are in control, because of the Jews or the Negroes. These are the same demagogic appeals and slogans that have created support for the dictatorships. They can be effective here only if the people do not understand the causes of the economic crisis and the nature of the new era of technology. Let us take warning from the realities of the situation, and muster the forces of education where the real attack should be made.

In my judgment, this magnificent public education system of ours must vastly increase its efforts in this social-economic field and improve its methods. The leaders of the profession through policy commissions and books have pointed the way. It has been one of the chief concerns of the United States Office of Education in the past few years to promote civic education, not because other phases of education are not vital and important, but because civic enlightenment is now of crucial importance. Without it we shall lose the freedom to educate in any sphere and slip back into a dark age of partisan domination and severe restriction of the learning process itself.

An education for democracy cannot, in my opinion, confine itself to children and youth in formally organized schools. It must be geared to reach a significant body of the adults who will actually determine public policy during the next decade. A large proportion of these citizens were educated in formal schools when the world and its problems were not what they are today.

This era of the new technology, which only began its real upward sweep in the last

75 years, is making changes in our ways of living with increasing speed. We suffer because in our social understanding we have lagged behind its swift development. We cannot afford to wait until the next full generation of youth comes to power. We, the adults, who vote and express public opinion today must understand these things and the public schools must help us.

Some school systems dodge the controversial issues, the undecided, the debatable problems as a plague. They stay at a safe distance from the matters which perplex most people. The result is a certain cynicism about education. It seems unreal to practical people who are concerned with vital questions. They wonder what education is good for if it cannot help us to discover the source of our troubles and to dispel the growing confusion. They begin to question their faith in education. Once the leaders of democracy and the common people believed in education with almost religious fervor as a means of making people fit citizens for self-government. Later they looked upon it with admiration as a means of preparing people for the better paid skilled jobs and the professions. But now that the jobs are scarce and the educated are sometimes as helpless in finding a market for their training as the uneducated are in finding an employer for their labor, people are turning back to the original idea that education should help men learn how to meet just such problems through self-government. The continuing faith in education depends on how effectively the schools meet this expectation. They dare not dodge the basic problems on which we need the light of learning which comes from organized study and discussion.

Must be Free to Study

The reluctance of some educators to promote the vital study of complex modern problems seems to be based in part upon the fear of criticism and attack from certain elements in the community opposed to free discussion. School administrators are conscious of the forces in their communities which will oppose any consideration of controversial subjects unless the teacher, professor, or discussion leader will indoctrinate a point of view satisfactory to these forces. Now, of course, you cannot explore important controversial questions in the spirit of modern science, if the learners and the teachers or discussion leaders are not free to study and discuss all pertinent ideas, beliefs, and conclusions. Knowing that it is this freedom to get at issues which is feared by certain very vocal elements in the community, educators sometimes feel it necessary to soft-pedal the consideration of the controversial or to eliminate it altogether. In some places, school boards or legislatures have specifically banned the teaching of controversial problems.

Now I hasten to add at this point that the record is encouragingly full of cases, representing a large majority of communities, where

the educational authorities feel quite free to pursue the study of controversial questions. However, the places where this is not the case are sufficiently numerous and the trend toward censorship is sufficiently pronounced to warrant a serious consideration of this problem. In this connection, it is well to point out that I am perfectly aware of the fact that a few teachers who have asked for the right to impose their own views on the learners have complicated the problem. But I am not prepared to give ground to any censorship of the learning process or any dodging of significant problems presented at the proper age-levels simply because a few teachers have used or may in the future use their positions unfairly. *The answer to this problem is not to deprive the learners of the opportunity to learn, but to train the teachers to teach and let those who want to preach go into politics, or some other group with particular sets of vested interests.*

The objections to freedom of study and discussion in the field of the controversial are not, so far as I am able to discover, a majority expression of popular convictions. The objections come from individuals who many times speak in the name of organizations whose members have never given them any authority to represent them on such problems. They impress school boards and educational authorities that have no adequate assurance that those pressure groups cannot bring powerful influences to bear if their objections are not somehow accepted. Again, objections come from minority organizations which have passed resolutions on the subject. Those who raise objection to free discussion of the controversial are usually the very ones who do not want their bit of "absolute truth" critically examined. We know that propagandists whose propaganda will not stand very much investigation do not like to see the schools and colleges submit propaganda to the processes of free and critical inquiry. Even if they think their propaganda is perfectly sound, they know that it is easier to get it accepted if people do not consider the pros and cons.

Local Units to Parallel

Something definite can be done about this problem of free examination of the controversial. The great national organizations in the World Congress on Education for Democracy representing as they do the majority voice in the communities of America, can guarantee to the schools and colleges the public confidence they need in order to educate for democracy. Local units of these organizations can repudiate attempts of individuals and minority or even some majority groups to high-pressure the teaching profession into silence and to intimidate with the threat of budget cuts. They can parallel the national congress with hundreds of local councils for democracy determined to take a continuing interest in the educational institutions, and to encourage them to come to grips with modern problems.

Freedom to Learn

They might say to school boards or superintendents of schools or university authorities something like this: "We represent the basic organizations of our community. Each of our organizations has appointed a member of this council to act as a sort of liaison officer. The council is a democratic body and not the tool of any special interest. Its members are pledged to keep their respective organizations informed about educational matters in our community. And particularly, our organizations, having discussed the problem thoroughly, feel that we all have a stake in the free study and discussion of the important controversial issues. We want to see your teachers link up the subject-matter courses with modern problems. We want them to keep uppermost in the minds of all of us, youth and adults, this fundamental question: 'What is in the interest of the greatest number?' We want teachers and professors to know that if they do a sincere and honest job of promoting fair study and discussion of crucial issues, this council stands behind them. And when there is a close case, we would like to see what evidence there is against a teacher or professor before he is dismissed for poor teaching. The freedom to learn is so vital to the future of democracy, it is so precious to us individually, that our organizations have banded together to try to exercise a majority interest in it. And one other thing, we want to work with the schools in promoting the greatest amount of well-guided free discussion of the problems of democracy that can be reasonably developed." Something like that from councils representing various organizations in the local communities would be a good long practical step toward making democracy move forward.

But these organizations can do something else that is very important. Cooperating on a minimum program, they can go to the budget-appropriating bodies, and perhaps say something like this: "We are not some special interest group either wanting larger budgets for education or reduction of the taxes for school support. Rather, we represent a very large majority of the people who want the schools to do their job well, and we want them to have enough money to do that. We know that there are practical considerations and that you cannot provide enough money for education to do every desirable thing. But we want to see the relationship between the budget and the program. If anybody wants to cut it seriously, we want to see not only how much money is to be saved but how much education is going to be lost. We are prepared to get this matter thoroughly understood by our organizations. This is the best way we know to make representative government work in the majority interest." And that would be another good, long step toward making democracy move forward.

It appears increasingly clear that either democracy does move forward or it will be pushed backward. If it pursues policies that

progressively meet and solve basic problems it will not only move forward in the nations where it now prevails but it will begin to drive back the encroaching barbarism.

No Middle Ground

Because we see that there is no middle ground between a definite advance and further retreat, we not only seek to halt the advance of antidemocratic forces but at the same time we aim to put in motion the forward movement of democracy. Our task is to prove to ourselves and to the skeptical world that free people can catch up with science and harness it to their majority interests; that complex problems can be solved through deliberative methods and through free expression of public opinion. Such a demonstration will release us from a sense of uncertainty, from any degree of the inferiority complex. The appeal of propaganda depending on fear and the failures of democratic peoples will be negligible. With this renewed confidence in self-government, growing out of our philosophical convictions solidly built on practical achievement in overcoming the crisis, we shall then be in a position to renew the nineteenth century movement of a world-wide liberation.

The success of democratic peoples in meeting the new conditions of the twentieth century, attaining the good life which the new instruments have made possible, will constitute a convincing argument against all fanaticism. In the same way that the nineteenth century "land of opportunity" aroused great hope in the hearts of depressed people, encouraging them to throw off the yoke of feudal monarchy, a twentieth century demonstration of democratic success will arouse regimented people, encouraging them to break the chains of dictatorship. The democracies can defeat totalitarian regimes by the powerful and peaceful weapon of a success story—a story which can penetrate the most skillful censorship. Nor will it be necessary to subsidize the spread of a democratic success story. The news of diffused and general prosperity, realized under freedom and respect for human rights, requires no propaganda machine to give it world-wide currency. The common people of every race and nationality, once they enjoy the fruits of modern technology in a free environment, can be expected to sow the seeds of the new freedom in the old world soil from which they sprang. This worked once, and dynasties were dethroned. It can work again.



State Department Publication

The name, residence, rank, jurisdiction, and date of recognition of consular officers in the United States are given in Department of State Publication 1295, *Foreign Consular Officers in the United States, January 1, 1939*. 15 cents from the Superintendent of Documents, Washington, D. C.

Whose Education?

by William G. Carr, Secretary, Educational Policies Commission

A Joint Problem

The conference of representative laymen and educators agreed that the responsibility of public schools to our democracy is not thoroughly understood by our people today, and that the development of such understanding is a joint problem of the teaching profession and the American people. It was agreed that the time has come to make our people more conscious of the mission of education than they have been since the great battles for free schools a century ago. Out of such an educational awakening, it was agreed, a better program for public schools could be developed than anything which now exists or which has existed in the past. Finally, the conference reached the conclusion that work of the Educational Policies Commission ought to culminate in the mobilization of public support and understanding of a democratic school system.

Created 4 years ago by the National Education Association and the American Association of School Administrators, the Educational Policies Commission was given the function of defining policies which would aid in educational reconstruction following the depression. During its work the Commission has reinterpreted the unique function of public education and laid out a program of objectives, structure, and administrative procedures necessary to the fulfillment of that function.¹

Education and Labor

Historically, organized labor has been one of the staunchest supporters of public education. During the 1830's associations of workmen were in the van of the struggle for the establishment of free public schools which would provide equal educational opportunity for all. Again, to sample briefly, labor interest was aroused nearly a century later when the Federal Board for Vocational Education was established and a Nation-wide program of vocational training through the public schools was being perfected.

Today, because of the rapidly changing social scene, the relationship between education and labor demands further readjustment. Machinery multiplies the strength of man a thousandfold and surrounds us with a material and social environment unlike anything known by any people of the past. Yet, inventions designed to conserve time and energy and to increase productivity are somehow

¹ National Education Association and American Association of School Administrators, Educational Policies Commission. *The Unique Function of Education in American Democracy, The Structure and Administration of Education in American Democracy, The Purposes of Education in American Democracy.* Washington, D. C., the Commission.

followed by unemployment, occupational diseases and, for many people, an actual scarcity of the necessities of life. The inventions themselves are not causing these evils. These dislocations are rather the manifestations of a culture in which material progress has outpaced social control and individual character. The resulting tensions can be resolved only through the application of intelligence, knowledge, and goodwill. To education is given the privilege of developing these traits, not only for truth's sake but also for humanity's sake.

According to Ability

In the occupational sphere every person must contribute according to his ability to the essential welfare of all. Each able-bodied adult should follow an occupation for which he is fitted by ability, personality, and training and which provides goods and services of individual and social value. A person who is truly educated regards work as something to be sought, enjoyed, and respected rather than as something to be avoided, suffered, and despised. Even young children may speedily learn the necessity of contributing their efforts to a common cause.

Modern education, therefore, seeks for every person a knowledge of the requirements and opportunities for various jobs so that each can intelligently select an occupation. The future success, happiness, and efficiency of the individual, to say nothing of the direct concern of society in the matter, often depend on making a proper though not necessarily a permanent vocational choice not later than the attainment of adulthood. The guidance of the school with respect to such vocational adjustment permits the student to survey the needs and opportunities for employment and to appraise his own potentialities.

Having provided these opportunities, education aids in bridging the gap between the school experience and initial employment. This effort often requires active cooperation of the school with organized labor, business and industry, and the employment services. Effective cooperation among these interests may call for considerable variation in organization and administration from place to place. No standard procedure can as yet be wisely prescribed. Nevertheless, it is clear that if youth are to be adequately served in the matter of securing their first employment, the school should exhibit initiative and leadership as well as a genuine spirit of cooperation.

That preparation for vocational success is a part of the total educational job is no longer seriously questioned. Vocational education



★ ★ ★ Our system of public education, like our system of representative government, serves all the people and belongs to all of us. Both education and government seek to promote the common defense, to provide for the general welfare, to preserve the blessings of liberty and to assure justice to all. Education, therefore, is not an activity that pertains merely to children and school teachers. Wage earners, farmers, housewives, businessmen and professional workers all share in the benefits that public education affords and should assume certain obligations toward it. The purposes of education are their purposes; its achievements are their achievements; its shortcomings are theirs to deplore or to remedy. Because of these shared responsibilities and shared benefits, citizens in every walk of life are giving increasing attention to educational problems, recognizing such support and interest as one of their most important civic responsibilities.

Among recent preliminary efforts to effect a meeting of minds between educators and civic leaders regarding vital educational problems was a conference between members of the Educational Policies Commission and national representatives of organized labor, farm groups, women's clubs, business, religious and national groups. These citizens met last May to discover a common ground in their respective efforts to understand, improve, and support public education. The groundwork of the discussion was formed by the proposals and recommendations of the Educational Policies Commission on behalf of the organized educational profession. This article is in a sense a follow-up of that meeting, with special reference to three of the lay groups represented—business, labor, and the religious ministry.

should be thought of as an integral part of the program made available for all young people.

Education and Business

Of practical concern to the businessman and industrialist is the effect of increasing amounts of education upon the production and consumption of goods and services.

The uneducated person rarely improves production methods, creates labor-saving devices, or places productive and distributive efforts on a plane of superior efficiency. Business and industry are increasingly placing their hopes for the future in the hands of accountants, economists, engineers, executives, and workmen whose usefulness reflects the amount and quality of education that each possesses.²

This dependence of business on education involves consumption as well as production. Is it the educated or uneducated person who buys radios, refrigerators, automobiles, houses, and the better grades of all consumers' goods which involve such a large share of our productive and distributive effort? If the American economic system were to adjust production to the effective wants of 130,000,000 illiterate and uneducated people, it is safe to say that our present standard of living would be lowered in major degree.

With the introduction of consumer education into the schools it may reasonably be expected that the American standard of living will be elevated. This is only one measure, but an important one, in improving the distribution of goods. Judgments and preferences of the buyer, weighted in our economy by monetary incomes, determine the uses to which natural resources and productive energies are put. Ignorance and low standards produce a discrepancy between effective demand and the general welfare. Productive energy is misdirected on a grand scale by unwise consumer judgments. Today's schools seek to develop usable knowledge in this area.

Educational programs designed to increase the buyer's efficiency begin with the knowledge of what goods are available in the market. The buyer learns what specific qualities to seek and what to avoid. He should understand the pricing process under various conditions; he should be familiar with selling methods; he should be able to evaluate sales talk, price policies and marketing arrangements. He should learn the advantages and disadvantages of joining with other consumers for the cooperative purchase of goods, for securing impartial advice on the relative merits of different brands, and for securing legislation which is in the public interest. Legitimate business interests will obviously derive benefits from widespread knowledge of this kind on the part of the consumer.

² The Educational Policies Commission has now in preparation a document concerned with the economic basis of education which considers these matters in greater detail.

Education and Ethical Judgment

Because of the traditional separation of church and State in America the public schools have left to sectarian educational and religious institutions those matters concerned with the religious education of youth. The public school, however, devotes an important share of its energies to ethical learning.

The dissemination of knowledge is not the whole business of education. More elusive elements are included. Knowledge alone does not present imperatives of conduct, nor kindle aspiration for the good life, nor necessarily exemplify it. There is nothing in a chemical fact or in a financial fact which necessarily instructs the learner in the right use of it. Commands relative to usage come from other sources—from the funded wisdom and aspirations of the race. Ethics is, therefore, not a side issue with education but it is a central concern—a concern that gives direction and purpose to the spread of knowledge.

Many Americans find a satisfying answer to religious questions in the orderly teachings of one or another of the great organized churches. Others find a solution which satisfies them outside the framework of formalized creeds. Education in a democracy confers upon each the priceless privilege of developing his religious life in his own way and in an atmosphere of complete tolerance and freedom. The educated person uses this privilege to attain a satisfying personal philosophy.

Such a philosophy is not the exclusive possession of scholars and priests. It is an everyday necessity. Although he may be unaware of its existence, each man is finding always a certain pattern by which he inter-



prets and conducts his life. He has his own way of meeting the disappointments that are his lot. He possesses some set of values, some code of ethics, some sense of the esthetic. And he has a certain faith on which he relies when his knowledge has carried him to its ultimate limits.

While the public school can be concerned neither with theology nor sectarianism, it does seek for every child sound ethical judgment and a wholesome philosophy of life. These are as much a part of the educative process carried on at public expense as the teaching of any academic discipline.

American Education Week

THE PROGRAM

- General Theme* —Education for the American Way of Life.
- Sunday, Nov. 5* —The Place of Religion in Our Democracy.
- Monday, Nov. 6* —Education for Self-Realization.
- Tuesday, Nov. 7* —Education for Human Relationships.
- Wednesday, Nov. 8* —Education for Economic Efficiency.
- Thursday, Nov. 9* —Education for Civic Responsibility.
- Friday, Nov. 10* —Cultivating the Love of Learning.
- Saturday, Nov. 11* —Education for Freedom.

The 1939 American Education Week observance will be held throughout the schools

and communities of the Nation, November 6-11, 1939. Education for the American Way of Life is the general theme.

As in previous years the National Education Association has prepared materials including posters, leaflets, stickers, and packets, to assist schools in planning for this observance.

American Education Week is sponsored by the National Education Association in cooperation with the American Legion, the United States Office of Education, and the National Congress of Parents and Teachers and with the support of many other organizations. Under the caption "Visit your Schools," the National Education Association states:

What is the American Way of Life?

It is a free way,
allowing one to live according to his own conscience;
It is a peaceful way,
settling differences by elections and courts;

(Concluded on page 64)

Books Around the World

by Nora E. Beust, Specialist in School Libraries

★★★ The theme of this year's Book Week—Books Around the World—is a challenge to educators, librarians, and parents to provide boys and girls with books which will aid them in their understanding of the fellowship of mankind.

The custom of celebrating Book Week may be traced back to Christmas exhibits in public libraries. Almost 50 years ago Pratt Institute Library,¹ Brooklyn, N. Y., arranged an exhibit of books suitable for Christmas giving. The main purpose of this innovation seems to have been the convenience to buyers. Actually, however, through this library exhibit was begun a new service, namely, this display of gift books selected by a professional staff with care as to contents, edition, and illustration. But no special effort was made to supply books for young people, since the library had then neither a separate room for children nor many children among its patrons.

So far as library records go, the Pratt display was the first forerunner of the present rather widespread practice of exhibiting books for Christmas purchase, though it was Franklin K. Mathiews, chief librarian of Boy Scouts, who first suggested the possibilities of the value of designating a time to recognize children's books. The efforts of the American Booksellers Association to bring more and better books for boys and girls into American homes finally resulted in the first nationally recognized Book Week in 1919. The American Library Association,² Section for Library Work with Children has been active in the movement since the beginning. As early as 1919, a resolution was adopted at the national conference at Asbury Park which suggested cooperation between local librarians and local booksellers in the joint effort of the American Booksellers Association. At the same session of the children's section, the discussion also centered upon the "present lack of good children's books dealing with life and customs in foreign lands, particularly those countries which have figured so prominently in the recent war."

Book Week

Since the slogan for this year's Book Week (November 12–18) is *Books Around the World*, it may be of interest to examine children's books dealing with life and customs in foreign lands which have been published since the 1919 meeting of the American Library

¹ Plummer, Mary W. The Christmas Book Exhibit in Libraries. *Library Journal* 36: 4–9, January 1911.

² Papers and Proceedings. American Library Association Bull. 13: 388, July 1919.



Library project of primary group, Benjamin Franklin School, Cleveland, Ohio.

Association, the date of the first Book Week. A study of the total output of all the children's books concerned with foreign lands published in the United States between 1918 and 1938 would be necessary to give a comprehensive view of the field. However, this is impossible at the present time as the number of different titles produced each year ranges from 504 in 1918 to 1,041 in 1938.

The examination of the trends which manifest themselves in even so brief a list as the Newbery and Caldecott prize books may have significance. The medals awarded for these books are given to encourage the writing and illustration of distinguished books for children.

To consider a few of the early Newbery awards: *The Story of Mankind* by Hendrick Willem Van Loon, the first Newbery prize winner, is a universal history of the world from the Stone Age to the end of the World War. The author wrote and illustrated a book which can be used as a key to open the door of history. He says, "History is the mighty Tower of Experience, which Time has built amidst the endless fields of bygone ages. It is no easy task to reach the top of this ancient structure and get the benefit of the full view. There is no elevator, but young feet are strong and it can be done."

Van Loon realized the need of pictures for attaining his objectives. The dedication To

Jimmie is, "What is the use of a book without pictures?" His pictures emphasize to the point of caricature the characteristics of person, age or landscape that he wishes to stress. Thus in depicting the world, our planet is almost "lost in the vastness of the universe" that is pictured. Again in the illustration of Hannibal crossing the Alps, the road looks very narrow, the mountains high and the cliffs almost perpendicular.

Van Loon has a tolerant attitude toward the world. For example, he says: "The Middle Ages were 'internationally minded.' That sounds difficult, but wait until I explain it to you. We modern people are 'nationally minded.' We are Americans or Englishmen or Frenchmen or Italians and speak English or French or Italian and go to English and French and Italian universities, unless we want to specialize in some particular branch of learning which is only taught elsewhere, and then we learn another language. . . . But the people of the thirteenth or fourteenth century rarely talked of themselves as Englishmen or Italians. They said, 'I am a citizen of Sheffield or Bordeaux or Genoa.' Because they all belonged to one and the same church they felt a certain bond of brotherhood. And as all educated men could speak Latin, they possessed an international language which removed the stupid language barriers which have grown up in modern Europe and which



In the editorial session, members of a Junior Red Cross council are shown consulting the globe for facts of interest to be used in their monthly news organ.

place the small nations at such an enormous disadvantage." Historians accept Van Loon's work as being authoritative, as it is listed in *The Guide to Historical Literature, 1931*.

One other general history written especially for children, V. M. Hillyer's *A Child's History of the World*, is included in this guide. Hillyer, who wrote his work in 1924, infuses considerable kindly humor into his account which aims to foster understanding and indicates signs of progress in such statements as this, "When I was a boy I never heard any great musicians play. Now you and I can turn on the phonograph any time and hear the music of Palestrina or Mozart, of Beethoven or Wagner, of dozens of other masters, played or sung to us whenever we wish; the greatest musicians become our slaves. No caliph in the 'Arabian Nights' could command such service to his pleasure!"

There are, of course, still other general histories written since the first Book Week in 1919 that are listed in either your State, city, or national bibliographies of children's literature. Histories of this type are only one form of literature that can be used effectively in connection with Books Around the World.

The second Newbery prize book, *The Voyages of Doctor Dolittle* by Hugh Lofting, represents the animal-story type of literature. In her thesis, *Nationalism in Children's Literature*, Helen Martin³ includes a study of

³ Martin, Helen. *Nationalism in Children's Literature* (unpublished doctor's dissertation), University of Chicago, Chicago, Ill., 1934.

the *Story of Dr. Dolittle*, the first of a series of seven books written by Mr. Lofting. After a careful checking of the symbols that denote national emphasis, she concludes that of the three titles she examined, namely, *Wild Animals I Have Known*, *Jungle Book*, and *Story of Doctor Dolittle*—" . . . the animal story provides a medium by which readers outside the country of authorship can identify themselves readily with the text." Also, "The animal story, as represented by the three titles, contains no hostile attitudes toward other nationals."

The Story of Doctor Dolittle has been translated into more than 10 languages and is one of the few titles which has gained international popularity. In the adventures of Doctor Dolittle, Hugh Lofting introduced an element new to the animal story—rollicking humor. The stories were begun while Mr. Lofting enlisted in the British Army, served in Flanders and in France. Mr. Lofting was determined after the war to do all he could to make it impossible for any more wars.

The Voyages of Doctor Dolittle introduces Tommy Stubbins—9½ years old—son of Jacob Stubbins, the cobbler of Puddleby-on-the-Marsh. He longed to seek his fortune in foreign lands—Africa, India, China, and Peru! Tommy becomes the doctor's assistant and goes with him "to cross the sea, to walk on foreign shores, to roam the world!" On their travels they meet the shellfish who speak a language which few creatures but shellfish speak. But the doctor solves the

riddle of the shellfish language with the aid of the porpoises, the sea urchin, and the starfish. Though they missed a good many of the finer points due to "the stupidity of the starfish and all this translating from one language to another," in the end the kindness and medical skill of the doctor made friends of them all. It is a delightfully amusing story that presents the foreign scene in an unusual but effective manner.

The Dark Frigate by Charles Boardman Hawes, the 1924 award, is a tale of adventure on the high seas. It takes the reader back to England of the seventeenth century. The author's love of the sea, together with his gift for storytelling and his careful research, result in narratives that recreate for the reader the days of the buccaneers on the raging seas. This is the type of book that makes it possible for boys and girls to enjoy vicariously other times and other places, and then return to the present scene with the satisfaction of having had a real experience.

Charles J. Finger was the winner of the fourth Newbery medal for *Tales from Silver Lands*. He came to the United States from England in 1887 and later traveled in Canada, Mexico, Texas, South America, Africa, and the Antarctic. In his prize-winning volume, he presents folk tales of South America based upon his own adventures and stories told him by the native Indians. The background and characters dramatize the South American scene in such passages as this:

"I rode there on a donkey and, the day being hot, let the animal graze, or sleep, or think, or dream, or work out problems—or whatever it is that a donkey does with his spare time—and I watched the children in the water. There was one, a little baby just able to toddle around, who crawled down to the water's edge, rolled in and swam about like a little dog, much as the babies of Tierra del Fuego will swim in the icy waters of the Far South. He came out on my side of the water, as lively as a grig, smiling every bit as friendly as any other little chap of his age, white, brown, or yellow."

This sampling of the first four Newbery prize books indicates that authors and publishers are making it possible for children to widen their horizons through books. The same statement holds true for the recent Caldecott awards. *The Animals of the Bible*, 1937, illustrated by Dorothy Lathrop, creates a new interest for many children in the fauna of Biblical scenes. Thomas Handforth's *Mei Li*, 1938, adds a charming little Chinese girl to the group of international book characters.

An examination of book lists issued by such agencies as the American Library Association, National Congress of Parents and Teachers, and National Council of Teachers of English shows that American children's books reflect the desires of this Nation to work toward a better understanding of peoples.

Schools enrolled in the American Red Cross are carrying on a project that has great

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New Government Aids FOR TEACHERS



by MARGARET F. RYAN, *Editorial Assistant*

FREE PUBLICATIONS: Order free publications and other free aids listed from agencies issuing them

COST PUBLICATIONS: Request only cost publications from the Superintendent of Documents, Washington, D. C., enclosing remittance (check or money order) at time of ordering

(The free supply is usually too limited to permit of furnishing copies for all members of classes or other groups)

● Under the title *Among the Birds of the Grand Canyon Country*, Florence Merriam Bailey, well-known ornithologist, has written an account of a summer spent in the Grand Canyon and its immediate vicinity observing the bird life at different levels in the Canyon, in the desert (see illustration), and in a forest setting. In addition to numerous illustrations the bulletin also contains a field color key to aid in identifying the various birds. 30 cents.

● Directions for making jellies, preserves, marmalades, jams, conserves, and fruit butters are given in *Farmers' Bulletin No. 1800, Home-Made Jellies, Jams, and Preserves*. 5 cents.

● The Women's Bureau has issued bulletins for three more States on the *Legal Status of Women in the United States of America, January 1, 1938*: Colorado, Bulletin 157-5; Nevada, Bulletin 157-27; and Pennsylvania, Bulletin 157-37. Each part costs 5 cents.

● Four more monographs of the Division of Social Research of the Works Projects Administration are now available: *Changing Aspects of Rural Relief*, No. XIV; *Rural Families on Relief*, No. XVII; *Migrant Families*, No. XVIII; and *Rural Migration in the United States*, No. XIX. Free copies are available at headquarters of the Works Projects Administration, Washington, D. C.

● In *Codes for Cloud Forms and States of the Sky*, Weather Bureau Circular No. 1249, are given the names and heights of clouds, definitions and descriptions of the forms of clouds, amount and direction of motion, observation of clouds for code messages and code tables. 15 cents.

● President Roosevelt, in a letter addressed "To the Junior Philatelists of the United States" which introduces the *Junior Edition of A Description of United States Postage Stamps, Historical and Commemorative Issues, from 1893-1938*, writes: "I commend stamp collecting to you because I started a collection when I was about 10 years old and have kept it up ever since. In addition to the fun of it, it has kept up my interest in history and geography, past and present. I really believe that collecting stamps makes one a better citizen." Copies of the junior edition are available at 10 cents each.



Courtesy of the National Park Service.

The clown of the desert.

● The Bureau of Research and Statistics of the Social Security Board publishes monthly the *Social Security Bulletin* in which current data on operations of the Board and the results of research and analysis pertinent to the social security program are reported. Single copies sell for 20 cents; yearly subscription is \$2 in the United States, Canada, and Mexico; in other countries, \$3.75.

● Many of the problems presented at habit clinics have been treated successfully by merely directing attention to something that was obviously wrong in the environment, according to D. A. Thom, author of *Habit Clinics for Child Guidance*, Children's Bureau Publication 135 (15 cents). An important causative factor may easily be overlooked and yet be quite apparent to a well-trained psychiatrist. A number of case studies concerned primarily with the physical and mental health of preschool children are presented.

● The General Land Office of the Department of the Interior has prepared a bulletin entitled *School Lands—Land Grants to States and Territories for Educational and Other Purposes*, in which is given in each instance the purposes of the grant, the act of Congress granting lands, and amount of acres granted. (Free.)

● World developments and foreign markets for *Synthetic Organic Chemicals* in 80 countries are presented in Trade Promotion Series No. 189. Coal-tar products, dyes, solvents, medicinals, flavors, perfumes, and photographic chemicals come under this classification.

● The Department of Agriculture has more than 325 film strips available on such subjects as soil conservation, farm crops, dairying, farm animals, farm forestry, plant and animal diseases and pests, roads, farm economics, farm engineering, home economics, adult and junior extension work, and rural electrification. Most of these strips sell for 50 or 55 cents each. Lecture notes are provided with each film strip purchased, with the exception of those that are self-explanatory.

A price list of available film strips and instructions on how to purchase them may be obtained by writing to the Extension Service, United States Department of Agriculture, Washington, D. C.

● Specialists at the National Bureau of Standards examined 45 experimental papers in their study of the effect of filling and sizing materials on the stability of a book and of all factors affecting printing. Results of the study are available in RP-1180, *Printing Tests of Book Papers*. 5 cents.

● Three more staff studies prepared for the Advisory Committee on Education are now available: No. 10, *The Land-Grant Colleges* (25 cents); No. 18, *Educational Service for Indians* (25 cents); and No. 19, *Research in the United States Office of Education* (20 cents).

● United States Housing Authority bulletin, *Planning the Site—Design of Low-Rent Housing Projects*, discusses basic design principles, design and organization of the site, design and treatment of open areas for recreation purposes, and planting and plant materials. Price, 60 cents.

● The Superintendent of Documents has revised the following free Government price lists: Government periodicals, No. 36; Birds and wild animals, No. 39; Insects—Bees and honey, insects injurious to man, animals, plants, and crops, No. 41; Irrigation, drainage, and water power, No. 42; American history and biography, No. 50; Mines—Explosives, fuel, gas, gasoline, petroleum, No. 58; Commerce and manufactures, No. 62.

● Two-thirds of all the plum and prune trees in the country are in California, Oregon, Washington, and Idaho. *Plum and Prune Growing in the Pacific States*, *Farmers' Bulletin No. 1372* (10 cents) describes the culture, harvesting, and handling.

Industrial Arts in Elementary Education

by Helen K. Mackintosh, Specialist in Elementary Education

★★★ Walk into an industrial arts classroom in a certain city school system and you find a room set up as a laboratory or workshop. All kinds of equipment and many different materials make it a place where children working as individuals and in groups can solve problems and develop understandings and appreciations. This situation represents a modern viewpoint looking toward the growth of the child rather than toward the development of skills in woodworking, cooking, and sewing.

Children may churn butter, tan a squirrel skin, dip candles, dry apples, braid rugs, dye cloth with vegetable dyes, or weave cloth to gain a better understanding of how their great grandparents provided themselves with food, clothing, and other comforts of living. At the same time another group of children may grow a cotton plant, card wool, raise silkworms, make a quilt for a Junior Red Cross gift, design costumes for a play, or recondition clothing for Christmas gift distribution as a means of realizing the various sources of clothing material, the processes through which raw materials go to become cloth, and the purposes for which cloth may be used. Older children may be making a model of a cotton gin that will work, may make paper from rag waste, may construct a telegraph key that can be used to send messages, may plan and build to scale a medieval castle, may experiment with a pinhole camera and other photographic equipment, may repair a fishline, or a toy as they develop a knowledge of processes, an appreciation of the present in contrast to the past, and as they meet the needs of their own everyday lives.

Workshop Equipment

In order to carry on such activities and many others the workshop is equipped with several gas stoves, pans and dishes for cooking and serving, a sink, a refrigerator, an ironing board, an electric iron, an electric-plug connection, a sewing machine, a spinning wheel, a loom for weaving, carpenter's bench and tools, a bunsen burner, test tubes, exhibit boards, blackboard, potter's wheel, clay cupboard, mortar and pestle, linoleum blocks, printer's rollers, wringer, tools for work with metal and leather, work tables, stools, shelves, cupboards, books for reference.

In another city the child's industrial arts classroom is different from any he has ever seen. In it are four cottages, each with its name above the door—Wood, Metal, Clay, Textiles. Inside each cottage there are tools and materials enough to allow 10 children to work at the same time, on that particular craft. Their activities may relate directly to other classroom experiences, or each child



Young carpenters.

may spend a certain definite amount of time at work in each cottage. For example, a class may create a series of dioramas using metal, wood, clay, and textiles as materials, to show a series of scenes from American history, or life in other countries. Or each child may choose his cottage, and spend several periods from week to week making book ends of wood, of wood and metal, or of clay, making a clay bowl or dish and decorating it, creating a metal tray, or designing an apron to be used as Mother's Day gifts.

What are the Interest and Achievement Levels of Children?

Many schools do not have the facilities for work as do the schools described, and the teacher may carry on the work in the regular classroom with improvised equipment and materials. In this situation the teacher must possess a great deal of ingenuity in helping pupils to recognize the possibilities for use in waste and scrap materials. Few supplies can be purchased; but a raveled gunny sack can provide thread for weaving, vegetables raised in the school garden can be canned, cigar boxes and orange crates can be used for wood, and empty tin cans may supply metal. The classroom itself must be used as the workroom. If heat is supplied by a stove, the top is used for cooking purposes. Desks are cleared and used for work space. Cupboard space for storing equipment is built along the wall by the use of boxes. A carpenter's bench and tools are perhaps the only equipment that has been bought.

In whichever of these three situations a teacher and children are working together, they can get valuable experiences which help them to understand and interpret the work of the school in history, geography, civics, elementary science, health, safety, and other fields. The interest and achievement levels of children should determine largely the nature and kind of experience they will have in industrial arts.

The young child wants to control materials. He has no definite purpose as he tears up a piece of paper, pounds with a spoon on a dish, or pulls the dog's tail. He enjoys seeing what happens when he does something to the paper, the spoon, or the dog. He reacts by looking at the pieces of paper and scattering them, by hopefully expecting to see the dish break or move, and by trying to reach the dog's tail again. He likes the noise of the paper tearing, the clank of the spoon, and the bark of the dog because he is the cause of them.

As he becomes a little older, the child takes an interest in modifying a material by changing its form, shape, or color. He may blow up a balloon and watch it grow larger, then smaller. He may take a piece of clay and roll it in his hands until it becomes as nearly round as possible. He may color the pictures in his book to suit his fancy.

Beyond this level he enjoys creating something that produces a change in the material and at the same time makes it serve a useful purpose. He draws and cuts out a figure of a goat, colors it, cuts and bends a stiff piece of



A lesson in cooking.

cardboard which he attaches as a handle, and has a stick puppet which he can use in playing the story of *The Three Billy Goats Gruff*, which a group of children have planned to dramatize.

As he grows a little older, he becomes interested in airplanes. He takes a trip to the airport; he watches planes fly over the town; he sees a model plane which another boy has made; in the dime store he examines the materials for a model plane; he wants to build a plane of his own. Then with the guidance of the teacher and with the help of reading material, diagrams, and pictures he creates his own model plane which will actually fly.

From purely manipulative activities with no purpose, the making of something which contributes to group activity, and the completion of a problem which interests him personally, the child comes to be aware of the world of activities about him, which challenge his interest through classroom discussions, through reading, and through demonstration. He may work with a small group to set up a model showing how water is filtered to make it safe for drinking. He has visited the city filtration plant; he has been one of a group to set up a working plan on paper which shows in diagrammatic form how a model can be made; he has helped to assemble rocks, gravel, sand, glass, and metal to use in making the model.

Or in a study of food he learns that it has not always been possible for a child to have a dish of breakfast food poured out of a box in a few seconds' time. With several other children he takes a trip to find a large flat stone, and another suitable for grinding. He helps to shell some corn from the cob; he takes his turn at pounding the kernels until he gets a rough sort of meal which must be sifted. With the group he experiments in cooking his product. Later he may visit a corn products plant to see how quickly and easily machinery and science can turn corn kernels into a packaged breakfast food.

Perhaps a group of children make a survey of their school and their homes to discover the

uses of wood. They find that although wood serves many purposes, the making of furniture is especially important. They take a trip to a furniture factory where they see a skilled workman take a piece of seasoned wood and make a bookcase. Certain children are so much interested that they wish to learn to use tools and acquire skill enough to produce a bookcase that can be used in the home.

What are the Values of Industrial Arts?

These illustrations show that industrial arts serves a variety of purposes in the education

of the child. Industrial arts performs its most important function when it contributes to the whole school program of pupil activities, rather than in existing as an independent subject. When use of materials and equipment helps the child to understand how the people who colonized America found food, clothing, and shelter; how our tables are supplied with food from many countries of the world; what a city does for the safety and health of its citizens; that accurate measurements are needed in working with cloth, metal, or wood; how the results of industrial arts work can be recorded in a school newspaper; how books can guide one in use of tools and other equipment; how decoration can be used to make the finished product more beautiful; he has been learning history, geography, civics, health, science, safety, arithmetic, spelling, language, handwriting, reading, and art in the most valuable way.

One of the best contributions of industrial arts occurs when a child goes home and tries to carry on the activity which he has learned in school as part of his out-of-school living. If he prepares food, sets up a home workshop, cares for his own clothing, plans for trips and excursions, he is developing interests which may lead to a vocation.

Furthermore, industrial arts gives the boy or girl an opportunity to manipulate many kinds of material in a great variety of ways, which are determined by the child's individual needs, and by the interests and needs of the group. It is an experience which is of more

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Battery work.



Retailing and Other Distributive Trades

by Paul H. Nystrom, Chairman, Federal Advisory Board for Vocational Education

★★★ Under the encouragement of the George-Deen law a notable national beginning in vocational training for retailing and other distributive trades has been made. Although the law was passed in June 1936, the actual distribution of funds which would have put its provisions into motion was delayed by Executive order until the fall of 1937 so that the actual beginnings under the act were not made until the winter of 1937-38.

With less than 2 years of operation behind it, there were in the month of May just past, courses of training and instruction carried on in 627 communities in 44 different States, with an enrollment of 68,159 workers in adult extension classes, and 5,033 in cooperative part-time classes. To date, probably more than 100,000 persons have had some instruction and training under the terms of this act.

The distributive trades are made up of many divisions and branches. Broadly considered, they include all marketing activities whether of producers, of wholesalers, brokers or commission men, or retailers. There is no branch in the complicated system of distribution that is not important, there is none in which vocational training is not a necessity, but the numbers of people engaged in retailing, the volume of business transacted, and its widespread distribution of stores in every State, city, and town, prompt me to speak of it as representative of all distributive trades.

Retailing, as well as the other distributive trades, offers a wide-open field of opportunity for vocational training. There are more than 1,600,000 stores in the country. These stores give work to employers and employees amounting in all to more than 6,000,000 men and women. Because of the nature of the business, a large proportion of this total number is made up of owners and executives or entrepreneurs. Naturally a considerable proportion of the employees in the field are hopeful of becoming entrepreneurs.

A High Turn-over

It is estimated that more than a million of the total number engaged both as owner and employees have been in this business less than a year. There is nothing new about this. It seems to have been the condition over a long period of years. The retail trades are said to have a high turn-over. This high rate of turn-over is not due solely or perhaps even importantly to the difficulties of these trades, their seasonal character, or to any peculiarities of personnel methods followed in these trades.

The explanation is to be found in part in the fact that retailing in contrast to most other occupations serves as a school, a business training place, or vestibule occupation through which many young people get their first business experience before passing on to other branches of business. Any canvass of workers and particularly of executives in other lines of business or even of the professions always shows that a considerable proportion of such persons made their beginnings in business employment in retailing. Any improvement in training methods and personnel practice in our retail trades would, in the end, serve many other occupations as well.

Of course, not all new beginners in retailing are prospects for vocational training. Many of those who go into this work do so merely to find temporary employment to await other developments or opportunities. Others, on making their trial of retailing, learn that they are unsuited to its requirements and therefore look to their first opportunities to get out of it. Many who find jobs of sorts in the retail trades have no idea whatever of what they really want to do and consequently have no ambition to study and train for their work.

Moreover, the institution of a thorough-going system of vocational training would probably tend to stabilize employment in the retail trades. Those taking such courses of training, it may be supposed, would probably be likely to stay in this field of work, so that the turn-over rate and the entry of new beginners might be somewhat checked. On the other hand, a large number of those already employed would want to continue their study and training in such courses so that any decline in new beginners who would normally take advantage of such training would be offset by large numbers of persons of one or more years of experience who would want to be included. It may, I think, be safely estimated that if and when suitable courses of instruction and training are provided, we shall see an annual enrollment in vocational training in retailing alone of not less than a million.

Best Talents Needed

Retailing is a business in which its workers may apparently get along after a fashion with relatively little or no training. In fact most retailers as well as most retail employees at the present time have had no training other than that gained by experience and by contact with other experienced workers.

On the other hand, retailing is a business in which knowledge and training may count for

a great deal. An untrained employee may perhaps serve a customer who knows what she wants in a store which happens to have such goods on hand. There is much more, however, to the work of retailing than merely such semiautomatic service. The social and economic requirements of retailing are indeed heavy and difficult to fill. Good retailing calls for the best talents and energies that can be given to it. Here are a few things that a retailer must do and be to his community.

1. He must be able to forecast to make advance provision for what consumers are going to want. In many lines consumers' tastes are constantly changing. Forecasting these changes, their quantitative and qualitative trends becomes a very intricate and technical matter.

2. A retailer must provide and operate a store such as desired by his customers. People not only want goods, but they also want to buy those goods in places of business that please them. This means that the retailer must meet the requirements of his clientele in the location of his store, its architecture, its layout, its fixturing, its ventilation and lighting, its heating and cooling. Moreover, consumers' tastes are continually changing for these things just as they are changing for the goods they consume so that the retailer has the additional problem of keeping abreast with the desires of his clientele in building, equipment, and service as well as in goods.

3. A retailer must operate his store on a sound financial basis. He must regularly pay for his goods, meet his expenses, depreciate his building and fixtures, pay interest on his debts and capital investment, and if he expects to get ahead he must also make a little net profit. Most retailers at the present time do not do all this, but remember that most retailers are failures and sooner or later must pass out of the picture.

4. A retailer must know what a budget is, how to set it up and how to live within it. Here, again, most retailers do not know how to set up a budget, or at least do not actually do business under such a budget. Statistics of retail failures ascribe "lack of capital" as the principal cause of failure. Such retailers urge that if they only had a few hundreds or a few thousands of dollars more, they would be able to operate successfully. The fact that others similarly situated and even having less capital are able to make a go of it seems to indicate that "lack of capital" is not so much a cause of failure as a symptom of a deeper and more serious malady, the inability to budget their businesses, the lack of wisdom in

making their distributions of what capital they have in a sound way and to operate within their means.

Various suggestions have recently been made for granting easier credit to retailers and to other small business organizations that may be in financial need. These suggestions overlook the symptomatic character of lack of capital and are fraught with economic dangers. Ample credit is already available for all who can demonstrate their ability to use such credit efficiently and make their repayments on schedule. There is nothing in experience to indicate that most of such concerns now pressed for capital would not soon, if they had more capital, be in similar trouble. The most numerous kind of applicants for easier credit would be those who had never learned the meaning of a business budget and of careful management of the resources at hand, the very classes of businessmen who cannot now secure credit through ordinary agencies. Any new agency set up to grant such concerns easier credit, whether public or private, would of necessity have to secure itself against inevitable and hopeless losses by assuming the most careful checks and controls over the day-to-day operations of the borrowing concerns.

Neither those retailers nor others who know the meaning of a business budget will go into debt, even if the terms of the loan be most liberal, unless the uses of such a loan can be carefully planned and the results can be shown to be advantageous in advance. One of the functions of vocational training in retailing is to develop a knowledge of and a sense of responsibility for practical business budgeting and the desirability of living within one's means.

5. There are highly developed modern methods of merchandise display and retail advertising necessary to attract customers and to inform and help them decide what they want.

6. There is an endless variety of other operations that must be carried on efficiently in small stores as well as in large stores, ranging from receiving, opening, checking, and marking goods and protecting them from loss, injury or depreciation up to the time of their sale. These activities may be carried on poorly or well, expensively or cheaply.

The success of a store depends upon the proper performance of all of these activities. Those who do this work need up-to-date knowledge and training. Much of the hopelessness of many who are in this business is due to complete lack of such knowledge and training.

7. One of the most elemental as well as most important kinds of knowledge needed by the retailer and his employees is information about the goods handled. American retailing is superior to European retailing in many respects, but in the matter of merchandising knowledge our salespeople fall far below those of several other countries. Through vocational courses retail salespeople in England, Sweden, Germany and other European

countries have learned a great deal more about their goods than our untrained salespeople. As a consequence, they are able to render better service to their customers and so command a higher respect and confidence than do most of our salespeople with their customers.

8. There is likewise the more general need for the knowledge of the arts of merchandise display, of advertising, of sign writing, of package wrapping, and last, but not least, of customer service and salesmanship.

9. Retailing also makes high demands upon its workers for strength, skill, good judgment, and confidence for the development of which experience is absolutely necessary, but to which training may contribute richly. Retailing is work, physical work, much of it manual labor and foot work. It takes a great deal of energy and strength to stand the daily bustling routine. A modern store is no place for physical softies. It requires several months of experience as well as careful husbanding of one's energies used in outside activities to harden up properly to do retail work. Until this has been accomplished, the average retail worker cannot be fully efficient. Much of the complaining about the hardships of retailing comes from people who are not properly inured, or have not the stamina to stand store work. They are frankly misfits. No one has ever discovered how to make retail store work easy. It just is not.

Proper Background Needed

Mental conditioning is also necessary, particularly where executive responsibilities are involved. No matter how bright and apt the employee, it takes time to adapt the mind processes, to apprehend and to form the quick, sound conclusions needed in retailing. When such responsibilities are undertaken too early in retail experience, there are not only the numerous mistakes of judgment to be contended with, but also the greater danger of mental breakdown of the conscientious young executive, yet too little experienced and too little hardened and conditioned to stand the drive and mental strain of this work. Retailing, particularly, beyond its routine phases is not easy. It is neither wisdom nor kindness to urge any young man or woman into any important retail executive responsibility, no matter how ambitious he or she may be, without a proper background of some years of hardening experience and suitable training if that can be had.

As we have seen, some favorable beginnings have been made in training for retailing. However, these beginnings have been largely through short and somewhat unrelated unit courses on a wide variety of subjects. These courses have been prepared and offered largely to suit the possible opportunities and to secure a fairly prompt organization of classes. As a result, we now have some groups studying salesmanship and others interested in sales practices, in retail accounting, in window dis-

play, in show card writing, in retail advertising and so on. There are also many beginnings in courses dealing with merchandise, such as groceries, textiles, furniture, shoes, hardware, and so on.

Such short courses have undoubtedly met some of the immediate needs of the communities in which they are being conducted. There can be no question but that considerable good may come from a continuance of such courses. They are, however, as yet largely unrelated to each other. There is relatively little coordination and apparently little general idea of a properly organized program of instruction to cover not only these specialized fields but, more generally, to prepare learners for the serious lifetime work of retailing and particularly for ownership and executive functions.

A Long-Range Plan

The time has come, it seems to me, to think of a long-range plan of vocational training to include a complete course of study made up of the necessary subjects many of which are now being offered as disjointed and independent courses. It is possible now to begin to plan not only the subject matter but also the minimum requirements of experience and degrees of efficiency to be expected from such a comprehensive plan of vocational training. Responsible authorities, whether public educational systems or trade associations, should be encouraged to consider the possibility of setting up standards and of giving final examinations leading, when proper fitness has been achieved, to degrees, diplomas, or certificates. Such a program would put a much needed emphasis on the great need of our time for greater efficiency in the distribution of goods from producers to consumers.

Such a general course of study might require more or less continuous study in connection with or paralleling a program of retail store experience covering a period of 3 or 4 years. The diploma or certificate granted to a student or learner completing such a course would, in my opinion, have a definite and immediate value to its possessors in obtaining retail advancement. It would also serve the would-be owner or executive in establishing a new store when seeking credit from banks, wholesalers, or other sources of supply.

The Next Step

This subject is not merely one of interest to workers seeking to better their prospects in their chosen vocation, but also to the trades in which they will be employed. It goes without comment that the utmost cooperation will be needed from these trades and their associations. Indeed, the next step would seem to be for the administrators of education in this field to seek the counsel and cooperation of such groups in order that a program may be carried through with harmony and dispatch.



New Books and Pamphlets

Goodyear Centennial

A Yankee Centennial, presented by the Woburn Charles Goodyear Centennial Committee. Woburn, Mass., 1939. 11 p. Free. (From: The Woburn Committee for the Charles Goodyear Centennial, Headquarters, Woburn Public Library, Woburn, Mass.)

1939 marks the one hundredth anniversary of Charles Goodyear's discovery of the process of vulcanizing rubber. This centennial booklet tells the story of Goodyear's life.

Conservation

Conservation in the United States, by members of the faculty of Cornell University: A. F. Gustafson, H. Ries, C. H. Guise, W. J. Hamilton, jr. Cornell Heights, Ithaca, N. Y., Comstock Publishing Co., Inc., 1939. 445 p. illus. \$3.

A nontechnical presentation of the basic facts essential to an understanding of current problems in conservation.

Reference Book on Compound Words

Compounding in the English language: A comparative review of variant authorities, with a rational system for general use and a comprehensive alphabetic list of compound words, by Alice Morton Ball. New York, The H. W. Wilson Co. (950 University Avenue) 1939. 226 p. \$2.50 [not obtainable from any other source].

Traces the history of compounding, with particular reference to American practice, states theories and principles of outstanding authorities, and lists approximately 30,000 compound words in current use.

Vocational Education

Education for Work, by Thomas L. Norton. New York and London, The Regents' Inquiry, The McGraw-Hill Book Co., Inc., c1939. 263 p. \$2.75.

A study of the secondary school program and vocational adjustment in New York State. Part I presents the findings of the study and Part II the recommendations.

Music Education

Music Education in the Elementary School. Sacramento, Published by the California State Department of Education, 1939. 152 p. illus.

Prepared by a committee of the California-Western School Music Conference in cooperation with the California State Department of Education. The committee has provided "a general, comprehensive, music education program which would be useful to teachers in training and teachers in service rather than a restrictive day-by-day outline".

Recreational Reading

By Way of Introduction a book list for young people. Compiled by a joint committee of the American Library Association and the National Education Association, Jean

Carolyn Roos, chairman. Chicago, American Library Association, 1938. 130 p. 65 cents.

A recreational reading list for young people of high-school age, replaces Recreational Reading for Young People issued in 1931 by the American Library Association. Classified, annotated, and priced.

Social Services

Social Services and the Schools. Washington, D. C., Educational Policies Commission, National Education Association of the United States and the American Association of School Administrators, 1939. 147 p. 50 cents.

Presents an analysis of cooperative relationships between public schools and public health, welfare, recreation agencies, and public libraries.

Reading Workbooks

A Study of Reading Workbooks. Compiled by the Primary Committee of the Association for Childhood Education, Jean Betzner, chairman, with the editorial assistance of E. T. McSwain, Fannie J. Ragland, Maycie K. Southall. Washington, D. C., The Association for Childhood Education, 1939. 40 p. 35 cents.

A study of the function and value of reading workbooks in the reading programs in the primary school. Includes an annotated list of reading workbooks mentioned most frequently in questionnaire replies.

Educational Trends

Schools for Tomorrow's Citizens, by Maxwell S. Stewart. New York, N. Y., Public Affairs Committee, Inc. (30 Rockefeller Plaza) 1939. 31 p. (Public Affairs Pamphlets, no. 30). 10 cents.

Based on the Report of the Regent's Inquiry into the Character and Cost of Public Education in the State of New York and other recent studies.

Freedom through Education, by Lotus Delta Coffman. Minneapolis, University of Minnesota, 1939. 56 p. Free.

A discussion of the achievement of individual and social freedom through education, written by President Coffman a few days before his death. The volume also includes an unfinished Convocation Address and a Bibliography of Lotus Delta Coffman, 1920-39.

Floral and Leaf Designs

Decorative Plant Forms, by Herbert W. Faulkner. New York and London, Harper and Brothers, 1939. 30 plates in looseleaf spiral binding 9 by 12½ inches. \$1.50.

A manual for designers, craftsmen, painters, and teachers who wish to use floral and leaf designs for decorative purposes. Pen and ink drawings provide patterns.

Bibliographies

Selected References in Education, 1938. Reprinted from The School Review and The

Elementary School Journal for January to December 1938. Chicago, Ill., The University of Chicago, 1939. 221 p. (Supplementary Educational Monographs No. 47.) 90 cents.

Presents selected recent references in education, classified and annotated.

A Guide to the Literature of Rural Life, Compiled by Benson Y. Landis. Fourth revised edition. New York, N. Y., Department of Research and Education, Federal Council of the Churches of Christ in America, (297 Fourth Avenue) 1939. 10 cents.

A classified and annotated list of 500 titles, including inexpensive and nontechnical material. The purpose of this bibliography is to provide an introductory survey of the extensive literature now available.

Retirement Systems

Analysis of the Statutory Provisions for State Teachers Retirement Systems. Washington, D. C., National Education Association of the United States, 1939. 30 p. 25 cents.

Practical information on teacher retirement systems, prepared by the Research Division of the National Education Association and the National Council on Teacher Retirement.

Motion Pictures and Visual Education. Washington, D. C., National Congress of Parents and Teachers, 1938. 16 p. 5 cents, single copy.

Urges parents to develop a finer sense of discrimination in the selection of moving pictures and discusses the use of other visual aids in school and parent education work.

SUSAN O. FUTTERER



Recent Theses

A list of the most recently received doctors' and masters' theses in education, which may be borrowed from the Library of the Office of Education on interlibrary loan follows:

SWENSON, JUSTIN W. Educational survey of the programs of work in the schools of Roseau County, Minnesota. Master's, 1938. University of North Dakota. 99 p. ms.

THOMAS, MILDRED M. History and development of tests and examinations. Master's, 1938. Boston University. 225 p. ms.

WELLMAN, HENRY G. Specific record of the growth of community cooperation with the schools of New Rochelle for better understanding of international problems. Doctor's, 1938. New York University. 109 p. ms.

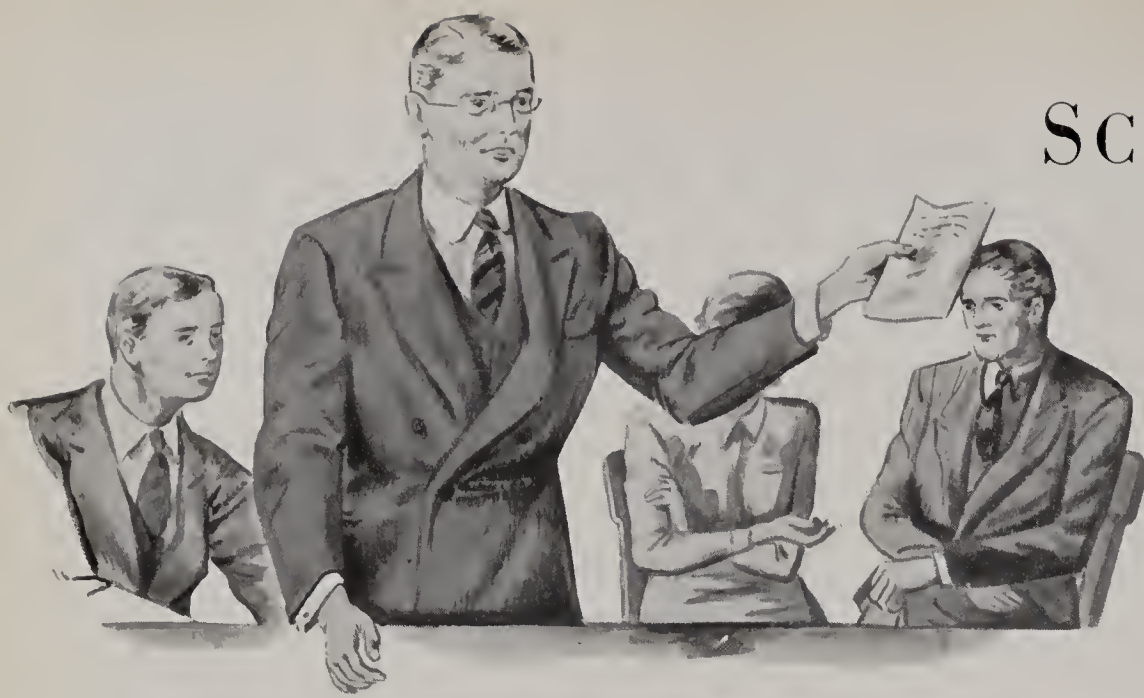
WILLIAMS, AVERY E. Survey of content in ninth-year mathematics. Master's, 1938. Pennsylvania State College. 92 p. ms.

WITMEYER, PAUL E. Educational implications of the tax duplicate in third-class school districts of Pennsylvania. Doctor's, 1938. New York University. 73 p. ms.

RUTH A. GRAY

THIS MONTH'S SUBJECT

Shall School Systems Be Independent of Other Government Agencies?



The Affirmative

by WILLARD E. GIVENS,
*Executive Secretary,
National Education Association*

★★★ In each State the people have established a system of public education. The responsibility for the educational program, under the general provision of State law, has been delegated to certain local agencies ordinarily called school boards. The prevailing policy has been to separate the administration of education from local government. In most cities, the school board is a separate body, responsible to the people, empowered to levy taxes, make a budget and administer the system of public education.

Pressure has developed to change this well-established procedure. Those desiring partisan control of appointments within the school

system have often found the board of education a sturdy barrier. Pressure groups organized to reduce taxes find it troublesome to undermine the financial support of the schools while the school board, responsive to the wishes of the people, stands between them and their objective. Some able and sincere students of government, think that efficiency requires setting aside the American tradition of a separate board of education. Wise public policy demands the retention of separate control of our public schools.

No convincing evidence has come to my attention indicating that a school board subordinate to municipal government is more economical or efficient than a board which derives its powers directly from the people. On the contrary, investigations indicate that economy and efficiency are achieved under the traditional separation of education from other government.

The decisions of the courts in many cases of litigation furnish a substantial record of judicial opinion upholding the separate administration of education. The courts have in general held that under our system of government education is a function of the State and that the State may create agencies to administer education separately. Where that has been done, the board of education is in no way subordinate to local government.

Everyone will agree that our schools can serve our society best if kept free from partisan politics. Separation of education from general municipal government is helpful in doing that. There is no other public service where partisan interference is more disastrous than in education. The actual work of the schools transcends partisan considerations. Science knows nothing of republican chemistry, democratic astronomy, or socialistic physiology. Even in the more controversial social studies, there are facts and trends, the truth of which is not subject to partisan interpretation.

Some who advocate subordination of education to general government declare that they desire to leave the conduct of education to the teaching profession. All they ask is

that there be one public budget. Control of the budget, however, is an essential function of the local school board. A budget is a statement of educational policy in financial terms. Those who control the budget have the last word regarding educational policy.

The culminating argument in favor of a separate school board rests on the unique function of education in American Democracy. That function is to help our citizens, young and old, to evaluate intelligently the social, economic, and political arrangements which serve us. This is not the only purpose of education, but it is important. The power to discharge this function distinguishes a democratic school system from one which operates under a totalitarian regime. Unless this function is discharged, no democracy can survive, because from it flows the orderly development of human institutions to serve changing human needs. To our system of public education the people have delegated most of the responsibility for its fulfillment. The school cannot carry out this function if it is subordinate to any of the units which it must fearlessly and impartially evaluate.

Unique Function

The purposes of our schools must be consistent with the philosophy of our government and culture; they should help to give effect to the broad promises and guarantees of the American way of life. Current events reveal that the school which becomes an arm of the state is powerless to defend or to improve a democratic social system. The schools should be placed in a position of direct responsibility to the will of the entire people, rather than to the short-term fortunes of political parties. A representative school board endowed with power and responsibility, affords the minimum requirement for the integrity of public education. Schools which serve the unique function of education in our democracy cannot survive without freedom from all institutional controls, other than the will of the people.



Williard E. Givens.

Controversial Issues in Education

Discussions of timely controversial issues in education by noted authorities in their respective fields will be presented in *SCHOOL LIFE*, during the school year, as *SCHOOL LIFE's first Forum Panel*. In presenting the series, *SCHOOL LIFE* in no way attempts to make decisions upon these controversial issues. It seeks only, through forum technique, to throw light on such issues and to inspire thoughtful thinking on subjects that concern the present and future of education endeavor throughout the Nation.

The Negative

by JEROME G. KERWIN,

Associate Professor of Political Science,
University of Chicago

★★★ Enshrined in a doctrine of implicit belief is the theory of educators that school systems shall stand free of the municipalities in which they operate. With most educators it is not a question of the degree of municipal control but firm adherence to the dictum that in finance and in all phases of administration there should be complete separation of the schools from the municipalities. This dogma of the educational faith finds few doubters in educational ranks who publicly question this primary article of the pedagogical creed. Heretics indeed have appeared and continue to appear, but the assault upon their temerity is so full of sound and fury that their protesting voices are scarcely audible above the tumult. The assault from without the educational ranks comes from the public administrators who are seeking, among other ends, the simplification of our complex urban governments, cherishing the hope as they do that the bewildered voter in our urban democracies will function more intelligently if he understands the system which he labors to operate. In common with the political scientists, the public administrator is coldly skeptical of administrative boards and agencies that sail about as they will in the rather limited urban sea. While he does not deny the importance of education as a governmental function, he has in mind numerous governmental functions without which even the educator could not live peacefully on this mundane sphere. And he wants to know if the importance of the function determines whether it should or should not operate outside the general scheme of municipal government, why public safety, health, public works and others are not entitled to independent administration status and all the paraphernalia and duplication that go with it.

As a matter of sober and sensible fact, what are educators doing in insisting upon an independent status for schools within our cities? They are following along in the footsteps of the politicians, officeholders, and vested interest groups of the past century who opposed every effort at integration of municipal administration. The period is well known to every political scientist when police boards, health boards, public works boards, and scores of other ad hoc agencies strove mightily to maintain an independent status outside the orbit of the city government. Each one of these services contended that it was of such a nature, its work of such superlative importance, that it could not safely be incorporated in the general municipal administration. Duplication of functions, added cost, complexity of structure, and irresponsibility of independent, commission-governed authorities meant nothing to the defenders of this type of independence. The school board is the last vestige of the era of governmental chaos.

Educators fear contamination of the schools by city politicians. They believe the schools are more efficiently run as independent agencies. We should, therefore, expect that these beliefs are justified by actual conditions. The truth of the matter will show that there are independent systems in which school politicians run the schools with a disregard for the general well-being which would make the ordinary city politician blush for shame. Only a few years ago Los Angeles gave us a splendid example of the lengths to which school politicians can go—if independent enough. On the other hand, at the same time, San Francisco with its dependent school system demonstrated what a thoroughly adequate system could accomplish. This is not to say that corrupt and inefficient school administrations incorporated with municipal governments do not exist, but to contend that an independent school board is a guarantee against polit-

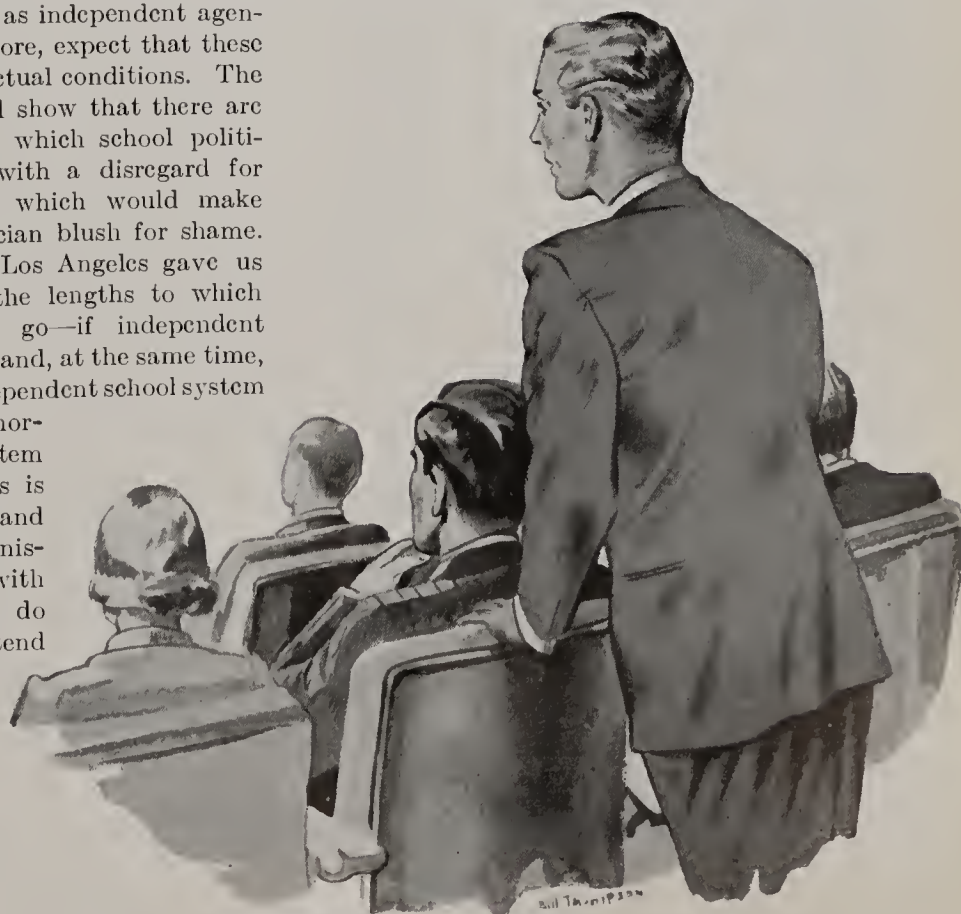


Jerome G. Kerwin.

ical corruption is as fantastic as it is untrue.

The trouble is that many educators do not realize that they are engaging in politics—of their own brand—when they limit the number of polling places at school elections, when they make appointments according to the fraternal or religious affiliation of the appointee, when they use parent-teacher groups as fronts for political purposes, or when they engage in a deliberate sabotaging of labor and minority groups.

Public administrators in common with political scientists are opposed to the maintenance of elected boards that increase the size of already cumbersome ballots or the number of special elections. It is a commonplace truth that too many calls upon the voter to exercise his franchise increases neither the alertness of the elector nor the quality of the elected. Add to this the undermining of the general morale among city employes through special considerations given to school em-



ployees; the maintenance of special school tax liens and special earmarked school funds, rendering more difficult a scientific budget procedure, and one can readily understand that the public administrator is not simply a heartless villain bent upon the annihilation of the best educational system in the modern world.



Mr. Given's Rebuttal

Mr. Kerwin's article completely demolishes certain arguments I did not advance and is completely silent with reference to the basic issues. For example, Mr. Kerwin says that merely because a function is important does not justify making this function an administrative entity. I fully agree. Our claim to the independence of education is not based at all upon an argument that education is more important than health, or public works, or police service. The argument is based, as a careful reading of my original article will show, on the conviction that education is different from any other agency in the necessary and peculiar relation of education to the conduct of a democratic society. Mr. Kerwin has not, however, dealt with that fundamental question.

Again, Mr. Kerwin demonstrates convincingly that an independent school board is not a guarantee against political corruption. But, I did not state, and I do not know any educator who does state, that an independent school board prevents political corruption. We do state, and the facts will bear us out, that independent school boards are less likely to become involved in partisan political maneuvering than boards which are responsible to some general municipal agency. Mr. Kerwin's remarks about political school boards are difficult to discuss because they are merely insinuations without presentation of evidence. He grows indignant at appointments to the teaching staff in terms of fraternal or religious affiliations. He deplors the use of parent-teacher groups as "fronts for political purposes." School people would share his indignation, but they want to know what that has to do with the issue of separate, independent school boards. The stubborn question remains just this, Does the dependent school board give sufficiently greater freedom from undesirable politics to make it worth while to give up the very essence of the proper relationship between democracy and

education? I do not think it does or can; yet I see in Mr. Kerwin's article not one word on this crucial issue.

In summary, Mr. Kerwin, in my opinion, has not even challenged, much less disproved, the basic line of reasoning in my original article. The unique function of education in American democracy requires administrative separateness for its competent operation.



Mr. Kerwin's Rebuttal

Mr. Givens asserts that education is not more important than other municipal functions, but more "unique" or "different." That contention has a familiar ring: Police boards have been unique, health boards have been unique, water boards have been unique, and planning commissions are still unique and, of course, have been "different." It is true that education is "different" and "unique" else we could bundle it up and tuck it away in some remote corner of an already existing department. Is it however, so different from any other governmental process, so impossible of incorporation in the ordinary popular political system, that an independent governmental structure must be erected to house it? Unless educators can show that efficient administration of education is quite out of the question within the household of an integrated municipal structure or unless they can demonstrate beyond the peradventure of a doubt that generally an independent school board is free of politics, they are defending a cumbersome arrangement which defeats rather than aids popular control. My contention, based on a study of 30 or more cities, is that corruption is as likely to be found in an independent as in a dependent system. I further maintain that if such is the case and if there are distinct advantages of a kind that particularly meet our needs today in the incorporation of the schools into the city government, the incorporation should take place. Three of these advantages I have mentioned and here repeat:

1. A better ordering of local finance and taxing systems through consolidated budgets.
2. A simplification of our municipal government through elimination of extra electoral processes and the centralization of administrative responsibility.
3. The directing of the attention of both educators and electors alike to the improvement of municipal government as a whole and not simply a part of it.

NEXT MONTH'S FORUM SUBJECT

Shall Departments of Education Furnish Treatment of Defects Found in Medical and Dental Examination of Children?

Affirmative: Harry B. Burns, M. D. Director, Department of Hygiene, Public Schools, Pittsburgh, Pa.

Negative: Charles C. Wilson, M. D. Director, Physical and Health Education, Board of Education, Hartford, Conn.

CURRENT PUBLICATIONS of the U. S. OFFICE OF EDUCATION Just off the Press . . .

BULLETIN 1938, No. 11—PRINCIPLES AND PROCEDURES IN THE ORGANIZATION OF SATISFACTORY LOCAL SCHOOL UNITS. *By Henry F. Alves and Edgar L. Morphet.* This publication suggests principles and procedures and presents forms for collecting and tabulating data, maps, and charts which may be used in making a study of local school unit organization. *Price 25 cents.*

BULLETIN 1938, No. 10—LOCAL SCHOOL UNIT ORGANIZATION IN 10 STATES. *By Henry F. Alves, Archibald W. Anderson, and John Guy Fowlkes.* A study resulting from the Local School Units Project conducted by the U. S. Office of Education. The status and development of public-school organization in the United States, the organization of the project, and the status and operation of local school units in the 10 States studied are discussed. Numerous tables, maps, and charts supplement the text. *Price 40 cents.*

BULLETIN 1938, No. 17—HOSPITAL SCHOOLS IN THE UNITED STATES. *By Clele Lee Matheison.* The study reported in this bulletin involves an analysis of data from 162 hospital schools located in 33 States, Hawaii, and the Philippine Islands. Comparatively little has been written concerning the exceptional children who must spend weeks or months in hospitals and sanatoria and for whom special educational facilities are essential. This bulletin represents, therefore, a significant investigation. *Price 15 cents.*

VOCATIONAL DIVISION BULLETIN No. 198—CONFERENCE TOPICS FOR THE RETAIL GROCERY BUSINESS. *By Kenneth B. Haas and B. Frank Kyker.* This bulletin was prepared to aid leaders of conference groups of retail grocers in discussing methods of improving store service and efficiency and increasing sales. *Price 20 cents.*

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See also the list of current publications on inside back cover page

The United States Public Health Service

by Thomas Parran, M. D., Surgeon General, United States Public Health Service

★★★ The United States Public Health Service is the oldest of the several organizations which compose the newly created Federal Security Agency. Established in 1798 as the Marine Hospital Service to provide medical and hospital care for seamen of the American merchant marine, the Service from its earliest years has been intimately associated with measures for the conservation of national health.

The medical personnel of the Marine Hospitals, located in important ports of the United States, were frequently the first to see and to diagnose dangerous diseases imported from abroad. It was natural, therefore, that State and local authorities turned to the officers of the Marine Hospital Service for advice and active cooperation when epidemics of cholera, yellow fever, and bubonic plague occurred in the general population.

The demand for the services of the Marine Hospital corps in the control of epidemics increased as its efficiency became widely recognized. As a result, Congress continued to impose additional public health functions upon the Marine Hospital Service, until, in 1912, its evolution as a national health agency culminated in the enactment of a law giving the agency a new name—the United States Public Health Service, a title befitting the ever broadening scope of its activities.

Manifold Activities

In various subsequent acts of Congress, increasing duties and responsibilities have been imposed upon the Service. In broad outline we may think of the Public Health Service as the agency which:

1. Prevents the entrance of disease into our country from abroad.
2. Cooperates with State and local health agencies in the solution of all problems relating to the public health and in the prevention of the spread of communicable diseases from one State to another.
3. Conducts research into the causes and methods of prevention of the diseases of mankind and investigates the pollution of navigable waters.
4. Controls and licenses the manufacture and sale of biologic products used for the prevention and treatment of disease. (Biologic products are serums, vaccines, insulin, and the like. They do not include drugs and other medicines.)
5. Collects and publishes reports of the existence of disease in the United States and foreign countries.
6. Informs the public on matters pertaining to the public health.
7. Administers the allotment of Federal



Courtesy of the U. S. Public Health Service.

A Public Health Service officer boarding a ship in quarantine.

grants-in-aid to the States for the expansion of public health services throughout the country and for the control of venereal diseases.

8. Studies mental diseases and drug addiction.

9. Provides medical and hospital services for certain legal beneficiaries of the Service and supervises the medical services to Indians and in Federal prisons and reformatories.

In guarding the nation from the introduction of disease from foreign countries, the Public Health Service administers maritime quarantine laws and regulations of the United States. This work involves the medical examination of aliens at ports of embarkation and debarkation, the inspection of passengers and crews of arriving vessels and airplanes, the detention of infected persons, and the fumigation of vessels when necessary. During the course of years, and with the advance of general and public health science, improved conditions have made the task of quarantine less onerous than in former years. Eternal vigilance must be maintained however. Although many vessels are now allowed to proceed directly to dock on the certificate of their own medical officers and delay at quarantine is avoided, increased activities are

necessary today at some quarantine stations. The airplane has brought new problems with its speed. There is a danger that diseases or disease-bearing insects may be carried by airplanes, which may arrive from an infected area before the incubation period of the disease has been completed. Yellow fever is one of the diseases which cause concern in this connection.

Milestones of Achievement

The cooperative activities of the Public Health Service with the health departments of States and local communities have played an important part in the advance of public health in the United States. The eradication of yellow fever in our Southern States, the suppression of bubonic plague on southern and western coasts, and the conquest of typhoid fever and malaria in the United States during the past 30 years are all milestones of achievement in the record of the Public Health Service.

In recent years the Public Health Service has greatly expanded its program to increase health service in rural areas. This program was made an integral part of the national plan for social security in 1935 when Congress passed the Social Security Act, embodying



Courtesy of the U. S. Public Health Service.

Okefenokee Swamp, South Georgia. Dipping for mosquito larvae; collecting samples of water to discover the microscopic organisms in the water that might serve as food for the larvae. Also examining miniature house used as trap to see if mosquitoes would enter an enclosure under natural conditions to attack a warm-blooded animal. The mosquitoes breed in clumps of vegetation. The mosquitoes being studied here are *Anopheles* mosquitoes, the genus that carries malaria.

provisions for increased public health services. The act delegates the authority for the development and administration of the Federal-State cooperative health program to the Public Health Service. The passage of the Venereal Disease Control Act in 1938 added further responsibilities in cooperation with the States.

The scientific research division of the Public Health Service had its origin in the establishment of the hygienic laboratory in 1902. The laboratory function expanded constantly and is now represented by the National Institute of Health, an internationally important research institution, carrying on studies in pathology, zoology, pharmacology, bacteriology, chemistry, physiology, and engineering.

The National Institute of Health now has its headquarters in new buildings located on a 60-acre site near Bethesda, Md. (a suburb of Washington, D. C.), where 600 or more Service technicians are engaged in research in the various fields of public health. The several divisions of the National Institute of Health indicate the broad scope of scientific research of the United States Public Health Service. They include: the Divisions of Chemistry, Pharmacology, and Pathology; the Division of Infectious Diseases; the Division of Biologics Control; the Division of Industrial Hygiene; and the Division of Public Health Methods.

The new National Cancer Institute, created by an act of Congress in 1937, is a part of this famous laboratory group. Field laboratories for the investigation of stream pollution, Rocky Mountain spotted fever, bubonic plague, and malaria are also under the direction of the National Institute of Health.

The standardization of biologic products such as smallpox vaccine, typhoid vaccine, diphtheria toxoid, and insulin is a highly technical and important undertaking accomplished by a special division of the National Institute of Health. Through the control exercised by the Public Health Service over the manufacture and licensing of biologics, the public is assured of the highest standards of potency and purity.

The United States Public Health Service conducts studies of mental diseases and narcotic drug addiction. Among the interesting investigations in the latter field, are those concerned with the legitimate needs for narcotic drugs. The Service also conducts two large institutions where Federal prisoners, addicted to the use of drugs, are treated during the term of their sentence. These institutions are operated in connection with farms which afford opportunities for the physical rehabilitation of the patients, and the proceeds of which help offset the expense of operation. A limited number of drug addicts who voluntarily apply for treatment may also be accepted. For a

number of years the Public Health Service has been engaged in investigations to discover a substitute for morphine which will not contain the habit-forming element.

Accurate Information

Health officials throughout the United States need to have accurate, current information on the existence of communicable diseases in order that they may gain mere knowledge of the ways of disease. The Public Health Service collects, publishes, and disseminates information regarding the prevalence of disease in the United States and in foreign countries. This information is gathered from various sources—State and local health officers, American consuls, Public Health Service officers in the States and in foreign countries, the Pan American Sanitary Bureau, the International Office of Public Health in Paris, and the Health Section of the League of Nations. These data, as well as general information regarding the prevalence of disease, and reports on current research conducted by the National Institute of Health are published each week in Public Health Reports. A public health information section issues press releases and special articles, prepares radio and motion picture scripts, and has charge of exhibit materials.

The original function of the Public Health Service—to provide medical and hospital care for seamen of the American merchant marine—has expanded to cover other beneficiaries as provided by Congress. More than half a million patients are cared for annually. Medical, dental, and hospital services are provided in 26 Marine Hospitals, owned and operated by the Service, and in certain other institutions with which the Service contracts to furnish special services for its beneficiaries. The marine hospitals have a bed-capacity of approximately 6,000.

An Objective Consultant

In its relationships with the States, the role played by the Public Health Service in protecting the Nation's health is to a large extent that of an objective consultant, providing technical advice and leadership in the application of proved scientific methods. In recent years, these functions have been amplified by the provision of Federal financial assistance through grants-in-aid to the States for provision of public health services and for venereal-disease control. Programs of public health and venereal-disease control are originated, developed, and supervised within the States by the State health authorities. The United States Public Health Service provides technical advice, and administers the distribution of Federal funds for public health purposes. The provision of Federal grants-in-aid for public health purposes has proved to be a stimulus to States for the improvement of their health services. Public health work has been intensified and expanded in many States where divisions of venereal-disease control and

(Concluded on page 64)

Eighteenth Annual Staff Conference

by *Giles M. Ruch, Chief, Research and Statistical Service*

★★★ Annually, since 1922, the professional vocational education staff has met in conference to review the achievements of the preceding year and to formulate plans for the current year. The meetings held in Washington on September 7, 8, and 9 constituted the eighteenth of these conferences.

J. C. Wright, Assistant Commissioner for Vocational Education, summarized briefly the growth of vocational education since 1917 under Federal grants to the States. He called attention to the fact that prior to the passage of the Smith-Hughes Act in 1917 about 25,000 pupils, confined to a half dozen States, were receiving specific vocational training. The fiscal year ended June 1918, the first year of the operation of the act, saw an enrollment of about 164,000 pupils. Since 1918 the increases in enrollments in federally aided classes have been steady, the figures for the year ended June 30, 1938, totaling 1,810,000 trainees. Preliminary estimates for the year ending June 30, 1940, suggest that 2,000,000 boys, girls, men, and women are currently pursuing courses in vocational agriculture, home economics, trades and industries, and distributive occupations. Upon the basis of this estimate Dr. Wright said current enrollments are about 80 times those recorded prior to federal aid, and about 12 times those of the first year of the operation of the Smith-Hughes Act. This vocational training program represents an annual expenditure by the States and the Federal Government combined of approximately 50 million dollars.

Reports of Services

Two of the three sessions of the conference were devoted to reports from the chiefs of the six services and the four consultants of the Vocational Division.

J. A. Linke, Chief of the Agricultural Education Service, pointed out the gradual evolution of agricultural education into a community enterprise enlisting the interests of adults in many communities. He stressed the work of the Future Farmers of America in exerting community leadership and in the beautifying of homes, schools, and churches. Both Mr. Linke and Edna P. Amidon, Chief of the Home Economics Education Service, described the cooperation of the two services in community activities, citing a project carried out in one southern State in which facilities have been provided in a local vocational agriculture school for canning surplus fruit, making sorghum, sawing lumber, storing potatoes, and for repairing farm machinery.

A recent statistical survey of the scope of home economics education in the United States, according to Miss Amidon, indicates that approximately 8,000 secondary schools are as yet without a program in home economics.

The far-reaching effects of recent social legislation on vocational education were enumerated by Layton S. Hawkins, Chief of the Trade and Industrial Education Service. New problems in vocational education, he said, have been created by such acts as those covering wages and hours, apprentice training, public-service training, and by various other emergency measures. The national defense inquiry, made recently by the Office of Education at the request of the War Department, included a survey of the resources afforded by vocational schools in the event of a national emergency.

An estimated increase in the enrollment in federally aided classes in the distributive occupations of 54,000 for the fiscal year was reported by B. Frank Kyker, Acting Chief of the Business Education Service. This gain was registered chiefly in the small schools and among employees of small businesses. Courses in the distributive occupations, he said, are offered in part-time evening classes and part-time cooperative classes for employed men and women. At present 30 States employ 40 supervisors, teacher trainers, and research workers in this program, a gain of 10 States and 13 in personnel over the preceding year.

State plans for the supervision of occupational information and guidance have been approved for six States, and plans are now under consideration from several other States, according to Harry A. Jager, Chief of the Occupational Information and Guidance Service. Federally aided guidance programs are now operating in Georgia, Maine, Maryland, Michigan, North Carolina, and Pennsylvania.

Frank Cushman, consultant in vocational education, reported widespread demand by State, municipal, and other agencies for cooperation in the training of employees. During the past year, Mr. Cushman has assisted in setting up training programs for firemen, prison officers, aircraft foremen, the Federal Bureau of Investigation, and a number of other organizations.

The value and importance of utilizing the services of advisory committees representing employers, organized labor, and State boards for vocational education in planning, organizing, and operating courses in trade and industrial education were outlined by Charles N. Fullerton, consultant in employer-employee

relations. He cited the fact that Alabama, Ohio, and Mississippi, among other States, have taken important steps in establishing amicable employer-employee relationships in connection with programs of vocational education, with a view to preventing misunderstandings of the purposes of such programs. "Because public employees are an increasing proportion of the gainfully employed and because of the social significance of the functions they perform, in-service training for these employees has become an important segment of the program for vocational education under Federal grants to the States," according to Lyman S. Moore, consultant in public service. Rall I Grigsby, consultant in curriculum problems, pointed out that there is "a growing concern for life-functioning curricular materials and that a wider variety of participating experiences in the affairs of present-day living should do much to vitalize our secondary education program, long dominated by the scholastic ideal."

Open Forum on Problems

The final session of the conference was given over to discussion of problems suggested by the staff for consideration. The question of federally reimbursed vocational programs in the junior college received principal attention. A growing demand on the part of junior colleges to expand their terminal functions in the direction of specific vocational training, it was brought out, has raised questions as to the exact conditions under which the junior college may receive aid under the Smith-Hughes and George-Deen Acts. Under these laws Federal reimbursement is limited to instruction of less than college grade. The fact that the junior college combines college preparatory functions and terminal functions requires delimitations of these dual aims in setting up training programs that may be reimbursed under existing congressional acts.

Another problem eliciting marked interest was that of the real function of a guidance program in a vocational school. Lack of time necessitated the postponement of consideration of a number of topics, notably the kinds of vocational information that may be expected from the 1940 census, techniques of evaluation in vocational education, increased coordination of the services of State and Federal vocational agencies, and numerous suggestions for research in vocational education. The several services of the Vocational Division will continue the consideration of the suggested problems in their staff meetings throughout the current year.



THE VOCATIONAL SUMMARY



by C. M. ARTHUR, *Research Specialist, Vocational Division*



Prospective workers in the garment trades learn the art of sewing in the Central Needle Trades School, New York City.

Cautious

Special care is exercised by those in charge of the vocational center in Salt Lake City to maintain a balance between demand and supply in training women for occupations in the garment trades, according to report. This is accomplished by means of information secured from time to time through employment surveys and through employers and employment offices.

A survey made late in 1938, for instance, showed that between 400 and 450 workers are normally employed as power machine operators in the city. On the basis of a 10 percent turn-over, it was estimated that there should be openings for 40 to 45 new workers each year, and that it would, therefore, be safe to train between 20 and 30 new operators.

Training for these prospective operators was set up in a small clothing factory rented by the public school during the shut-down season. The instructor was an employed supervisor in a clothing factory who was released for the duration of the instruction period—12 weeks and 2 days.

Of the 26 power machine operators, who were trained with materials furnished by relief agencies, 17 were given temporary employment of from 7 to 10 days while the

factory completed a rush order; 11 were employed in 3 local clothing factories, 8 did not want employment until a later date, and 7 were available for placement.

Preparatory training classes were also conducted for household service work, or more specifically for work as mothers' helpers during the summer. The opportunities for employment exceeded the number of persons trained in these classes.

More than half of the 17 women who completed a course for waitresses given during the spring term of 1938 were placed.

Trade extension classes are also conducted in the vocational center in the alteration of women's clothing and in fur finishing. A preliminary survey showed that between 75 and 100 alteration workers are employed in 21 department and ready-to-wear stores in Salt Lake City. On the recommendation of the Garment Alteration Advisory Committee it was decided to train 10 or 12 new workers. Of the 6 women who completed training, 5 were employed immediately.

Guided by conditions existing in the trade, the vocational center trained 13 women in fur finishing early in the year, several of whom were employed shortly after completing the course.

Administrator McNutt Speaks

The Administrator of the Federal Security Agency, Paul V. McNutt, will be the principal speaker at the annual banquet of the American Vocational Association to be held in the Pantlind Hotel, Grand Rapids, Mich., Thursday evening, December 7. The banquet will be a part of the annual convention of the association which will be held December 6 to 9, inclusive.

Outstanding among the topics for discussion at the convention will be that on Vocational Education for Labor and Industry, being arranged under the direction of a committee of which E. K. Jenkins, director of vocational education, Structural Clay Products Institute, Washington, D. C., is chairman. Howard Hogan, supervisor of trade and industrial education for West Virginia, will lead the discussion.

Those who will take part in the discussion are as follows: E. F. Riley, president, North Dakota State School of Science, Wahpeton, will speak on the Need for Trade Training for New Occupations; C. R. Smith, president American Airlines, Inc., will speak on an unannounced topic; John Reed, secretary, Michigan Federation of Labor, will discuss Labor Thoughts on Vocational Education; and George H. Pederson, general chairman, International Association of Merchants, and chairman, General Chairmen's Association, Chicago, Milwaukee, St. Paul, and Pacific Railroad, will discuss The Golden Rails, the New Era in Railroading, and Its Contribution to Our National Welfare.

A number of representatives of labor, employing, and educational groups will take part in the open discussions which will be a part of this conference.

Further information concerning the program now being arranged for the American Vocational Association convention may be obtained from L. H. Dennis, executive secretary, 1010 Vermont Avenue, Washington, D. C.

Rehabilitation Now a Division

For the past 19 years the vocational rehabilitation program, established under the terms of the National Vocational Rehabilitation Act of 1920, has been administered by the vocational rehabilitation service of the Federal Board for Vocational Education and more recently by the United States Office of Education through its Vocational Education Division.

Effective July 28, 1939, the Vocational Rehabilitation Service was made a division of the Office of Education. John A. Kratz, who for the past 18 years has been Chief of the Rehabilitation Service, was designated as director of the newly created division, under an

order promulgated by the Commissioner of Education.

In his announcement of this change in the status of the Rehabilitation Service Commissioner Studebaker said:

"For some time I have been considering the possible ways in which the administration of vocational rehabilitation in this Office might be improved. I have discussed the matter with chief State school officers, the executive committee of the American Vocational Association, and members of the advisory committee of the States' Rehabilitation Council.

"Recent Federal legislation making possible considerable expansion of the rehabilitation program through substantial increases of appropriations, and other considerations, have led me to the conclusion that the Rehabilitation Service in this Office should be organized as a division with a director in charge."

Cooperation That Counts

That a more effective and more efficient program of education in homemaking can be built where the two agencies most concerned in this movement—teachers of home economics in the public schools and representatives of the extension service of the United States Department of Agriculture—cooperate, has been demonstrated in a number of States.

Proof of the results of such cooperation is to be found in a report of examples recently issued by the Office of Education. In this report, Miscellany 2220 by the United States Office of Education, examples are cited of different types of cooperation between extension and public-school home economics groups. Illustrations of exchange of services and division of responsibilities, of joint activity, of working relationship plans, of cooperative county program planning, and of cooperation on State-wide projects, are discussed and described in the Office of Education publication.

As an example of the type of information contained in this publication may be mentioned the description of the cooperative county program of homemaking education carried on in Allegany County, N. Y. As a preliminary measure the cooperating group studied together the needs of the county with respect to homemaking education. As a result of the preliminary planning, a program of activities was set up which called for several

conferences each year of public-school home economists and extension home economists; cooperative tours to visit projects; visits to schools in which home economics courses are offered; joint exhibits of homemaking education activities for use at meetings of various organizations; joint collection and interpretation of data needed in formulating and carrying on homemaking education; joint programs for reaching families not previously reached with home economics education.

Space will not permit of a description of the complete results of this joint county program; of the difficulties encountered in working out certain phases of the project; and of many other interesting phases of the program. Those who are interested in securing this detailed information will find it in Miscellany 2220, which may be secured from the United States Office of Education, Federal Security Agency, Washington, D. C.

Farm Forestry

Among the supervised farm practices undertaken by students of vocational agriculture in rural high schools, particularly in the Southern States is the reforestation and management of farm woodlands. As a result of these projects, thousands of trees have been set out and home woodlands have been improved to the point where they have yielded a larger income than previously.

With a view to providing vocational agriculture teachers with reliable subject matter to use in offering instruction in farm forestry the United States Office of Education has prepared and issued vocational division bulletin 196, entitled Farm Forestry. This bulletin, which supersedes Bulletin 169, issued by the Federal Board for Vocational Education in 1933 was prepared by W. A. Ross, subject-matter specialist in agricultural education, Office of Education in cooperation with W. R. Maltoon, extension forester, Forest Service, United States Department of Agriculture.

Briefly, the new publication presents: (1) Analyses of operative training content for special farm forestry jobs; (2) interpretive science and related information of importance in connection with these jobs; (3) illustrative material; and (4) lists of references.

Over the Top

At its annual meeting in Kansas City in

October 1938, the Future Farmers of America—national organization of boys studying vocational agriculture in rural high schools—set as its goal for the organization year 1938-39, a membership of 200,000. Early in August figures compiled by the national treasurer of this organization showed that the membership had reached 205,346, or 5,346 over the goal set. This enrollment represents a total increase of 33,952 over the membership for 1937-38. The present membership is distributed in approximately 6,000 local F. F. A. chapters.

Firemen Training Explained

Zone schools, extension courses, institute or short courses, and local training programs for firemen are all described in Vocational Division Bulletin 199, "Vocational Training for Firemen," recently issued by the United States Office of Education.

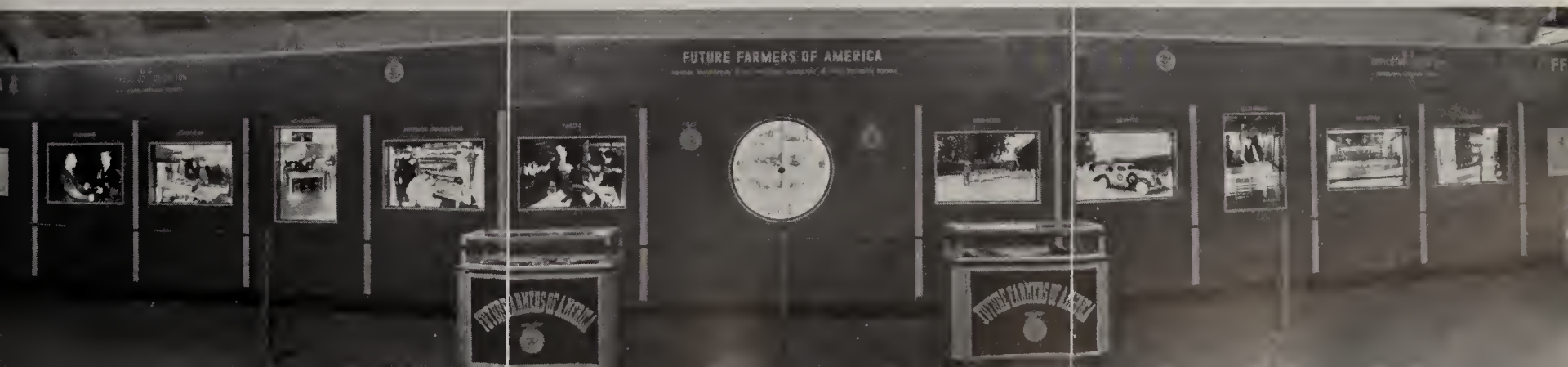
The purpose of the bulletin is to give a general idea of the present status of fireman training, especially with regard to programs which have been developed in the States in cooperation with public vocational education agencies. It is published to supply fire chiefs and other interested persons with information regarding the types of service which fire departments can secure from public vocational education agencies, the objectives of programs of training for firemen and some of the principal factors which should be considered in connection with the development of these programs.

Particular attention is called to the fact that under the terms of the George-Deen Act the use of Federal funds for vocational education is specifically extended to training for "public and other service occupations." The occupations followed by fire department personnel are, of course, included in the category of public-service occupations.

The appendix to the new publication of the Office of Education contains a detailed outline of some phases of the firemen's training program carried on in Massachusetts and California—two States which have established particularly successful programs in this field of training.

The bulletin may be secured from the Superintendent of Documents, Government Printing Office, Washington, D. C., for 10 cents a copy.

This exhibit by the Future Farmers of America was on display at the recent Seventh World's Poultry Congress in Cleveland, Ohio. It occupies a floor space 60 by 8 feet. Ten hand-colored glass transparency pictures illuminated carry the story of F. F. A. fundamentals. The center transparency flashes the four parts of the motto. Finished in blue and gold, this is a permanent exhibit for the organization and will next be seen at the Twelfth National Convention of F. F. A. being held October 14-21 in the Municipal Auditorium at Kansas City, Mo.



Governor as Member of Boards

by John H. McNeely, Senior Specialist in Higher Education



A trend has recently developed among the States toward the centralization of authority over the various State governmental agencies in the governor as the State's supreme executive officer.

State higher educational institutions as State agencies have been affected by the movement. Their governing boards have in many instances been made subject to the governor's authority along with the other agencies of the State government.

Table 1

States in which governor is ex officio president or chairman of boards governing State higher educational institutions of particular type

State	Type of institution
Alabama.....	State university. Agricultural and mechanic arts college. Women's college. All teachers colleges, normal schools, and Negro colleges (governed as group by single board).
Arkansas.....	State university. Negro college.
Connecticut.....	State university.
Florida.....	Institutions of all types (governed as group by single board). ¹
Kentucky.....	State university.
Louisiana.....	Do.
Mississippi.....	Institutions of all types (governed as group by single board).
Montana.....	Do.
North Carolina.....	State university. 3 Negro normal schools (each governed by separate board). ¹
South Carolina.....	State university. Women's college. Negro college.

¹ The governor is president of the State board of education which has supervisory authority over the board governing the institutions.

The centralized authority vested in the governor over the governing boards of the institutions has in general been of a supervisory and regulatory character. Yet the governor because of enhanced authority and prestige is frequently enabled to exercise a strong influence over the boards in the internal management and administration of the institutions. This is especially the case where the governor has been legally designated to serve ex officio on the governing boards.

Legal provisions of the different States in placing the governor on the governing boards of higher educational institutions have either made him the president or chairman of the

board or a member ex officio. As chairman he presides over the meetings of the board and directs to some extent at least its deliberations.

Ex Officio President

Table 1 lists the States in which the governor has been legally designated as the ex officio president or chairman of one or more boards governing institutions of particular types. In several of the States the governor has been designated as the regular president or chairman of the board, the term ex officio not being used. Since no legal difference apparently exists between the two designations, no effort has been made to distinguish between them. Attention is called to the fact that in some of these States there are institutions of other types where the governor does not serve in this capacity on their boards.

The governor occupies the position of ex officio president or chairman of one or more governing boards in 10 of the 48 States or approximately one-fifth, according to table 1.

Of these States the governor serves in this capacity for the single board governing institutions of all types as a group in three States. This means that he is authorized to preside over the meetings of the board responsible for the management and administration of all the State's higher educational institutions. In two States the governor is president or chairman of single boards governing certain types of institutions, such as teachers colleges or normal schools. The governor occupies this position on the board governing the State university in seven States and the State agricultural and mechanic arts college in one State.

Among these States there are only three in which other legal powers have been conferred upon the governor in conjunction with his ex officio presidency or chairmanship of the boards. In Alabama the Governor, as president of the separate boards governing the State university and the State agricultural and mechanic arts college, is empowered to call special meetings of the board upon the written request of four members. The Governor, however, may only exercise this power in the event that the extempore chairman is absent or incapacitated.

In his capacity as president of the board governing the State university in Louisiana, the Governor is legally authorized to appoint the board's executive committee. This committee is responsible for the transaction of the business delegated to it by the board during the interim between its regular annual meetings.

As ex officio chairman of the single board governing institutions of all types as a group in Mississippi, the Governor is empowered to approve the itemized vouchers of the members covering their traveling expenses to and from the meetings before they are payable. Special meetings are also called by him or by five members of the board.

The Governor as president of the governing board of the State university in North Carolina possesses still greater authority. No annual meeting or special meeting of the board may be held unless called by the Governor. This also is applicable to any meeting of the board's executive committee. The Governor is further authorized to fix the time and place of the meetings. Another legal requirement is that the Governor in person presides at all meetings. In case of his inability to be present, he must appoint in writing a person to act in his place.

Table 2

States in which a governor is ex officio member of boards governing State higher educational institutions of particular type

State	Type of institution
Arizona.....	State university.
California.....	State university.
Colorado.....	Agricultural and mechanic arts college.
Delaware.....	State university.
Georgia.....	Institutions of all types (governed as group by single board).
Illinois.....	State university.
Massachusetts.....	Agricultural college.
New Hampshire.....	State university. All teachers colleges (governed as group by single board).
New Mexico.....	State university. Agricultural and mechanic arts college. Technical school. Military institute. Each teachers college and normal school (governed by separate board).
Oklahoma.....	3 junior colleges (each governed by separate board).
Pennsylvania.....	Agricultural and mechanic arts college.
Rhode Island.....	Institutions of all types (governed as group by single board).
South Carolina.....	Military college. Medical college.
Tennessee.....	State university. Institutions of all types except State university (governed as group by single board).
Vermont.....	State university.
Wyoming.....	State university.

(Concluded on page 64)

Self-Analysis for Teacher-Training Libraries

by Ralph M. Dunbar, Chief, Library Service Division

★★★ A Scotch poet once wrote about the desirability of seeing ourselves as others see us and the possible outcomes of such an activity. Some college librarians apparently have felt the common sense of such a procedure, for they have been advocating library self-analysis as a means of discovering shortcomings and improving service.

Concerning the function of a library in the educational program of the college, it has been pointed out that along with the classroom and the laboratory, the modern library has become an essential factor in attaining institutional objectives. This fact is particularly significant in the case of a teacher-training institution, because its students must not only be stimulated to read and interpret, but must be trained in the art of stimulating others to read and interpret. Since a high degree of responsibility is thus placed upon the library of a teacher-training institution and upon its laboratory school library, it is extremely important to determine the degree of efficiency at which these units are operating.

Possible Kinds of Analysis

Several kinds of analysis are, of course, possible. It could be a library survey with outside specialists—librarians and nonlibrarians—called in to investigate and report, a procedure usually more expensive than most teachers colleges can afford; it could be the quick appraisal type, fashioned somewhat after the public opinion poll; or it may be a carefully planned self-analysis undertaken by the librarian himself with the aid of the library staff and the cooperation of the faculty.

Since the last-named type is probably within the economic reach of most, if not all, of the teacher-training institutions, it is proposed to suggest a procedure and some guiding principles in general terms for such an undertaking.

Preliminary Steps

In this process of self-analysis, one of the important preliminary steps is the determination of the objectives of the college, for the objectives of the library are conditioned by those of the institution of which it is a part. These institutional objectives may be ascertained from statements of the president, from printed announcements giving the aims of the college, and from interviews with the president.

It is essential that the president's support be secured and that he understand fully the aim of the undertaking. A selected brief bibliography on college library surveys and library objectives, with annotations and even excerpts, should be available, so that the purposes

of the proposal may be clear. Similarly, the cooperation of the faculty must be enlisted and its point of view understood. Unless the librarian and his staff know what the faculty is expecting of the library—and perhaps not getting—and unless the faculty is aware of what the library is striving to do and of its resources, or lack of them, progress is likely to be a halting thing.

Objectives of the Library

The library of a teacher-training institution must provide students with reading materials, books and periodicals needed for course work and for general reading; it must supply the faculty with the required supplementary aids for instruction and with printed material on educational and other research which will enable it to keep up-to-date and abreast of progress; if graduate and research work is undertaken in the field of education, it must acquire the necessary source material and make it available through proper facilities. It should see that the laboratory school library is effective and adequate in its service.

Major Areas

With the institutional objectives determined and their implications for the library indicated, the areas for analysis may be outlined. Although various groupings are possible, these major ones seem to have significance in analyzing the functioning of the library: Holdings; personnel; plant facilities; finance; and use.

Holdings

As regards holdings, the teachers college subcommittee of the American Library Association School Libraries Committee in 1931 recommended that a teacher-training institution require a minimum of 25,000 volumes and 150 periodicals. It is well to remember, however, that the true value of the book collection depends not only upon number but also upon distribution (whether fields covered by the curriculum and the needs of the institution are adequately represented and in the proper proportions), upon appropriateness of titles included, and upon recency.

To measure the adequacy and completeness of a college library collection, a number of standard lists of books are available, all of which must be used with certain restrictions. There is the Shaw list, now in process of revision; the more recent Mohrhardt *List of Books for Junior College Libraries*; also the *Good Reading* list, prepared by a committee on college reading for the National Council of Teachers

of English and a good test of the cultural reading material contained in a library. In the reference fields, there are check lists used by the North Central Association and the Southern Association in their accrediting procedures.

Specifically in the field of education, a possible measuring stick is the annual list of 60 best books in education prepared for many years by the Enoch Pratt Free Library of Baltimore. Furthermore, the faculty itself can be of great help in this self-analysis of holdings by checking standard bibliographies in the fields covered by the teacher-training institution and by otherwise considering the book needs. This cooperation on the part of the faculty may finally take the form of submitting a list of needed material classified as follows: (1) Absolutely indispensable, (2) desirable, (3) not known at first hand but probably desirable when funds permit.

The strength of the periodical collection may be checked against the list used by the North Central Association and also against the Lyle-Trumper *Classified List of Periodicals for the College Library*, 2 ed. published in 1938; also against the list of periodicals covered by the *Education Index*.

On the basis of what the library actually lacks in necessary reading material to fulfill properly its obligation to faculty and students, the librarian has definite data on his needs. He can present to his president not the general plea for more money—that is an old story to the president, probably a chronic plea with all departments—but he can now state specifically: "In the opinion of the faculty, the sum of so many dollars is needed to put our library on a properly functioning basis and to keep it there."

Personnel

The analysis of personnel should take account of its numbers, its training, its experience, and its competency to perform the tasks before it. A recent survey states, "The professional staff must be far more than a body of clerical workers. To meet the demands made upon it, the staff should possess a broad general education, expert bibliographical knowledge, technical skill of high order, and a scholarly attitude toward the problems of research and of education."

How many persons constitute an adequate staff for a library in a teacher-training institution? No one answer can be given to this question. According to T. R. Barcus, of the Advisory Group on Teachers College Libraries, the typical teachers-college library in addition to its trained librarian has three additional

full-time staff members, two of whom are trained. It is difficult to see how the number can go much below this figure, because with a library open from 66 to 72 hours it will be almost impossible otherwise to have it manned at all times with a trained staff. As a general rule, the time that the student assistants are in charge of the library should be kept to a minimum; if possible, it should be avoided altogether.

In a study of personnel in 1926, W. E. Henry noted that in 11 universities, the average number of students per staff member was 198; in other words, 600 students would require 3 library staff members, 1,000 students would require 5 staff members. The survey of land-grant colleges and universities made in 1930 by the U. S. Office of Education recommended 5 library staff members for the first 500 students, 10 for the first 1,000, and 4 for each additional 500 students. It should be noted however, that these are only general figures and that numerous factors must be taken into account such as ratio of professional to clerical staff, character of work done at the institution, physical lay-out of the library, and so on.

The analysis of personnel should include a consideration of its education and training; number of years of college work completed; library degree held and from what institution; other library training; the recency of such training; and further training undertaken since entering upon present position.

The self-survey should consider the salary paid full-time staff members in comparison with that paid for similar work in other libraries. Good librarians and library assistants cannot normally be retained if the salary scale is below that of other institutions.

Another item in our analysis is the extent to which the librarian is on the policy-forming committees of the institution and a participant in faculty deliberation. It is imperative that he take part and lend his advice on institutional problems in which the modern library should be playing an important part. Still another question is that of the professional library staff possessing faculty status, not so much the matter of rank as that of participation in faculty meetings and other privileges possessed by the faculty.

Physical Plant Facilities

An analysis of library facilities invariably leads to the question of new buildings, a problem normally for a special committee rather than for a self-survey. Nevertheless, there are some points properly within the scope of the latter. What is the seating capacity? Is it the recommended 20 to 25 percent of the total student body? Some are recommending 40 percent and even 50 percent. How much more shelving space is available? Is the present arrangement of equipment and rooms the most economical one as regards space and working efficiency? Can any of the noise in the halls, stairways, and rooms be eliminated

or lessened by the use of other structural materials?

Finance

The analysis of the financial support of the library touches many vital problems. What points should be considered? To say that a typical teachers college in the outstanding group spends \$12,025, does not help much, because the median figure is not necessarily the ideal one. What is really needed is an amount which will provide adequate service for the institution in question, and in this problem many factors are involved: Method of instruction employed; present status of the library collection; arrangement and location of the library building. When library cost accounting has advanced further and unit costs of various types of library service are accurately known, the answer to amounts required will be easier to give.

There are some figures, however, which the self-analysis can obtain and use, with due recognition that these measures are crude. One is the ratio of total annual library expenditures to the total institutional expenditures, excluding capital outlays and dormitory operation. These ratios, computed for a period of perhaps 10 years, give evidence of how the library has been faring. The teachers college subcommittee recommended 7 percent as the minimum desirable ratio of library expenditure to total institutional expenditure.

Another figure which the self-survey should obtain is the amount spent per student annually for library purposes; also the amount for instruction. Comparison can then be made with other institutions, but this process must be done cautiously. Dean L. R. Wilson has stated that good library service could not be given for less than \$20. Randall and Goodrich found that 20 colleges known to be rendering satisfactory library service were spending on the average \$32 annually per student. Graduate students require a higher expenditure.

Use

The service rendered by the library is, after all, the real test of the worth of a library in a teacher-training institution. It is a question not only of quantity of use, but also of quality, because a library may be doing a large volume of business, and yet in quality be doing nothing more than a college rental bookstore would do—simply passing books over the counter upon specific requests for course material.

The quantity of use can be obtained by the statistics customarily recorded; Circulation, differentiated as to students, faculty, and other persons; reserve book loans for use within the building; reference questions answered, differentiated, if possible, as to informational questions, search questions involving rather extensive use of library materials and consuming over 15 minutes in time, and bibliographies compiled.

In the matter of quality of use, an extended study is really involved, more than a self-analysis can undertake normally.

Although the normal self-analysis, owing to pressure of other work, probably cannot carry on an extended study of the quality of service, nevertheless with the aid of the faculty, sampling to cover some of the most important points could be undertaken. Furthermore, at periodic intervals, every library might well run a test to see what proportion of books called for are not supplied, and why. On every request not filled, one of these questions might be answered: *Is the book charged out? Is it at the bindery? Is it missing? Is it unavailable owing to faulty records? Is it not possessed by the library?* A representative sampling should give some significant data about defects in service and show where remedies are needed. The library should see to it that books requested are being supplied promptly; that readers are being assisted in finding their books and are being helped with their simple reference questions.

Similar tests should be made regarding the laboratory school library, which is an important adjunct in the total program.

Possible Results

The self-analysis of the library, covering the areas just indicated, should afford the librarian, the faculty, and the president of the institution definite information regarding the functioning of the library as an integral part of the educational program. The disclosed shortcomings should indicate the steps needed to insure that the library in the teacher-training institution is functioning at the highest possible degree of efficiency.



Convention Calendar

- AMERICAN VOCATIONAL ASSOCIATION, INC. *Grand Rapids, Mich., December 6-9.*
- ASSOCIATION OF COLLEGES AND SECONDARY SCHOOLS FOR NEGROES. *Durham, N. C., December 7 and 8.*
- ASSOCIATION OF LAND-GRANT COLLEGES AND UNIVERSITIES. *Washington, D. C., November 15-17.*
- CHILD STUDY ASSOCIATION OF AMERICA. *New York, N. Y., November 17 and 18.*
- CONFERENCE OF NEGRO LAND-GRANT COLLEGES. *Washington, D. C., November 13-15.*
- NATIONAL ASSOCIATION OF STATE UNIVERSITIES IN THE UNITED STATES OF AMERICA. *Washington, D. C., November 13 and 14.*
- NATIONAL COUNCIL OF TEACHERS OF ENGLISH. *New York, N. Y., November 23-25.*
- WOMEN'S EDUCATIONAL AND INDUSTRIAL UNION. *Boston, Mass., November 28.*

CCC Educational Achievements, 1938-39

by Howard W. Oxley, Director of CCC Camp Education

★★★ The most significant change affecting the Civilian Conservation Corps during the fiscal year 1939 was the transfer of the organization to the Federal Security Agency. In his message to Congress recommending the transfer, the President once again stressed the social and educational aspects of the organization. He said in part: "The Civilian Conservation Corps, now an independent establishment, is placed under the Federal Security Agency, because of the fact that its major purpose is to promote the welfare and further the training of the individuals who make up the corps, important as may be the construction work which they have carried on so successfully. . . . This transfer would not interfere with the plan of work heretofore carried on, but it would enable the Civilian Conservation Corps to coordinate its policies, as well as its operations, with those of other agencies of the Government concerned with the educational and health activities and with human security."

This statement again indicates the unique character of the CCC as an educational agency. Every phase of camp life contributes to the employability and civic usefulness of the young men enrolled in the corps. The routine and discipline of camp life, the hours of work in the open air, the good food, regular hours, and association with the supervisory personnel assist immeasurably in the development of the enrollees.

Aside from these intangible values, however, a great variety of organized educational activities are carried on in the camps. These include counseling and guidance, academic education, vocational and job training, informal educational activities, and other courses such as health, first aid, safety, life saving, and professional training for instructors and enrollee leaders.

Some Achievements

A few of the outstanding achievements of the year are as follows:

The average strength of the corps was 273,572 enrollees, and the average regular attendance in organized classes and activities was 249,768 enrollees or 91.3 percent of the average strength.

Thirty-seven percent of all enrollees participated in academic classes; 47 percent in vocational classes; 65 percent in job training activities; 16 percent in informal activities; 13 percent in professional training; and 59 percent in such classes as first aid, safety, health, and life saving.

During the year, a total of 8,445 enrollees who entered the corp illiterate were taught to read and write.



CCC arithmetic class.

Diplomas and degrees: 5,146 enrollees completed the elementary grades and received eighth grade diplomas; 1,048 received high-school diplomas; and 96 received college degrees.

Certificates: 103,939 enrollees were awarded 174,277 CCC unit certificates; 15,150 were awarded 17,096 CCC educational certificates; and 23,836 were awarded 26,691 CCC proficiency certificates.

During the year, 1,530,673 guidance interviews were held by CCC officials.

There was an average of 24,476 instructors, or 16 per camp, each month.

An average of 6,203 educational films were shown each month with a monthly attendance of 503,566; 7,320 lectures were given during an average month, with a monthly attendance of 960,379.

During the year, 31,008 enrollees were discharged to accept employment. Many of these men were assisted in qualifying for and finding their jobs through their participation in the educational program.

General Education

During the past year 91.3 percent of the enrollees regularly attended educational classes during their leisure time. The average enrollee spent about 4 hours each week in this way. The following table shows the number

of hours spent by enrollees each week in educational activities during a given month:

TABLE I.—Extent of enrollee participation in educational program

Number hours per week	Number enrollees	Percentage
1 hour.....	48,215	18.8
2 hours.....	53,445	20.9
3 hours.....	42,261	16.5
4 to 5 hours.....	49,593	19.4
6 to 10 hours.....	31,998	12.5
11 to 15 hours.....	5,425	2.1
More than 15 hours.....	2,020	.8
None.....	23,134	9.0
Total.....	256,091	100.0

Two of the major objectives of the CCC educational program are to eliminate illiteracy and to raise the educational level of enrollees deficient in school subjects. To accomplish this, elementary, high-school, and college courses are offered to enrollees in the camps. During an average month, 102,138 enrollees, or 37.4 percent of the men, regularly attended academic courses.

There were 7,415 illiterates in the camps during an average month and 7,224 (97.4 percent) attended literacy courses; 8,445 illiterate enrollees were taught to read and write during the year; 92,068 enrollees were on the elementary level and of these, 48,876 (53.1 percent) took elementary courses; 5,146

enrollees completed the elementary course and were awarded eighth-grade certificates; 138,347 enrollees were on the high-school level and 47,229 (34.1 percent) of these men attended high-school courses; 1,048 were awarded high-school diplomas; 35,743 were on the college level, and 2,268 (6.3 percent) attended college classes during the year; 96 received college degrees. In addition, a report for the period from July 1 to October 15, 1938, indicated that during this 3½ months' period, 763 scholarships were established for enrollees by 189 different colleges and other institutions.

Elementary Curriculum

A study was made of the academic curriculum of the CCC during the year. It was discovered that although 86 different named elementary subjects were offered in the camps, 97 percent of the enrollees attended classes in 9 different subjects including literacy training, grammar, penmanship, reading, spelling, arithmetic, civics, geography, and history.

Vocational Training

Vocational training is considered one of the major objectives of the program and 49.5 percent of the educational activities are classified as having vocational objectives. The great majority of the men have had little if any vocational training or experience prior to their enrollment in the corps. It is necessary, therefore, to train the men for the jobs which they are called upon to perform in the camps and further, to train them for jobs which they may secure upon their discharge from the CCC.

Job training is an important part of the educational and training program. Clerks, cooks, mess stewards, camp exchange and supply clerks, truck drivers, and general handy men are needed to work in the maintenance of the camp itself. On the work projects, the technical services need workers for about 60 major types of work projects, such as road construction, forest culture, landscaping, dam and bridge construction, limestone and quarry work, power line and telephone line construction, soil conservation work, and public grounds development. In addition to the training on the job carried on during the 8-hour workday, classes in related subjects are carried on during leisure time. An average of 178,918 enrollees or 65.4 percent of the men participated in these job-training activities during the year. Many of the men are interested in securing employment in jobs in which there is no opportunity to provide experience in the camps. Insofar as possible the camp officials provide such training for the enrollees.

A study made of the vocational curriculum revealed that 249 different vocational subjects were being taught in the camps. However, 71 percent of the men were enrolled in 21 courses which consisted of bookkeeping, shorthand, typing, office practice, business management, electricity, house wiring, radio service,



CCC mechanical drawing class.

carpentry, masonry, cabinetmaking, general agriculture, soil conservation, forestry, auto mechanics, blacksmithing, welding, retail merchandising, surveying, and drafting. Special instructional outlines in these and a few additional subjects are now being prepared for use in the camps.

Informal, Professional, and Miscellaneous Activities

An unusual feature of the CCC educational program is the emphasis placed upon informal types of education, such as arts and crafts, dramatics, and music. The reports indicate that 16 percent of the men engaged in these activities during the past year.

There is a variety of other educational activities carried on in the camps. All camps provide instruction in health, first aid, and safety. Officers, foremen, enrollees, and other instructors in most camps attend foremanship classes, leader-training, and teacher-training groups. The average monthly circulation of books from the camp library amounted to 192,324, with 39.5 percent of the enrollees borrowing the books. An average of 6,665 enrollees attended schools and colleges in the vicinity of the camps and 17,695 took correspondence courses. An average of 865 companies published camp newspapers each month.

Teaching Staff

The teaching staff of the CCC educational program is drawn largely from the personnel in each camp. For example, during an average month there were 24,476 persons acting as instructors in the camps. Of this

number 1,446 were camp educational advisers; 3,029 were Army officers; 9,953 were members of the technical services; 6,410 were enrollees; 1,745 were W. P. A. instructors; 66 were N. Y. A. student teachers; 1,098 were teachers from the local school system; and 726 were volunteer instructors from nearby communities. While most of these camp teachers are not professional teachers, they are experienced in the subjects which they teach. In many camps, all camp teachers participate in teacher-training courses which are designed to improve their teaching ability. Also, many camps have weekly teacher meetings for the purpose of improving instruction.

Wider Cooperation

One hundred and eighty-nine colleges and other institutions offered scholarships to enrollees and more than 60 provided correspondence courses at reduced rates for the enrollees. Hundreds of other schools and colleges have placed their facilities at the service of enrollees during the school year. Likewise, other non-Government agencies, such as the Chamber of Commerce, Junior Chamber of Commerce, Y. M. C. A., Kiwanis, and Rotarians have aided in training the men and placing them in employment.

With the transfer of the Civilian Conservation Corps to the Federal Security Agency, it is expected that the corps will be able to coordinate and integrate its efforts for the youth of the country more effectively with those of other Federal agencies which are training young people for employment and citizenship.



In Public Schools

Pedestrian Protection

"With the school on the job, the child accident problem is not so severe as it once was. The child toll is nothing like it would be if teachers, school administrators, police, the AAA and affiliated motor clubs, and other civic groups had not taken hold of the problem" says *Pedestrian Protection*, a recent publication of the American Automobile Association. This publication, which is profusely illustrated, treats of major problems of pedestrian traffic, causes of pedestrian accidents, education for pedestrian protection, and other matters of interest.

Report Card for State-wide Use

A new primary-grade progress report for parents was issued this summer by the West Virginia State Department of Education. This is one of the States in which the schools are organized on the county unit plan and consequently the new report card will be used in both city and rural schools. The committee in charge of developing the report is composed of the State supervisor of elementary schools, a local superintendent of schools, a representative from each of the State teachers colleges and eight primary teachers representing both city and rural ungraded schools. Six annual ratings are given for progress in desirable habits and abilities and for progress in the school subjects. Several detailed objectives are listed for rating under headings of health, social, and work habits. From two to six objectives are listed under the school subjects of reading, language, writing, spelling (grades 2-3), numbers, art, music and group activities (social studies and science). Ratings are made with symbols representing *Outstanding* (O); *Satisfactory* (S); *Improving, indicating progress but not yet satisfactory* (I); and *Unsatisfactory* (U).

A note to parents states that "this report indicates the pupil's progress in school subjects and in those desirable habits, abilities and attitudes of mind that make for wholesome living and good citizenship. The increased number of separate items on the report are meant to convey to the parent more specific information on individual progress and growth. In the use of this report form, it should be understood that ratings are based upon effort and ability of the individual pupil and not by comparison with others of the group." It is expected that this new form will aid in the State-wide development of the nonpromotion primary unit plan of grade organization. A note to principals and teachers urges that the first parent-teacher meeting in the fall be used to explain the new progress report to parents.

Moral Instruction

A recent act of the State legislature of Maine provides that the school committee of each city or town may authorize and complete a survey of the religious affiliations of all pupils attending the public schools within such city and town, and ascertain those pupils who desire, and have the consent of parent or guardian for moral instruction. On a day each week, to be fixed by the board, it may excuse such pupils for at least 1 hour for the purpose of attending their respective places of worship or some other suitable place, there to receive moral instruction in accordance with the religious faith of said pupils. The act provides that such instruction shall be given without expense to any city or town.

New Institution Deeded

"It is hoped that the Charles Boettcher School for Crippled Children of Denver, Colo., will be completed by January 1, 1940, and that it will be ready for occupancy by the beginning of the second semester of the school year 1939-40," says a recent issue of the *School Review* of that city. This school was made possible by donations from Mr. and Mrs. Claude K. Boettcher who gave \$192,500 toward its construction in honor of Mr. Boettcher's father, Colorado pioneer. This sum represented 55 percent of the total cost of the building. Operating expenses will be maintained by the school district, to which the new institution is deeded outright, and all administrative functions will be carried on by the Denver public schools. Crippled children from the kindergarten through the twelfth grade will be admitted.

Rural Community Report

An Analytical Study of a Rural School Area is the title of a bulletin recently prepared by Henry L. Fulmer, Associate Rural Sociologist, Clemson Agricultural College, Clemson, S. C. The purpose of the study is to show significant facts obtained from the homes and schools of a rural community comprising 10 rural school districts located in the northwestern part of South Carolina. Among the conclusions are: The small school is not only inefficient but it is also expensive; the schools of the area are top-heavy with lay management and are in need of educational leadership and planning; an administrative unit large enough to permit a complete, general school program with all necessary administrative services is needed.

Cincinnati Report

The bureau of school research of the public schools of Cincinnati, Ohio, has recently issued a comprehensive study on *Size of Classes and Distribution of Teacher Time in Cincinnati High Schools*.

W. S. DEFFENBAUGH

In Colleges

Analyzes Delaware Language

An Indian, Willie Long Bonc, acting head of the Delaware Tribe, is aiding research workers at the University of Michigan Linguistic Institute in making the first scientific analysis of the Delaware language.

Tea House Practice Laboratory

The University of Texas has recently set up a tea house as a training laboratory for students in professional home economics. It is said that this is the first institution to set up a separate training center as most schools use space in their home economics buildings or cooperate with privately owned tea or lunch rooms to afford their students actual experience.

Novice dieticians have to learn to plan meals, to buy economically, to supervise preparation and service, and to balance budgets—not for two or for a family of five, but for hundreds of diners-out; then along with classroom work they spend 6 hours weekly in laboratory work at the new tea house. Here they prepare salads, make rolls, bake cakes, roast beef, order groceries, work on the day's books, and face managerial problems.

Cornell Celebrates

The centennial of the birth of Robert Henry Thurston, who was a noted American pioneer in engineering education, was celebrated October 25, at Ithaca, N. Y., by Cornell University in cooperation with the American Society of Mechanical Engineers, of which Dr. Thurston was the first president.

"Dr. Thurston was a man of extraordinary foresight. Whether considering the application of engineering to social progress or the training of engineers for their chosen profession, he habitually looked toward the future."

Dr. Thurston was considered an authority on materials of construction, steam engines and boilers, and the history of engineering as well as on the philosophy of education. His most widely known work, *A History of the Steam Engine*, published originally in 1878, is scheduled for republication this year as part of the celebration of the centennial of his birth.

Former Chancellor Kirkland Passes

James H. Kirkland, chancellor emeritus of Vanderbilt University, died in Nashville, Tenn., on August 5, 1939. For nearly 50 years he influenced higher education in the South and was one of the few leaders who were largely responsible for improvements in educational standards which took place both in the high schools and colleges of that region.

Enrollments in Mineral Technology

William B. Plank, head of the department of mining and metallurgical engineering, Lafayette College, reports that during the past school year 1938-39, 9,619 students of mineral technology were enrolled in 53 schools in the United States. This does not include 1,014 enrolled in the six schools in Canada.

Of the 9,619 students in this country, 37 percent are taking courses in petroleum and natural gas, 26 percent in metallurgy, 20 percent in mining, 8.8 percent in geology, 8.6 percent in ceramics, one-fourth percent in fuel technology, and 1 percent were special students.

WALTON C. JOHN



In Libraries

Field Visitor in Illinois

In Illinois, the 1939 Appropriation Act for the State library created the position of field visitor for school libraries. This makes 13 States which now have designated specifically an official to render supervisory and advisory services to school libraries.

Trained Psychologists

Speaking in San Francisco before the Adult Education Round Table of the American Library Association, Alice I. Brown of Columbia University, stated: "The annual loss in money and human resources through preventable mental illness and maladjustments is almost incalculable." As a remedy, she suggested: "A practical way to help meet this situation might be the appointment of trained psychologists to the staffs of public libraries and other institutions devoted to adult education. Their function would be to collaborate with or direct the efforts of librarians and other professional workers who are in a position to offer guidance to the general public."

Reading Game

According to the official journal of the Illinois State library, the Chicago Board of Education and the Chicago Public Library cooperated during the past summer in a reading game for children. In the branch libraries were displayed clocks, each representing a subject of interest to children such as adventure, famous people, etc., and having its hours composed of books on the subject. After selecting a favorite topic, the children read around the clock, reported orally to the children's librarian, who in turn was to send a record of the reading to the schools.

Munthe's Evaluation

At the invitation of the Carnegie Corporation of New York, Director Wilhelm Munthe of the university library at Oslo, has completed an extensive evaluation of library policies and activities in the United States.

His frank analysis of the strength and weakness is presented in a study entitled *American Librarianship from a European Angle* and issued by the American Library Association. Besides covering the problems of libraries in the institutions of higher education and the status of education for librarianship, Dr. Munthe has examined critically the public library situation. Of the public library movement, he writes:

"In the mind of Europeans, the American library movement stands out primarily as that gigantic endeavor to persuade a large heterogeneous, pioneer population to turn to the book as the fountainhead of culture . . . Nowhere has it been done with such determination and zeal as in the United States."

Bookmobile in Virginia

The Virginia State Department of Education has turned over to the Tidewater Regional Public Library a bookmobile which will be used for library service to schools in 10 counties. According to C. W. Dickinson, Jr., director of school libraries and textbooks, his office has allotted to the school boards in these counties, a total of \$5,520, which if matched by the local units will mean that new books to the amount of \$11,000 will be available for distribution to the 34 high-school libraries and the Tidewater Regional Public Library during the coming school year.

Research Institute

The University of Texas has just launched a greatly expanded research program this fall. A council of 11 men was named to head the university's research institute. The institute was granted an initial budget of \$25,000 annually to operate over the field outside such university channels as research in business, city government, engineering, economics, geology, industrial chemistry, and the social sciences.

RALPH M. DUNBAR



In the Office of Education

Back-to-School Statistics

Back-to-school facts and statistics reported by the United States Office of Education this year include the following:

Elementary schools will enroll about 21,750,000 boys and girls.

High schools throughout the country will enroll 7,200,000 students.

This year college and university registration will total approximately 1,400,000.

Of the 1,110,000 young men and women who graduated from high schools in 1939, about 400,000 will enter college this fall.

For instructional services in America's schools, for supplies, repairs, new buildings, and equipment for 1 year, there is an approximate expenditure of \$2,659,000,000.

Schools in cities operate approximately 181 days, while those in rural communities are open only about 163 days.

Four million children will be transported to school each day during the 1939-40 school term.

There are approximately 1,073,000 teachers in all types of schools, both public and private and from kindergarten through college, in the United States.

Sixteen States have recently made exhaustive studies of their school systems for the purpose of improving school administration and educational facilities.

Executive Committee Meets

The executive committee of the National Council of Chief State School Officers held a meeting in the United States Office of Education on September 22-23. Members of the committee are: H. E. Hendricks, superintendent of public instruction, Arizona; L. A. Woods, State superintendent, Texas; Bertram E. Packard, commissioner of education, Maine; Colin English, superintendent of public instruction, Florida; M. D. Collins, superintendent of schools, Georgia; Sidney B. Hall, superintendent of public instruction, Virginia; Floyd I. McMurray, superintendent of public instruction, Indiana; Walte F. Dexter, superintendent of public instruction, California; and Mrs. Inez Lewis, superintendent of public instruction, Colorado.

International Convention

The official delegate of the United States to the Eighth International Convention on Public Education held at Geneva, Switzerland, July 17-22, was Walter H. Gaumnitz, United States Office of Education specialist in rural school problems. Dr. Gaumnitz presented a report on educational developments in the United States during 1938-39 and participated in the various discussions coming before the convention.

Attended World Congress

United States Commissioner of Education J. W. Studebaker addressed the World Congress on Education for Democracy in New York City, August 17.

Other representatives of the Office of Education who attended the Congress were Mrs. Katherine M. Cook, Mary Dabney Davis, James F. Abel, Chester S. Williams, Leonard Power, Charles H. Lane, and George A. McGarvey.

Awarded Degree

John E. Brown, president and founder of John Brown University, in Arkansas, conferred the degree of doctor of vocational education upon Robert W. Hambrook, senior specialist in trade and industrial education on the Office of Education staff. Dr. Hambrook spoke to the members of the university graduating class and the degree was conferred in recognition of his outstanding work in the field of aviation education.

JOHN H. LLOYD

In Other Government Agencies

Federal Surplus Commodities Corporation

Expansion of the Federal Surplus Commodities Corporation's school lunch program has been announced by officials of the United States Department of Agriculture, who hope the school lunch program will be serving 5,000,000 undernourished children by the end of the present school year.

Free hot lunches, consisting in whole or in part of surplus commodities, were served last year to an average of 800,000 children per month in 14,000 schools.

The program is carried out by the Federal Surplus Commodities Corporation, in cooperation with the Work Projects Administration, and local educational, civic, and welfare agencies.

Fifty-four different food commodities were distributed last year for use in these school lunches, among which were citrus fruits, dry skim milk and evaporated milk, whole grain cereals and flours, butter, and eggs.

For additional details concerning school lunch programs and how they may be inaugurated in your school, write to H. C. Albin, Chief, Purchase and Distribution Section, Federal Surplus Commodities Corporation, Washington, D. C.

Social Security Board

Preliminary studies of the effects of the amendments to the Social Security Act indicate that about 1 million children will be added to the lists of those now benefiting under one or more of the Government's welfare programs, according to latest reports received from the Social Security Board.

The following figures supplied by the Social Security Board show the trend in the number of recipients of special types of assistance under the Federal Works program for May and June:

	May 1939	June 1939
Recipients of aid to dependent children:		
Families.....	299,000	311,000
Children.....	722,000	748,000
Recipients of aid to the blind.....	68,000	68,000
Persons enrolled in the Civilian Conservation Corps.....	292,000	266,000
Persons receiving student aid under the National Youth Administration.....	371,000	274,000
Persons employed on NYA works projects.....	225,000	213,000

National Youth Administration

Needy Indian students between the ages of 16 and 24, inclusive, attending Government Indian schools and who receive no other Federal assistance in connection with their education are now eligible to participate in the NYA school-aid program.

MARGARET F. RYAN

In Other Countries

Teachers and students of comparative education will be interested in a series of pamphlets now being issued by the Scottish Education Department. They are written for the layman and are intended to give the reader "with no more detail than is required to make its general practices and principles clear, a conspectus of the education system" of Scotland. No. 1 of these educational pamphlets deals with the administration of public education in Scotland and explains concisely and clearly how the schools are handled. Pamphlet No. 2 is on school buildings and their equipment. It includes reproductions of several excellent plans, among them one of the "butterfly" type. The third of the series relates to the teaching profession in Scotland. It begins with a brief history of David Stow and how he opened at Drygate in Glasgow in 1828 the first teachers training college in Great Britain. It tells then in succession how teachers are now educated, their appointment and tenure, and what the salaries, prospects, and pensions are.

All three pamphlets may be obtained from the British Library of Information, 50 Rockefeller Plaza, New York City, for a total of 35 cents.

Geography Without Tears

Schoolboys of the Audley Park Senior School at Torquay, England, have literally built their own world in a little under 4 weeks, says *The School Government Chronicle and Education Review*. On a plot of ground in front of the school buildings they have constructed a complete outdoor geography station, the main feature of which is a full scale concrete map of the world on Mercator's projection, 72 feet long and 54 feet wide.

All the work was done by the boys under the supervision of the headmaster. The site was first leveled and squared off. The outlines of the continents were then built by using strips of plywood secured to pegs driven in the ground. The concrete was mixed, placed in position to a depth of 4 inches and allowed to set before the plywood was removed. Sea spaces between the land masses were filled with light stone chippings, and the map finished off with a neat border of white-painted wood. At each side of the map three white posts were erected to represent different lines of longitude. On these were suspended by means of wires a large brass disk which represents the sun. The station is also equipped with a rain gage, a maximum and minimum temperature thermometer for daily records and posts for recording shadows thrown by the midday sun throughout the year.

After watching a geography lesson in progress on the new concrete map, no onlooker could avoid the conclusion that such a modern and pleasant method has obvious advantages over the old ideas of a well-thumbed textbook containing diagrams which conveyed so little to the young mind.

J. F. ABEL

Books Around the World

(Concluded from page 41)



Posters prepared by Argentine children to advertise exhibit of American children's books.

educational values for international understanding and goodwill. Children in these schools have made approximately 3,500 albums during 1938 which they exchange with a similar number from schools in 31 countries including such far-away places as South Africa and Turkey. In these books they include pictures of the flowers, birds, trees, and sometimes seeds that the children plant. There are examples of the handicraft, composition and pictures of costumes, homes, schools, and other public buildings.

Exhibits such as the section of American Children's books held at the *Amigos del Arte* in Buenos Aires June 21 to July 4, 1939, are an indication that other countries are also concerned with acquainting their young people with Books Around the World. The display was arranged by a group of 32 American publishers with the cooperation of local committees and the Division of Cultural Relations of the Department of State. Similar exhibits were held in Montevideo and Rio de Janeiro. In all three cities the books were donated to local libraries and cultural and intellectual centers after the exhibition closed. The posters used with this article, designed by the Argentine children, indicate that they too recognize the kinship that comes through books which speak of other lands.

November 12 to 18 is another occasion to help children find there is much to delight them between the covers of books. Vicarious experiences gained through reading sincere books that possess vitality may be a potent factor in international understanding.

Public Health Service

(Concluded from page 52)

industrial hygiene and other important activities have been created in the State organizations as a result of the financial aid now available. The number of counties having a whole-time health department has almost doubled since 1935.

For 141 years, the United States Public Health Service was an agency of the Treasury Department. The Service was originally allocated to the Treasury Department because of the way in which it was financed. First, a head tax on seamen, later a tonnage tax on vessels was imposed to provide funds for the medical care of seamen. These moneys were paid in to collectors of customs, local representatives of the Treasury Department. Not only were the collectors of customs the fiscal agents of the newly formed Service, but for a time they exercised a supervisory function. Under these circumstances, it was natural that the administrative control of the Service should ultimately devolve on the Treasury Department.

The transfer of the Public Health Service on July 1, 1939, to the new Federal Security Agency is but an outward and visible sign of the broadening concept of public health. In his health security message to Congress on January 23, 1939, the President said: "The health of the people is a public concern; ill health is a major cause of suffering, economic loss, and dependency; good health is essential to the security and progress of the Nation." This concept finds actual expression in the work of the United States Public Health Service which is dedicated to the ideal of national security through the improvement of national health.



American Education Week

(Concluded from page 39)

It is a friendly way,¹
judging success by happiness and growth;
It is a cooperative way,
emphasizing service to the common good;
It is a democratic way,
based on human brotherhood and the
Golden Rule.

And What is Education for the American Way?

It is universal,
opening its doors to all the people;
It is individual,
helping each person to make the most of
his talents;
It is tolerant,
seeking truth thru free and open discus-
sion;

It is continuous,
knowing that learning is a lifelong
necessity;

It is prophetic,
looking always toward a better civiliza-
tion.



Governor as Member of Boards

(Concluded from page 56)

Ex Officio Member

As ex officio member of the governing boards the governor occupies a different legal status than as president or chairman. In such capacity he participates in the proceedings of the board along with the other members. Table 2 shows the States where the governor serves as ex officio member of one or more governing boards. The table is so arranged as to indicate the institutions of particular type governed by the board.

Of the 48 States, there are 16 or one-third in which the governor serves as a member ex officio of one or more governing boards. It will be noticed that in one of these States, South Carolina, the Governor while being ex officio member of the boards governing institutions of certain type is at the same time chairman of the boards governing those of other types. Among the 16 States the governor is a member of the board governing institutions of all types as a group in 2 States; institutions of all types except the State university as a group in 1 State; and all teachers colleges as a group in 1 State. He serves as a member of the board governing the State university in 8 States and of the State agricultural and mechanic arts college in 3 States.

Considering the States in which the governor is legally empowered either to serve as head or member of governing boards, it is found that he has been designated to occupy either one or the other position in 25 States. This represents slightly more than half the States. An important point in this connection is whether the governor as head or member of the boards is entitled to vote and thus take a hand in the actual transaction of the business of the boards on the same footing as the regular members. (The legal provisions of the States frequently do not actually specify that the governor is entitled to vote, but in the absence of any provisions to the contrary, this power is interpreted as legally belonging to the governor). The governor possesses this right in all the States with two exceptions. In New Mexico and Wyoming the legal provisions expressly provide that the Governor shall not have the voting privilege as a member of the boards. However, a third State, Arkansas, stipulates that the Governor as president of two boards shall have the privilege of casting a ballot in case of a tie vote.

An unusual arrangement has been adopted by the State of Maryland with respect to having the Governor represented on its governing boards. In that State the Governor is authorized to appoint one or more persons to attend the meetings of the boards. The representatives of the Governor do not have the voting privilege, but are allowed to express their views on any issues under discussion by the boards. While possessing this legal power in Maryland, no Governor so far as is known has taken advantage of it.

Influence Growing

Attention is called to the fact that the governor has also been designated by charters of incorporation of a considerable number of privately controlled higher educational institutions to serve either as president or member ex officio of their governing boards. For instance, the Governor of Connecticut is a member or fellow of the Corporation governing Yale University. Similarly, the Governor of Pennsylvania is president ex officio of the board of the University of Pennsylvania and a member of the board of the University of Pittsburgh. The Governor of New Jersey also serves in the latter capacity on the board governing Princeton University.

On a basis of the facts presented, it is evident that a considerable number of the States has placed the governor on the membership of boards governing higher educational institutions. In such capacity he may participate in their actual administration and management in most instances. Considering this situation together with a prevailing tendency to centralize other supervisory powers in the State's supreme executive officer, there is every appearance that the governor's influence over the institutions is growing.



Industrial Arts in Ele- mentary Education

(Concluded from page 44)

importance from the standpoint of what it does to the child than it is for the creation of a finished product. If through his industrial arts work the child uses materials in a better way, makes wiser choices of clothing or foods, sets for himself some standards of workmanship, and learns to cooperate with others, genuine learning has taken place.

All of these purposes which are evident in the industrial arts activities described point toward this type of school experience as a method of living rather than as a subject field. School programs should be analyzed carefully to discover where and to what extent industrial arts can be used to make learning real and vital to boys and girls.

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SCHOOL LIFE



December 1939

VOLUME 25 • NUMBER 3 • OFFICIAL ORGAN OF THE U. S. OFFICE OF EDUCATION

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SCHOOL LIFE

Official Organ of the U. S. Office of Education

Volume XXV

DECEMBER 1939

Number 3

SCHOOL LIFE is published monthly (except in August and September) during the school year, by the U. S. Office of Education, Federal Security Agency.

Its purpose is to present current information concerning progress and trends in education; report upon research and other activities conducted by the U. S. Office of Education; announce new publications of the Office, as well as important publications of other Government agencies; and to give kindred services.

The Congress of the United States, in 1867, established the Office of Education to "collect such statistics and facts as shall show the condition and progress of education in the several States and Territories"; to "diffuse such information as shall aid in the establishment and maintenance of efficient school systems"; and "otherwise promote the cause of education throughout the country." SCHOOL LIFE serves toward carrying out these purposes. Its printing has been approved by the Director of the Budget.

The subscription rate is \$1 per year in advance; to foreign countries in which the mailing frank of the United States is not recognized, \$1.50. Club rate: For orders of 100 copies or more to be sent in bulk to one address within the United States, the Superintendent of Documents allows a discount of 25 percent. Subscriptions may also be entered through magazine dealers. Subscription orders with remittances should be sent to the Superintendent of Documents, Government Printing Office, Washington, D. C.

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Editorial

To Achieve the High Purposes

TEACHERS ARE ENGAGED in a dynamic profession, one which requires the highest ability, prolonged preparation, and the utmost in self-sacrifice. Teaching, by and large, is more closely linked with public welfare and national achievement than any other profession.

To make it possible for the schools to achieve the high purposes for which the American people support them, I believe that at least these five things must be done:

One, teachers must be helped to solve the problems imposed upon them by the growing complexity of society. They must, therefore, be given the practical means by which they may keep themselves well informed about current social, political, and economic developments.

Two, the graduate schools of our universities which are in fact the keystone in the arch of teacher education must accept their responsibility and not weaken the whole arch by indifference toward, if not hostility to, the spirit of teacher education.

Three, those who educate teachers and those who certificate them must work in closer harmony than they do at present in many States.

Four, the public schools must come to understand that they must participate in the task of teacher education. Teachers cannot come out of the colleges ready to step full-fledged into the difficult role of the teacher.

Five, and finally, a need closely related to the one mentioned immediately above is for the schools to recognize that teachers require the help of systematic plans for training in service, to assure continued growth. The question is not so much how good the teacher is when he enters the school system. Rather the question is how much better has the teacher become each year of his teaching. Only by ingenious devices of in-service training can schools help teachers to keep their minds alert and growing. Such mental alertness and such growth are the *sine qua non* of a vital school.



U. S. Commissioner of Education.

This Month's Authors Say:

Education is always in process of change although it was not until recently that we became so jittery concerning our instability as to print the word "tentative" at the head of our school programs, as if we were less certain than formerly as to just where we were going.

. . .

The fact that Europe is again in the vortex of a mad, soul-destroying war sharpens rather than dulls our interest in every effort and every mechanism which will bring about world understanding and cooperation.

. . .

Training for citizenship is frequently emphasized as one of the objectives of American Education. There is of course wide divergence of opinion on the best methods of accomplishing this end. Training for citizenship in the modern world includes many things; and it is quite generally believed to include instruction designed to promote a knowledge of the ideals and principles of American form of government.

. . .

The history of teacher education, like the history of education and of the country as a whole, has seen much of the energy of its institutions absorbed in meeting the needs occasioned by sheer material growth. In recent years, quality rather than quantity of service of these institutions has become the primary concern. High in place among the constructive tasks of teacher education in the future is the further development and improvement of the professional schools for teachers that have evolved through a century of experimentation and growth.

. . .

The Foreign Service of the United States is composed of diplomatic and consular branches with the personnel sometimes assigned to one branch and sometimes to the other. In July 1939 the Foreign Service of the United States, under the Department of State, was charged with responsibility of duties in behalf of the Departments of Commerce and Agriculture in foreign countries, and personnel of those Departments stationed in foreign countries was consolidated with the Foreign Service. Today every one of the 800 or more Foreign Service officers who are assigned to the 54 embassies and legations or to the 284 consular offices throughout the world hold both diplomatic and consular commissions. These 800 Foreign Service officers constitute what is known as the classified Foreign Service. There are besides these officers the chiefs of missions, the ambassadors and ministers. Of the 16 ambassadors, 8 have come up through the ranks of the classified service; and of the 35 ministers, 17.

Shall Controversial Subjects Be Discussed in Schools?

H. A. Overstreet says "Yes"

C. Harold Caulfield says "No"

See pages 80 and 81

Convention Calendar

AMERICAN ASSOCIATION FOR THE ADVANCEMENT OF SCIENCE. Columbus, Ohio, December 27-January 2.

AMERICAN ASSOCIATION OF TEACHERS OF FRENCH. New Orleans, La., December 27 and 28.

AMERICAN ASSOCIATION OF TEACHERS OF GERMAN. New Orleans, La., December 27.

AMERICAN ASSOCIATION OF TEACHERS OF SPANISH. San Francisco, Calif., December 27 and 28.

AMERICAN ECONOMIC ASSOCIATION. Philadelphia, Pa., December 27-29.

AMERICAN PHILOSOPHICAL ASSOCIATION. New York, N. Y., December 27-29.

AMERICAN POLITICAL SCIENCE ASSOCIATION. Washington, D. C., December 28-30.

AMERICAN SOCIOLOGICAL SOCIETY. Philadelphia, Pa., December 27-29.

AMERICAN SPEECH CORRECTION ASSOCIATION. Chicago, Ill., December 27-30.

AMERICAN STATISTICAL ASSOCIATION. Philadelphia, Pa., December 27-30.

AMERICAN STUDENT HEALTH ASSOCIATION. New York, N. Y., December 28 and 29.

AMERICAN VOCATIONAL ASSOCIATION, INC. Grand Rapids, Mich., December 6-9.

ASSOCIATION OF AMERICAN GEOGRAPHERS. Chicago, Ill., December 28-30.

ASSOCIATION OF AMERICAN MEDICAL COLLEGES. Cincinnati, Ohio, December 23-25.

ASSOCIATION OF COLLEGES AND SECONDARY SCHOOLS FOR NEGROES. Durham, N. C., December 7 and 8.

COLLEGE PHYSICAL EDUCATION ASSOCIATION. New York, N. Y., December 28 and 29.

GEOLOGICAL SOCIETY OF AMERICA. Minneapolis, Minn., December 28-30.

NATIONAL ASSOCIATION OF BIOLOGY TEACHERS. Columbus, Ohio, December 26-28.

NATIONAL ASSOCIATION OF STATE DIRECTORS OF VOCATIONAL EDUCATION. Grand Rapids, Mich., December 4 and 5.

NATIONAL COLLEGIATE ATHLETIC ASSOCIATION. Los Angeles, Calif., December 29 and 30.

NATIONAL COUNCIL OF GEOGRAPHY TEACHERS. Chicago, Ill., December 27 and 28.

NATIONAL EDUCATION ASSOCIATION, DEPARTMENT OF SOCIAL STUDIES. Kansas City, Mo., December 1 and 2.

NATIONAL FEDERATION OF MODERN LANGUAGE TEACHERS. New Orleans, La., December 27.

On This Month's Cover

A photograph of the representatives attending the Eighth International Conference on Public Education, is presented on SCHOOL LIFE's cover page this month. See page 67 for an article by Walter H. Gaumnitz, senior specialist in rural education problems, who represented the United States Office of Education, at the conference.

The U. S. Office of Education Can Assist

IN some States, universities and State departments of education are collaborating with the Federal forum project of the United States Office of Education in organizing State forum counseling work to promote the widest possible application of the forum plan in school systems and extension divisions. Write for the name of the counselor in your State. If there is not a counselor available to advise and assist in setting up a school forum series, assistance may be gained from printed publications setting forth practical plans and suggestions.

Available from the U. S. OFFICE OF EDUCATION, free;

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★

Education and International Understanding

by *Walter H. Gaumnitz, Specialist in Rural Education Problems*

★★★ Geneva, Switzerland, is of interest to the educator for many reasons. It is an incomparable vacation spot. Surrounded by the Alps and Jura Mountain Ranges, with snowcapped Mount Blanc reflected in the blue depths of Lake Geneva, 45 miles long and 8 miles wide, Geneva was described by Ruskin as "A bird nest of a place—the most lovely and notable spot in the European universe." Geneva more than any other city I have ever visited justifies the paradoxical title of our booster clubs, "The greatest little city on earth." This city has fewer than 150,000 inhabitants. And yet it is more widely known and appears more frequently in the world news than many other European centers great in population and in industrial importance. Geneva is so peaceful and leisurely, in the impression made upon the visitor, that it is no accident it has become the haven of peace organizations and the shrine where a troubled world goes to discuss its problems and to seek common understanding.

Geneva serves as the headquarters of more than 40 international organizations, the League of Nations leading the van with an imposing list of permanent workers comprising its staff and housed in a 15-million dollar palace, located in beautiful Ariana Park, overlooking both the city and the lake. The work and published documents of these various international organizations have become indispensable sources of information to that growing number of teachers who wish to follow discussions of social and civic problems through to their world-wide implications. Besides serving as the home of many international organizations, Geneva is yearly chosen as the logical meeting place of an ever-growing number of other groups seeking a quiet, an accessible, and an attractive spot in which to hold their conferences.

Also, it should not be forgotten that Geneva was the center of the life activities of such world-renowned leaders in thought and education as John Calvin and Jean Jacques Rousseau. John Calvin, foremost leader of the Reformation, sought to demonstrate in Geneva his idea of "the perfect state governed according to the Word of God." A high place was given in his scheme to education. The academy founded by him in 1559 has since become the University of Geneva, which is unique in the fact that of the thousands of students annually attending it as many as 90 percent are non-Swiss in nationality. Rousseau was not only born in Geneva, but his "Emile," which has placed its indelible

stamp upon subsequent educational thinking, was probably written in the humble cottage preserved as his home. It is easy to see how the natural beauty of his surroundings and the freedom-loving people from whence he came gave to Rousseau his love of nature and his rebellion against the restraints of man-made institutions so evident in the products of his pen and in his teaching. The great writer and reformer Voltaire also found



Palais Wilson.

in Geneva peace of abode and inspiration for his genius.

Sponsored by Bureau

It was to this vacation land, this crossroads of international thought and action, this shrine of world arbitration and peace that it became the good fortune of this writer to go during the past summer as the official delegate of the United States to attend the Eighth International Conference on Public Education. I have been asked so many questions concerning this conference, its sponsors, its constituency, and its objectives that I shall make an effort here to supply the information for all who might be interested. The fact that Europe is again in the vortex of a mad, soul-destroying war sharpens rather than dulls our interest in every effort and every mechanism which will bring about world understanding and cooperation.

The annual Conference on Public Education (the one it was my privilege to attend was the eighth) is sponsored by the International Bureau of Education. At the risk of "carrying coals to Newcastle" I feel that first of all a few explanatory notes concerning the nature and purpose of this Bureau should be presented. The organization is controlled and maintained by a council of which all nations have been invited to become members. To date 15 governments, or their ministries of public instruction, have officially joined. These are: Argentina, Belgium, Colombia,

Ecuador, Egypt, France, Germany, Hungary, Iran, Italy, Poland, Portugal, Rumania, Spain, and Switzerland. The University Institute of Educational Science, existing earlier as the Jean Jacques Rousseau Institute, and a moving force in the establishment of the Bureau, also is a member of the council managing and supporting this international agency. The International Bureau of Education was founded in 1925 and established on a secure footing in 1929. It operates upon the thesis "that the development of education is an essential factor in the establishment of peace and in the moral and material progress of humanity." The Bureau is administered by an executive committee, which meets three times a year, and a council consisting of all official members, meeting once a year. It employs a modest permanent staff of 14 persons, headed by Jean Piaget as director, and Marie Butts as general secretary.

Educational Clearing House

The chief object of the International Bureau of Education is to serve as a world clearing house for educational information. To this end it gathers and examines the data concerned with public and private education from the various countries which cooperate in supplying such data; and it arranges the systematic exchange of such data, thus encouraging each country to profit by the experiences of others. It strives to achieve this objective, first, by gathering annually from all member governments, and from all others which will respond, certain basic and current educational statistics and brief descriptive accounts of any new developments in education taking place within the year. Second, the Bureau gathers information and renders reports on a number of special fields of investigation previously selected for study by the council. The first two types of information are published as the "Annuaire International de L'Education et de L'Enseignement." The second type of information is published in separate monographs by subjects. During the last year such monographs were issued on the following three subjects: The Salaries of Secondary School Teachers, The Organization of Preschool Education, and The Teaching of Geography in the Secondary Schools. In addition to the documents described, a quarterly bulletin is published by the Bureau containing (1) brief news items relating to educational events and experiments taking place throughout the world, (2) a calendar of the



Watchmaking, for 400 years a chief industry of Geneva.

various international conferences of interest to education, (3) brief notices of efforts being made the world over to further peace and international cooperation through education, and (4) an annotated list of references to and reviews of books relating to educational thought and action in the various countries.

The International Conference

One of the means employed by the International Bureau of Education to achieve its several objectives is to sponsor, in conjunction with the annual meeting of its council, an international conference on education. This year such a conference was called for the week of July 17 to 22. Both the member governments, and those associated on a cooperative basis, were officially invited through the Swiss Federal Council to send delegates to this annual conference. Each government was requested, first, to come prepared to present a report on the educational movements or changes taking place within its borders during the previous school year, and to participate in a discussion of these reports; and, second, each government was advised concerning the special problems to come before the delegate assembly and was urged to bring to the conference any contributions relating to these problems which it might regard as of special importance. To this invitation more than 60 nations responded with information and sent a total of 54 official delegates. Since some countries sent as many as four delegates, the different nations finding a place at the U-shaped conference table numbered 40, consisting of the following: Afghanistan, Argentina, Belgium, Brazil, Bulgaria, Canada, China, Colombia,

Cuba, Egypt, England, Estonia, Finland, France, Germany, Greece, Guatemala, Holland, Hungary, Iceland, Iran, Ireland, Italy, Japan, Latvia, Lithuania, Luxemburg, Mexico, Norway, Peru, Poland, Portugal, Rumania, Sweden, Switzerland, Spain, Turkey, United States, Uruguay, and Yugoslavia.

The Castle of Chillon on the Lake of Geneva, the locale of Byron's poem "The Prisoner of Chillon."



In addition to the official delegates the following organizations were represented by accredited observers; the League of Nations, the International Bureau of Labor, and the International Committee on Intellectual Cooperation. Also, visitors' cards were issued to persons especially interested in the discussion. These visitors were admitted to a public gallery, together with representatives of the press and similar agencies.

The International Committee on Intellectual Cooperation was holding its meetings in Geneva during this same week, and President George F. Zook, of the American Council on Education, was the delegate from the United States. Traveling with Dr. and Mrs. Zook was Mrs. Zook's sister, Minnie Gant, principal of the Frances Willard School, Long Beach, Calif. Miss Gant assisted the writer both through her close interest in the proceedings of the conference and in her services as observer for the United States when it was necessary for the writer to be absent from some of the sessions.

The sessions of the conference were held in the beautiful structure, known as Palais Wilson, in an intriguing garden on Lake Geneva. This property was named in honor of former President Woodrow Wilson, father of the League of Nations. For many years this building served as the home of the general secretariat of the League of Nations. At present it houses the International Bureau of Education as well as a number of other international organizations, many of these, like the University Institute of Educational Science, being devoted solely to education.

(Concluded on page 86)

Physical Education: 1839-1939

by James Frederick Rogers, M. D., Consultant in Hygiene

★★★ The celebration (at least in his homeland) of the centennial of the death year of Per Henrik Ling seems a fitting occasion for a glance backward at the progress of physical education from his time to our own.

Education is always in process of change although it was not until recently that we became so jittery concerning our instability as to print the word "tentative" at the head of our school programs, as if we were less certain than formerly as to just where we were going. In the past hundred years education in the somewhat ill-defined realm of the "physical" has seen more changes than education along other lines. Its very name has undergone modifications. In the early years of the previous century we had "Physical Education"; later it became "Physical Culture"; then "Physical Training," and again in the present century we have returned to the title "Physical Education." Whatever the shift in terminology the word physical remained, for the activities concerned involved a large share of the machinery of the body.

Already, by 1827, to quote the editor of the *American Journal of Education* in his retrospect for that year, physical education was "becoming an acknowledged part of the means of early improvement" and certainly the pages of his journal give ample evidence that the pot was boiling even if the escaping steam was doing little work. There had always been folk physical education, or culture, or training, derived from self-initiated and self-directed stunts and games, but a century ago these activities were too common and everyday to have much significance for education. There seemed to be more magic in the gymnastics then being much talked about and imported from abroad. Here was physical activity boiled down and shaped to fit the academic scheme and methods of the day. For these were "exercises founded on a system directed to a useful end, varied from ordinary pursuits, and conferring agility on limbs, grace on the general movements, and strength on the animal economy at large." Such activities "were valuable, desirable, and above the necessity of praise."

Despite such eulogy they were somewhat slow in taking root. Once rooted, however, the systems flourished. But they soon underwent changes according to the notions of their "professors." In half a century—by 1890—they had intermarried and multiplied until there were nearly half a hundred of them, each guaranteed by its sponsor to produce the utmost in "strength, agility, grace, and above all things, health." They found a place in the schools of most of our larger cities and in those of many smaller communities.

Among these systems, that of Ling, with its

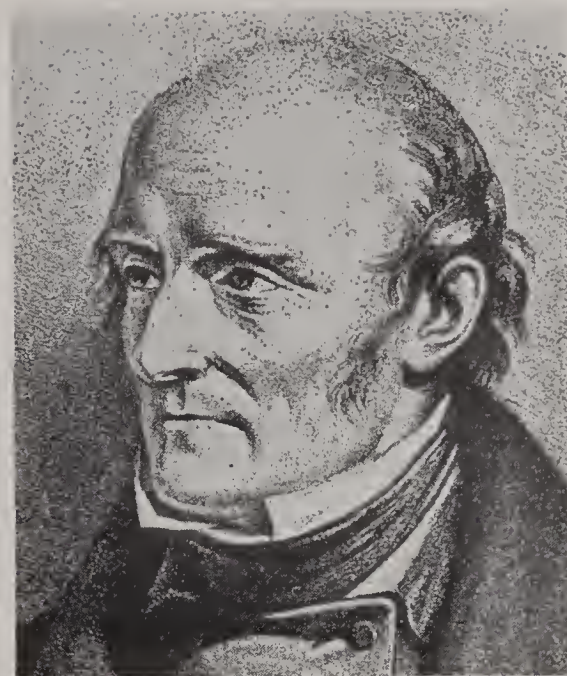
conditions according to Posse, according to Enebuske, according to Colin, or according to Bolin (the names are nearly forgotten) held a prominent place in public schools for it was especially devised to counteract the physical "evils of the classroom" as well as to produce the more positive results mentioned in the preceding paragraph. This Swedish system was worked out with a precision of detail and a progression that was admirable in theory, and it fitted into the daily program as perfectly as a lesson in arithmetic or geography and besides, it cultivated "mental alertness" and lent itself to "discipline."

Some thinkers outside and independent of the schools expressed quite other views on the subject. Typical were those of Samuel Smiles in his book on Physical Education published in 1838 and of Herbert Spencer in his classic essay of a half century later. The systems of gymnastics did not appeal to these writers as of first or of much importance but they lauded the activities which had been educative of childhood and youth before gymnastics were dreamed of or reading and writing invented.

A Renaissance

The very changes that were being made in the systems indicated that they were not satisfactory, and about the beginning of the twentieth century there came a renaissance in line with the ideas of Smiles and Spencer. It began to dawn that physical activities were no more to be made academic matters than feeding or sleeping, on which they depend, and that they are already carried on by the child, without formal instruction, for 2,000 days before he sets foot in the schoolroom. Also it was recognized that the sort of activities in which children and youth participate spontaneously (if they have half a chance) are educative even if not "systematic." Still more to the good, they may be educative and disciplinary in moral and social outcomes if rightly managed. Nevertheless, there was not a little of merit in the exercises embodied in the systems developed by Jahn and Ling and Delsarte. We may not care to adopt their systems but we have the choice of their gymnastics as accessory in the work of physical education and those exercises have far from fallen into disuse.

The words "physical education," in the days of Smiles and Spencer and later, have been used both for indicating physical activities and their selection and direction and for naming the whole field of effort at physical well-being. This has led to much confusion and it is encouraging that in the present century the name is coming to applied specifically be to instruction and management of the activi-



P. H. Ling.

ties of the playground and gymnasium. Nevertheless, its relations to other realms of hygiene are intimate. One of our neighbor countries across the sea has been studying the problem of physical education for its school children, but after looking over the matter and then looking over its school children, it decided that it would be better to do something about feeding those children before it made any efforts to supply their energies with a suitable means of expression. And so although physical education is differentiated, in professional work it dovetails, and is interdependent, with other activities in the field of physical welfare.

Facilities Required

In 1839, physical education, despite the assertion that its practices were "valuable, desirable, and above the necessity for praise," was leading an exceedingly precarious existence in our schools. In 1939, however, 37 of our States require by law that facilities for, and instruction in, physical activities be furnished in all public schools and in half of our States there is a director of such work in the State department of education. Adequate preparation is required of teachers in this field; over 200 institutions are furnishing training to the extent of a major course and there is ample opportunity in many of them for more extended study. And there is an army of such teachers, which numbers in the neighborhood of 20,000, in public schools with some 5,000 in colleges and universities.

Times have changed, social conditions have changed, and physical education has changed, but, despite changes, we are linked with the past. Osler remarked that "It is a sign of a dry age when the great men of the past are held in light esteem." We do well to know more about those whose names stand out in the history of physical education and by no means the least among those names is that of Ling.



Cordell Hull.

★★★ Under the Constitution, the President is charged with the conduct of our foreign relations and the manifold duties which that implies. The Department of State, the oldest ranking department, has been since the inception of our Government, the sole branch through which the President may and does conduct our relations with other countries. The Foreign Service functions as an arm of the Department of State and thus of the President, in carrying into effect our foreign policies. It is a protective agency for American interests abroad, is charged with the protection and promotion of American trade, performs a multitude of routine duties which may be prescribed either by law or regulation, and in general serves as the eyes and ears of the State Department and the Government as a whole in observation of affairs and developments in foreign countries. These are only a few of its many important functions.

The Foreign Service of the United States is composed of diplomatic and consular branches with the personnel sometimes assigned to one branch and sometimes to the other. In July 1939 the Foreign Service of the United States, under the Department of State, was charged with responsibility of duties in behalf of the Departments of Commerce and Agriculture in foreign countries, and personnel of those Departments stationed in foreign countries was consolidated with the Foreign Service. Today every one of the 800 or more Foreign Service officers who are assigned to the 54 embassies and legations or to the 284 consular offices throughout the world hold both diplomatic and consular commissions. These 800 Foreign Service officers constitute what is known as the classified Foreign Service. There are besides these officers the chiefs of missions, the ambassadors and ministers. Of

¹ The author is indebted to J. Klahr Huddle, director of the Foreign Service Officers' Training School, for materials which are the basis of this article.

Schools Under the Federal Government

The Foreign Service Officers' Training School¹

by Walton C. John, Specialist in Higher Education

the 16 ambassadors, 8 have come up through the ranks of the classified service; and of the 35 ministers, 17.² There is also the clerical service. At present there are over 700 American clerks and over 900 foreign clerks.

The Foreign Service Officers' Training School was established in the Department of State by an Executive order in 1924. Before this time newly appointed officers were given a few weeks' training in the Department, and the law limited the amount of time for such instruction to not more than 30 days. This proved unsatisfactory.

Administration of the School

At present the Foreign Service Officers' Training School is operating under the Executive order of June 8, 1931. A part of this order reads as follows:³

"8. *Foreign Service Officers' Training School.* There is hereby established in the Department of State a Foreign Service Officers' Training

² Shaw, G. Howland. *The Foreign Service and How to Prepare for It.* 1937. Department of State.

³ Paragraph 8 of Executive Order No. 5642 of June 8, 1931, State Department.

School for the instruction of new appointees.

"The Foreign Service Officers' Training School shall be under the direction of a board composed of the following members, to wit: The Assistant Secretaries of State composing the Board of Foreign Service Personnel, one Foreign Service officer assigned for duty in the Division of Foreign Service Personnel, and the director of the Foreign Service Officers' Training School. The board will act in all matters with the approval of the Secretary of State.

"The director of the school shall be selected by the other members of the school board from among the officers of the Foreign Service, with the approval of the Secretary of State.

"Instructors shall be selected from among the qualified officers of the Department of State, the Foreign Service, other executive departments of the Government, and any available sources, in the discretion of the school board.

"The term of instruction in the Foreign Service Officers' Training School shall be considered a period of probation during which the new appointees are to be judged as to their qualifications for advancement and assignment to duty. At the end of the term, recommenda-

FOREIGN SERVICE OFFICERS' TRAINING SCHOOL

Front row—Left to right: G. Howland Shaw, Francis B. Sayre, George S. Messersmith, and J. Klahr Huddle.

Second row—Henry V. Poor, Maurice M. Berubaum, J. Graham Parsons, Kingsley W. Hamilton, Brewster H. Morris, Jay Dixon Edwards, and Stephen C. Brown.

Third row—Evan M. Wilson, G. Wallace LaRue, Perry Lankhuff, John D. Jernegan, Herbert P. Fales, William Barnes, Philip Williams, Robert E. Wilson, and Walter Smith.





State Department Headquarters.

tions shall be made to the Secretary of State by the Board of Foreign Service Personnel for the dismissal of any who may have failed to meet the required standard of the service.

"The Secretary of State is authorized to prescribe rules and regulations for the governance of the Foreign Service Officers' Training School."

Selection of Appointees

Before admission to the Foreign Service Officers' Training School is possible, the candidate must have passed the examination to enter the Foreign Service. This examination is given usually once a year, and is composed of three parts: written, oral, and physical.

In 1936, 914 made applications. Of these 727 took the written examination, and of the latter number 105 received a rating of 70 percent or over. These completed both the written and the oral examination and finally only 33 were placed on the eligible list. It is also possible to enter the classified service by transfer from the Department of State and by transfer from the clerical branch, subject to certain regulations.

Having been placed on the eligible list, the appointees spend a period of about a year in

probationary field service. On completion of this period they are assigned to the Department of State for a final period of instruction lasting from 4 to 6 months in the Foreign Service Officers' Training School.

The school has a dual purpose. First, it makes it possible for officers of the State Department to become better acquainted with the character of the new members and to be assured more fully of their fitness for the For-

FIRST OF SERIES

For many years the Federal Government has been conducting important schools in the carrying out of its national functions and responsibilities. The article on this page is the first in a series to be published in "School Life," reporting upon the different types of educational institutions operated by the Government and the nature of their services.

Consideration is given this month to the Foreign Service Officers' Training School in the Department of State, for this school plays an important part in preparing the personnel of the Foreign Service of the Department.

Foreign Service. Second, the members of the school have the "opportunity to learn the routine of departmental organization and procedure; to make the social and official acquaintance of officers of the Department and the Foreign Service; to discuss problems of field service and to study laws and regulations related to the Foreign Service; to learn the principles of Foreign Service administration; to acquire information concerning recent developments and present trends in the United States both within and without the Government; to hear and discuss the responsible and confidential views of the Department on problems of foreign policy; to find out what the Department expects of a Foreign Service officer, and to learn principles of conduct and efficiency; to observe the work of other branches of the Government and learn what these branches wish from the Foreign Service; to improve knowledge of conditions in the United States."

Thus, the members of the school pass through this final stage of training and if successful in the completion of their work they have passed the probationary period and are ready for regular duty.

Program of Study

The school conducts its work through lectures and experiential work with seminars. Usually from 4 to 8 weeks are devoted to experience in various divisions of the Department.

An outline of program of courses for a recent session of the school included:

For the first month: Reporting for duty and introduction; the Department of State, its history and organization; accounts; and administration.

For the second month: Administration; codes, records, and files; transportation and communications; shipping and seamen; citizenship and passports; immigration and visas; and commercial.

For the third month: Experiential work in different divisions; Fridays and Saturdays during these weeks devoted to special courses and round-table reviews in the schoolroom.

For the fourth month: Trade agreements; Near Eastern affairs; European affairs; Far Eastern affairs; American Republics; experiential work; officers assigned to divisions covering districts of their respective assignments.

As the classes are relatively small there is every opportunity for intimate discussion of the questions discussed in the lectures as well as in the seminars. Although the time allotted to the several subjects may appear to be limited it should be remembered that the members are a highly selected group. Most of them hold the bachelor's degree from a recognized university or college, and some hold the master's degree and others the Ph. D. degree.

(Concluded on page 85)



New Government Aids FOR TEACHERS



by MARGARET F. RYAN, *Editorial Assistant*

COST PUBLICATIONS: Request only cost publications from the Superintendent of Documents, Washington, D. C., enclosing remittance (check or money order) at time of ordering

FREE PUBLICATIONS: Order free publications and other free aids listed from agencies issuing them

(The free supply is usually too limited to permit of furnishing copies for all members of classes or other groups)



Courtesy of Farm Security Administration

Interior of house at Cumberland Homesteads, Crossville, Tenn.

● With the aid of the Farm Security Administration more than 10,000 farm families have established themselves in new homesteads. Most of the houses cost between \$1,000 and \$1,500 and have been adapted to climatic conditions, living habits, and economic needs. Examples of these homes have been included in the bulletin entitled *Small Houses*. Copies of the bulletin are available at 10 cents each.

Construction under the rural housing program has been based on a few simple principles of design, materials, and construction intended to produce adequate but modest homes at the lowest possible cost. (See illustration.)

Working drawings of houses shown in the bulletin are obtainable from the Extension Service of most State agricultural colleges. A small charge is usually made for the drawings.

● A chart, 14 by 20 inches, of the *Principal Federal Agencies Concerned With Housing*, describing their functions and limitations, and

containing information as to whom applications should be made, has been issued by the Office of Government Reports from data assembled by a central housing committee. Single copies of the chart are available free from the Office of Government Reports, Washington, D. C.

● The Women's Bureau has issued bulletins on two more States in its series on the *Legal Status of Women in the United States of America, January 1, 1938: New Mexico* (No. 157-30) and *North Dakota* (No. 157-33). Each costs 5 cents.

● Circulars of information on the following national parks have been revised by the National Park Service and single copies are available free: *Glacier National Park—Montana; Grand Canyon National Park—Arizona; Mesa Verde National Park—Colorado; Yellowstone National Park—Wyoming; Yosemite National Park—California; and Zion and Bryce Canyon National Parks—Utah.*

● The United States is by far the world's largest toy manufacturer and, according to *World Trade in Toys*, Trade Promotion Series No. 192, of the Bureau of Foreign and Domestic Commerce, "manufacturers have accepted the responsibility which devolves on them as suppliers of the mediums that contribute so much to molding the character of children of all ages." Data on local production and exports and imports for the major countries of the world are presented (20 cents).

● Vaccination is the topic discussed in two new reprints from the Public Health Reports: *Questions and Answers on Smallpox and Vaccinations* (No. 1137) and *Smallpox Vaccination: A Comparison of Vaccines and Techniques* (No. 2078). Each, 5 cents.

● *Minerals Yearbook, 1939*, prepared by the Bureau of Mines, presents an economic review and statistical summary of the mineral industry of the United States in 1938. Current trends in production, consumption, prices, stocks, technologic progress, world conditions, and international trade for nearly 100 metal and mineral commodities are reviewed. Price, \$2 in the United States, Canada, and Mexico; \$2.50 in other countries.

● The Office of Experiment Stations of the United States Department of Agriculture has prepared a report on the progress made by the agricultural experiment stations during 1938 in the solution of agricultural and rural life problems, such as plant and animal production, agricultural engineering, foods and nutrition, equipment and economics of the household, and rural economics and sociology. Copies of the report sell for 25 cents.

● A list of *American Doctoral Dissertations Printed in 1937* which were received in the Catalog Division of the Library of Congress from January 1937 to September 1938, with a supplement to earlier lists, is available at 50 cents.

● The two most important things that build teeth are calcium and phosphorus, both of which are contained in milk, so write the authors of *Good Teeth*, Public Health Service Supplement No. 149 (5 cents). The diet of every child should include a large glass of milk with each meal. In addition to this there should be other sources of mineral salts, such as fruits and green vegetables.

Teacher Education In Review

by Benjamin W. Frazier, Specialist in Teacher Training

★★★ The story of teacher education in America is in no small degree an account of the development of the public schools, and of the economic, social, and political development of the Nation. Since the opening a century ago of the first State normal school at Lexington, Mass., the major part of the history thus far, of the American nation and its schools has been written. During the 100-year period, the population of the country has increased eightfold. The entire population in 1839 was no greater than that of the combined population of the States of New York and Pennsylvania today. The wealth of the country, and its cultural institutions including the public schools, have developed correspondingly. In less than three-quarters of a century, the expenditure per capita of population for elementary and secondary schools has increased ninefold—from \$1.64 in 1870 to \$15.33 in 1936.

The century has seen the assumption by the several States of their responsibility for the education of all the people, irrespective for the most part of their social or economic status, or of their religious beliefs. The period has been almost coterminous with that in which the State boards and departments of education have had their origin and growth. The development of public high schools to an extent perhaps unequaled in any other country in the world has occurred during the century. Within the same period, the few small and struggling State institutions of 1839 have grown into the great State universities and numerous State colleges of today.

Major Tasks

The major tasks of teacher education during the century have been at least four in number. The first task has been the replacement every few years of most of the teachers in the public schools with a new generation of classroom instructors. Until after the World War, the professional life of teachers on the average was little more than half a dozen years. The second task has been to provide teachers for the new positions created to care for a school population that until recent years increased with great rapidity. The number of public elementary and secondary school teachers has increased during the century from less than 100,000 in 1839, to approximately 900,000 in 1939. The third task has been to raise the average level of preparation of beginning teachers and of teachers in service to increasingly higher levels, in keeping with the advances in human knowledge and culture. The performance of this task has involved the raising of the average amount of preparation of public elementary school teach-

ers from somewhere around elementary school graduation in 1839, to 2 or 3 years of college work in 1939; roughly, an upward elevation of 6 or more years of preparation. The fourth task of those who educate teachers has been to develop the philosophy and techniques of instruction most appropriate to the changing needs of successive generations of teachers and pupils in a country evolving upward in the scale of civilization. Those concerned with the education of teachers have been of necessity in the forefront of leadership in applying the methods of exact science to the discovery of facts concerning the learning process, and in organizing in instructional form for the classroom, the results of a century of study and experience in professional education. Involved in all these tasks of teacher education has been the upbuilding, in its major aspects, of the profession of teaching as we know it today.

It was difficult in 1839 for many to see why an institution devoted exclusively to the education of teachers was necessary. Confessedly, there was not much professional subject matter to teach. It consisted largely of oral or written materials based upon the practical experience of the schoolmasters of the time and was usually taught in a single course termed theory, art, or principles of teaching. Such materials, plus moral philosophy, some observation and student teaching, numerous review courses in elementary school subjects and, of course, the regular academic work of the academies and colleges constituted for the most part the courses for teachers. Furthermore, school trustees and school communities expected little more preparation of their teachers than a fair knowledge of the common-school subjects which they taught. There was little incentive for teachers to secure more advanced preparation. Women teachers in Massachusetts in 1840, for example, were paid an average of only \$12.75 per month. Although men were paid somewhat more, it was partially because of their usual superior physical ability to perform disciplinary, janitorial, and similar duties.

For many years the establishment of separate State institutions for the education of teachers was an issue in every State. From the beginning, the struggle of the State normal schools to attain a distinctive place for themselves in a highly competitive situation in secondary and higher education was intense. The earlier normal schools were established at a time when the floodtide of academies and small denominational colleges was rising to a crest. The church, and not the State, had long dominated education. The first normal schools had the benefit of no American prece-

dents or traditions. Many of the powers of institutional self-perpetuation were denied them. Academically, they were despised by the colleges and by many of the academies. They had no wealthy or powerful alumni. They drew their students not from the small and aristocratic classes that persisted in the new democracy but from the modest homes of laborers, small farmers, and the common people in general.

A quarter of a century elapsed after 1839, before as many as 15 State normal schools were opened. Their enrollments were small, and their tasks almost overwhelmingly great. They had and still have, however, one source of strength which has served them well in struggles for State support for a century. They are integral parts of State public-school systems that have developed with a rapidity and financial strength unparalleled elsewhere in the world. Their primary service is ultimately to children, whose upbringing is a primary interest of the citizenry of every State.

Different Types of Institutions

During the century, the professional education of teachers has been conducted by a number of different types of institutions and agencies. It is of much interest to note the manner in which each type has developed to serve the special needs of its day, and with the exception of two notable kinds of preparatory agencies, has thereafter waned in importance.

Such professional instruction as was given teachers in 1839 was offered for the most part in "departments" of academies or seminaries, found in a number of States, notably New York and Massachusetts. Beginnings in professional instruction had also been made in a few privately operated normal schools, the first of which was founded at Concord, Vt., by Samuel R. Hall in 1823; in a few subcollegiate normal departments maintained by colleges, as in Pennsylvania; and in a few classes organized in cities to prepare teachers for Lancasterian schools and teachers in service, as in Philadelphia and New York City. The first notable beginning of professional preparation for rural teachers in service had just been made in Connecticut, where Henry Barnard began to establish teachers institutes in 1839. At first, all these agencies grew rapidly in number and enrollments.

The academies reached their greatest numbers before the War between the States. Their work in teacher preparation was gradually taken over by the State, city, county, and private normal schools, and by college normal departments. Their academic work was eventually superseded for the most part by that of

(Continued on page 75)

The Flag in American Education

by Ward W. Keesecker, Specialist in School Legislation



Our Glorious Ensign—

On whatsoever spot it is planted, there may freedom have a foothold, humanity a brave champion, and religion an altar.—EDWARD EVERETT.

The Flag Speaks—

I swing before your eyes as a bright gleam of color, a symbol of yourself, the pictured suggestion of that big thing which makes a Nation. My stars and my stripes are your dreams and your labor. They are bright with cheer, brilliant with courage, firm with faith, because you have made them so out of your hearts. For you are the makers of the flag and it is well that you glory in the making.—FRANKLIN K. LANE.

I stand for the Constitution of the United States.

I signify the Law of the Land.

I believe in religious and racial tolerance.

I wave exultantly over the schoolhouses of the Land, for Education is the Keystone of the Nation and the Schoolroom is my Citadel. . . . *I am the American Flag.*—COL. JAMES A. MOSS.

★★★ The laws of the American Commonwealths put the United States flag in the schools of the Nation; they lend their aid to promote respect and devotion to the ideals, principles, and spirit of American Democracy.

Training for citizenship is frequently emphasized as one of the objectives of American education. There is of course wide divergence of opinion on the best methods of accomplishing this end. Training for citizenship in the modern world includes many things; and it is quite generally believed to include instruction designed to promote a knowledge of the ideals and principles of American form of government.

Certain Duties

The laws of the several States clearly indicate that the American people and their respective legislators have been of the opinion that teachers and school officials have certain duties to perform with regard to education for citizenship, and among these duties are: The promotion of respect and knowledge concerning the flag. The accompanying tabular digest shows the principal provisions of State laws on this subject.

With possibly a few exceptions, all State laws require the United States flag to be displayed over or within every school building, or flown from a staff on the school grounds. Practically all State laws require daily display of the flag except during inclement weather. In a great majority of the States, local school boards are expressly required to use school funds to purchase flags and flagstaves for their respective schools. Furthermore, it appears that the promotion of respect for the flag and knowledge concerning it is required in most of the States. Provisions for this purpose are usually in the nature of flag day observances, flag programs, or by special instruction concerning the flag. For example, 15 States require flag day observance or flag exercises in public schools; 13 States require instruction relating to the flag; 11 States either require a salute to the flag or provide for a salute exercise in public schools; and in 8 States teachers are by oath required to promote respect for the flag.

State Laws

While the laws of all the States of the Union either require or sanction public education

designed to promote respect for the flag and a devotion to the ideals and spirit of American democracy, the laws of no American State require or sanction in public schools the blind worship of an emblem. In fact, State laws sanction the teaching of those things which are regarded as essential to the liberties and enlightenment of a free people. Apparently these laws are a manifestation of the spirit of the flag itself; they recall the words of Henry Ward Beecher, who said, "Wherever the flag comes, and men behold it, . . . they see the symbols of light. It is the banner of Dawn; it means liberty."

Following is a digest of State laws concerning the flag in public schools.

(See next page)

AVAILABLE

A Summary of State Laws Requiring the Teaching of Citizenship in the Schools was published in the January 1939 issue of SCHOOL LIFE. A reprint of this article is available from the U. S. Office of Education, Washington, D. C.

(Continued from page 73)

public high schools and of colleges. Today the history of their long participation in teacher education is closed, except in some church or other special-type schools still maintaining some of the characteristics of the older-type academics.

Teacher-training high schools had their greatest growth during the latter part of the 100-year period, when the high-school movement became widespread. Primarily, they were established to serve the rural elementary schools. In 1922-23, 1,743 teacher-training high schools and county normal schools were to be found in half the States of the Union. Today less than a third of this number are in operation, and they are to be found in only eight States. Their work has been superseded for the most part by college-grade preparation offered by the State normal schools and teachers colleges.

The city normal schools continued to grow in numbers and importance during most of the nineteenth century. The growth of large cities, which have usually been in the forefront of educational advancement, and the failure for many years of State institutions to provide the number of teachers and the kinds of preparation demanded by these cities, account for the growth of the municipal normal schools and teacher-training classes. By 1880 these were to be found in most of the large cities in the country, and in many of the smaller ones. They persisted without much change in numbers in the large cities until the courses of study of State normal schools were lengthened to 4 years and the number of the graduates of the State institutions increased. In 1890 there were 58 city normal schools reported, and in addition a number of city training classes. In 1920 there were 33 city normal schools and 1 city teachers college. Today there remain only 13 of these institutions; 7 city teachers colleges and 6 city normal schools. They have been superseded in considerable part by State teachers colleges, and in a few places by municipal and other colleges and universities that also prepare elementary teachers.

Private normal schools flourished greatly during the first half of the 100-year period, while the State institutions were in their earlier stages of development. Toward the close of the nineteenth century, however, the number of private normal schools began to decline. In 1900, 134 private normal schools were reported; in 1920, 60 normal schools and 6 teachers' colleges; and in 1939, 31 normal schools and 17 teachers' colleges. A number of these institutions limit their instruction to special fields, such as kindergarten education. The largest which is wholly independent in organization is George Peabody College for Teachers.

State	United States flag to be displayed in or over—		Local school boards required to provide—		Duty of local school board to enforce flag display	Flag day observance required	Flag exercises or program required	Instruction relating to flag required	Students required to salute flag	State superintendent required to provide flag program	State flag display required	Penalty for failure to display United States flag
	Public schools	Private schools	Flag	Flag staff								
1	2	3	4	5	6	7	8	9	10	11	12	13
Alabama	X		X								X	X
Arizona	X		X	X	X	X	X	1 X	(1)	X		
Arkansas	X	X	X	X				X				X
California	X		X		X			(2)				
Colorado	X		X	X	X			(2)			X	X
Connecticut	X		X	X	X	X	X	X				X
Delaware	X		(3)						X			X
District of Columbia	X											
Florida	X											
Georgia	(4)											
Idaho	X	(5)	X	X	X			5 X	(5)			X
Illinois			X	X				X				
Indiana	X		X	X	X	X	X	(2)				X
Iowa	X	X	X	X	X							
Kansas	X	X	X	X	X		X		(6)	6 X	X	X
Kentucky	X		X	X	X	X						
Louisiana											X	
Maine	X		X	X	X	7 X	7 X	X				
Maryland	X		X	X	X			5 X		(8)		
Massachusetts	X		X	X	X	X		X		(8)		X
Michigan	X		X	X	X							
Minnesota	X		X	X	X					(9)		
Mississippi	X	X	X	X	X			X		(9)		
Missouri	X		X	X	X							
Montana	X		X	X	X	X		(2)				
Nebraska	X		X	X	X	X	10 X		(10)	(10)		X
Nevada	X		X	X	X							
New Hampshire	X	X	X	X	X							X
New Jersey	X		X	X	X	X			X			
New Mexico	X		X	X	X							
New York	X		X	X	X	X			(11)	11 X		X
North Carolina								X				
North Dakota	X		X	X	X			(2)				
Ohio	X	X	X	X	X							X
Oklahoma	X	(12)	X	X	X			12 X		12 X		X
Oregon	X		X	X	X			(2)				
Pennsylvania	X	X	X	X	X			13 X				
Rhode Island	X		X	X	X	X	14 X	(2)	(14)	14 X		
South Carolina	15 X		X	X	X	X					X	
South Dakota	X		X	X	X							
Tennessee	X		X	X	X			X		X		
Texas												
Utah	X		X	X	X	X					X	X
Vermont	X		X	X	X							
Virginia	16 X		16 X	16 X	16 X			X				
Washington	X	X	X	X	X		X	(2)	X			X
West Virginia	X		X	X	X							X
Wisconsin	X	X	X	X	X							
Wyoming	X		X	X	X							

¹ The flag program shall provide for a salute to the flag (salute by pupils not expressly required). The State board of education has adopted the flag code endorsed by the American Legion for use in outlining a course for teaching respect for the flag.

² Teachers required by oath to teach respect for the flag.

³ The State board of education is required to provide American flags for every public school.

⁴ The law expressly authorizes the use of the flag in public schools.

⁵ Instruction shall be given in all public and private schools in the proper use and display of the flag, according to the flag code, "and the pledge to the flag."

⁶ It is the duty of the State superintendent to prepare a salute to the flag for use at the opening of each school day, and such other patriotic exercises as he may deem expedient.

⁷ "It shall be the duty of instructors to impress upon the youth by suitable references and observances the significance of the flag, to teach them the cost, the object, and the principles of our Government, the great sacrifices of our forefathers, . . . and to teach them to love, honor, and respect the flag of our country . . ."

⁸ It is the declared duty of county boards of education to prepare a program "providing for the salute to the flag, and such other patriotic exercises as they may deem expedient"; all to the end that the love of liberty and democracy, signified in the devotion of all true and patriotic Americans to their flag and to their country, shall be instilled in the hearts and minds of the youth of America.

⁹ The State superintendent shall require each week the teaching of subjects and the conducting of exercises tending and calculated to encourage and inculcate a spirit of patriotism.

¹⁰ A program providing for a salute to the flag and such other patriotic exercises as may be deemed best adapted shall be carried out by each teacher on Lincoln's Birthday, Washington's Birthday, Flag Day, and upon such other special occasions as may be required by law or rule of the school board.

¹¹ The commissioner of education shall prepare a program "providing for a salute to the flag, for instruction in its correct use and display, and such other patriotic exercises as may be deemed by him to be expedient . . ."

¹² Pupils in all public and private schools shall as appropriate ceremonial, to be formulated by the State superintendent, "be taught the proper reverence and respect for the American flag."

¹³ Each school district shall provide and distribute to each pupil in the eighth grade in the public school one illustrated copy of the National Flag Code, and it shall be the duty of each teacher to make use of the same as may from time to time seem appropriate.

¹⁴ The State commissioner of education shall prepare a program of patriotic exercises for the observance of Flag Day, and also a program providing for a uniform salute to the flag to be used daily during the school session.

¹⁵ Display of United States flag on special days is requested by Governor's proclamation.

¹⁶ Upon petition of majority of patrons.

Teachers' Institutes

Teachers' institutes grew rapidly in number after 1839. By the time of the War between the States they were to be found in nearly all of the Northern and Western States. They have persisted in some form until the present time. However, as the amount of pre-service education of teachers increased, and as other types of in-service education, including summer school work, public-school supervision, and the like were developed, the teachers' institutes have waned in importance.

Normal departments of subcollegiate grade were established in a number of colleges and universities following a beginning at Washington College, Pennsylvania, in 1831. Although these persisted in considerable numbers until early in the twentieth century, they were eventually superseded by regular college departments of pedagogy or of education. In the normal departments, elementary teachers were given courses similar to those given by the normal schools. Rarely popular in regular academic circles because of the nature of their work, these teachers' courses were eventually doomed to extinction on subcollegiate levels.

The beginnings of the tremendous growth during the past half century in the demand for professionally trained high-school teachers, school administrators, and supervisors, led to the next development in teacher education in colleges. The first two of the regular college departments of pedagogy were established (1879) at the University of Michigan and at the University of Iowa. By 1890, at least 10 of these departments were offering courses under varied titles in psychology, philosophy, methods, history of education, school law and management, and related subjects. These departments are the progenitors of several hundred departments of education in colleges today, and of more than 100 schools or colleges of education. Many of these have extended their work to graduate levels; and the university graduate schools and divisions now prepare most of the workers and leaders in professional education who extend their preparation beyond undergraduate work.

In marked contrast to the academies, teacher-training high schools, subcollegiate normal departments of colleges, city normal schools, and private normal schools, the State normal schools or their successors, the State teachers colleges, have grown in numbers and influence steadily and consistently throughout the entire century. With the possible exception of a few obscure schools primarily of subcollegiate standing that were termed State normal schools by virtue of small State subsidies, the author is unable to find record of any legally established State normal school or State teachers college that has ever been permanently discontinued. Some have changed their names to that of State colleges or universities, and a few have changed location from one town to another, but their identity primarily as teacher-education institutions remains the same. Wars, economic

depressions, and the competition of other institutions during the century have caused no more than temporary set-backs to their steady progress. Indeed, the State normal schools appear to thrive on difficulties. The first ones were established on the heels of the serious economic depression of 1837. During the war and the dark years immediately thereafter, between 1861 and 1871, the number of State normal schools doubled. From 1916 to 1919, World War years for the most part, 30 normal schools became teachers colleges. From 1930 to 1939, years of the depression and its after effects, 31 normal schools became State teachers colleges despite financial retrenchments and efforts in a number of States to abolish some institutions entirely. In all, the number of State teachers colleges has grown to 156 in 1939. The number of State normal schools not yet transformed to teachers colleges has dwindled to 30.

Courses of Study

The first course of study in the State normal schools was about 1 year in length, and would be considered today as upper elementary or lower secondary grade work. Soon the course of study was lengthened to a year and a half, and then to 2 years. By 1890, a number of normal schools had 4-year curricula, as well as 1-, 2-, and 3-year courses of study. In addition, the number of curricula for specific fields such as kindergarten and high-school teaching were steadily increasing in the larger normal schools.

Until after 1865 the academic courses in the normal schools were predominantly of secondary-school character. Courses of collegiate grade were increasingly introduced however, and by 1890 several institutions were approaching 4-year collegiate status. Nevertheless, at the dawn of the twentieth century review courses in elementary-school subjects and from 1 to 4 years of regular high-school work were provided by a large number of the normal schools. An elementary-school graduate could still enter half or more of the normal schools as late as 1905. High schools were being established in school systems everywhere, however; and during the early decades of the twentieth century work of high-school grade, except that offered for laboratory school purposes, was discontinued in practically all the State teachers colleges and normal schools.

The teachers college movement began in the 1890's. The State normal schools at Albany, N. Y. and at Ypsilanti, Mich., were among the outstanding pioneers in the development of the State teachers colleges. In 1889, there were 204 State, city, and private normal schools and no teachers colleges; in 1939, half a century later, there are 67 normal schools and 180 teachers colleges. Movements accompanying the growth of teachers colleges include the broadening and enrichment of professional, academic, and special-subject offering; the elimination of many short 1-, 2-, and 3-year curricula; and the introduction, in recent

years, of graduate work in more than a score of institutions. The extraordinary development of these professional schools for teachers is reflected in an eightfold increase in total receipts of teachers colleges and normal schools since 1900.

The 1-year course of study first offered in 1839 has indeed been expanded. Two teachers colleges now offer a range of 7 years of professional preparation—from freshman college, to third-year graduate work; and there are many others that offer 5 years of preparation. Significant, too, is the fact that high-school graduation, rather than an indeterminate amount of elementary school work, is now required as a minimum for admission to the institutions. As much as 2 years of general college preparation is now required for admission to strictly professional courses in teachers colleges; and the same requirement is made of prospective teachers in a large number of the colleges and universities. The admission of students on a selective basis, in which superior scholarship and personal fitness are required, is also practiced in most of the teachers colleges and normal schools in the Northeastern States, and in cities.

Two Predominant Types

In what directions of future growth and activity do the trends of a century point in teacher education? It has been seen that two predominant types of professional schools for teachers have evolved in a century of growth: The State teachers college, and the college or university school of education. In all probability, the days of the short-curriculum normal schools of all types—public, private, collegiate, and subcollegiate—are numbered. Teachers colleges and schools of education no doubt will continue to assume their work. Furthermore, if the period of preparation of teachers continues to lengthen, it seems probable that in the future many small institutions now offering professional courses will confine their work to instruction in regular academic or special subjects, leaving to the professional schools of selected institutions the task of offering the strictly professional courses for teachers. Such has been the history of teacher education on elementary school levels, on high-school levels, and, more recently, on junior college and normal school levels.

Of the four great tasks of teacher education during the century, namely, the replacement of successive generations of teachers, the education of additional teachers for new classrooms, the raising of levels of education attained by teachers, and the development of the philosophy, instructional techniques, and subject matter demanded, the first two—replacement of teachers for new ones—tend to grow less persistent. The length of the professional life of teachers on the average has more than doubled during the century. The continuous

(Concluded on page 82)

Trends in CCC Education

by Howard W. Oxley, Director of CCC Camp Education

★★★ Transformation from an emergency agency established primarily to provide for the relief of unemployment to an educational and work agency designed to aid in the conservation of the material and human resources of the country, that is the story of the Civilian Conservation Corps during the past 6 years. The evolution of the corps as one of the Nation's major educational agencies has been marked by a series of changes—changes in the basic law, changes in the objectives and underlying philosophy of the organization, changes in the administrative regulations of the several cooperating agencies, changes in the organized educational activities, changes in the relationship of the CCC to the schools and other community agencies.

Changes in Basic Law

The first act of Congress creating the CCC in March 1933, provided "for employing citizens of the United States who are unemployed, in the construction, maintenance, and carrying on of works of a public nature in connection with the reforestation of lands . . . the prevention of forest fires, floods, and soil erosion . . . for the 'purpose of relieving the acute condition of widespread distress and unemployment . . . and to provide for the restoration of the country's depleted natural resources.'"

In June 1937, Congress extended the corps for 3 years and changed materially the purpose of the organization. This act provided in part, "There is hereby established the Civilian Conservation Corps . . . for the purpose of providing employment, as well as vocational training, for youthful citizens of the United States who are unemployed and in need of employment. . . . Provided, that at least 10 hours each week may be devoted to general educational and vocational training. . . . Provided further, that in the discretion of the director continuous service by the enrollee during his period of enrollment shall not be required in any case where the enrollee attends an educational institution of his choice during his leave of absence. . . . Provided further, that the director shall be authorized to issue certificates of proficiency and merit to enrollees under such rules and regulations as he may provide."

The third legislative act affecting the Civilian Conservation Corps, passed by Congress, and effective July 1, 1939, provided for the inclusion of the CCC in the Federal Security Agency. In explaining his reasons for recommending this transfer, the President stated that the Civilian Conservation Corps was being placed in the Federal Security Agency because the chief purpose of the corps

is to promote the welfare and provide training for the enrollees.

Changes in Objectives and Philosophy

These legislative changes have been made as a consequence of our changing concept of the basic objectives and underlying philosophy of the organization. The people of the United States have come to realize that the young men who enrolled in the CCC needed more than temporary employment. They needed educational opportunities and training which would permit them to acquire skills which were necessary if they were to secure permanent employment.



Learning how to gage direction of falling tree.

Those responsible for the administration of the corps have in turn come to realize that the whole of camp life can be made to contribute to the development of the young men who enroll. W. Frank Persons, now Special Assistant to the Director of the Civilian Conservation Corps, expressed this idea in an article appearing in the *Phi Delta Kappan* of May 1937. Mr. Persons said in part: "It seems evident that the Civilian Conservation Corps has a real opportunity in broadening the concept and meaning of education. To set education apart from the whole of camp life as something which occurs at a particular time and place, and only at that time and place, would be to lose this opportunity. Periods of work and recreation and even casual relationships can become important means of acquiring adaptability and understanding, and may be used for the increase of knowledge and skills. In this sense the entire camp day can be a broad educational experience. The extent to which it will continue to become so depends to a great degree, of course, on the vision and energy of the supervisory personnel, from the highest administrative officials to all camp personnel in any leadership capacity

"A program conceived on these principles cannot be the sole responsibility of any single department or agency. It must be a well thought-out, carefully coordinated plan of camp life, participated in by all departments and agencies equipped to contribute to the work of the Civilian Conservation Corps. CCC experience must not become a series of disconnected steps whereby the Department of Labor selects men, turns them over to the Army for enrollment and camp administration, the Army turning them over to the technical services for employment, the technical services turning them back after the men have worked for 8 hours, and so on. Each of the cooperating agencies and each member of its supervisory staff must think in terms, not alone of its own part of the program, but of the whole enterprise. By so doing, the leadership personnel can integrate the camp experience of each enrollee in such a manner that it will be of maximum benefit to him."

Changes in Administrative Regulations

The CCC is gradually catching up with those ideas proposed by Mr. Persons in 1937. The work of the advisory committee on education is an example of this cooperative action. The work of the camp committees on education is another. The changes in regulations issued to the selecting agents, the Army, using service and educational officials is another example. Conferences at which the directing heads of the several agencies meet to discuss their common problems are outstanding instances of a growing desire for a greater unity of purpose, philosophy, and action.

Changes in Organized Educational Activities

There have also been a number of significant changes in the organized educational activities. In the first place, the idea expressed by Mr. Persons that the entire life of the enrollee in camp can become an educational experience is being put into practice by the establishment of a guidance program. A bulletin describing the best guidance practices carried on in the camps was recently issued to the field. The program operates through the camp committees on education, with the camp advisers acting as coordinators and a selected group of the supervisory personnel acting as sponsors or counselors of the enrollees. It begins with the selection of a new man, follows him through all the activities of camp life, and finally attempts to readjust him to his home community after this discharge.

(Concluded on page 79)

Public Secondary School Organizations

by Emery M. Foster, Chief, Statistical Division

★★★ One of the significant changes that have taken place in public education in the last 25 years has been in the field of secondary education. The public secondary schools, including the junior high schools, enrolled, in 1922, approximately 3,140,000 pupils. This included, in the last 4 years, only about 30 percent of the children from 14 to 17 years of age, inclusive. In 1938 more than 7,750,300 pupils were enrolled in public secondary schools, including, in grades 9 to 12, 60 percent of the children of high-school age.

Accompanying this change in the number and percent of pupils enrolled, there has been a significant change in the form of organization of the secondary school, which is shown in figures 1 and 2.

Proportion of Schools

In 1922 approximately 90 percent of all public high schools were of the regular 4-year type, following a 7-year or 8-year elementary school (fig. 1). These regular high schools enrolled over three-fourths (77.2 percent) of all public high-school pupils (fig. 2). Gradually the proportion of the number of 4-year regular high schools has decreased from nine-tenths to seven-eighths, enrolling less than half (45.9 percent) of the public high-school pupils in 1938.

Separately Organized

The proportion of pupils enrolled in separately organized junior high schools reached its peak in 1930 and seems to have decreased slightly since. This might be expected, as the separately organized junior high school is most commonly found in urban situations, where there is enough population to make a school of reasonable size with only three grades. It is in cities, however, that decreases in child population have been greatest, due to decreasing birth rates. Another factor that tends to decrease the proportion of pupils in the junior high-school grades is the increased power of the secondary school to hold more and more pupils through senior high school to graduation.

Except for this factor, the proportion of pupils in separately organized senior high schools would probably also have decreased. Other things being constant, the proportion of pupils in separately organized senior high schools would decrease as the proportion in separately organized junior high schools to which they are attached decreases. Due to

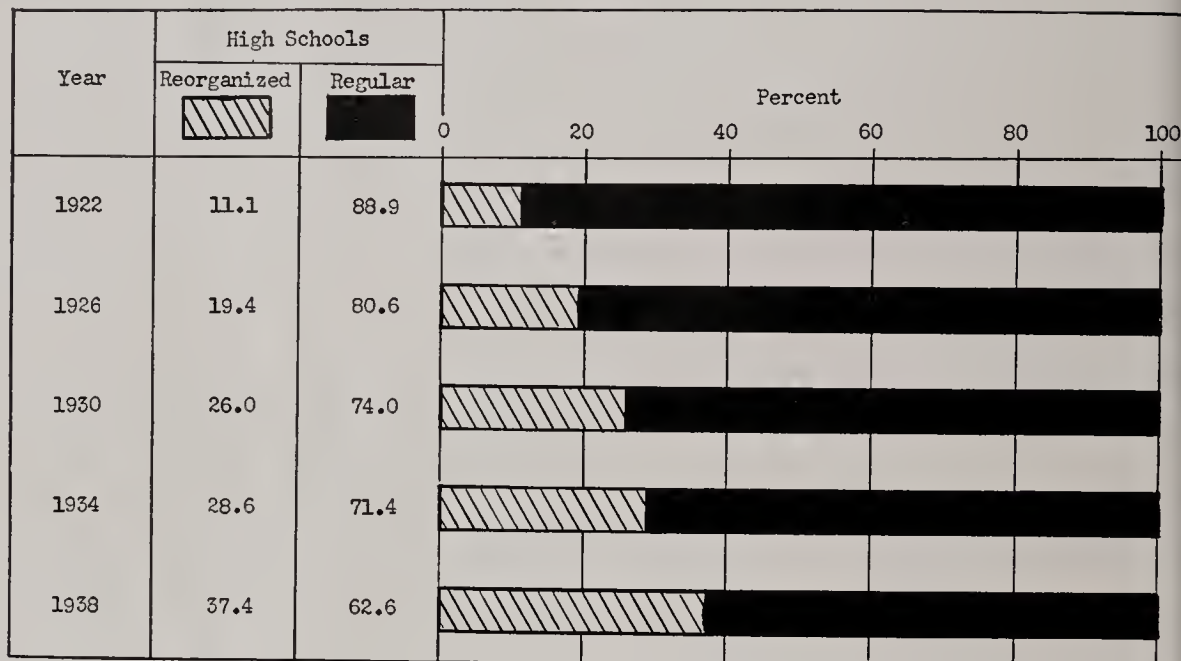


Figure 1.—Percentage of number of public high schools of regular and reorganized types, 1922-38.

better holding power, however, figure 2 shows a steady increase in pupils, from 2.6 percent in 1922 to 12.5 percent in 1938, in the separate senior high school.

Junior-Senior or Undivided High School

The type of secondary school that has grown most rapidly, especially in recent years, is the combined junior-senior or undivided 5-year or 6-year school. Although almost one-fourth (23.4 percent) of all public secondary school pupils are enrolled in this type of school, the systems having separately organized junior and separately organized senior schools enroll 30.7 percent of all public secondary pupils. The fact that more than one-half the pupils in reorganized secondary school systems are in those having separate junior and senior schools, is probably due, as pointed out previously, to the location of these schools in large centers of population. In number, there were only 3,331 separate junior and senior schools in 1938, but they enrolled 2,380,802 pupils in contrast to the 1,812,063 enrolled in 6,203 combined junior-senior or 5- or 6-year undivided schools.

Regular High Schools

The regular 4-year high schools in the systems organized on the 7-4 or 8-4 bases continue to decrease both in proportion of

schools and proportion of pupils. This is to be expected as consolidation of school districts continues and small high schools are eliminated.

It will be interesting to watch in the future the effect which the decreasing child population and the increasing size of the school administrative unit will have on the organization of secondary education. The number of children to be educated in any one administrative unit has a real effect on both the organization of the system and the content of the program.

In one city, due to fewer elementary pupils and more high-school pupils, it has been necessary, in order to use the buildings efficiently, to abandon the 6-3-3 or 6-6 system and reorganize on a 7-5 system. (See next page.)

SCHOOL LIFE

extends the Season's greetings to its readers everywhere.

May Christmas bring its share of joy to the world!

May the New Year hold increased opportunities for service, for happiness and for peace.

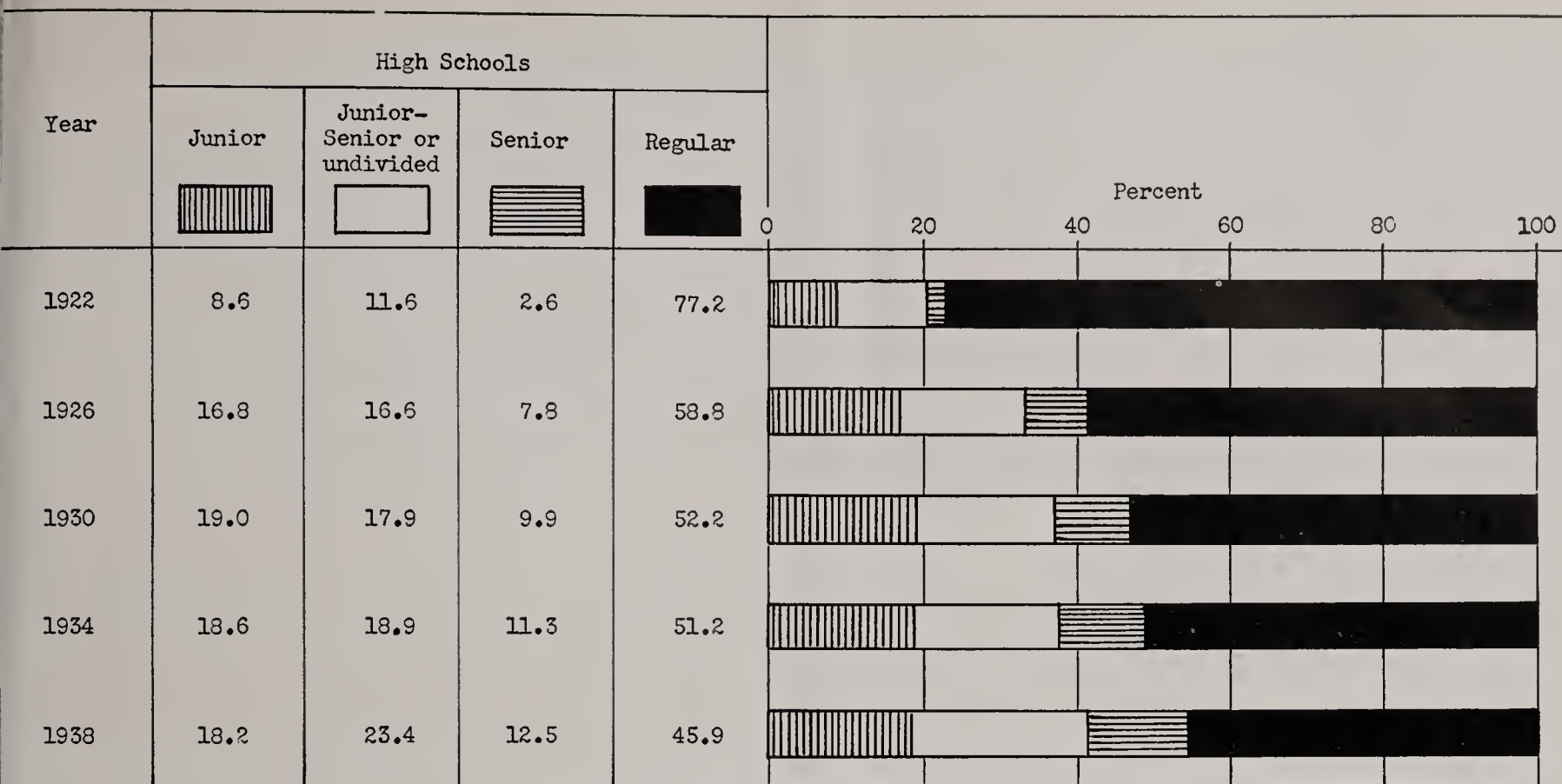


Figure 2.—Percentage of all public high-school pupils enrolled in regular and reorganized school systems, 1922-38.

Trends in CCC Education

(Concluded from page 77)

The second significant change in the organized educational program is the fact that a greater proportion of the enrollees are participating in the program and are devoting more time to these activities. During the fiscal year 1937, 87.7 percent of the men attended educational activities regularly as compared with 91.3 percent in 1939. Moreover, the average enrollee spent 3.6 hours per week in these activities in 1937 as compared with 4 hours in 1939.

A third significant development is the fact that participation in the academic and vocational courses (including job training) increased appreciably while participation in the informal and miscellaneous subjects declined. Attendance in the professional courses decreased slightly. The following table shows this in detail:

	Data for average month	
	Fiscal year 1937	Fiscal year 1939
Average enrollment strength.....	315,899	273,572
Percentage enrollees regularly attending:	Percent	Percent
a. Academic courses.....	34	37
b. Vocational courses.....	42	47
c. Job training activities.....	50	65
d. Informal activities.....	22	16
e. Miscellaneous courses (includes first aid, safety, health, and life-saving).....	67	59

The fourth significant fact was discovered through a study of the CCC curriculum made in February 1939. This study revealed that while there were 354 differently named academic subjects offered in the camps, 60 percent of the men were enrolled in 9 elementary subjects. Likewise, in the vocational field, while 249 differently named vocational courses were carried on, 71 percent of the men were enrolled in 21 subjects. Instructional materials relating to these subjects are now being prepared.

Changes in Relationship to Schools and Colleges

The CCC has assumed a place among the major educational agencies of the country. Already it has had some influence upon more than 3,000,000 men who have passed through the camps. Schools and colleges have accepted the CCC and have aided the enrollees in a number of ways. State departments of education have been interested in accrediting the educational classes conducted in the camps and in providing correspondence courses to enrollees. The vocational division of the State departments of education have extended to the camp teacher-training programs and teaching services. Hundreds of high schools and vocational schools throughout the country have made their facilities available to enrollees. Likewise the colleges have cooperated by providing scholarships to worthy enrollees or correspondence and

extension courses for a nominal charge. The following table indicates some of the aid which the CCC is receiving from schools and colleges:

	Fiscal year 1937	Fiscal year 1939
Average enrollment strength.....	315,899	273,572
Percentage enrollees attending nearby schools.....	1.6	2.4
Percentage enrollees taking correspondence courses.....	6.4	6.5
Number of enrollees awarded:		
a. Elementary-school diplomas.....	5,321	5,146
b. High-school diplomas.....	1,453	1,048
c. College diplomas or degrees.....	39	96
(a) Number institutions granting scholarships to CCC (July 1-Oct. 15, 1938).....	(1)	189
(b) Total number of scholarships.....	(1)	763

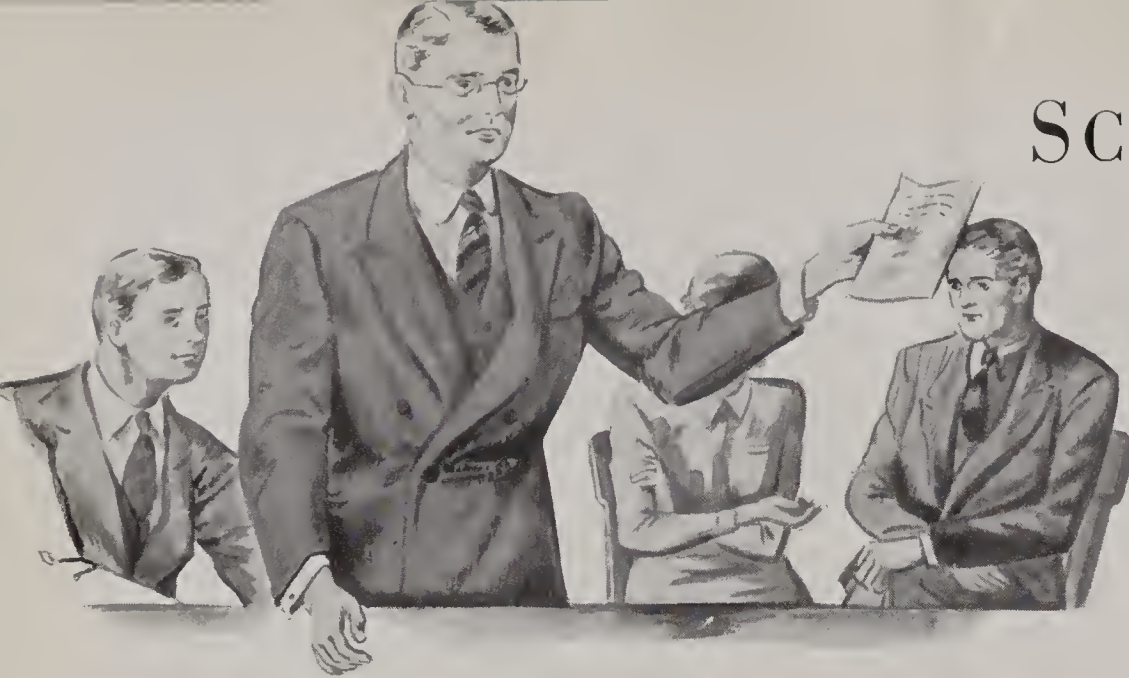
¹ Information not available.

Summary

This brief outline of the present trends of the program indicates that the CCC is one of the country's important educational organizations. It has developed rapidly and its evolution is by no means complete. The task is now to plan and guide the further evolution of the organization. It is a remarkable fact that the United States is one of the few countries, perhaps the only country in the world today in which a group of Army officers, conservation officials, social-service workers, and educators can meet around a conference table to plan for the conservation of our Nation's material and human resources.

THIS MONTH'S SUBJECT

*Should Controversial Subjects Be Discussed in Schools?*¹



The Affirmative

by H. A. OVERSTREET

Formerly Head of the Department of Philosophy and Psychology, College of the City of New York

★★★ To this question, my first response is a surprised "Why not?" Life is full of controversies—inevitably so. The schools are supposed to train for life. How far short of it would they fall if they presented life as a beautiful harmony of agreements? What a shock our delicately wrapped-in-cotton-batting students would have when they were catapulted into a world bitter with disagreement.

If it is said that young people are not mature enough to engage in controversy, the simple answer is that, mature or not, they do.

¹ Due to unavoidable circumstances, discussion of the subject announced in the November issue for this month has been postponed until another month.



H. A. Overstreet.

Is anyone so far removed from adolescent life as to believe that young people restrict their talk to adolescent trivialities? The bull session is not only a college institution. Go into a schoolyard at lunch time, or follow two youngsters on their way home, or listen to them while they spoon up their banana splits, and you will hear not only talk of football and dances, but noisy talk about the things their elders discuss. Little pitchers have long ears. It would be surprising if the growing adolescent did not turn over the puzzlements of the adult world in his wondering mind.

Adolescents talk, and are eager to talk, about controversial matters. What, then, is the obligation of the schools? Just to let them talk—uncritically, unpreparedly, holleringly? Or is it their obligation to take in hand this inevitable impulse and civilize it?

For it is notoriously uncivilized among us. Here is a poet's report of a not untypical discussion:

Get this—
Aw, hoocy!
You're dumb!
You're screwy!
Now look—
That's rot!
Oh, yeah?
So what?
You're telling *me*?
You said it, lug!
You're cockeyed, see?
And you're a mug!²

I find that most college students do not know how to discuss controversial issues. Where two or three are gathered together, bedlam is as likely as not to be in their midst. This, I think, is deplorable. Why should they not from their earliest years have been trained in the art of digging out the facts before they talk, giving a hospitable ear to opposing views, keeping their voices low and tempers calm? This is as truly a necessary art as that of learning to eat with a fork or to add figures to a proper sum.

If all sincere people inevitably believed the same thing, the art of controversy would be of

small moment. Unfortunately, they do not. Life is not merely a conflict between good and bad. It is, in large measure, a conflict of sincerities. People who believe in balancing the budget are not devils incarnate. Even though Republicans, they are honest in their fears. Nor are they who wish to permit an unbalanced budget devils of another stripe. They, too, are honest folk, with other fears.

Life is so vast an undertaking it is little wonder that most of us see it only in part. Controversy arises out of our part-seeing. The civilized business of man is to reduce the hazards of part-seeing by the sensible art of putting heads informedly, calmly, and hospitably together.

The achievement of this should be part of the education of everyone from childhood up. Schools should rejoice that so essential a task is given them. We teachers sometimes feel pretty futile in this incredibly stupid and ruthless world. Well, here is an honest job for us—to take our young charges and prevent them from growing up into blatant partisans or fanatical propagandists. Here is our chance to start them on the way to being cultivated, generous-minded men and women.

Or is controversy to be banned because the schools are afraid? Afraid of what? Of what people who do not know how to engage in generous discussion will do to them? It is a sorry pass if the schools, whose task it is to enlighten, must yield to pressure from the unenlightened.

America was born in the heat and honesty of discussion. Town meetings were occasions when sincere men let their sincerities confront one another. Discussion is the basic pattern of American life. It would seem strange to announce to the schools, dearest of all our American achievements: "That which is most truly American must have no place within your walls."

No; I believe that the American teachers' job, among other important things, is to make young people skilled in the art of honest and informed discussion of controversial issues. This is at least one of the things we can do to keep democracy from going on the rocks.

² Burton Braley, *Saturday Evening Post*. July 29, 1939.

Controversial Issues in Education

Discussions of timely controversial issues in education by noted authorities in their respective fields are being presented in *SCHOOL LIFE*, during the school year, as *SCHOOL LIFE's Forum Panel*. In presenting the series, *SCHOOL LIFE* in no way attempts to make decisions upon these controversial issues. It seeks only, through forum technique, to throw light on such issues and to inspire careful thinking on subjects that concern the present and future of education endeavor throughout the Nation.

The Negative

by C. HAROLD CAULFIELD

President, San Francisco Board of Education

★★★ The effort to have controversial subjects discussed in schools arises from a desire to have our schools, practically single-handed, remake our social, economic, and industrial order.

There can be no objection to a discussion of controversial subjects in college. The minds of college students are sufficiently mature, and college students should have had enough academic background to permit a rational, sound discussion. As to discussion in high-school classes, there is a difference of opinion. The extremists in favor of controversial discussion would even interrupt the instruction in the elementary classes with a consideration of the problems and perplexities now besetting the elders.

The schools cannot, single-handed and alone, remake society. The schools cannot teach all there is to know. Before we befuddle childish intellects with the difficulties that confound us in our mature years, might it not be well to devote all the time possible to arming children with the weapons they will use and need in their adult years?

The distinguished proponent of this practice agrees that preparation for controversy is essential and then makes the broad, unreasoned jump to a demand for actual controversy in the classroom.

We do not teach algebra or calculus before arithmetic. We do not ask engineering students to build a bridge across the Golden Gate. We do not ask medical students to perform capital operations in their first year in medical school. Shall we force our infants into the maelstrom of controversial life before teaching them the bare essentials? Life is complex and controversial but that is no reason why the years of instruction should be equally so. A sound, intelligent discussion of economic, political or social problems requires

some background of knowledge of the subject matter involved. After all, we live and move by principle; and unless we can resolve any discussion down to the principles, we shall not get very far toward a reasonable solution of any difficulty. Training children in the use of weapons of combat is quite different from engaging in actual combat.

Our teachers have plenty to do to inculcate in the children's minds during the tender formative years a knowledge of the proper use of speech, the rudiments of history and the beginnings of science. If we expect rational solutions by adults charged with the responsibility of meeting and solving problems, let us give them a sound, firm, well balanced start. Catch phrases such as "we learn to live by living" are catchy and nothing else.

This move for the discussion of controversial subjects in the classroom does not come from the classroom teacher, already beset with the problem of adequately teaching subjects presently assigned. In all candor I must admit my experience comes from contact with teachers in but one locality, and many others engaged in the same discussion should make the same admission; nevertheless, the teachers I have contacted are most scrupulous in avoiding a controversy in the classroom concerning the problems that today threaten to disrupt society.

After all, we are talking about public schools, supported by tax funds contributed by all our citizens. Statutes prevent us from bringing within the classroom any discussion of one most controversial matter, religion. Why? Because of the divergence of opinion and conviction of those supporting the public schools.

Debates of students of junior-high and high-school age are one thing, but a controversial discussion within the curriculum, in the classroom led by the teacher is quite another. To maintain the respect of, and ability to lead their youthful charges, the teacher must maintain this



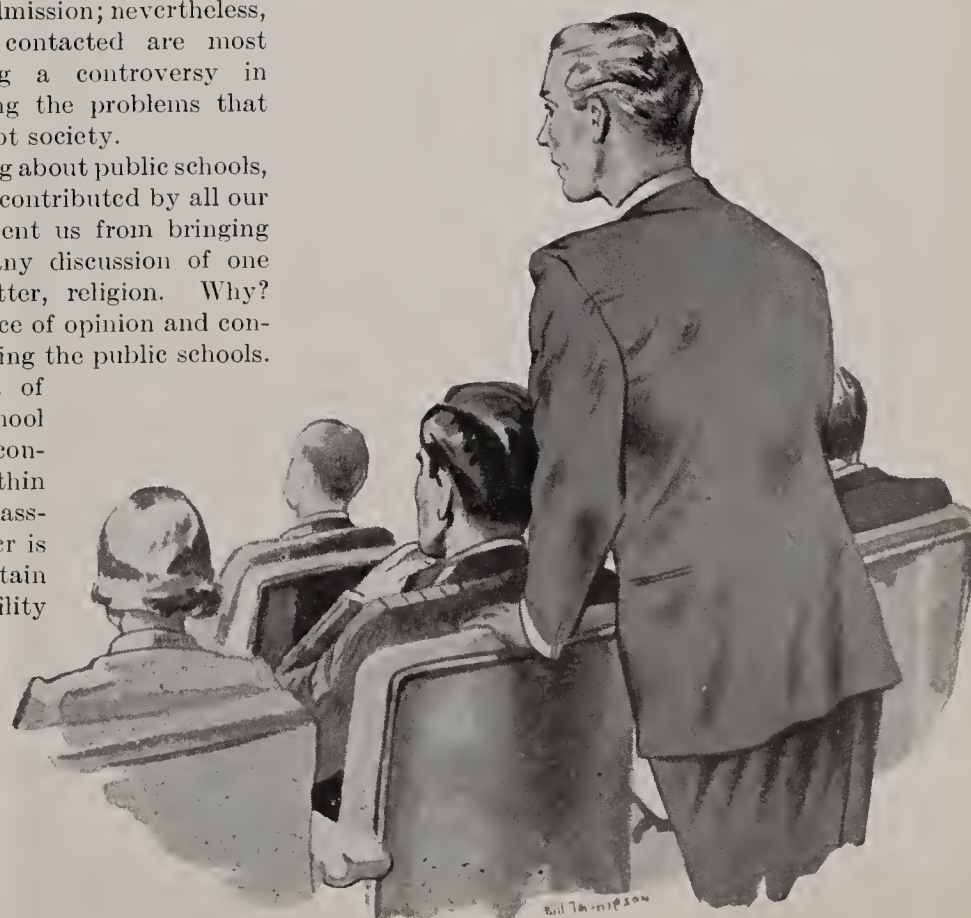
C. Harold Caulfield.

confidence of the children. Once a teacher runs afoul of a conviction or belief, be it of religion, politics, sociology, or economy, held by a pupil and born of the pupil's home surroundings and parental influence, the value of that teacher has been impaired.

The world moves. The controversial subjects of our school years bear but slight, if any, resemblance to those of today. Therefore a discussion by children in the classroom of today's subjects will have but little value in the solution of the problems to face them in their years of maturity.

Nor does the demand for this extension of elementary curriculum come from the parents. They are the first to object to any direct or indirect indoctrination by teachers in the classroom.

The dividing line between discussion and advocacy by a teacher or anyone else is finely



drawn, and is easily crossed. The American system abhors propaganda and indoctrination of school children by publicly paid school teachers which would result from this practice. Let us keep as far distant as possible from a possibility of such an occurrence. Let us keep the schools for instruction and learn-



Mr. Overstreet's Rebuttal

To maintain that controversial subjects should be discussed in the schools is not to maintain that all controversial subjects should be discussed. Obviously there are matters—like religion—that have no place in school discussion. Also, there are controversial subjects that are beyond the mental grasp of school children. But to say that therefore *no* controversial subjects should be discussed is to be guilty of a *non sequitur*. It is to fail to note that there are controversial subjects well within the grasp of high-school students that are not educationally taboo. Even now students debate such subjects. If they debate them, why cannot they discuss them?

To say that the classroom should serve merely for the inculcation of knowledge is, it seems to me, to make a fetish of factuality. Life is not all facts. It is in large measure opinion. To educate young people adequately means to make them able (1) to distinguish opinion from fact, and (2) to handle differing opinions with tolerance, courtesy, and a wish for the truth. Knowledge of facts alone is far from being a sufficient "preparation for controversy." There is needed a training in attitudes: Of willingness to listen, to keep the temper controlled, to admit error, and to wish for truth more than victory. These attitudes should be cultivated early so that they may become the basis of life habits.

Of course, "the world moves." To say, however, that this makes discussion superfluous is to miss the point. For the object of discussion is not, primarily, to have children find unchanging answers, but to have them learn how to seek for answers in a civilized way.

It seems peculiarly gratuitous to assert that we who advocate discussion do so from a desire "to have our schools, practically single-handed, remake our social, economic, and industrial order." I have never heard such arrant nonsense expressed by any teacher.

Finally, it is worth remembering that less than 5 percent of our students ever go to college. Where shall the 95 percent ever get the chance to learn the necessary art of discussion? On the street? In the newspapers?

NEXT MONTH'S FORUM SUBJECT

Shall Departments of Education Furnish Treatment of Defects Found in Medical and Dental Examination of Children?

Affirmative: Harry B. Burns, M. D. Director, Department of Hygiene, Public Schools, Pittsburgh, Pa.

Negative: Charles C. Wilson, M. D. Director, Physical and Health Education, Board of Education, Hartford, Conn.

ing and free from the turmoil of all that tends to disrupt and divide. There are too many things upon which teachers and children may agree for their mutual benefit and edification without seeking for those matters that impede the even progress of education and the mutual regard of teacher and pupil.



Mr. Caulfield's Rebuttal

The title of the present discussion is, Should Controversial Subjects Be Discussed in Schools? I note no limitation of controversial subjects in the title; nor was any limitation made in the opening argument. Now by way of rebuttal a concession is made that all controversial subjects are not proper subjects for classroom controversy. That very concession is an admission of the principle of the negative.

If the idea of controversial discussion is good, the more vital the controversy, the better should be the results attained. But it is conceded that some topics are too live for classroom discussion.

Why should some controversies be eliminated? Because of the danger of school teachers, especially those paid by public funds, becoming partisan. Because of the danger of running afoul of the difficulties attendant upon a discussion of those matters admittedly beyond the mental grasp of school children, or "educationally taboo." This was pointed out in my first paper. Now it is conceded. As a matter of fact, the real live issues of the day are as fraught with danger if thrown into the classroom as is a discussion of religion.

Again, who is to decide what subjects are proper for such discussion?

All the desirable and essential qualifications mentioned by the affirmative may be secured by direct instruction and without the dangers admittedly surrounding the method advocated by the affirmative. We concede a desire to inculcate the attitudes mentioned but surely the method offered is not the only instrumentality for such instruction.

Is the end of this type of classroom activity the training of the mind and the amassing of knowledge, or is it to learn the art of discussion? The latter should follow from the first.

The ability to indulge in controversy is but an incidental end of schooling; it certainly should not be made unduly important. The years of schooling are too short for too many of our future citizens. Let us make the most of those fleeting days and provide a firm foundation upon which to stand against the whirlpools of later controversy.

Teacher Education

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replacement of teachers, while still the major task of the institutions is becoming less difficult, although it now takes longer to prepare teachers than in the past. The task of educating additional teachers to care for increased numbers of pupils is growing much lighter, for the number of elementary school pupils is decreasing. The third major task, that of raising the amount of preparation of teachers to higher levels, has not become easier. Only half a dozen States have reached the tentative minimum goal of 4 years of college preparation for beginning elementary teachers; and less than this number of States require 5 years of work for beginning high-school teachers. In all probability, the preparation of teachers will not stop at 4 or 5 years of college preparation. The fourth and most constructive of the tasks of teacher education, that is the development of new subject matter, improved techniques of instruction, and new areas of service cannot be expected to cease until civilization itself becomes static or declines.

Many specific problems and tasks, both new and old, therefore remain for the future in teacher education. Among these are: More exact definition of teaching competency; better selection and organization of subject matter; higher standards of student selection; provision of increasingly competent staffs and through them, the improvement of instruction; allocation and restriction of instruction in specialized fields to the institutions best fitted to offer it; and provision of better material facilities. Many of these problems can be solved only as the elementary and secondary schools from which prospective teachers come and to which they return are improved, through such means as the more equitable distribution of school monies; more efficient organization of public education; provision of better salaries and working conditions for teachers; and the raising of certification and employment requirements.

The history of teacher education, like the history of education and of the country as a whole, has seen much of the energy of its institutions absorbed in meeting the needs occasioned by sheer material growth. In recent years, quality rather than quantity of service of these institutions has become the primary concern. High in place among the constructive tasks of teacher education in the future, is the further development and improvement of the professional schools for teachers that have evolved through a century of experimentation and growth.

Soon Available

The Index to SCHOOL LIFE, Volume XXIV, October 1938-July 1939, will be available within a few weeks. Requests for copies should be sent to: SCHOOL LIFE, United States Office of Education, Washington, D. C.

Higher Education of Negroes Survey

by Ambrose Caliver, Specialist in the Education of Negroes

★★★ An appropriation of \$40,000 with which to make a 2-year study of higher education of Negroes was authorized by the Seventy-fifth Congress. Fifteen thousand dollars has been appropriated for the first year and \$25,000 authorized for the second year. The United States Office of Education will conduct the study. It is being assisted in formulating purposes, plans, and procedures by an advisory committee composed of leaders in the field of education and the social sciences.

The Fifth Study

This is the fifth study which the Office of Education has made of some phase of higher education of Negroes during the past 25 years. The other four studies are: (1) Negro Education: A study of private and higher schools for colored people in the United States, conducted in 1914-15 (financed by the Phelps-Stokes Fund); (2) Survey of Negro Colleges and Universities, conducted in 1927-28; (3) Survey of Negro Land-grant Colleges, conducted in 1929-30 as a part of the National Survey of Land-grant Colleges; and (4) Survey of the Education of Negro Teachers, conducted in 1932-33 as a part of the National Survey of the Education of Teachers.

The Association of Colleges and Secondary Schools for Negroes in the fall of 1937 adopted a resolution requesting the United States Office of Education to make a study in order "to determine the areas of educational concentration or specialization upon which the various colleges should embark." Following receipt of this request the Office of Education called a conference of leaders interested in the higher education of Negroes representing the Association of Colleges and Secondary Schools for Negroes, and the Conference of Presidents of Negro Land-grant Colleges, as well as other especially selected leaders in the field of Negro education without regard to their affiliation with either group. The conference group expanded the purpose set forth in the original resolution to include (1) a study of the higher education needs of Negroes in the various communities and (2) the educational offerings of Negro colleges and universities with a view to determining the adequacy of the programs of these institutions to meet the needs previously determined, by (1) above. The United States Commissioner of Education was requested to assume responsibility for making the study and for finding the necessary funds for the purpose. After consideration of the problems involved, of the urgency of their solution, and of the national interest and responsibility in the matter, the task was undertaken.

Its Need

In 1916 the study of private and higher schools for colored people reported only 33 institutions for Negroes offering any college or professional subjects, and only 1,643 and 994 students studying, respectively, college and professional subjects. Today there are about 125 collegiate and professional institutions for Negroes, with an estimated enrollment of 35,000 to 36,000. It was estimated 25 years ago that there were 500 Negroes enrolled in white colleges and universities, doing both undergraduate and graduate work; today the number doing graduate work alone is estimated to be 665. This increase in institutions and in students naturally creates problems, many of which cannot be met by single institutions, but require cooperative effort among the different institutions and with outside agencies.

The changes taking place in the financial support of Negro colleges is another factor which has created many problems. While public support of public colleges for Negroes has increased tremendously, most of them are still inadequately financed to render the service being demanded by increasing numbers of students. The privately controlled institutions are faced with gradually decreasing support from private philanthropists and foundations.

Institutions for Negroes, like those for other groups, are being called upon to provide a better education, with relatively less funds, for an increasing constituency. How best to do this and avoid unnecessary duplication of effort is the problem before the colleges in the solution of which the survey proposes to assist.

Within the past year, the United States Supreme Court rendered a decision requiring the State of Missouri to admit qualified Negroes to the law school of the State university or to provide within the State a law school of equivalent standing for Negroes. The implications of this decision are far reaching, and will serve to emphasize the need and importance of the survey now undertaken.

Its Purpose

The advisory committee recognized the importance of having the survey deal with the qualitative aspects of education as well as with the presentation of factual information concerning the *status quo*, and agreed that the general objectives should be "to assemble and interpret such social, economic, and educational data as to indicate needed programs of higher education; and to indicate the nature of the educational services now rendered to meet those needs." The desirability was

recognized also of formulating a social and anthropological statement regarding the position of the Negro in the American culture based on a factual explanation of the development of his present situation, and a statement of the political and social philosophy which should be assumed as a starting point for the survey.

It is tentatively planned to gather two types of social and economic data: (1) Basic data collected by counties for the entire South, including such things as population, wealth and income, predominant occupations, home ownership and tenancy, and cultural interests and facilities; and (2) more specific data for selected counties, including such items as migration, occupational opportunities, library services, economic status of high-school graduates, professional services, and professional education.

The educational data which it is tentatively planned to assemble relate to (1) potential college students, including distribution by ages, by grades, and by high-school graduates; and (2) present status of higher education of Negroes, including such items as the curricula, course registrations, finances, characteristics of student bodies, occupations of graduates, faculties, school plants, and student aid.

Studies of the following topics are being considered insofar as time and funds permit: (1) Coordination and cooperation within and among institutions; (2) cost of maintaining a satisfactory college and university; (3) Negroes in northern institutions; and (4) vocational education.

Its Organization and Conduct

Commissioner Studebaker has appointed Fred J. Kelly, Chief of the Higher Education Division, and Ambrose Caliver, Senior Specialist in the Education of Negroes, as director and associate director, respectively, of the study. Under the general supervision of Bess Goodykoontz, Assistant Commissioner of Education, they will carry on the survey assignment in addition to their regular duties. T. Edward Davis who has been appointed as junior specialist, will be responsible for special studies and will assist in the office management. It is contemplated that two additional specialists will be appointed, one in social and anthropological research, and one in educational research. In addition other part-time specialists will be employed for brief periods for special assignments.

Very little original research is planned. The major tasks will involve the assembling and interpretation of available information and its use as a basis for determining the needs for

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New Books and Pamphlets

Labor Camps

Youth in European Labor Camps, by Kenneth Holland. A report to the American Youth Commission. Washington, D. C., American Council on Education, 1939. 303 p. illus. \$2.50.

Issued to meet the need for a comprehensive account in this field of the various foreign systems.

Elementary Education

Uses for Waste Materials, compiled by the Committee on Equipment and Supplies of the Association for Childhood Education. Washington, D. C., Association for Childhood Education, 1939. 12 p. 20 cents.

Suggests uses for waste materials which have educative value and provide opportunities for experimentation.

Picture Script Series, edited by staff members of Lincoln School, Teachers College, Columbia University, published by E. M. Hale & Co., Milwaukee, Wis. 10 cents, each.

A series of inexpensive books, presenting informational material and simple stories, attractively illustrated and printed. For use in the primary grades. Titles include: The Coast Guard; Trains of Long Ago; How to Make Toys; Antonio and Maria, Who Lived in Venice.

Rural Sociology

Seven Lean Years, by T. J. Woolfer, Jr. and Ellen Winston. Chapel Hill, The University of North Carolina Press, 1939. 187 p. illus. \$1.50.

A study of rural America, 1931-37. The primary objective of the book is to give consideration to rural problems in the terms of human elements as well as in terms of production, prices, and markets. Discusses the shift of population, youth on the road, unequal opportunities in education, library service, and health services, needed reconstruction, etc.

Vocational Guidance

Teaching as a Career, by Cyril O. Houle. Chicago, Ill., Science Research Associates (600 South Michigan Avenue), 1939. 48 p. illus. 50 cents.

Discusses the problems and possibilities of this profession.

What It Means To Be a Doctor, by Dwight Anderson. New York, N. Y., Public Relations Bureau, Medical Society of the State of New York (2 East 103d Street), 1939. 87 p. \$1.

Describes the qualifications and training necessary to become a doctor.

Textbooks in Social Studies

Bibliography of Textbooks in the Social Studies for Elementary and Secondary Schools, by a committee of the National Council for the Social Studies, Wilbur F. Murra, chairman. Cambridge, Mass., The

National Council for the Social Studies, 1939. 79 p. (Bulletin No. 12.) 50 cents.

Lists books published before March 1, 1939, and bearing a copyright date of 1932 or later; includes a brief chapter on standards and methods of textbook evaluation.

U. S. Government and Education

Federal Activities in Education. Washington, D. C., Educational Policies Commission, National Education Association of the United States and the American Association of School Administrators, 1939. 151 p. 50 cents.

An up-to-date review of the purpose, scope, administration, and organization of the educational work of the federal government, by Lloyd E. Blauch.

Health Education

Educating for Health; a study of programs for adults, by Frank Ernest Hill. New York, American Association for Adult Education, 1939. 224 p. \$1.25.

A survey of health education for adults carried on by public and private agencies.

Sports for the Handicapped, by George T. Stafford. New York, Prentice-Hall, Inc., 1939. 302 p. illus. \$2.

Helps in the selection of safe sports adapted to the needs of the handicapped boy or girl, emphasizes the need of personality adjustment as well as physical improvement.

Comparative Education

The Financing of Institutions of Public Instruction in Germany 1927-37, by Fletcher Harper Swift. Berkeley, Calif., University of California Press, 1939. p. 345-693. \$3.

The fourth study of a series issued under the general title: European policies of financing public educational institutions. The first three studies, dealing with the policies of France, Czechoslovakia, and Austria, have already been published. This monograph makes available a detailed description of the policies employed in financing education in Germany.

The Next Step in Canadian Education; an account of the larger unit of school administration, by B. A. Fletcher. Toronto, The Macmillan Co. of Canada, Limited, 1939. 202 p. \$2.

Stresses the need of a larger administrative unit in Canada and describes similar reorganization as experienced in Scotland and the United States.

High-School Problems

Cooling the Hot Spots in High School. Washington High School Principals Association, Third Yearbook. Berrien Springs, Mich., College Press, 1939. 70 p. \$1, single copy. (Order from: Frank Jones Clark, Broadway High School, Seattle, Wash.)

Contains abstracts, outlines, and articles on the analysis and treatment of problems in junior and senior high schools.

SUSAN O. FUTTERER

Recent Theses

A list of the most recently received doctors' and masters' theses in education, which may be borrowed from the Library of the Office of Education on interlibrary loan follows:

BARCLAY, GEORGE D. Relationship between efficient vision and certain sensory motor skills. Doctor's, 1938. New York University. 86 p. ms.

BJORLIE, C. SIDNEY. Chemistry activity units for the integrated curriculum. Master's, 1938. University of North Dakota. 131 p. ms.

BORGARDUS, HELEN E. Determination of criteria for selection of under age candidates for the first grade. Doctor's, 1939. Harvard University. 189 p. ms.

BROWMAN, DAVID E. Measurable outcomes of two methods of teaching experimental geometry: a controlled experiment with parallel equated groups to determine immediate and remote achievement of the lecture-demonstration and individual-laboratory methods. Doctor's, 1938. New York University. 230 p. ms.

CRESSMAN, PAUL L. Safety education in industrial school shops: a study of accidents in school shops, their causes and recommendations for approved procedures. Doctor's, 1934. Pennsylvania State College. 87 p.

DAVIS, WARREN C. The philosophical element in a technical program: a study of the philosophy course at the Rochester Athenaeum and Mechanics Institute. Doctor's, 1936. University of Buffalo. 241 p. ms.

EMERICK, LUCILLE M. Predicting success in music education for adults. Doctor's, 1938. New York University. 229 p. ms.

ESKRIDGE, T. J., Jr. Growth in understanding of geographic terms in grades 4 to 11. Doctor's, 1937. Duke University. 87 p.

GIOVANNANGELI, ARTHUR J. Unit organization of three topics in seventh and eighth grade general science with special reference to the supervision of cadet teachers. Master's, 1938. Boston University. 160 p. ms.

LENZ, W. O. A survey of the vocational educational opportunities of North Dakota. Master's, 1938. University of North Dakota. 96 p. ms.

LOGIE, IONA R. Careers for women in journalism: a personnel study of 861 women experienced as salaried writers in journalism, advertising, publicity, and promotion. Doctor's, 1938. Teachers College, Columbia University. 320 p.

LYNCH, JAMES M. Activity school psychologically examined. Doctor's, 1937. New York University. 200 p. ms.

MCGRATH, EARL J. Evolution of administrative offices in institutions of higher education in the United States from 1860 to 1933. Doctor's, 1936. University of Chicago. v. p.

MATOUSEK, Sister MARY ADELBERT. Reproductive and retroactive inhibition as a function of similarity in the recall and recognition of paired associates. Doctor's, 1938. Catholic University of America. 42 p.

MILINOVICH, GOSPAGA. The movement for Federal grants-in-aid to the States for general education (1918-38). Master's, 1938. University of California. 86 p. ms.

PEMBERTON, ZELDA C. Comparison of white and Negro education in North Carolina. Master's, 1938. New York University. 67 p. ms.

PLATT, HYMAN H. Sources and content of United States Government motion-picture films. Master's, 1938. Boston University. 261 p. ms.

ROTSKER, LEON E. The measurement and prediction of teaching ability. Doctor's, 1939. University of Wisconsin. 150 p. ms.

SINGH, RAM K. Communal educational institutions in India and their influence. Doctor's, 1939. Harvard University. 482 p. ms.

STEWART, BENJAMIN D. Professional and academic qualifications of the county superintendent in Ohio. Master's, 1938. University of Florida. 41 p. ms.

TARRINGTON, ROBERT N. State university programs for preparation of business teachers: a study of State university

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State Parent-Teacher Institute

by Ellen C. Lombard, Associate Specialist in Parent Education

★★★ The Second State Parent-Teacher Institute sponsored by the University of South Carolina brought together approximately 150 leaders from all parts of that State. They were local and district presidents of P. T. A.'s in urban and rural areas—and other local and State leaders of parents' groups; State educational and health officials, and representatives of Federal projects who attended as guests of the institute. In addressing the institute, State Superintendent of Public Instruction James H. Hope expressed his confidence in the parent-teacher movement as an aid to education in South Carolina and assured the group of the full cooperation of the State department.

During the institute classes in the organization of parent-teacher groups, procedures, techniques, programs, and materials for the development of more efficiency in State and local organizations were conducted.

A Question Box

Each day a question box containing pertinent questions on many aspects of parent-teacher work furnished topics for discussion. Such questions as the following were asked, What are the duties of a grade mother in a rural school? How can people in a mill community be induced to enter discussions? Does a group of parents have the right to demand that a parent-teacher association be organized in the school? How can we best assure teachers and the county superintendents that we are working to help them and not trying to interfere and spy on their work? How can we change the attitude of people in a community who think that the P.T.A. is a money-making affair rather than a study group?

These represent only a few of the many questions that were asked and considered during the institute. Discussion at the conference on home education, conducted by a representative of the United States Office of Education, was centered around the question of what kind of education the home should provide for the family. Home education was defined as the living experience of parents with their children in which parents as well as children grow.

The advantages of a family council and of holding weekly family conferences were discussed at the conference. The discussion included plans and decisions about such problems as the use of the auto, children making engagements, use of the front door key, aspects of discipline, training in social development, two sets of standards—one for adults in the family and another for children. It was brought out that at these family conferences the boys and girls could help select appro-

priate home activities for each member of the group.

Needed Library Services

What a rich and varied reading experience does for children was brought up for discussion, particularly as to what its influence is upon boys and girls when they reach high school and college. This was followed by the question of how to secure needed library services throughout the State.

The leader pointed out that small children need to have the ideals of home life deeply implanted, that is, a home should mean that there are both father and mother there; that children should be taught early that each individual must make a contribution of effort for the common good of the family and eventually of the community, State, and Nation; that children should learn early through example and precept to respect the church of their parents and that of their neighbors; that children should be taught to respect the institutions of education and government.

To the oft-repeated statement that "there are today few, if any, activities that children can perform in the home," there was a challenge. It was brought out that there are many activities in the average home in which children of school age may share. An inventory of such activities as related to a particular home was presented. Someone has said that "it is wrong to allow young people to grow up without the discipline that comes from the demand for precision and correctness." It is particularly in the performance of duties at home that children may learn the precision and correctness so essential to them outside the home.

Several devices were mentioned to help parents better understand themselves and their problems with their children. These included an ideals chart that can be used to help parents uncover some of their unprofitable practices and discover any gains or losses they may have made in a year. Another device suggested was for parents to write their autobiography in which they recall the experiences of their own childhood. This might perhaps tend to create a deeper interest in the experiences parents have with their children as to methods of discipline, attitudes toward other members of the family, toward the neighbors, the school, the teachers, the church, and the community.

Three Goals

Three goals toward which the parent-teacher associations might work were pointed out to ensure adequate State-wide leadership of trained people to assist in developing parent-education programs: (1) A center of instruc-

tion, guidance, and administration, authorized by legislative action and established under public funds, and conducted by professionally trained parent-education specialists; (2) a course, unit, or part of a unit of instruction for young teachers in the techniques, practices, and programs of home-school cooperation, parent education and counseling parents to be established in all teacher-training institutions; (3) a trained director of parent education in every city school system supported by public funds who will help parent-teacher leaders create appropriate programs; interpret the schools to parents, train lay leaders, and instruct parents.

A high point at the close of the institute was the announcement of the health survey of the whole State in which the South Carolina Congress of Parents and Teachers is to take a leading part in cooperation with the State department of health. The questionnaires for the survey cover such details as names and number of persons in family, financial status of head of family, housing conditions, availability of medical and dental care for family, personal health, and educational status of children and of parents.



The Foreign Service Officers' Training School

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In no sense is the program of study offered considered final; it serves as an excellent orientation of a professional nature and it is expected that the new officers will continue studying throughout their careers in order that they may become accomplished in the work of the Foreign Service.

Postgraduate Training

The Department of State does not end its program of training appointees with the Foreign Service Officers' Training School. It has recently developed a plan for the further training of career personnel because of the unusual demands of the present time. A limited number of junior officers, who have already proved their worth, may annually receive postgraduate training in special subjects such as economics and finance in the postgraduate schools of representative universities. They continue under salary and their tuition, books and transportation are paid for by the Department. In this way it is hoped to develop a corps of technical experts among Foreign Service officers.

Education and International Understanding

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Portugal Delegate Presides

The conference was presided over by Oliveira Guimaraes, delegate from Portugal. Four of the governments, viz: Mexico, Norway, Poland, and Turkey were represented by women. Thirty of the delegates attending were identified with various educational activities in their respective countries and had been sent to Geneva for the special purpose of attending this conference. Chiefly they were members of the Ministries of Education. The remaining delegates were for the most part noneducationists who were representing their governments in such official capacities as permanent delegates to the League of Nations, consuls, or secretaries of legations of their countries located at Geneva.

The sessions of the conference devoted the morning hours to presentations and discussions of the reports of the several delegates, the countries appearing on the program in alphabetical rotation; the afternoons were devoted to discussion of the three special monographs named before. Discussion leaders for the special problems had been appointed in advance and came prepared with statements reviewing the high lights of these studies. All reports were given both in English and in French. In addition to these two official languages of the conference, some of the delegates spoke in other tongues native to their countries, thus often necessitating as many as three complete presentations. The free discussion involved many languages, demanding the use of a battery of interpreters. Despite this seeming handicap, the conference moved rapidly and covered an immense range of territory during the brief week it was in session. It should be said in passing that the reduction of the language barrier was to no small degree due to the ability of Marie Butts, general secretary of the International Bureau of Education, to translate freely and faithfully the significant points under discussion in almost any language and to do so without the the slightest delay or misunderstanding.

Spirit of Good Will

Any effort to present here a review of the discussions of the week is out of the question because of the great number of subjects covered and the variety of ideas presented. A few hours with the publications of the International Bureau of Education, which report fully all the information presented and all of the actions taken, will afford those further interested not only a view of the educational development and thought the world over, but they will reward the reader with useful knowledge concerning the efforts of his colleagues in other lands.

The writer was deeply impressed with the



Geneva, the International Monument of the Reformation.

spirit of good will and mutual helpfulness which pervaded the conference. All of the delegates seemed to be genuinely imbued with the purpose not only of exchanging with each other the educational aims and activities current in their respective countries, but they seemed to be inspired by the hope that through a clearer understanding of their cultural philosophies and processes the nations of the world can come to cooperate more closely for their common good and thus achieve a higher civilization and a more lasting peace.



Educators' Bulletin Board

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programs for the preparation of secondary school teachers of business subjects in comparison with State university programs for the preparation of secondary school teachers of home economics, of English and of social science. Doctor's, 1938. New York University. 307 p. ms.

WILBER, GERALD A. Six-year high schools in New York State: a study of ways in which 6-year high schools are attempting to meet certain educational needs in New York State. Doctor's, 1938. University of Buffalo. 288 p. ms.

YOUNG, ELEANOR E. Appreciation—creativity cycle in art teaching. Master's, 1939. Boston University. 108 p. ms.

ZUCKERMAN, GEORGE. Comparison of the achievement of the slow learner by the cooperative-teacher-group and single-class-teacher plans: an experiment in the intermediate grades of the elementary school. Doctor's, 1938. New York University. 88 p. ms.

RUTH A. GRAY

Higher Education of Negroes Survey

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higher education of Negroes and the most desirable ways of meeting those needs. In addition to the use of inquiry forms and letters, visits will be made to schools, colleges, and State departments of education in order to obtain certain data. Cooperation with research centers will be sought with a view to securing the assistance of staff members and graduate students in conducting special studies. Other organizations also will be asked to cooperate in various ways as the survey progresses.

Advisory Committee

The names of the members of the advisory committee with their positions follow:

Fred M. Alexander, supervisor of Negro education, Richmond, Va.

Horace M. Bond, president, Fort Valley State Teachers College, Fort Valley, Ga.

Rufus E. Clement, president, Atlanta University, Atlanta, Ga.

John W. Davis, president, West Virginia State College, Institute, W. Va.

Ruth M. Harris, president, Stowe Teachers College, St. Louis, Mo.

Charles S. Johnson, director, Department of Social Science, Fisk University, Nashville, Tenn.

David A. Lane, dean, Louisville Municipal College for Negroes, Louisville, Ky.

Howard H. Long, assistant superintendent in charge of research, and chief examiner, Divisions 10-13, Washington, D. C.

Albert R. Mann, director of southern education, General Education Board, New York, N. Y.

Frank L. McVey, president, University of Kentucky, Lexington, Ky.

Howard W. Odum, director, Institute for Research in Social Science, University of North Carolina, Chapel Hill, N. C.

Charles H. Thompson, dean, College of Liberal Arts, Howard University, Washington, D. C.

Marion R. Trabue, dean, School of Education, Pennsylvania State College, State College, Pa.

Arthur D. Wright, president, Southern Education Foundation, Washington, D. C.



● The *Virgin Islands of the United States*, purchased in 1917 from Denmark and situated 40 miles east of Puerto Rico and 1,400 miles southeast of New York, are described in a circular of information issued by the Department of the Interior. Free copies are available upon application.

American Country Life Association

★★★ What's Ahead for Rural America? That was the theme of the twenty-second annual meeting of the American Country Life Association as well as for the opening address of the president, Dean Chris L. Christensen of the College of Agriculture, University of Wisconsin. It was the third "National Rural Forum"—the program organization adopted by the association in 1936—and was held on the campus of the Pennsylvania State College at State College, Pa. Addresses and group conferences held throughout the meeting centered around phases of the general topic.

This year's program was unusual among those of recent years, largely because of its emphasis on the cultural aspects of rural life and the place of education and the cultural arts in the life of the people in rural areas. Indeed the presidential address stressed objectives similar to those expressed in the proceedings of the first conference of the American Country Life Association in Baltimore, Md., in 1919. As stated by the committees of the first annual Country Life Conference these objectives are "the welfare of men and women, of boys and girls, in respect to their education, their health, their neighborliness, their moral and religious welfare, as the intrinsic objectives of country life. The economic motive is a worthy and dominant one . . . but the end of all effort for economic effectiveness is human welfare and not merely the possibilities of more profit, not merely ease and comfort, but the values of the higher life. One of the most effective methods of attaining cultural prosperity is to set in motion those splendid forces of education, cooperation, moral ideals which give incentive for economic effort."

Three Areas

In his opening address President Christensen explained that the program for 1939 was "directed toward three areas of life in rural America in which we are to examine into our present situation, consider our objectives, and attempt to utilize our resources—if necessary to redirect our forces. These areas are: I. Agriculture in the National and World Economy; II. Education for Life in Rural America; III. Enriching Rural Culture Through the Arts."

In connection with the first the president stressed the thought that agriculture is an "inseparable part of our national economy" and it thrives only when industry and business are in sound economic condition. "Benefit payments and agricultural relief may

serve good ends," but they alone will not achieve "satisfactory living conditions to one-fourth of the Nation's people," he said.

Discussing the second area to which the program was devoted, Dean Christensen expressed the conviction that existing conditions require not less but more education—and of a kind that will serve men and women both as an occupation and as a way of living. Improvement is needed in three phases of education. First, elementary and high schools in rural areas must reach a higher percentage of the children and must provide cultural, civic, and vocational training for those who will continue to live in rural communities. Second, we must have "adult education which is more spiritually dynamic, more socially cohesive, and more infused with the ideals of democracy" than our available offerings.

Third, there is need for residential forms of adult education, especially for older youth, which shall blend the "so-called vocational emphasis with the scientific, cultural, and citizenship emphases." Dean Christensen referred to the development at the University of Wisconsin as an example of such a residential school. Here the typical winter short course offerings, prevalent in agricultural colleges have been developed into a residential school in which courses in music, drama, citizenship, history, law, speech, and public discussion are scheduled through the day interspersed with the practical and scientific courses.

In discussing "Enriching Rural Culture Through the Arts," the third area selected—the president emphasized the cultural resources and opportunities of the open country. "The challenge is for a wider use of the means whereby these vital cultural qualities may find expression and growth among rural people."

Discussion Groups

The program followed the plan described with addresses concerning each of the three areas and discussion groups devoted to definite phases of each. In arrangement the program provided two types of meetings—general sessions, devoted chiefly to formal addresses, and group discussions and conferences. The youth sections held special luncheon and dinner meetings and participated with the adult group in general and group conferences. Community singing led by A. D. Zanzig of the National Recreation Association was a feature of each of the general sessions, and developed fine chorus singing. Selected groups furnished the music for the Saturday evening program of the

"Little Country Theatre." Each afternoon folk games were conducted under the direction of Miss Gardner of the department of agriculture and Mr. Knudsen of Grand View College, Des Moines, Iowa. An incidental cultural emphasis came through the exhibition of paintings concerned with rural life shown during the meeting in the halls of "Old Main," the college administration building.

The conference groups following the first general session, addressed by E. G. Nourse, of Brookings Institution, on Important National Issues, discussed cooperation among agriculture, labor, and industry. Reports on conclusions reached or results obtained from the conferences were made by the chairmen to the large general sessions. Education as a Continuing Process, presented in addresses by M. L. Wilson, of the Department of Agriculture, and Clarence Poe, of the *Progressive Farmer*, was discussed by group conferences also. Other conferences were devoted to the following topics: The Public School of the Future; The Country Church of the Future; Art and the Rural Home; and The Land-Grant College.

Art and Its Place

An Evening With the Artists and Writers was one of the highlights of the general sessions in attendance and interest. Grant Wood, of the University of Iowa, and John Steuart Curry, of the University of Wisconsin, were the main speakers. Their addresses on art and its place in life and education, especially in rural areas, were drawn from their own experience as teachers and producers of art in the rural States in which they live and work. Mr. Wood called attention to the need for education in the arts for all children whether endowed with special talent needing encouragement and development or for enjoyment and appreciation. Mr. Curry presented colored slides showing a number of his own pictures, sometimes discussing the reasons which led him to paint them and sometimes pointing out characteristics worthy of special attention. Other contributions to the program were made by Mrs. Vance, of the University of Nebraska, who described her work in making pictures available to schools in rural areas, and Caroline Sherman, United States Department of Agriculture, who reviewed recent fiction concerned with life in the country.

Group as well as general meetings were well attended. Among the speakers or chairmen not mentioned elsewhere were John H. Reisner of the Christian Rural Fellowship, John J. Tigert, president of the University of Florida, Jakob E. Lange of Denmark, and Mrs. A. E. Walker of Ontario, Canada. Mrs. Walker represented the Federated Women's Institutes of Canada. She spoke at one of the sessions of the Art and the Rural Home conferences at which an international program was presented.

Conventions and Conferences

(Continued)

Resources of rural communities and how they are being used in rural schools was discussed at one of the sessions by Lois Clark of the Pennsylvania State Department of Education, Anne Hoppock of Warren County, N. J., and Anne Holdford of Bethlehem Centralized Schools, Delmar, N. Y. Miss Clark emphasized the fact that the interest in what the local community offers in the way of resources in child learning arises naturally from the philosophy of education itself, giving new meaning to the work of the schools. She spoke especially of the impossibility of the teacher's assisting children to get their bearings in the world around them unless she herself were alert to the environment, the problems familiar to the children, and without having herself discovered what is lacking in children's out-of-school experiences. It is important for each teacher to know and to continue to discover the learning resources of his community in order to know what the children's experiences are and have been and how the environment will provide materials for use as learning experiences.

Miss Hoppock discussed curriculum developments in Warren County, N. J., where the teachers have concentrated on two aspects of curriculum development—determining the needs of the children through studying their out-of-school environment and best ways of meeting them. They are working, not toward a written course of study, but toward developing the kind of teacher who plans the best possible program for her children, using all helps available in the community and out of it. They study first the children themselves, then with the children the geography and topography of the country, its plant and animal life, its historic background, the work of the people, and the like, all of which involve the need of wider use of books. "The school is not a walled building to the children—it's as wide and far as feet and motor and radio will take them and that is surprisingly far."

Miss Holdford discussed growth of teachers through democratic procedures on the part of supervisors and administrative officials, illustrating with practices followed in the system she supervises.

A description of the type of education carried on in the Tennessee Valley Authority was given by George F. Cant of the TVA and an account of a number of progressive schools recently visited by Iman E. Schatzmann, of the committee on rural education of the farm foundation. Miss Schatzmann described a small school developing in one of the remote areas of Minnesota in which a community store is conducted, patronized by the people in the community but manned entirely by the children in school. For the first time a vegetable garden has been developed and hitherto unknown luxuries such as eggs, chickens, and honey are available. The con-

ference closed with a summary by Mable Carney of Teachers College, Columbia University, who reviewed progress in education in rural areas in the United States and pointed out points of emphasis essential to continuing progress.

The afternoon conference was devoted more especially to the rural high school in its relation to adult education and community activities and the influence of the county library in education as illustrated in a county in

New Jersey. Participants in the program were B. H. Dimit of State Teachers College, Slippery Rock, Pa., Robert T. Stoner, Derry Township Schools, Pennsylvania, and Elizabeth T. Turner of the Hunterdon County Public Library, New Jersey.

[The presidential address by Dean Chris L. Christensen, College of Agriculture, University of Wisconsin, will be published in the next issue of *School Life*.]

KATHERINE M. COO

School Records and Reports

★★★ A meeting of the National Advisory Committee on School Records and Reports was held in Washington, D. C., in September. This committee has served since its appointment in 1936, by the Commissioner of Education, as a guiding agency in planning and projecting the cooperative program on school records and reports.

The meeting was called to assist the Office of Education in its study of the evaluations, comments, and suggestions from States on their use, during the past 2 years, of cooperatively evolved materials; to study the recommendations for changes in financial accounting classifications suggested by representatives of two special conferences held during the past year; to consider, on the basis of suggestions from States, needed revisions of the Office of Education Form 8-051, and Statistical Circular No. 10, revised March 1938; to assist in planning a revision of Office of Education Bulletin 1928, No. 24; and to discuss the possibilities for further service by the Office of Education in the field of school records and reports.

After familiarizing the committee with the definite steps taken since its last meeting considerable time was devoted to the study of the materials cooperatively developed by the Office of Education and the States. Although these materials which have been issued in tentative form (mimeographed) have been of definite value as guides to States in their efforts to revise their respective systems of school records and reports, experience during the past 2 years has shown a definite need for the organization of these materials in a more permanent form. Numerous inquiries about and requests for published reports of the outcomes of the cooperative program on school records and reports have been received at the Office of Education, particularly during the past year.

Recommendations

The committee has recommended that the Office prepare certain key publications within the next year. It suggested that these publications might comprise a series under the title, "Improving School Records and Reports," so as to deal respectively with *per-*

sonnel accounting, financial accounting, and property accounting. In further consideration of these possibilities the committee suggested the publication, from time to time, of bulletins in special fields such as transportation. The interest shown by States in the problems of transportation, quite often accompanying programs involving the reorganization of the local school administrative structure, probably warrants a publication combining all accounting procedures for personnel, finance, and property in transportation. Such a publication could devote some space to the treatment of the problems involved in the administration of transportation programs.

The committee reported that although the publications proposed would be decidedly helpful to States and their subdivisions in their programs of improving their respective systems of school records and reports, conferences (individual and regional) would continue to be an essential part of the future work. It, therefore, expressed hope that arrangements might be effected to hold follow-up individual and regional conferences similar to those of the past 2 years.

THE NATIONAL ADVISORY COMMITTEE ON SCHOOL RECORDS AND REPORTS

H. A. Akerly, Assistant Superintendent of Schools, Rochester, N. Y.

H. A. Dawson, Chief of Rural Service, National Education Association, Washington, D. C.

Fred Engelhardt, President, University of New Hampshire, Durham, N. H.

E. M. Foster, Chief, Division of Statistics, United States Office of Education, Washington, D. C.

J. G. Fowlkes, Professor of Education, University of Wisconsin, Madison, Wis.

Marshall Gregory, Director of Research and Service, State Department of Education, Oklahoma City, Okla.

Arch O. Heck, Professor of Education, Ohio State University, Columbus, Ohio.

E. L. Morphett, Director of Administration and Finance, State Department of Education, Tallahassee, Fla.

Conventions and Conferences

(Continued)

A. D. Simpson, Assistant Commissioner for Finance, State Department of Education, Albany, N. Y.

R. M. Thompson, Director, Division of

Administration, State Department of Education, Hartford, Conn.

H. F. Alves, Senior Specialist in State School Administration, United States Office of Education, *Chairman*.

H. F. ALVES

Guidance Plans

★★★ Cooperation in guidance was the keynote of a conference at the United States Office of Education, October 6 and 7, attended by representatives of the National Vocational Guidance Association, the former director and assistant director of the recently discontinued National Occupational Conference, and members of the staff of the Occupational Information and Guidance Service of the Office of Education.

After a welcome by J. C. Wright, Assistant Commissioner for Vocational Education, in which he emphasized the need for vocational guidance in connection with vocational training, Harry A. Jager, chief of the staff of the Occupational Information and Guidance Service, and Rex B. Cunliffe, president of the National Vocational Guidance Association, introduced the members of their respective groups and called upon each to present a summary of projects and plans for the coming year.

Plans reported by the National Vocational Guidance Association included the following:

A study of the functions, qualifications, and training of counselors in secondary schools and colleges.

A study of unscientific and fraudulent practices in the field of guidance and the setting up of standards of practice in cooperation with such groups as the American Association of Applied Psychology.

Plans for the collection and dissemination of material for classes in occupations.

Plans for archives to preserve contributions of value in the guidance field and to prepare for reprinting as service bulletins selected articles on techniques and methods.

The consideration of problems of junior placement, including the use of information obtained in the placement office in school counseling, testing in the employment office, effective inter-office relationships, coordination of information and techniques in junior placement, staff selection and training, and related topics.

The promotion of guidance courses in teacher-training and normal schools.

Plans for seven or more regional meetings in addition to the annual convention and the promotion of more regional conferences in rural areas.

Completion and publication of a manual on the guidance of Negroes.

Present consideration of a program calling for a series of 26 broadcasts to be prepared by the N. V. G. A. and broadcast by the Columbia Broadcasting System.

Current reporting of Federal legislation of interest to counselors and a study of State certification legislation for counseling positions.

Early publication of a bulletin for branch associations suggesting useful methods and programs; plans for forming smaller units within the now unwieldy State and regional branch associations.

An occupational research program including: Continuation of work with publishers on raising the standards of publications in the guidance field, the revision of "Retail Store Occupations," the evaluation of occupational information used in education, final revision of the basic outline recommended to those who contemplate the preparation of occupational outlines, continuous contact with the new Occupational Outlook Service in the Department of Labor, and suggestions for the revision of the United States census to make the census figures more useful to counselors.

Continued publishing of the magazine *Occupations* with efforts to make it self-supporting as quickly as possible with the maintenance of its present standards.

The Occupational Information and Guidance Service in the Office of Education reported the following proposed activities:

Early publication of a bibliography of guidance books, pamphlets, and articles appearing in 1937 and 1938. Plans for cooperation in the revision of the 1936 bibliography on guidance for girls and women.

Plans for a bulletin on follow-up studies and another on occupational community surveys.

The replying to the increasing number of inquiries concerning guidance received from all parts of the country and the completion of a special category source file useful in this connection.

An investigation of teacher-training facilities in guidance.

An evaluation study of methods of guidance.

Early publication of a directory of trade and industrial training facilities in federally aided schools in Maryland as the first of a series of such State directories.

Preparation of a directory of schools employing counselors who devote half or more of their time to guidance activities.

Publication of a bulletin by Richard D. Allen on how a local guidance program may be initiated.

The establishment of a clearing house from which pertinent guidance materials used in various parts of the country may be borrowed by other communities.

A study of occupational trends and their significance in guidance.

Publication of a study now under way of the use of the individual inventory in guidance programs in secondary schools.

Continuation of the guidance leaflet series and the preparation of bulletins useful in answering guidance inquiries.

Field service, as the size of the staff permits.

Methods of Cooperation

The final session of the conference was devoted to a discussion of methods of cooperation in the areas of greatest need. Of first importance, it was agreed, is collaboration between the N. V. G. A. and the Occupational Information and Guidance Service in the preparation of a series of bulletins covering such timely topics as: The Counseling Interview, How to Manage a Career Day, A Vocations Club, Vocational Guidance Through the Curriculum.

Early publication of the bulletin on follow-up studies was urged.

Advance publication in *Occupations* magazine of the field-visit plans of members of the Occupational Information and Guidance Service was planned as a means of making the staff more widely available. The use of N. V. G. A. committee chairman and officers in local areas to supplement the Office of Education staff was suggested.

The early publication by the Office of Education of a directory of guidance directors, as well as that of the proposed directory of counselors, was urged.

Collaboration and clearance between those working on a study of counselors' qualifications and functions, the committee studying their certification, and the Office of Education in its study of their training were stressed.

Plans for the enlistment of the interest of school superintendents and other administrators included a suggestion that special sessions be arranged for them at regional and national conventions of the N. V. G. A.

Close cooperation will be given by the occupational research section of the N. V. G. A. in the study the Office of Education plans to make of local community occupational surveys.

The need for joint machinery to set up standards of evaluation in the guidance field was emphasized.

Commissioner J. W. Studebaker closed the conference with an expression of his vital interest in guidance and his appreciation of the importance of the type of collaboration

Conventions and Conferences

(Continued)

the conference had effected. The opinion of those present of the value of their cooperative discussion was indicated by their unanimous agreement that plans be made to arrange for similar meetings periodically so that the guidance movement might produce the maximum results that concentrated, nonduplicating, cooperative effort might achieve.

Members of the Guidance Conference

Representing the National Vocational Guidance Association:

R. B. Cunliffe, Rutgers University, New Brunswick, N. J. President.

Mildred Lincoln Billings, Rochester, N. Y. Teaching committee chairman.

Ambrose Caliver, United States Office of Education. Special groups committee chairman.

Mary P. Corre, director, Occupational Research and Counseling Division, Cincinnati Public Schools. First vice president.

Jesse B. Davis, School of Education, Boston University. Chairman, committee on guidance practice.

Clarence W. Failer, director, Vocational Guidance and Placement Service, Proviso Township High School, Maywood, Ill. Chairman, committee on regional conferences.

Edith Duff Gwinn, Junior Employment Service, Philadelphia, Pa. Placement committee chairman.

Roy A. Hinderman, director of research and special school services, public schools, Denver, Colo. Convention program chairman.

Robert Hoppock, New York University, New York, N. Y. Formerly assistant director of the National Occupational Conference.

Arthur J. Jones, University of Pennsylvania, Philadelphia, Pa. Chairman of section on preparation for guidance service.

Walter B. Jones, chief, industrial education, State Department of Education, Harrisburg, Pa. Publications committee chairman.

Ralph B. Kenney, executive secretary, National Vocational Guidance Association, New York, N. Y.

Harry D. Kitson, Teachers College, Columbia University. Editor of *Occupations*, the National Vocational Guidance Magazine.

Edwin A. Lee, Teachers College, Columbia University. Formerly director of the National Occupational Conference.

Iona Robertson Logie, Hunter College High School, New York. N. V. G. A. radio and publicity committee chairman.

Clara Menger, Psychiatric-Child Guidance Clinic, St. Louis, Mo. Occupational research section chairman.

Leonard Miller, director of guidance, Rockland County, Nyack, N. Y. Rural guidance division chairman.

Representing the Occupational Information and Guidance Service of the United States Office of Education:

Harry A. Jager, chief.

Richard D. Allen, consultant.

Royce E. Brewster, specialist, Consultation and Field Service.

Waldo B. Cookingham, specialist.

Walter J. Greenleaf, specialist.

Eugenie Leonard, consultant.

Pedro Orata.

Giles M. Ruch, chief, Research and Statistical Service, and chairman of N. V. G. A. Section on Individual Inventory.

Marguerite W. Zapolon, specialist in occupations for girls and women and N. V. G. A. legislative committee chairman.

MARGUERITE W. ZAPOLEON

Public-School Boards

★★★ School board members from 19 States attended the second annual convention of the National Association of Public-School Boards and School Board Members held at Knoxville, Tenn., September 17-20. President Paul J. Wortman, of the Dayton, Ohio, Board of Education, presided.

Throughout the convention there was particular interest in how funds to pay for education can be raised. Addresses on school finance, stretching the tax dollar, the property tax, the school budget, and Federal aid for education stimulated this interest.

Mrs. William E. Lingelbach, of the Philadelphia Board of Education, offered many suggestions for further discussion in her talk on Present-Day School Problems. Charles E. Pynchon, of the Public Works Administration, Washington, D. C., spoke on The Future of P. W. A. and told also what the P. W. A. has already done for American education. Annette Moore, of the Kansas City, Mo., Board of Education, spoke on Education as an Investment.

Strict Neutrality

By a rising vote at the closing session, the school board delegates urged that the "influence of our public schools be dedicated toward strict neutrality consistent with democratic principles." The association also resolved to declare its "unswerving loyalty to the ideals of democracy."

Another resolution adopted "holds that the public schools should be free and independent from all other Government agencies and that the administration of school affairs be divorced from partisan politics." The association also resolved in favor of "increased Federal aid to public schools, without Federal control of educational policies."

Joseph H. Davis, of the Muncie, Ind., Board of Education was elected president of the association. C. F. White, Batesville, Ark., Board of Education, and John C. Taylor, Toledo, Ohio, Board of Education, were elected vice presidents for the next year, and Lynn Thompson, Minneapolis, Minn., Board of Education was reelected secretary and treasurer.

The Knoxville Teachers League, T. N. Johnson, president, took the association delegates on a tour of Norris Dam and the town of Norris. The board of education, H. E. Christenberry, president, arranged a tour to the Great Smoky Mountains National Park following the convention. Harry Clark, superintendent of Knoxville city schools, was on hand throughout the convention and did much toward making the stay of the school board members in Knoxville an enjoyable one. Choral groups from Knoxville high schools, the high-school orchestra, and the Knoxville College quartet provided musical entertainment at the convention sessions and banquet, and souvenirs made by pupils in the Knoxville schools were presented to school board members.

Next Year's Convention

Next year's convention of the National Association of Public-School Boards and School Board Members will be held in Detroit, Mich.

JOHN H. LLOYD

(See next page)

★ Smithsonian Publication

An official record of the knowledge assembled by the Smithsonian Institution from its storehouse of scientific treasures has been prepared by its staff members, each of whom writes of that branch of knowledge which has been the subject of his lifelong study. Twelve volumes, illustrated with reproductions of selected specimens from the Smithsonian Institution's various collections and from other sources, make up the Smithsonian scientific series.

The series is issued strictly as a registered edition. Volume 1 of each set contain a printed certificate bearing the name of the purchaser and attesting the registration of the set in the Smithsonian Institution at Washington, accounting for every copy of the series. This certificate will appear over the signature of the secretary of the Smithsonian Institution.

For further information write to the Smithsonian Institution, Washington, D. C.

Industrial Arts

★★★ The national committee appointed by the United States Office of Education to study curriculum needs and to report on a program of study in industrial arts that will contribute effectively to the educational adjustment of secondary-school pupils who are not prospective college students nor workers in highly skilled or technical occupations, held a 3-day conference in Washington on September 18, 19, and 20.

The conference subject is one which for a number of years has been a challenge to leaders in industrial-arts education. While sporadic efforts have appeared in a number of local school systems to improve and to enlarge upon offerings in industrial arts as an aid in building a suitable and appropriate program for pupils having little interest in and manifested abilities for scholarly and technical attainments, there has been no concerted and unified attack made upon the problem.

It can be said therefore that the question of an effective curriculum for meeting the needs of a considerable percentage of pupils of secondary-school age for whom neither an academic course preparatory for college nor a course of training preparatory for employment in a highly skilled or technical line of work seems to be desirable or feasible, has long constituted a problem of the first magnitude for the school administrator and his instructional staff.

The problem has been intensified during the past decade by the growth in secondary-school enrollment to the point where it now represents almost a complete cross section of our population, cutting through all classes of our social economic order. The increase in high-school enrollment during the past few years can be attributed largely to: (1) The rise in the compulsory school attendance age; (2) the rise in the age at which youth is accepted into employment, not only into skilled and technical positions, but also into low-skilled and common-labor types of jobs and even "blind alley" jobs; (3) the belief that high-school education contributes to improved abilities for both employment and social purposes; (4) the belief that high-school education carries social prestige.

The first of these factors is frequently associated with industrial-economic conditions as evidenced by the stimulation occurring during a period of industrial depression in the trend to increase the legal age for school leaving and also in the more effective enforcement of compulsory school attendance laws. The second factor is frequently the direct result of a serious unemployment condition in industry. The third and fourth

factors are the result of our basic faith in the efficacy of high-school education. These two are now so well established in American thought as to warrant the assumption that they have reached their maximum pulling power for high-school enrollment. The first and second factors will doubtless continue to exercise a strong influence on high-school enrollments, especially in periods of low employment.

The Washington conference was one step in the work of the committee engaged in the study of industrial arts as an important area in a curriculum for the kinds of pupils indicated, who are now appearing and remaining in high school at an increasing rate.

The specific work of the conference included, first, outlining certain assumptions basic to the formulation of an industrial-arts program for the group of pupils with which the committee is concerned. The conference held that industrial arts can furnish experiences: That call for self-expression in concrete material media that have a natural appeal for boys and girls; that the special needs of any pupils in the group indicated can be cared for largely in the regular industrial-arts courses—rather than in special courses for this particular group—by provisions for differentiation in individual pupil activities; that the selection of educational experiences in the industrial-arts area be made upon the basis of their relation to life experiences in accordance with the interest and ability levels of the pupils; that while the educational experiences in the industrial arts are for general education objectives, there should be some provisions before school leaving, for industrial-arts work of an intensive type that will contribute to assets for employment; that industrial-arts work, including manipulative work in the shop and laboratories, visits to industrial plants, and assigned readings in related subjects, be planned to realize in full measure the value they have for social objectives in education.

The second step in the work of the conference was listing tentative activities in industrial arts and outlining suggestions for their instructional organizing and for the administration of the program. The final step was outlining procedures to be followed by individual members during the next few months in carrying on studies in special assignments.

PERSONNEL OF THE CONFERENCE

Earl L. Bedell, Director, Department of Vocational Education, Board of Education, Detroit, Mich.

Roy G. Fales, Supervisor of Industrial Education, State Department of Education, Albany, N. Y.

Charles F. Bauder, Director of Industrial Arts, Public Schools, Philadelphia, Pa.

Frank C. Moore, Supervisor of Industrial Arts, Board of Education, Cleveland, Ohio.

Glen D. Brown, Head, Department of Industrial Education, University of Maryland, Baltimore, Md.

John R. Ludington, Professor, Industrial Arts Education, Ball State Teachers College, Muncie, Ind.

Elmer W. Christy, Director of Industrial Arts, Public Schools, Cincinnati, Ohio.

Homer J. Smith, Professor of Industrial Education, University of Minnesota, Minneapolis, Minn.

Walter B. Jones, Chief, Department of Industrial Education, State Department of Education, Harrisburg, Pa.

Clara A. Martin, Senior High School, Glens Falls, N. Y. Home address: 18 Sherman Avenue, Glens Falls, N. Y.

Harry E. Wood, Director of Fine, and Practical Arts, Public Schools, Indianapolis, Ind.

L. S. Hawkins, Chief, Trade and Industrial Service, United States Office of Education.

Maris M. Proffitt, Educational Consultant and Specialist in Industrial Education, Office of Education, Chairman.

MARIS M. PROFFITT



Bulletin Available

The State department of public instruction, Harrisburg, Pa., still has available a considerable number of copies of former Bulletin No. 85, entitled *Organization and Administration of Special Classes for the Orthogenic Backward*. In this bulletin are considered problems of curriculum adjustment and class organization of groups of mentally handicapped children, with numerous helpful suggestions for treatment. The department of public instruction will be glad to make available, without charge, copies of this bulletin as long as the supply lasts. Persons who are interested in securing the same should send requests to Dr. T. Ernest Newland, chief, special education, State department of public instruction, Harrisburg, Pa.



THE VOCATIONAL SUMMARY



by C. M. ARTHUR, *Research Specialist, Vocational Division*

A Truck With a Mission

Fifteen Wyoming towns were reached in the training program for municipal fire fighters conducted in that State from May to August. The training was in charge of Capt. J. H. Wheeler of the Los Angeles (Calif.) Fire Department, who carried with him a 1-ton panel truck containing the necessary demonstration equipment needed in giving instruction as well as motion-picture reels to illustrate instruction topics.

One week was spent by Captain Wheeler in each of the 15 towns visited, during which he gave intensive instruction to firemen and trained specially selected individuals to carry on the program after he had left. Later, Captain Wheeler returned to each of the towns again, checked up on the results of the training given firemen in his absence and gave them additional training.

In connection with its program of training for fire fighters, also, Wyoming combines a fire prevention and protection campaign for the schools. Captain Wheeler's activities, therefore, included work with schools in inspecting buildings for fire hazards and assisting in organizing fire prevention and fire protection plans.

Complying with a request from the State board for vocational education various Wyoming communities maintaining fire departments sent in lists of their equipment and facilities, and a statement of their method of operation. Prior to starting the training program, Captain Wheeler spent 3 weeks in the office of F. M. Treat, State director for vocational education, analyzing local conditions as indicated in the statements from local communities, and formulating the course of training to fit these conditions.

The Wyoming firemen training program calls for its extension as rapidly as possible to all of the 85 or 90 communities which maintain fire departments.

On an Individual Basis

Better methods of homemaking, with particular emphasis upon foods, clothing, housing, health, family relationships, and guidance, are being emphasized in home-economics training programs for out-of-school girls conducted in Virginia through the cooperation of the State board for vocational education and the National Youth Administration.

This program is carried on in homemaking centers provided by the National Youth Administration. In some instances these centers are established in old houses, especially houses which have been vacant for protracted periods and which require thorough cleaning and alteration to make them livable. They

are furnished with practical, inexpensive equipment such as would be within the means of the average low-income home. Frequently the furnishings consist largely of articles resurrected from attics and storerooms in the community and refinished or repaired for further use.

An effort is made to give each girl who attends each center all of the experiences provided through the housekeeping operations at the homemaking house. Accommodations are provided at the house for about 30 girls. They are divided into working groups, and these groups alternate with each other in living at the homemaking house for periods



Making slip covers for furniture is one of the practical duties assigned to students in home-improvement courses such as those carried on in Virginia and many other States.

of 2 weeks at a time throughout the year. The instruction program in the centers which is given on an informal, individual basis rather than upon a formal, group basis calls for 2 hours of actual instruction and 6 hours of work daily. The housekeeping duties in the centers are alternated so that each girl may become familiar with each type of household duty. Types of experiences in which the girls participate include: Planning meals, cooking for the group, buying food, making articles for the house (rugs, pictures, sheets, napkins, etc.), sewing for themselves, home recreation, reading, good grooming, making smocks, and laundering house linens. They are also given experience in planning, manag-

ing, and carrying out informal teas and parties at the homemaking house. Personal grooming is emphasized to girls in connection with preparations for teas and parties.

The girls are selected for training on the basis of actual need, through a cooperative plan worked out by the State department of public welfare, the Virginia Works Progress Administration, and the Virginia branch of the National Youth Administration. In education they range from individuals with little or no formal training to high-school graduates, a fourth-grade education representing the average for the group. Most of them come from homes with a low-income scale, where they live under crowded conditions, do not have the advantage of modern conveniences, and have few pleasures to break the monotony of their existence.

An attempt is made by those in charge of the homemaking centers to give girls experience which will help them in improving their daily living and to give them training through which they can earn money. One teacher, for instance, is encouraging the girls to specialize in making certain food products.

Three Helpful Lists

Three lists secured in connection with a study of aviation courses carried on by colleges, technical schools, high schools and vocational schools, made by the United States Office of Education are now available for distribution.

One of these is a list of colleges and universities offering aeronautics courses; another is a list of federally aided schools offering courses in aviation subjects; and the third is a list of magazines used in aviation classes and clubs.

These lists may be secured by writing the United States Office of Education, Federal Security Agency, Washington, D. C.

A Six-Point Plan

The program of vocational guidance carried on in the Nyack, N. Y., school district affords an excellent example of the guidance functions which may logically be performed by the schools of a rural or suburban area.

The first of the guidance functions performed by the Nyack school system, which shares in a county-wide program operated in Rockland County as a whole, is that of gathering information on occupations, including the occupational status, and the kind and place of employment of each person in the county. The second function of the program is the establishment and operation of a definite and complete system for securing, recording, and interpreting information about individual pupils, beginning with those in the



Home economics students in Colorado high school learn how to "rehabilitate" furniture.

first grade. Individual counseling, the third function of the Nyack guidance program is carried on by the home room teacher, the local guidance director, the junior placement counselor and director, the junior placement counselor, and other specialists employed by or available to the school. To provide pupils with needed information on the subject the Nyack schools render a fourth service—that of providing them with data concerning educational and training facilities in various vocations at the secondary and college levels. Placement, the fifth function of the Nyack guidance plan is carried on in cooperation with the New York State Employment Service. Finally, the Rockland County and Nyack plans call for follow up of graduates and former students through school surveys, and studies of employers, and surveys of out-of-school groups.

The method by which this six-point program is conducted is discussed in detail in Miscellany 2196, *Guidance Programs for Rural High Schools*, prepared by Paul W. Chapman, for the Occupational Information and Guidance Service of the United States Office of Education.

Why These Bankruptcies?

The rather general belief that "anyone can run a grocery store," is not borne out by the record of bankruptcies in the grocery business. This record indicates that managing a grocery store successfully is not a simple process—that it requires knowledge and intelligence. And the record of at least one mercantile agency indicates that two-thirds of the reported bankruptcies in the grocery business are due to inexperience in the business and to incompetency of store managers.

Grocers who have learned their trade

through long years of apprenticeship as deliverymen and salesmen know from personal experience the difficulties involved in holding trade, the pitfalls met with in buying, and the constant care required to keep operating costs within bounds. They are of the opinion that the only way a grocer can expect to learn the business is through years of practical experience and education.

It was in recognition of the need for training on the part of many persons employed in the distributive occupations that Congress passed the George-Deen Act of 1936, which provides for such training. In response to a demand for material which could be used in classes for store workers, managers, and owners of small grocery stores organized under the terms of this act, the Office of Education has prepared Vocational Division Bulletin 198, *Conference Topics for the Retail Grocery Business*. This publication should be helpful not only to State boards for vocational education, city school supervisors, and supervisors of adult education, and evening school programs in planning educational programs for grocery store personnel, but also to all groups interested in retailing, for the reason that the information contained in it may be used in connection with training courses for those engaged in all phases of retail distribution.

The bulletin is arranged in topical form and the topical heads have been selected to cover practically every situation or problem which may arise in a grocery business. They include such items as store service, telephone service, delivery service, credit and collection service, "suggestive" selling, buying merchandise, training employees, window displays, and advertising. Each topic discussion is preceded by a set of "conference questions" to stimulate the thinking of students and teachers and the

discussion is followed with a set of "supplementary questions" which are intended as an aid in fixing in the mind of training groups the points brought out in the discussion.

The new Office of Education Bulletin may be obtained from the Superintendent of Documents, United States Government Printing Office, Washington, D. C., for 20 cents a copy.

An Unnecessary Toll

Vocational agriculture teachers in Colorado are making good use of information gathered in a recent survey of preventable livestock losses, by passing this information on to students in their day, evening, and part-time classes and by instructing them in methods of preventing these losses. The Colorado State Board for Vocational Education has sent the results of the survey to vocational agriculture supervisors in the 11 Western States and to some of the Central States.

The survey showed, for instance, that 646 cows had teat and udder injuries resulting from loose wire, nails in boards, and poor fences; that 147 horses had cuts and sprains resulting from loose wire, nails in boards, poor posts, poor fences, prairie dog holes, and post holes. More than 600 cattle died from poison plants; 17 hogs died from overfeeding; 363 sheep died from poison plants, and 43 horses died from cornstalk poisoning.

Among the causes of losses discovered in the survey were: Disease, corral hazards, overcrowding, rough handling, overfeeding, fighting, automobile injuries, bruises, maggots, injured mouth, sprains, punctures, heat, cold, foundering, poor shoeing, kicking, loose wire, and shipping and handling methods.

The livestock loss prevention survey was made through the cooperation of 75 vocational agriculture departments in State high schools and the Future Farmers of America chapters in these schools.

Several vocational agriculture departments in Colorado have organized livestock loss prevention demonstration teams to educate farmers and the public in general through fairs and other events in the cause and prevention of livestock losses.

You'll Like It

If you live outside Michigan and want to know what they are doing in vocational education in that State, and particularly if you want to get this information in an interesting, readable form, you may wish to ask the Michigan State Board for Vocational Education, Lansing, to put you on the mailing list to receive their quarterly publication, *Michigan Vocational Outlook*. The brief articles contained in this quarterly are informative; each illustration tells a story of its own; the make-up is attractive; and it is impossible to skip an article because of the intriguing captions. Among the attention-getting titles in the June issue, for instance, are the following: Now They're Partners; Rocks and Radio; Glamour Too; Teacher on Horseback, 1939; and Everything's Here.



In Public Schools

Safety Education

The West Virginia State Board of Education has ordered that safety be taught in the high schools of the State, with special emphasis on automobile driving. It recommended that counties acquire as rapidly as possible physical properties necessary for teaching safe driving.

New Division

"The new Missouri uniform financial accounting system was reviewed and recently adopted at the meetings of the administration and production committee on financial accounting and the advisory committee of city school superintendents," according to a recent issue of *Missouri Schools*. "A new division of the State department of education has been established. This division will be charged with the installation of the Missouri uniform financial accounting system. M. C. Cunningham is director of the work."

116 Forums

A survey of the number of active school forums conducted in California during the school year 1938-39 indicates that 116 forums were held in 72 communities, according to a recent issue of *California Schools*. Data also show that 15 communities expect to establish forums for the first time during 1939-40.

Objective Information

The *Fortieth Annual Report* of the superintendent of schools of the city of New York for the school year 1937-38 has recently been received. This report presents data on the many and varied educational activities conducted by the school system of that city. "Such statistics," the report states, "are gathered currently throughout the school year to provide in the first instance the objective information required in determining departmental administrative policy and program."

Becoming Acquainted

"Pupils in any school enrolled in the American Junior Red Cross have the privilege of becoming acquainted with pupils in other countries or other sections of our own country," according to *American Junior Red Cross School Correspondence*, a publication of the American National Red Cross, Washington, D. C.

"Junior Red Cross school correspondence is a school or class project. The illustrated letters, bound in albums, and other materials are all on topics that interest entire groups, both the group preparing the correspondence and the group receiving it. Both the preparation and the use of the materials are helpful in the study of geography, citizenship, history,

art, industry, English, and nearly every school subject.

"When beginning international correspondence, a teacher should write to headquarters and ask for an up-to-date list of countries that are open to United States correspondence. She may send a list of countries in which the class is interested and ask which of these offer the best opportunities."

A description of the subject matter to be included in the albums is presented in detail in the publication referred to.

State-Aid Program

"Plans are now being made for an expanding State-aid program of adult education in North Carolina," according to a recent issue of the *North Carolina Public School Bulletin*. "The last legislature increased the appropriation by \$10,000, making a total of \$60,000 for adult education for the 1939-41 biennium. This increase will take care of the several county and city school systems that have not before participated in the program and have requested funds for the coming year. The State-aid program of adult education matches State funds with county funds dollar for dollar to carry on the adult education program. Teachers are selected on the same basis as other public-school teachers."

Adult Education Program

"Representatives of various State departments, the colleges and universities, the W. P. A., and the Michigan Council on Adult Education met in Lansing on September 8 at the request of Eugene B. Elliott, superintendent of public instruction, to discuss the promotion and development of a program of adult education for Michigan," according to a recent issue of *News of the Week*, a publication issued by the department of public instruction of that State.

"A preliminary discussion indicated general agreement that there was a need for adult education; that the term, as limited by the group, did not include academic credits; that coordination was necessary to prevent 'helter-skelter' methods; and that the department of public instruction should act as the clearing house.

"The following resolution was adopted: 'The State agencies here represented recognize the opportunities and responsibilities for the furthering of adult education and advise that the activity should be centralized in the State department of public instruction.'

"Further action by the group set up an advisory committee of five 'to work with the department of public instruction in the formulation of rules and policies governing a coordinated State program of adult education.'"

Reasons Given

Library Technique in All Fields is the title of the seventy-ninth annual report (1937-38) of the superintendent of schools of Milwaukee, Wis. The superintendent gives many reasons why the library is essential to the educational program. Among the points he makes are:

"The library technique is particularly adapted to the exploratory needs of children.

"A strong argument for the library technique is to be found in the fact that differences in viewpoint brought out by using a variety of sources of information afford children excellent practice in thinking.

"A final advantage in the use of library technique is that it lends itself readily to the use of current and up-to-date materials."

The report is illustrated with many unposed photographs of children, from kindergarten through high school, to show the Milwaukee applications of free library techniques.

All Denominations

"Bible teaching in the high schools of Knoxville, Tenn.," as reported by the superintendent of schools, "is a church project initiated, financed, and supervised by the churches of all denominations in that city." The subject is elective with one-half credit given for each term's work, or one full unit for the year's course, which is accepted by colleges and universities as a full college entrance credit. When the course was introduced in 1933, 173 students enrolled for the 2 terms; in 1938-39, 678 students were enrolled in the course.

Tourist Business

The *News of the Week*, published by the department of public instruction of Michigan, announces that a bulletin has recently been issued by the State board of control for vocational education outlining in detail a vocational training course which is designed to "train youths for entrance into the State's second largest industry—the tourist business.

"Included in the bulletin are full instructions for setting up the course in a community, steps to establish 'reimbursable' resort training classes, suggestions as to supplementary materials and facilities, the course outline, guest discussion leaders, a bibliography of bulletins and manuals."

Credit Union

Teachers of Fresno City and County (Calif.) have for 5 years owned and managed a credit union. The union now enrolls 200 members with capital shares of \$15,000, according to a recent issue of the *Sierra Educational News*.

W. S. DEFFENBAUGH

In Colleges

New Record in University Loans

The biggest year in the history of the student loan funds of the University of Michigan was completed June 30, according to the annual report made by the cashier of the university, Boyd C. Stephens

During the 1938-39 school year, loans amounting to \$163,227 were made to 1,410 individual students. This is an increase of \$28,350 and 232 students over the previous year.

The increased demand for student loans is probably due to the shortage of summer jobs in 1938. Many students rely on summer employment to help them take care of their winter expenses.

An interesting side light of this year's report on student loan funds is the evidence it produces for the essential honesty of today's American college youth. Mr. Stephens reveals that, of \$1,652,054 loaned to University of Michigan students since these funds were established 42 years ago, less than 1 percent has been lost. Since 1897, he points out, a total of \$12,581 has been charged off as a loss. Of this amount the university has subsequently collected \$540, making a net loss of only \$12,041.

The total student loan funds of the university amount to \$542,152, of which \$428,232 is now represented by outstanding loans to students. The unloaned balance, made necessary by limitations on the funds by their donors, include cash on hand and temporary investments in bonds and mortgages.

In addition to the loanable funds, the university has endowments supporting loan funds which amount to \$406,266, the income of which is added to the loan funds each year.

Students To Receive Personal Attention

Moving away from the "mass education" theory, the University of Texas has launched training of an experimental group of would-be teachers by the individual conference method.

Twenty-four junior students in the school of education who are preparing to teach in the secondary education field have been picked to receive personal attention of professors in that area in a 2-year program. Work will be focused on three cores—the American secondary school, the secondary school child, and subject matter and materials.

Tree Ring Calendar

Prepared over a period of more than 30 years by A. E. Douglass of the University of Arizona, State university astronomer and professor of dendrochronology, a 35-foot photographic panorama of the Southwest's tree ring calendar, A. D. 11 to the present year, is to occupy the predominant place in a new exhibit being completed at the Arizona State

Museum on the university campus. It will be an outstanding exhibit on tree-ring research, according to university officials.

WALTON C. JOHN



In Libraries

Projects Completed

College administrators considering self-surveys of their libraries may find useful information in several projects already completed. In 1933, the University of Chicago Library published the findings of its self-analysis of resources, services, and needs. Later, Blanche P. McCrum, when librarian of Washington and Lee University, directed a self-survey of its library and described the procedure in the Bulletin of the American Library Association for December 1937. As a further guide to surveyors, the A. L. A. College Library Advisory Board is preparing a manual outlining the techniques for and the objectives of library self-analysis.

Six Things Expected

Writing in a recent issue of the *Library Journal*, Lester A. Williams, professor of education at the University of California, states that the school expects six things of the school librarian:

- (1) Making the library a workshop for the pupils.
- (2) Instructing pupils to utilize the library as a workshop.
- (3) Keeping teachers fully informed of the latest professional literature.
- (4) Participating actively in curriculum revision.
- (5) Providing a room, an alcove, or a corner for leisure reading.
- (6) Administering the school library on the theory that it is an agency of instruction rather than a repository of books.

A Major Point

The national plan for libraries, recently adopted by the council of the American Library Association, sets forth as one of its major points: "Every American citizen should have a publicly supported library near at hand, through which will be made available to him such printed materials as he may wish to use for information, self-improvement, scholarship, cultural advancement, and recreation; which will provide such aid in the selection and use of materials, and guidance in planning and pursuing his reading, study, and research as he may need and desire; and which will stimulate and help to satisfy his intellectual curiosity and reading interest in questions of current importance."

Ohio Data

In the 1939 Directory of Ohio Libraries, the State librarian has made a statistical

analysis of the public libraries. On the basis of 1938 data, of Ohio's total population: 71 percent live in communities with separate local libraries; 15 percent receive library service through an extension agency of a library originally organized to serve only its own community; 12 percent are eligible to receive library service within the county as a result of the intangibles tax law, but have no local extension agency; two percent live in communities which have no local library and are in counties in which no library receives money from the intangibles tax.

Marine Library Expansion

The American Merchant Marine Library Association in its annual report for 1938-39 announces an expansion of its work not only with merchant ships but also with lighthouses, a gain of 27 percent in the latter service being registered as compared with that of the preceding year. The association reports also that a grant from the Carnegie Corporation of New York has made possible the purchase of needed technical books which may be borrowed by seamen through any one of the six port offices or through the headquarters office in New York City. The report stresses the importance of providing satisfactory reading material for the many young men now entering the expanding merchant service. Off duty 16 hours out of 24, these men find books an important medium for recreation and education.

Three Objectives

During the past 7 years, Stephens College has been developing a library program which had three objectives: "To make the library contribute as effectively as possible to the instructional program of the college; to teach students how to use books effectively; and to lead students to love books and to read for pleasure." To achieve these aims, special plans and procedures were evolved which have attracted the interest of college administrators and librarians. In the recently published *Vitalizing the Library*, the librarian and dean of instruction, B. Lamar Johnson has recorded the methods used by Stephens College, including a full account of the relations between the library and teaching, instruction in the use of books, and the means of encouraging pleasure reading.

D. C. Study Completed

The increasing emphasis placed by librarians upon the problems of personnel administration is shown in the study completed by Clara W. Herbert of the Public Library of the District of Columbia and published by the American Library Association. Although this volume, as the title *Personnel Administration in Public Libraries* indicates, directs attention to one type of libraries, nevertheless the description of forms of organization and the formulation of the principles underlying the effective management of library staffs, have applications for other types of libraries. The

problems of libraries and civil service, certification, and in-service training are also considered.

Library Extension Pioneer

In the Kansas State Historical Society is a letter which indicates James Redpath, journalist and founder of a lecture bureau, as one of the early pioneers in library extension. From Manhattan, Kans., where he was correspondent of the *New York Tribune* and the *Chicago Tribune*, Redpath sent the following appeal in February 1857: ". . . A colony of eastern emigrants has founded a town [at Manhattan] . . . All of them have enjoyed the advantages, at home, of common schools and public libraries. They wish to establish a common school, a public library, and a literary institution in Manhattan. They have appointed me as their agent to solicit aid, in money or books, from the citizens of Boston, for this praiseworthy object . . . Money to erect this building or volumes to form the library, will be gratefully received and publicly acknowledged by Sir, Your obed't Servant, James Redpath."

RALPH M. DUNBAR



In Other Government Agencies

Electric Home and Farm Authority

Last year the Electric Home and Farm Authority financed the sale of nearly 8 million dollars worth of appliances. Refrigerators, ranges, water heaters, furnaces, water pumps, conversion oil burners, coal stokers, milk coolers, cream separators, farm motors, milking machines, feed grinders, washing machines, ironers, portable space heaters, dishwashers, waste-disposal units, attic ventilating fans, vacuum cleaners, and radios were among the appliances the E. H. F. A. helped consumers to buy.

Only labor-saving equipment and devices which contribute to a higher standard of living and which cannot be purchased for cash by the average family without undue hardship are purchasable under the plan which permits of purchase from designated dealers on time-payment plans, at an interest cost of 5 percent per year on the original unpaid balance of the purchase price. Financing is limited to purchases where the balance due is more than \$40.

Installation of wiring and plumbing, together with fixtures, is financed by the Rural Electrification Administration for those consumers whose farms and homes are on R. E. A. project lines. Although giant power projects over the United States generate electricity, wires have been strung to but one in every four farm homes.

For further information write to the Elec-



Courtesy of the National Park Service.

Yosemite Junior Nature School.

tric Home and Farm Authority, Tower Building, Washington, D. C.

National Youth Administration

In order to obtain information on the characteristics of youth employed on its work projects, the NYA conducted a survey in seven States, the results of which show that:

(1) The average age of all youth employed on NYA projects is 19 years, 9 months.

(2) Of the 228,000 youths employed by NYA at the time of the survey, 57.1 percent were boys and 42.9 percent were girls.

(3) The race distribution of youths employed on projects was: White, 86.4 percent; Negro, 12.1 percent; and from other races, chiefly American Indians, but including a few Japanese, Chinese, and Filipinos, 1.5 percent.

(4) Approximately two-fifths of the youth had no formal schooling beyond grammar school, and one-fourth were high-school graduates.

(5) A little more than half of the youth employed had never held any kind of job before starting to work on the project.

* * *

Additional sums totaling \$240,000 for student aid have been allotted by the NYA in drought areas in the following States: Arizona, Colorado, Idaho, Kansas, Kentucky, Montana, Nebraska, New Mexico, North Dakota, Oklahoma, South Dakota, and Utah.

* * *

Four States—Georgia, Illinois, Kansas, and Oklahoma—report a more than 200-percent increase in placement figures for September 1939 over September 1938, according to a preliminary survey of NYA Junior Placement Services. Five other States—Alabama, California, Michigan, Missouri, and Nevada—report a more than 100-percent increase for the same period.

* * *

One thousand six hundred and fifty colleges and universities and 25,500 secondary educational institutions will participate in the NYA student-aid program during the current fiscal year 1939-40, as a result of the approval of allocations totaling \$27,465,319.

Nearly 600 resident NYA projects were in operation August 1939 in 45 States with an estimated enrollment of about 30,000 boys and girls. These projects were inaugurated in the Spring of 1937 to provide employment opportunities for young persons living in sparsely populated rural areas in which it was difficult to initiate work projects or to obtain supervision. Sixty of the projects located in 20 States are for Negro youth and 5 located in 3 States are for Indian youth.

In addition to the resident projects, the National Youth Administration operates nine regional centers. Those assigned to regional centers have demonstrated special talents on other NYA projects.

National Park Service

The Yosemite Junior Nature School, conducted by the naturalist staff of Yosemite National Park during the past summer, enrolled on an average of 100 pupils a day. Children under 10 years of age met each morning for 6 weeks from 9 to 10 and studied trees, birds, animals, flowers, and miscellaneous subjects such as rocks, history, and Indians. (See illustration.) On occasion, caravan trips were made to the fish hatchery, Indian caves, and bears. From 10 to 11:30 a. m. was set aside for those from 10 to 15 years of age. The same general type of program was used, except that the material was adapted to the older children.

More than 1,600,000 acres were added to the scenic, recreational, and historical areas administered by the National Park Service during the year ended June 30, 1939.

MARGARET F. RYAN.

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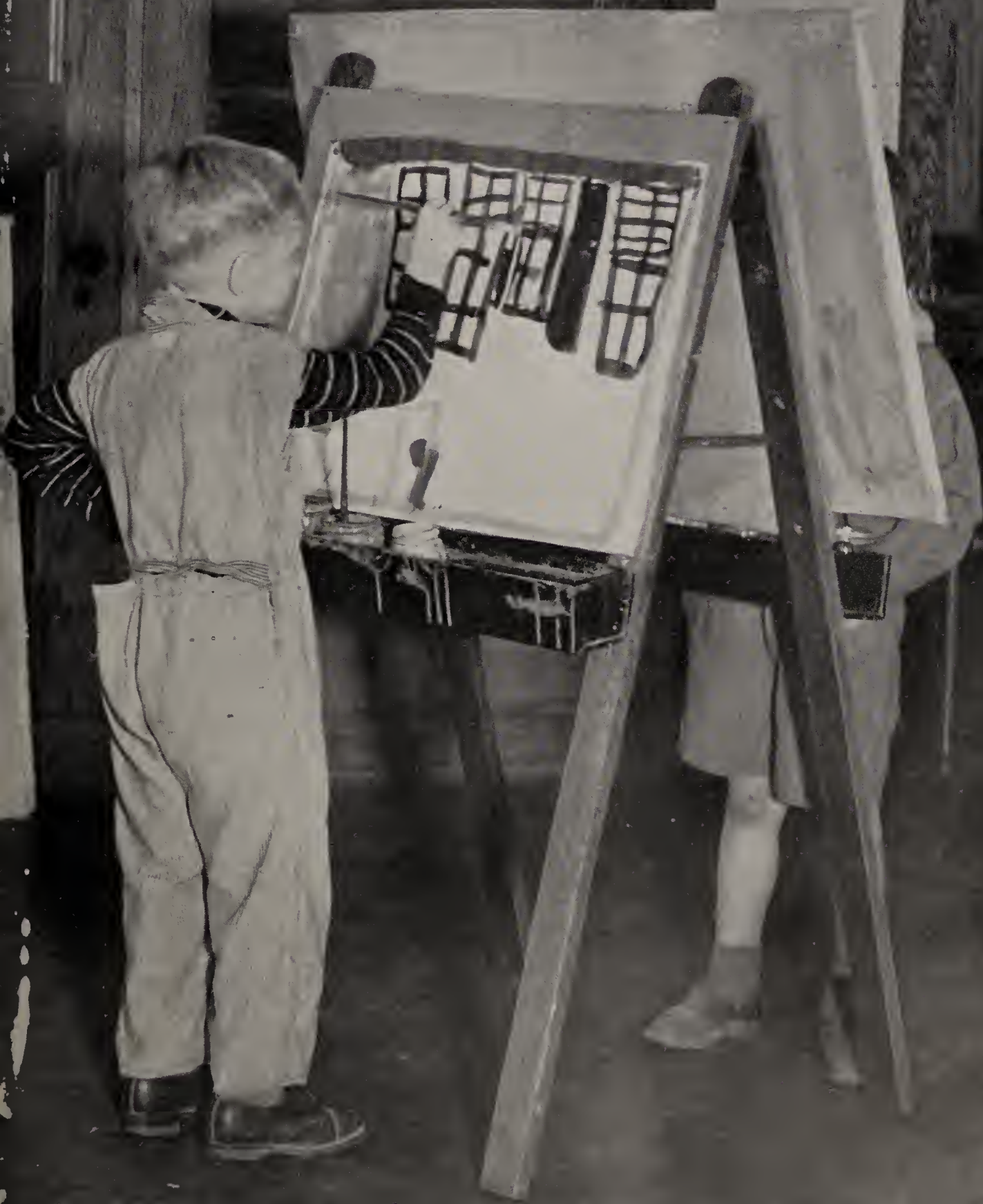
SCHOOL JUNE

January

1940

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SCHOOL LIFE

Official Organ of the U. S. Office of Education

Volume XXV

JANUARY 1940

Number 4

SCHOOL LIFE is published monthly (except in August and September) during the school year, by the U. S. Office of Education, Federal Security Agency.

Its purpose is to present current information concerning progress and trends in education; report upon research and other activities conducted by the U. S. Office of Education; announce new publications of the Office, as well as important publications of other Government agencies; and to give kindred services.

The Congress of the United States, in 1867, established the Office of Education to "collect such statistics and facts as shall show the condition and progress of education in the several States and Territories"; to "diffuse such information as shall aid in the establishment and maintenance of efficient school systems"; and "otherwise promote the cause of education throughout the country." SCHOOL LIFE serves toward carrying out these purposes. Its printing has been approved by the Director of the Budget.

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Publication offices:
U. S. OFFICE OF EDUCATION
FEDERAL SECURITY AGENCY
Washington, D. C.

Editorial

The Logic of Lifelong, Systematic Civic Education

IN SPITE OF THE FACT that the American school system is deplorably weak in many respects and that it has not been properly geared to the educational needs of a rapidly changing, complex society, the following categorical statements seem especially appropriate for consideration at this time:

1. Education in school increases understanding of social problems and thereby creates worthy and vital civic interests.
2. Civic interests increase with increased opportunities for social education. The better these opportunities, the more lasting and active the civic interests.
3. People pursue their interests, thereby continuing to expand them and to become more attached to them, if obstacles to the pursuit are not too numerous and too difficult to overcome. Obviously people do not pursue or enlarge interests which they do not possess or which are practically dormant.
4. Increasing proportions of the American population are advancing to higher levels in schools and colleges.
5. The fund of adolescent civic interests and social insight generated by schooling, therefore, is growing steadily and is becoming more widely distributed.
6. Evidence clearly refutes the blind assumption that civic interests mature as well by accident as through organized, professionally directed educational institutions.
7. To safeguard the future of American democracy and to improve it, *adults beyond formal school days must not be expected by accident* to pursue and push toward maturity the budding civic interests and social insights which have been enlarged as much as possible through schooling appropriate for adolescents.
8. Good government and the best chance for the abundant life in a democracy are products of the continuous growth of civic interests and abilities in adult life. It is no more practicable to expect such growth among adults generally without the aid of an organized and professionally managed educational enterprise than it is to expect satisfactory growth in citizenship among children who do not go to school, whose civic enlightenment is left to accident.
9. Public forums constitute at once an economical, practicable, and effective means of insuring the essential growth in civic enlightenment among adults without which democracy cannot survive.



U. S. Commissioner of Education.



Henry Morgenthau, Jr.

Schools Under the Federal Government

The Department of the Treasury

by Walton C. John, Specialist in Higher Education

cerned with the first function, the collection of revenues.

The first of these agencies is the Bureau of Customs which makes the collections on imports, the second is the Bureau of Internal Revenue which collects internal taxes, and the third is the United States Coast Guard—one of the divisions of Law Enforcement and Public Services. Each has set up schools or training departments.

School of Instruction³ Bureau of Customs

Until about 1931, the attempt to improve the training of new appointees to the Customs Service had not been fully adequate. The younger appointees received a certain amount of personal instruction from older officers and oftentimes this instruction was faulty. In 1930 the National Customs Conference recommended the establishment of a course of instruction. Hindered in this by the depression the establishment of the centralized school was postponed with the result that local schools and discussion groups sprang up in around 19 districts. By 1935 the Honorable James H. Moyle, Commissioner of Customs, was ready to announce the establishment of the School of Instruction.

Among other things the order stated that a course of instruction by correspondence is established in the Bureau of Customs and that the course will cover customs law, approved procedure and accounting, to be available to all officers and employees of the Customs Service.

"The prime object of the school is the training of the younger men in the service, including new appointees." The older officers also find it desirable to take the course in order that they can help the younger employees in the interpretation of the papers on account of their superior experience.

"Each customs officer and employee is required to enroll and submit answers to the quizzes of all lesson papers covering the subject or subjects of the work he is performing. These are called mandatory subjects. He may also enroll for any or all of the other subjects. There are 41 subjects in all. New appointees should enroll for the entire course.

"Officers and employees of other Government departments or branches which cooperate with the Customs Service and personnel may enroll in the training course—it is not compulsory that they submit answers. If they do so, they will receive appropriate credits. No one outside the Government service is eligible to enroll."

The plan involves the issuance of one lesson paper a month followed by a quiz not oftener than every 2 to 4 months.

When the quiz is returned to the Bureau the grade is placed on the student's record. The school is stimulated by regional conferences held by the director who explains the operation of the school, looks into local problems, discusses procedure and methods of presenting the subjects in the text, answers questions, and secures helpful suggestions and constructive criticisms.

Local classes are held at the various ports, using the text of the lesson papers. These classes are conducted by the keymen of the service who answer questions and explain the text and its application to local problems.

In view of the large number of court decisions, Treasury interpretations and Bureau rulings, it is necessary to bring uniform understanding throughout the country respecting these actions. It is, therefore, gratifying to find that the school greatly facilitates such understanding. "The customs law is so delicately balanced that a very slight error or misinterpretation would cost the Government large sums of money. Even an error in punctuation, or misreading of the text, would be very expensive. This is well illustrated by the celebrated 'comma' case. In the legislative enactment of the free list in the Tariff Act of 1872, an enrolling or engrossing clerk changed the punctuation from a hyphen to a comma, making the provision read: 'Tropical fruit, plants, etc.' It should have read: 'Tropical fruit-plants, etc.' Thereafter all tropical fruit entered the United States free of duty when it was only intended that tropical fruit-plants should be free of duty. That error cost the Government some \$3,000,000 in revenue before Congress could correct it."

The Training Division Bureau of Internal Revenue

In 1918 the Bureau of Internal Revenue established a Training Division in order to

★★★ The Treasury Department dates back to 1776 when the Continental Congress by a resolution of February 17 of that year provided for a committee of five to be appointed for superintending the Treasury. Later the Constitutional Congress on September 2, 1789, enacted a law establishing the Treasury Department.

"The duties first assigned to the Treasury Department were to collect taxes and other revenues; to employ the public credit when tax revenues should be insufficient; to keep the national funds safely and to disburse them on the orders of the Congress under a plan proposed by the first Secretary; to maintain accounts of these transactions, and to keep the Congress informed as to the condition of the Nation's finances."¹

Today these duties are expressed more briefly in terms of six functions:² (1) Collection of revenues; (2) Flotation and payment of loans; (3) Custody and disbursement of funds; (4) Supervision of national banks; (5) Issuance and protection of money; and (6) Law enforcement and public services.

Activities of three agencies require large bodies of men who need training in special government schools in order that the Treasury Department may operate with the greatest efficiency, and these agencies are mainly con-

¹ The Treasury Department, Washington, D. C., Mimeographed publication on Origin, Development, Organization, Divisions, Bureau, Agencies, Functions, p. 3.

² Ibid. p. 4.

³ The writer is indebted to H. F. Worley, Director of the School of Instruction, Bureau of Customs, for source material regarding the school, also to *The Federal Employee* July 1938, for quotations on subject, pp. 11, 12, 24.

improve the efficiency of its program in collecting the internal revenue.⁴ "The courses of study available through the Training Division relate to the duties performed by the employees in the Bureau of Internal Revenue and consist of correspondence courses on the income-tax law and related subjects."

Class instruction is also offered in the field offices on the income-tax law, miscellaneous, excise and stamp taxes, tax on admissions and dues, unjust enrichment, accounting, and social security taxes.

In addition to the correspondence courses and the field classes, 60-day classes are conducted in Washington for newly appointed internal revenue agents which embrace an intensive course of training on the income-tax laws, audit procedure, and preparation of reports.

Approximately 8,000 students are enrolled in the correspondence course. The 60-day intensive course usually enrolls around 70 students and there may be 2 or 3 of such classes each year. The new appointees attending these classes are usually between 25 and 35 years of age. As a rule students have a high-school education although many have attended college and hold degrees.

The courses offered by the Training Division are strictly limited to Bureau personnel and are not open to the public.

The United States Coast Guard Academy

One of the most important of the functions of Law Enforcement and Public Services of the Treasury Department is carried on by the United States Coast Guard.

"The United States Coast Guard is the Nation's maritime police force. It has the duty of protecting life and property and the enforcement of Federal law upon navigable waters and the high seas. The Coast Guard personnel numbers about 17,000. Its fleet includes oar-propelled lifeboats, swift power cutters, and airplanes. It has the maintenance of aids to marine navigation, including light-houses, lightships, radio beacons, fog signals, buoys and beacons, numbering in all about 30,000." Under the 1939 Reorganization Act the Lighthouse Service was consolidated with the Coast Guard. The Coast Guard is in charge of the North Atlantic iceberg patrol and it also gives aid to vessels in distress, removes derelicts and renders other important services.

"The Coast Guard is charged with the suppression of smuggling, protection of fisheries, seal, otter, and game; enforcement of laws and regulations relative to neutrality, immigration, quarantine, and governing anchorage and movement of vessels; and it patrols regattas and marine parades.

⁴ The writer is indebted to A. E. Dunsmore, Director of the Training Division, for the data concerning the work of this division.



U. S. Treasury Department headquarters.

"The Coast Guard is one of the military forces of the United States. It operates as a part of the Navy in time of war or whenever the President shall direct." The commandant in charge of the Coast Guard is Rear Admiral Russell R. Waesche whose office is located in Washington, D. C.

The principal agency in the training of personnel for the Coast Guard Service is the Coast Guard Academy located at New London, Conn., and it is designed for the professional education of young men who are candidates for commissions as officers in the United States Coast Guard.

The academy is housed in a first-class plant which cost 2¾ million dollars. The grounds occupy 45 acres on the Thames River. The floating equipment includes 15 surf and whaleboats, 6 one-design sailing sloops, 2 Gloucester type schooners, and three 75-foot patrol boats. There are also the cruising cutters which are used for the annual practice cruise.

The program of study is 4 years in length and includes a distribution of prescribed subjects in the sciences, mathematics, history, languages, economics, engineering, navigation, ordnance in addition to seamanship, drills and other related subjects. The total number of semester hours in the course is 177.6 which is considerably above the average course in mechanical engineering with 145.5. This is due to the fact that the academy operates its program of work for 11 months of the year rather than 8 or 9 months, and, being a military service, the Coast Guard conducts the work on a military basis.

In a program of this type especial attention is given to training for physical fitness.

Admission to the Coast Guard Academy is based on a Nation-wide competitive examination. This is held in June of each year and is open to prospective students anywhere. The mental requirements for admission compare

with those of high-grade engineering colleges.

During the period of instruction cadets receive \$780 a year and a ration which is valued at approximately 75 cents a day. Out of these funds they pay for their uniforms and for their living and other expenses.

On graduation the cadets receive commissions as ensigns in the Coast Guard "with rank and pay equivalent to that of ensigns in the Navy or second lieutenants in the Army. Promotion and pay thereafter parallel those of corresponding ranks in the Army and Navy."⁵

Among the most valuable features of the Coast Guard training program are the cadet practice cruises. These cruises take place each summer after June 1. Cadets of classes 1 and 3 make foreign cruises which permit them to visit a great many different countries. Cadets of the second class make shorter cruises winding up with a longer cruise of 15 days.

Other Schools Connected With the Coast Guard

As the activities of the Coast Guard are so varied, a number of other schools have been set up for enlisted men to meet the needs of the service. The following schools are briefly described. Unless otherwise indicated the schools are located at New London, Conn.

Yeomans School: This school prepares typists, stenographers, bookkeepers, and other office workers. The course is an intensive one, 6 months in length.

School for Student Radiomen: This school gives a 6-month course for radiomen in the service of the Coast Guard.

Radio Matériel School: This school takes

⁵ Circular, The United States Coast Guard Academy. The Treasury Department, Washington, D. C. (No date.)



U. S. Coast Guard in action.



U. S. Customs patrol—Mexican border.

graduates of the School for Student Radiomen who have been in the field for periods varying from 1 to 5 years. They are taught the handling of tools, blueprints, and radio equipment.

Hospital Corps School: Students obtain further training in first aid, sanitation, materia medica, bandaging, and diets.

Cooks and Bakers School: In this school students are taught cooking and baking. They are taught how to purchase and cut meats as well as how to purchase food in general, to account properly for food, and to plan wise use of foods.

Engine School and Repair Base, Norfolk, Va.:

This school gives a 6-month course in the management of internal combustion and steam engines. A 2-month lathe and shop course is also offered.

Depot Armorer's Courses, Baltimore, Md.: This course, 13 weeks in length, is to teach students the art of taking care of small arms, as well as those arms found on the cutters and ships of the Coast Guard.

Coast Guard Institute: This institute provides correspondence instruction for those who wish to advance themselves in subjects of a general nature as well as those in trades.

White House Conference

The 1940 session of the White House Conference on Children in a Democracy will convene in Washington, D. C., from January 18 to 20 at the request of President Roosevelt.

The White House Conferences on Children developed as a result of suggestions coming to the President and to the Department of Labor from many sources in regard to a review of goals with reference to children and the extent to which they are being realized. Such review, with increasing breadth of approach and coverage, took place in 1909, 1919, and in 1930.

Secretary of Labor Frances Perkins, who is chairman of the conference, has stated that "The conference is not going to attempt to define or defend our American democracy though it may have to attempt to state some of its underlying purposes. Democracy is not only a form of government, it is not only a matter of people living in liberty with each other; there is involved in it the experience of men in liking each other, in getting on together, and in using the friendship so generated to develop a better life and a better relationship for all the people who come after us. We need to take these things for granted in America and go on to see what more we can do with them in behalf of the children of the next generation."

The conference membership, including representatives appointed by the Governors of States and Territories, is made up of physicians, economists, sociologists, statisticians, educators, clergymen, social workers, housing experts, recreation workers, nutritionists, representatives of industry, labor, farm groups and professional and civic organizations of men and women; as well as representatives of Federal, State, and local administrative agencies of the Government.



Convention Calendar

AMERICAN CAMPING ASSOCIATION, INC. *Asilomar, Calif., January 25-27.*

AMERICAN INSTITUTE OF ELECTRICAL ENGINEERS. *New York, N. Y., January 22-26.*

AMERICAN SOCIETY OF CIVIL ENGINEERS. *New York, N. Y., January 17-20.*

ASSOCIATION OF AMERICAN COLLEGES. *Philadelphia, Pa., January 11 and 12.*

EDUCATIONAL ASSOCIATION OF THE METHODIST EPISCOPAL CHURCH. *Philadelphia, Pa., January 9.*

HEAD MASTERS ASSOCIATION. *Rye, N. Y., February 8 and 9.*

Employment Opportunities in Services Related to Education

by Bess Goodykoontz, Assistant U. S. Commissioner of Education

★★★ *What Are the Prospects for Securing Teaching Positions?*

Preparation for teaching still represents the major interest of the largest single group of graduates from colleges and universities. In 1936, 22.6 percent of the students graduating from college with first degrees had taken the work prescribed for teacher preparation. In recent years reports available from the colleges show an encouraging increase in the percentage of graduates placed in teaching positions. In 84 institutions reporting, the percentage of elementary school teachers placed increased from 62 percent in 1934 to 82 percent in 1936; for secondary school teachers the percentage increased from 45 percent in 1934 to 60 percent in 1936. This means that young people who are interested in and prepared for teaching still stand a reasonably good chance of early employment.

However, requirements for teaching positions are so high, and competition for those positions so keen that the chance of persons "teaching a while until they can get into other work" is much less than it formerly was. Replacements have noticeably declined in number during the past decade as teachers have clung to their jobs. Nevertheless, the total number of persons engaged in educational work remains high, and even increases slightly in recent years. In 1936 there were approximately a million teachers, about 85 percent of whom were in public schools. Of every hundred of those teachers, about 63 were in the elementary school, 28 in the high school, and 9 in the colleges.

We are hearing much nowadays of the decreasing school population, with an implication that employment therefore in school work is decreasing. This is only partially true; 1936 shows an increase in total number of teachers employed in elementary and secondary schools over the previous biennium and over the 1930 figures. Classes have been notoriously large, particularly in the elementary schools where greatest decreases are taking place. Some adjustments there are needed. Furthermore, enrollments in secondary schools are requiring additional teachers, and new services in the schools such as art, music, industrial arts, health instruction, and others, are requiring gradual additions. Decreases in population may not show a corresponding decrease in numbers of teachers for some years, due to these two great needs.

What Opportunities Are There for Educational Work Other Than Teaching?

The teacher is the central person in education, and appropriately the largest number of

persons engaged in education are teachers. However, many other employee groups are included in the total number of persons engaged in work "related to education." For example, administrators and supervisors represent another 50,000 persons. Some of them are State, county, city, and district officials; others are elementary and secondary school principals; and still others are supervisors. Almost without exception these 50,000 are persons of considerable teaching experience, with additional training in administration and supervision, usually on a graduate level. But for the most part these positions represent goals toward which experienced teachers work, rather than opportunities for the new graduates.

Since schools interpret their responsibility as something more than teaching children to read and figure, and also since schools are self-contained administrative units, the variety of types of work "related to education" and the number of persons working in connection with schools but not directly in teaching or administering educational programs is a very large number indeed. A mere list of some of the representative types of work related to the work of the schools will sufficiently illustrate this point:

Cafeteria managers	School dentists
Dietitians	School nurses
Cooks	Oral hygienists
Business officers	Psychiatrists
Accountants	Psychologists
Supply clerks	Lawyers
Landscape gardeners	Librarians
School doctors	Museum director
Editors	Registrars
Attendance officers	Secretaries
Employment counselors	

The relation of each one of these to the regular program of the school is easily recognized. Each year brings an increasing number of persons into school work who are not primarily trained as teachers, but who have specialties which are integral parts of a total school program. Therefore the person who does not wish to teach is no longer necessarily disinterested in schools or unemployable by schools. Frequently her training includes courses both in education and in the field of her specialty.

Recent years have brought about an increasing number if not a multiplication of the types of services provided by government, local, State, and Federal, which have a very distinct relation to education if they are not actually school services. Services for youth, recreational activities, library extension, CCC camps, welfare work, institutional care of handicapped children, home teaching, organization work for children and young people—all of these have to some extent been

sponsored by Government and supported from public funds. In some cases these educational services establish wholly new agencies or institutions, as for example, the CCC camps, recreational activities, library activities, and others. Opportunities for employment therefore exist not only in the operation of the program locally, but on each successive step of organization, local, State and Federal. In other cases the new educational services are established in connection with schools, as for example, employment services, recreation services, boys and girls clubs. In this way the community's educational program is not limited to the class instruction given to children under 18 years of age from 9 to 4 o'clock. On the contrary, it includes many educational activities, some of them centered in the school because of the facilities already existing there, but others located wherever needed. All of these new fields represent employment possibilities.

Where Do College Graduates Find Teaching Positions?

We have a tradition of local responsibility for education in this country. Therefore opportunities for teaching are largely in the local communities; that is, States do not, for the most part, operate schools except post-secondary schools and residential schools for handicapped children; neither does the Federal Government operate any large number of schools, though there are some operated by the Indian Service, the War and Navy Departments, and a few others. The Federal Government does not operate schools in the outlying territories of Hawaii, Puerto Rico, the Virgin Islands, and Alaska. They have their own educational authorities, and in recent years employ principally their own citizens. College graduates wishing to teach will therefore seek employment not in the State capitals nor in Washington, but much closer home. Further, they are apt to find them in the smaller communities. Half of the teachers are now in communities having less than 2,500 population. Promotion in teaching frequently means, unfortunately, not a different type of work nor a larger school, but a larger city in which to live.

Something should be said here about opportunities for college graduates to secure educational positions other than teaching in the Federal Government. Positions in the United States Office of Education are primarily in research and educational service. These positions require extensive training and experience in specialized fields. There are such

(Concluded on page 124)



New books and Pamphlets

One-Act Plays

America in Action. A series of one-act plays for young people, dealing with freedom and democracy. Hermann Hagedorn, editor. New York, Dramatists Play Service, Inc., 1939. 8 Books, 30 cents each.

The Roosevelt Memorial Association (established in memory of Theodore Roosevelt) cooperating with the Authors' and Dramatists' Guilds of America and the Dramatists' Play Service has rendered material and moral aid in making this series possible and in offering the plays to amateur actors on a nonroyalty basis. The plays, by competent authors, illustrate in dramatic form the basic democratic ideals underlying the American conception of life and government. Those interested in receiving further information are invited to write to: Dramatists' Play Service, Inc., 6 East Thirty-ninth Street, New York City. Titles published to date are: *Haven of the Spirit*, by Merrill Denison; *Seeing the Elephant*, by Dan Totheroh; *Ship Forever Sailing*, by Stanley Young; *We'd Never Be Happy Otherwise*, by E. P. Conkle; *Enter Women*, by Olivia Howard Dunbar; *Fires at Valley Forge*, by Harold Harper; *Franklin and the King*, by Paul Green; *A Salute to the Fourth*, by Elizabeth McFadden.

Safety Education

Pedestrian Protection. Washington, D. C., Safety and Traffic Engineering Department, American Automobile Association, 1939. 90 p. illus. 50 cents.

Based on a Nation-wide study of pedestrian problems this report presents facts about pedestrian conditions and accidents, engineering aids, legislative and enforcement needs, educational methods for promoting better practices. Includes a useful bibliography.

School Supervision

The Elementary Principal as Supervisor in the Modern School. Eleventh Yearbook. Published annually by The California Elementary School Principals' Association. Oakland, Calif., 1939. 168 p. \$1. (From: Sarah L. Young, Parker School, Oakland, Calif.)

Designed to give practical help to principal-supervisors; modern education in theory and practice.

Vocational Education

Charting the Course for Vocational Education. Pamphlet authorized by the Chicago Committee on Vocational Education and published by the Citizens Schools Committee. Chicago, 1939. 70 p. 50 cents. (From: Citizens Schools Committee, 185 North Wabash Avenue, Chicago, Ill.)

Industrial, labor, civic, business, and educational leaders express their opinions of the part which vocational education can play in a public-school system.

Museums

The Museum in America; a critical study, by Laurence Vail Coleman. Washington, D. C., The American Association of Museums, 1939. 3 v. illus. \$7.50.

A comprehensive study of museums—"a commentary on the condition, the strengths and weaknesses, and the limitations and opportunities of museums."

National Parks

National Parks of the Northwest, by Martelle W. Trager, with illustrations and maps. New York, Dodd, Mead & Co., 1939. 216 p. illus. \$2.50.

Describes the beautiful and scientific features of the parks, tells how to plan trips and how to utilize the guide and lecture services provided.

Study Habits

Improvement of Study Habits, by Edward S. Jones. Buffalo, N. Y., Foster & Stewart Publishing Corporation, 1939. 112 p. 75 cents.

Intended primarily for students about to begin college, but useful also for those in the last 2 years of high school. Discusses reading, note taking, improving one's memory, preparing for examinations, use of the library, etc.

Education and the War

American Education and the War in Europe [by] Educational Policies Commission. Washington, D. C., National Education Association of the United States and the American Association of School Administrators, 1939. 11 p. 10 cents.

A statement of educational policy. The Commission urges the discussion of this document by the teaching profession, by boards of education, and by the general public, with a view to making use of it in the development of local educational policies.

Child Labor

Child Labor Facts 1939-40, by Gertrude Folks Zimand. New York, N. Y., National Child Labor Committee (419 Fourth Avenue) 1939. 38 p. illus. 25 cents.

A brief survey of the changed situation since 1930 and the facts and figures of child labor in 1939-40.

Secondary School Standards

Evaluative Criteria, 1940 ed. (combined with *Educational Temperatures*, 1940 ed.). Washington, D. C., Cooperative Study of Secondary School Standards, 1939. 228 p. \$1.50.

Contains approximately 1,600 check list items and 500 evaluations covering all significant phases of the modern secondary school. After 6 years of intensive work, the Cooperative Study of Secondary School Standards has completed its work and now offers its publications in the 1940 editions. Further revision will not be made for at least 5 years. A complete list may be obtained from: Cooperative Study of Secondary School Standards, 744 Jackson Place, Washington, D. C.

SUSAN O. FUTTERER

Recent Theses

A list of the most recently received doctors' and masters' theses in education, which may be borrowed from the library of the Office of Education on interlibrary loan follows:

BRISTOW, ROSA L. St. C. Participation of parents in the development of home-economics programs in four Mary-

land high schools: a study of a committee technique through which teachers learn from parents, and parents from teachers how home-economics programs may be adapted to meet community needs and conditions. Master's, 1936. University of Maryland. 78 p. ms.

BROWNE, SISTER M. DOROTHY. Phonics as a basis for improvement in reading. Doctor's, 1938. Catholic University of America. 48 p.

CHRISTIANSON, HELEN M. Bodily rhythmic movements of young children in relation to rhythm in music: an analytical study of an organized curriculum in bodily rhythms, including potential and functioning aspects in selected nursery school, kindergarten, and first grade groups. Doctor's, 1938. Teachers College, Columbia University. 196 p.

EDWARDS, SETH J. An educational program of physical education for schools and colleges of the United Provinces, Agra and Oudh, India. Doctor's, 1931. New York University. 161 p. ms.

ENGELHARDT, N. L. J., jr. School building costs: an analysis of the costs of 52 school buildings constructed in New York state between 1930 and 1937. Doctor's, 1939. Teachers College, Columbia University. 96 p.

FIELD, ELMER and HAZLETT, WILLIAM W., jr. A study of the changes in expenditures for education in second- and third-class school districts in the commonwealth of Pennsylvania, 1923-24 thru 1933-34. Doctor's, 1937. Temple University. 320 p.

FINNESSY, JOHN J. Promotional plans for securing registrations in private day schools: an analysis and evaluation of current plans in schools of New York City with recommendations for future practice. Doctor's, 1938. New York University. 172 p. ms.

GRUELLE, ORIE P. State insurance of public school property in Kentucky. Doctor's, 1938. University of Kentucky. 136 p.

HAMMOND, CAROLYN R. Course of study in physical education for elementary school teachers in training. Master's, 1938. New York University. 77 p. ms.

HILL, MARY A. Physical defects and mental abilities of school children. Master's, 1938. University of Kansas. 61 p. ms.

HOLM-JENSEN, PAUL H. People's college, its contributions and its application to American education and conditions. Doctor's, 1938. University of North Dakota. 170 p. ms.

HOVDA, HOWARD B. Study of high school commercial contests in North Dakota. Master's, 1938. University of North Dakota. 94 p. ms.

INGRAM, CHRISTINE P. Study of the development of education for the handicapped child. Doctor's, 1938. New York University. 127 p. ms.

JOHNSON, M. ORVILLE. Study of choral music methods in third-class cities of Kansas. Master's, 1938. University of Kansas. 69 p. ms.

LANGFITT, ROY E. Daily schedule in high-school organization. Doctor's, 1938. New York University. 443 p. ms.

MORSE, FRANK L. S. History of secondary education in Knox and Lincoln Counties in Maine. Master's, 1937. University of Maine. 86 p.

NELSON, ESTHER M. Analysis of content of student teaching courses for education of elementary teachers in State teachers colleges. Doctor's, 1938. Teachers College, Columbia University. 331 p.

SNOW, CHARLES A. History of the development of public school supervision in the State of Maine. Master's, 1937. University of Maine. 99 pp.

VIEG, JOHN A. Government of education in metropolitan Chicago. Doctor's, 1937. University of Chicago. 274 p.

ZIEGENHAGEN, ALVIN P. Legality of school board rules governing pupil conduct and discipline. Master's, 1938. University of North Dakota. 85 p. ms.

RUTH A. GRAY

The New Social Security Program

by Arthur J. Altmeyer, Chairman, Social Security Board

★★★ The Social Security Act reached its fourth birthday in August of this year and in the same month Congress passed a number of sweeping amendments to the law which greatly extend and liberalize this program for the protection of the Nation's families.

Today, at the 4-year milestone, the Social Security Act shows a record of achievement which is notable not only for what has already been accomplished for human welfare, but also for its prospects of continuing growth. The groundwork has been laid for still further progress and development. For the men and women and children who now benefit by this program and for countless others, the amended Social Security Act gives promise of a more secure future. So far-reaching and important are these amendments that what we now have is, in effect, a "new Social Security Act."

Four years is a short time in the history of a broad social movement affecting directly millions of people and requiring the combined efforts of all our units of government—Federal, State, and local. Yet, in that short time, two Nation-wide social insurance programs have been established on a permanent operating basis; cooperative Federal-State programs for public assistance to the needy—the aged, the blind, and dependent children—have been developed; and, in addition, a number of State health and welfare services have been greatly expanded and strengthened with the impetus and financial help offered by the Social Security Act.

Achievement and Experience

Social security has touched the lives of Americans from one end of this country to the other. More than 45 million wage earners have applied for accounts under the old-age insurance program and have begun to build up rights to an income when their working years are over; 27½ million wage earners are covered by unemployment compensation laws in operation in all States, and some \$660,000,000 in benefits has gone to those temporarily unemployed since the program became effective. At the same time public employment services have grown and expanded in connection with job insurance operations. Under the public assistance programs some 2½ million of the needy are now receiving regular monthly cash allowances. And more adequate public-health programs, better health and welfare services for mothers and children, better care for crippled children, and increased facilities for the vocational rehabilitation of handicapped and disabled men and women have been provided throughout the country.

The program established by the recent amendments is built on this solid foundation

of achievement and experience. It is new because it gives fuller recognition to the family as the basis of society and because it increases family protection. This is most evident in the development of what, until now, was called Federal old-age insurance. This system, formerly a plan to provide old-age annuities for individual wage earners, has become a broad system of family insurance which protects not only the wage earner, but his wife and children and, if they are dependent upon him, his aged parents. And this increased protection is effective throughout the wage earner's life, assuring some support for his widow and orphans or his surviving parents if he dies prematurely, or providing an income for him and his dependents during his old age.

Other changes have been made in the Social Security Act. Tax savings have been effected in connection with the insurance programs—both old-age and unemployment insurance. More Federal money has been made available for public health, child welfare, and vocational rehabilitation. More liberal Federal grants are now possible for State programs to aid the needy aged, the needy blind, and dependent children.

Every one of these changes is important. But the amendments to the old-age insurance

system go beyond all these in bringing greater protection to a vastly increased number of people. So broad is the extent and significance of this change in the old-age insurance system that the bare statement of what has taken place fails to convey adequately its importance for the American people. Because of this change, wage earners know that even if they die, their wives and children, or if they are unmarried, their aged parents, will not be left entirely without resources. Widows are assured of some means of keeping the home together while the children are growing up; and for wage earners themselves, there is the certainty of a minimum income to support themselves and their dependents when they are too old to work.

All this is provided under the new old-age and survivors insurance program; and it is to begin not in 1942, as originally planned, but on January 1, 1940. Beginning with that date a man who reaches 65 and becomes eligible can draw monthly retirement benefits for the rest of his life. His wife, if she is also 65, will receive an additional benefit equal to half the amount paid her husband; or if a retired worker has a young child, the child gets a supplementary benefit half as large as his father's until he is 18. If a worker who is

EXAMPLES OF MONTHLY OLD-AGE INSURANCE BENEFITS

Under Old Plan and Under New Plan

Your monthly benefits depend on your average monthly pay and on the number of years in which you have earned \$200 or more on jobs covered by the law. To find your average monthly pay, divide your total pay on covered jobs by the number of months between January 1, 1937, and the date you are 65 (or any later date when you retire).

Average monthly earnings	Monthly benefit payments			Average monthly earnings	Monthly benefit payments		
	With 3 years of coverage				With 20 years of coverage		
	Old plan	New plan			Old plan	New plan	
		Single	Married		Single	Married	
\$50.....	Lump sum	\$20.60	\$30.90	\$50.....	\$22.50	\$24.00	\$36.00
\$100.....	Lump sum	25.75	38.62	\$100.....	32.50	30.00	45.00
\$150.....	Lump sum	30.90	46.35	\$150.....	42.50	36.00	54.00
\$250.....	Lump sum	41.20	61.50	\$250.....	56.25	48.00	72.00
	With 5 years of coverage				With 30 years of coverage		
\$50.....	\$15.00	\$21.00	\$31.50	\$50.....	\$27.50	\$26.00	\$39.00
\$100.....	17.50	26.25	39.37	\$100.....	42.50	32.50	48.75
\$150.....	20.00	31.50	47.25	\$150.....	53.75	39.00	58.50
\$250.....	25.00	42.00	63.00	\$250.....	68.75	52.00	78.00
	With 10 years of coverage				With 40 years of coverage		
\$50.....	\$17.50	\$22.00	\$33.00	\$50.....	\$32.50	\$28.00	\$40.00
\$100.....	22.50	27.50	41.25	\$100.....	51.25	35.00	52.50
\$150.....	27.50	33.00	49.50	\$150.....	61.25	42.00	63.00
\$250.....	37.50	44.00	66.00	\$250.....	81.25	56.00	84.00

qualified for retirement benefits dies, his widow, on reaching 65, will receive each year for the rest of her life three-fourths of his annuity. If a worker dies and leaves young children, each of them will receive a monthly benefit of half the amount to which the father would have been entitled until they are 18. Until the youngest child reaches that age, the widow also will receive monthly benefits—again three-fourths of the amount that would have been due her husband. If a man leaves no wife or children, then each surviving parent, if they are 65 and dependent upon him, will receive a monthly benefit, again of one-half.

Immediate Advantages

Along with the extension of benefits to survivors and dependents, still other changes have been made in the system; these have not only long-run advantages for all insured workers but also immediate advantages for those now at or nearing retirement age. In addition to advancing benefit payments from 1942 to 1940, the new program makes it possible for many more older workers to qualify for benefits and will enable others to increase the size of their benefits. Under the old law any wages a worker earned after 65 did not count toward his annuity and the eligibility requirements were such that no one who was 61 years old when the original law went into effect in January 1937 could qualify for monthly benefits. Under the amendments a worker may continue to build up his credits, and consequently, the amount of his benefits, after he reaches 65. Furthermore the eligibility requirements have been liberalized so that even those already past 65 now have opportunity to qualify for all the benefits made available under the new program. Another change—in the method of calculating benefits—will be advantageous to these older workers and to younger workers as well. Under the new program benefits will be based on the worker's average monthly wage rather than, as formerly, on his total earnings during his entire lifetime. The purpose of this change is to bring about a closer relationship between the wage earner's monthly benefits and his former monthly earnings. It will also have the effect of increasing the amount of benefits payable to those retiring in the early years of the system, while at the same time preserving a balance and assuring equitable protection for these retiring in the future.

All of these improvements have been brought about without increasing the long-term costs of the program. For the next few years, workers and employers will actually be contributing less than they would have paid under the old law. The old-age insurance tax has been "frozen" at its present rate for 3 years so that workers and employers will continue to pay 1 percent of their wages until 1943, rather than 1½ percent—a saving of approximately \$825,000,000 in taxes. The revised benefit formula, through a better distribution of costs, makes it possible to provide

more liberal payments in the early years of the system to a larger number of individuals; but this will not increase the over-all cost throughout the years, because the eligibility requirements are increased gradually as the years go by and as persons have a greater opportunity to contribute and to show earnings in insured employment. In other words, the new program attempts to solve the fundamental problem that arises in the early years of any contributory social insurance system—namely, to provide benefits that are reasonably adequate and at the same time to insure, as the system matures, a reasonable relationship between contributions and earnings on the one hand and benefits on the other. It also makes for a more realistic approach to the problem of security because it recognizes the greater need of family groups. Under the new plan beneficiaries, whether married or single, will get more protection than they could buy with their own contributions elsewhere, and at the same time the equity and adequacy of the system are increased by providing additional benefits for married couples and for children.

The essential purpose underlying the amendments to the old-age insurance system is clearly the desire to promote the security and stability of the American family. This purpose is equally apparent in the changes made in the other social security programs, particularly in the amendment providing for greater Federal assistance to the States in financing their programs for aid to dependent children. Under the original law the Federal contribution for aid to such children came to only one-third of the State's expenditure, whereas for aid to the needy aged and the blind the Federal Government paid half the cost. Beginning January 1, 1940, Federal grants for aid to dependent children will also be upon this equal matching basis.

Age Limit Raised

In addition, the age limit for Federal contributions to aid to dependent children has been raised from 16 to 18, while the child is regularly attending school. This same provision with respect to the child's age and schooling is made in the benefits provided for the children of workers under the Federal old-age and survivors insurance system. It recognizes that education is essential to the child's future security and that taking care of dependent children during school years is an investment in the Nation's future.

The increase in Federal matching for aid to dependent children will enable the States to take care of more needy children and to care for them more adequately. At present more than 700,000 children are receiving the Federal-State aid which makes it possible for them to grow up in their own homes with a mother's care, or in the homes of close relatives. This is more than 2½ times as many as were cared for under State and local "mothers' aid" laws in 1935. But there are still eight States which are not taking part in

the Federal-State program, and even in the participating States there are many children whose needs have not been met. It is estimated that with the increased Federal funds now available the States will be able to care for at least a million children—300,000 more than at present.

Additional Federal funds will also be available to the States for aid to the needy aged and the needy blind. In the original law the Federal contribution to these forms of assistance was limited to \$15 a month to each person aided, provided the State paid a like amount. The amendments raise the Federal maximum to \$20 thus permitting the States to liberalize their payments, since the Federal Government will pay half up to a combined total of \$40.

Family Security

More adequate assistance for these two groups is again a contribution to family security. For the aged and the blind themselves, it means the security of a normal home life, however frugal; and it means also that young families with growing children will not be forced to deprive these children of a good start in life because an already over-strained budget must be stretched to care for aged and unfortunate relatives.

These, briefly, are the major changes which have been made in the program administered by the Social Security Board. The health and welfare programs, included in the Social Security Act and administered by other Federal agencies, have also been liberalized so that more Federal money will now be available to the States to carry on these essential services—for public health, maternal and child health, the treatment of crippled children, and vocational rehabilitation. And the provisions of the Federal law relating to all these services have now been extended to Puerto Rico as well as to Hawaii, Alaska, and the continental United States.

Through the new social security program, the Federal Government has recognized more fully its responsibility for the welfare of the Nation's families. True, this has always been an acknowledged obligation, but never before has it been so clearly translated into terms which affect the daily lives, the fears, and hopes of individual men and women and children. It gives continuity and stability to family life by assuring at least a minimum family income in spite of life's vicissitudes; and it safeguards for the Nation's children their birthright—a healthy and wholesome childhood in a normal home.



On This Month's Cover

The illustration on this month's cover of **SCHOOL LIFE** comes from the Ann J. Kellogg School, Battle Creek, Mich.

Problems Confronting the Junior College

by Frederick J. Kelly, Chief, Higher Education Division

★★★ For a number of years I have been deeply interested in the junior college. Its rapid development during the past 20 years makes it clear that it has a place in the American scheme of education. During a recent field trip I visited a number of junior colleges and talked with leaders of the junior college movement. I now wish to record my reflections with respect to the junior college as a stimulus to further discussion and clarification. The views here expressed are personal and do not in any way carry official significance.

Conditions Calling for the Development of the Junior College

The complexity of modern civilization demands an extension of the period of organized education. Twelve years is not adequate to prepare for one's civic and social responsibilities.

Approximately half of our young people now complete the high-school course. At the age of completing the course large numbers of these young people find it impossible to get suitable jobs. Continued education is the best method of preventing the deteriorating effects of idleness. Therefore, increasing proportions of young people continue their education beyond the high school.

Because of the widespread popular interest in high-school education, and because of the strong local control of education in this country, high schools have been established in communities both large and small, throughout the whole United States. Approximately half of the high schools enroll fewer than 100 students. A considerable proportion of these small high schools enroll fewer than 50 students; in practically all, and in a large proportion of the medium-size high schools the course of study is limited to general cultural subjects. The schools cannot afford a vocational education program. Therefore, these high schools serve primarily as feeders for colleges rather than as terminal courses for students.

Partially in consequence of the above, colleges, particularly liberal-arts colleges, enroll increasing proportions of our young people. Many of these find it difficult to locate jobs after they have completed their liberal-arts college course. Furthermore, a considerable number of students thus recruited by the colleges are not well adapted intellectually to the work of the liberal-arts college. In consequence approximately half the students in the colleges do not go beyond the sophomore year. Those who drop out do not profit in many cases very significantly from the college work they do, and think of themselves too generally as failures.

The conditions of industry, agriculture, and commerce are such as to call for more and more vocational education. There is less room in the occupational life of the country today for young people who have had no vocational training than was true years ago. It can be said, therefore, that for the vast majority of young people it is inappropriate for them to regard their education in organized schools as complete until they have prepared themselves vocationally for entrance into the economic life of the community. Even cultural study can hardly play the part which it ought to play unless along with it young people recognize that they are equipping themselves for successful participation in economic life at the time they are pursuing their academic studies.

Relation of the Junior College to High Schools

Since high schools as at present organized cannot in the great majority of cases give an adequate program of vocational education and since much of the vocational education desired should be continued in years beyond the high school, it is necessary for close integration to be established between the high schools and junior colleges if adequate vocational training is to be available for the large numbers who need it. This close integration requires first that the junior colleges should not limit their enrollment to those who have completed high school but should make their appeal also to students who find that further work in the academic high school is not what they need. This integration should also be built on the assumption that the small high school in many communities might well terminate its work with the tenth grade and depend upon the high school or the junior college which serves a larger area to complete the work of the eleventh and twelfth grades as well as to give the work of the thirteenth and fourteenth grades.

In other words, if the junior college is to play the part that it must play in affording vocational education to a larger number of young people whose local community high schools cannot provide it, the junior college must be an institution reaching down to include at least the eleventh and twelfth grades. It seems to me, therefore, that the junior college should be thought of not as a 2-year institution superimposed upon a 4-year high school but should be thought of as a 4-year institution to provide the eleventh and twelfth grades for such communities as cannot well provide them, as well as to provide the thirteenth and fourteenth grades for the larger communities. Such a junior college should have a scheme of vocational curricula of vary-

ing lengths, should have terminal courses of civic and social value, and where necessary should have work comparable with the first 2 years of colleges and universities, thus making it possible for students to continue their education beyond the junior college if they so desire. The stress, however, should be upon the vocational and terminal courses designed for those who do not expect to attend universities and colleges.

Relation to Colleges

Universities in this country are built around liberal arts colleges as their centers. In addition some 500 liberal arts colleges are maintained independent of universities. All of these accept students at the completion of the high-school course. Nevertheless an increasingly distinct division between the first 2 years and the last 2 years of the college is being recognized throughout the college world. The first 2 years commonly called the lower division are devoted essentially to general courses and pre-professional courses while the last 2 years are devoted essentially to specialization. This specialization very commonly leads to a teacher's certificate or it prepares for work in the graduate schools. The spirit and purpose of the lower division are different from the spirit and purpose of the upper division. It is more generally recognized that the lower division is dominated by the same purposes as the senior high school while the senior division is dominated by the same purposes as at least the master's degree section of the graduate school.

It seems likely, therefore, that the lower or junior division of the college will become more closely associated than at present with the secondary schools if in fact it is not regarded frankly as a part of secondary education, whereas the senior division of the liberal arts college will become more closely associated with the graduate school. Colleges will probably tend to fall into either one of two classes, those which limit their work to the phases of education now associated with the senior high school and the junior college or those that limit themselves to the specialization phases now associated with the senior college and the graduate school.

The universities may, in fact, tend to limit their work to the senior college, the professional schools, and the graduate school.

In any case, the junior college seems destined to develop in a large number of communities to serve essentially the surrounding area, although not necessarily just the town or city in which it is located. Colleges and universities will find it increasingly advantageous to adjust their own curricula to the students who have finished the junior college.

Relation to State-wide Planning

The fact that States one after another have passed laws permitting local communities to establish junior colleges have tended to put the responsibility upon the local community for the establishment and maintenance of the junior college. In many cases the local community has had to maintain the junior college with funds raised by local taxation and by student tuition fees. On that account the junior college has confined its curriculum largely to the liberal-arts courses practically identical with those given in the first 2 years of the liberal-arts college. This has tended to defeat the primary purpose of the junior college. Training for vocations prevailing in the community has not been available in the junior college. Neither has the junior college served as a community-wide center of civic and social education for both adults and youth.

The type of permissive legislation for junior colleges which leaves the community helpless to maintain anything but a 2-year liberal-arts college thwarts rather than helps in the development of the kind of junior college which is needed to round out the public educational system of this country. Until the State plans for the establishment of a system of junior colleges adequately supported to carry on the proper functions of the junior college, no satisfactory development is likely to take place. If, however, the State shares the responsibility for the location of the junior colleges, for the course of study of the junior colleges, and for their financing, then the junior colleges can render a satisfactory service to the State. Such a system of junior colleges can save the cost of maintaining a large number of expensive and inefficient small senior high schools, they can make available vocational training in a wide variety of vocations, they can train for civic and social effectiveness those young people who do not carry their education beyond the junior college, and they can be a constant source of inspiration and education to both youth and adults of their respective communities.

Relation to Federal Aid for Vocational Education

At the time the Smith-Hughes law was passed in 1917 junior colleges had developed but little. It was natural, therefore, for the bill to restrict the use of Federal funds to courses "of less than college grade." With the development of junior college intimately associated with public high schools, it seems clear that vocational education should be permitted anywhere in the senior-high-school and junior-college course which best serves the interests of the students and the communities.

The arguments which prevailed 20 years ago to obtain Federal aid for vocational education in the high school apply with equal force if not even more emphatically to the need for aid for vocational education in the junior college. The junior college is being compelled

to limit its offerings to the liberal-arts courses because of the prohibitive expense of maintaining suitable vocational courses. It would seem desirable, therefore, for the Federal program of vocational education to be so expanded as to stimulate the development of vocational courses in the junior colleges, just as the present vocational education program has stimulated the development of vocational educational courses in the high schools.

Relation to Federal Programs such as the CCC and the NYA

During the depression the Federal Government has found it desirable to develop activities of particular interest to youth such as the CCC and the NYA. These have had wide significance both as work programs and as education programs. As time goes on it seems to be increasingly clear that the central purpose of all these programs must be their development of the individual youth rather than their conservation of natural resources.

Accordingly they should ultimately be integrated with the education programs maintained by the States. Work programs such as prevail in the CCC camps are important for many boys without regard to the boys' economic status. Part-time work and part-time education are combinations which should be encouraged for large numbers of young people without regard to whether they are in need of financial relief. Intimate relations with industry must be established and maintained by all the types of educational institutions which expect their students to go into industry when they complete the program of study and training. For all these and many other reasons the junior college, as described above, might well become the nucleus for developing work programs and conservation programs of all sorts in order that proper education could thus be made available for young people who need work as a part of their educational training.

Federal subsidies, therefore, to assist in the development of a system of junior colleges or vocational schools which would be expected to take on many of the functions now performed by the Civilian Conservation Corps and by the National Youth Administration would seem to be a logical end toward which the country might well look. These federally subsidized schools would link well with the land-grant colleges above and with the vocationally aided high schools below. They would help to secure not only a safe transfer from school to job but they would supplement the educational system as it now is, making it serve better the purposes of the agricultural, industrial, and commercial classes for whom the land-grant colleges were established and in whose interest the Federal Government now subsidizes vocational education.

In Summary

The kind of junior college which seems to me called for today is one whose purposes are

dominantly the vocational training of young people beyond the present high-school years. No uniform pattern should be fixed for the junior college. There should be many types and much flexibility. Where needed it should take students of eleventh and twelfth grades so as to relieve the small high schools and it should under any circumstances make its vocational courses available to students who leave the high school before graduation. At the same time it should continue for 2 years the education of those who have finished the high school. It should be planned as a part of a State-wide scheme and should be financed in large part from State and Federal funds rather than wholly from local funds. It should be so designed as to accomplish the following objective, namely: That few young people leave the school system until they are competent to hold a job. It should be closely integrated with the high schools below and the colleges above but should be essentially terminal in its functions thus tying in with industry, agriculture, and commerce in a plan to fit its students into the economic life of the community.



Motion Picture on Rural Education

Prepared especially for rural teachers is a two-reel 16 mm. sound film sponsored by Fannie W. Dunn, and Frank W. Cyr, of Teachers College, Columbia University. The picture, titled "Living and Learning in a Rural School," is designed to help rural teachers, supervisors, and curriculum builders make the most of the educational opportunities offered by rural environment.

The scene of the film is the three-teacher elementary school at Allamuchy, N. J.

The film shows the countryside, typical farm homes, and the environment of the school. Coming into the classroom with the youngsters in the morning, the observer sees examples of the cooperative daily living and of teacher-pupil relationship characteristic of this school. Then follow scenes of classes which range afield, from the brook on the school grounds to places of local historic interest. Of special interest is the way in which the teacher makes use of the resources of the community. The latter part of the film shows the gradual development of an activity of absorbing interest to the children—studying and reliving the life of the Algonquin tribe which once roamed the Allamuchy region.

A printed manual gives further details concerning the school program and the progress of individual pupils, as well as a complete description of the film. For further information, write Bureau of Publications, Teachers College, Columbia University, New York City.

The School Auditorium as a Theater¹

By Alice Barrows, Specialist in School Building Problems

★★★ The auditorium is one of the most important units in the school building and yet it is usually the least well planned. The reason for this situation lies in the fact that there is considerable confusion as to the purposes and uses of the auditorium, and this confusion as to function is naturally reflected in its plans. The use of the auditorium both by the community and as part of the school program has been slow in developing because the changes in the social environment which have made the auditorium an important factor in the life of the community are of comparatively recent growth. When the auditorium or assembly hall was first added to the school building the purpose was to provide a place where the whole school could assemble at the beginning of school for opening exercises which lasted 5 or 10 minutes. These exercises usually consisted of saluting the flag, reading the Bible by the principal, and announcements to the pupils in regard to matters affecting the school. The "assembly hall" was literally a hall with a small platform at one end and a level floor on which there were either desks and seats or movable chairs. These assembly halls were essentially school halls which were unused for most of the school day and infrequently used by the community.

This practice still obtains in many parts of the country. However, during the past 25 years, with the advent of the shorter working day and consequent increase of leisure time for the masses of the people, there has been a strong demand for community use of auditoriums and increasing pressure upon the schools to open the auditoriums for forums, plays, concerts, etc. Furthermore, it is now recognized that the problem of leisure time will never be solved until people form in childhood habits of interesting and creative use of leisure.

Since the business of the school is to prepare children to cope with the life outside of school in which they may find themselves, and since the shortening of the working day provides more leisure time than formerly, it becomes the business of the school to provide opportunities for developing in children interests and habits in leisure-time activities which will be a source of permanent interest to them as adults. This means that dramatics, concerts, motion pictures, and forum discussions are becoming an integral part of the school program. But dramatics, concerts, and motion pictures carried on as a regular part of the school work rather than as an occasional activity represent a distinct departure from the traditional conception of the function of the school. Such activities stir the emotions as well as the mind. They smack of enter-

tainment. Because of our Puritan traditions, there has doubtless been in the past an unconscious resistance to the idea that plays, motion pictures, etc., are legitimate rather than incidental activities of the school.

This has been particularly true of dramatics. Yet the drama is one of the most ancient and

THE OFFICE OF EDUCATION Announces the Publication of The School Auditorium As a Theater

by Alice Barrows, Senior Specialist in School Building Problems, U. S. Office of Education, and Lee Simonson, Scenic Designer and Theater Consultant

"From the standpoint of community use, the school auditorium is one of the most important units in the building," says Assistant Commissioner of Education Bess Goodykoontz. "The present bulletin deals with the evolution of the school auditorium, and presents recommendations for the planning of the auditorium with particular reference to the stage, so that the auditorium can be used as a theater, concert hall, for forums, for motion pictures, and for radio programs. The Office of Education has been fortunate in securing the cooperation of Lee Simonson, scenic designer and theater consultant, as coauthor of this bulletin. Mr. Simonson's wide experience and technical knowledge of stage design will make his suggestions of practical value to both educators and architects."

beautiful of the arts, and dramatics is one of the most natural outlets for the creative spirit of children. Because drama is one of the arts most native to children and most likely to condition their tastes and interests later in life, dramatics in school is entitled to more serious consideration than has been given to it in the past. The production of a play, from its inception to the final production, demands not only imaginative interpretation but also the discipline that every great art demands. It requires gruelling discipline in the preparation of individual parts and also in acting a scene or an act over and over again until it is as nearly perfect as possible. It also requires years of training of the body and of the voice so that each movement of the body and each inflection of the voice may express the desired emotion.

If one remembers that "theater" includes music and the dance, it should be obvious that training in "dramatics" can be an essential

part of modern education even with the youngest children of the primary grades. They will take to it as spontaneously as they once did to dancing to a hurdy-gurdy. They are continually play-acting when they play and if their native imagination is released they are quite capable of writing plays of their own and acting them with as much gusto as they now devote to impersonating gangsters and G-men. The discipline of the modern dance, when taught by someone soundly trained in its essential technique, will produce bodily coordination, poise, and a well-rounded physical development that no specialized form of athletics can induce. The sense of rhythm developed is one of the soundest bases for the study of music. When such training is coordinated with speech, the risk of developing a few "show-offs" is more than compensated by the psychological release, the banishment of the inhibitions, the clumsiness, awkwardness, and shyness that torment so many children. If discipline is an essential byproduct of education, then the discipline required in the production of a play should entitle the drama to front rank in school subjects.

It is obvious that if dramatics, concerts, and motion pictures are to become an integral part of the school program, then the auditorium, or theater workshop, will presently be considered as essential a part of completely equipped school buildings as gymnasiums and science laboratories are today. But unfortunately these school theaters, with rare exceptions, are seldom planned or equipped with any sound knowledge of their technical requirements. The lay-out of most stages is determined by a guess, usually the wrong guess, with the result that almost all of them are cramped, wrong in their essential proportions, technically inefficient, and obsolete almost as soon as they are built. Once built they are too costly to remodel, although at the time that plans were being drawn they could have been made right at an additional cost that represented a small percent of the total cost of the building.

Planning the Workable Stage²

Before a stage and an auditorium can be equipped they must be fundamentally right in their dimensions and their general proportions. The common mistake is to make the auditorium far too big, the proscenium opening ridiculously wide and the stage itself impossibly shallow, because on a few occasions a year it may be traditional to have the entire school meet in a body for general assembly or graduation exercises. The resulting seating capacity of 1,500 and often 2,000 seats, besides adding an unnecessary amount of building-

² See part II of the bulletin for full details on the technical planning of the auditorium stage.

(Concluded on page 123)

¹ U. S. Office of Education, Bulletin, 1939, No. 4.

What's Ahead for Rural America?

by Chris L. Christensen, Dean, College of Agriculture, University of Wisconsin

Education for Life in Rural America

★★★ Farm youth and farm adults generally face conditions and situations for which their traditional educational system has not sufficiently prepared them. This is particularly significant today because there are many new problems arising from restricted industrial production, urban unemployment, and international disorder which affect farm living and income. Farm people, especially the young men and women who will work the farms and live in the farm homes of tomorrow, must learn about these forces and understand them.

Today, the farmer is expected to know and do an amazing variety of things. Technically he must know a great deal about soils, animals, plants, machinery, and even seasons and insects. All this is necessary because research with crops and animals has revolutionized farming in the same way that research in physics and chemistry has revolutionized manufacturing. The farmer, too, must be a manager—a planner—and a thinker. He must know something about the legal aspects of his business, something of finance, and much about markets and distribution. Then, too, Government policies are playing a growing part in his farm business and in rural life. Hence he must know something of economics, tariffs, conservation, and soil-erosion programs. Last but not least, new community responsibilities face him. Rural society is grouping around new interests and the farmer is taking an active part in this vast movement.

New conditions which have such a tremendous impact on farm income and rural living, I am convinced, require not less but more education and of a kind that will serve the men and women who choose farming as an occupation and a way of living.

The Country School

First, let us consider *the country school*—the increasing emphasis on citizenship training in our democracy must start with the country school. This school is the first contact which the farmer and his family have with educational institutions. It is here as children that they receive their introduction to the world of organized education. It is here, too, that in many cases they have their last contact with the educational facilities of the State.

Unfortunately, too many farm young men and young women do not continue their edu-

cation beyond the common school. For example, a survey in five Wisconsin counties in 1934 showed that only 3 out of 10 young farm people—20 to 25 years of age—continued their education beyond the common school as compared to 7 out of 10 village young people of the same ages. The difference in schooling between farm and city youth is even greater.

Much needs to be done to equalize opportunity for rural youth; an enriched elementary school is the beginning of such a program. "The local school districts must be made adequate for the task if the schools are to be successful," reports Owen D. Young, chairman of the regents' inquiry into the character and cost of public education in New York State. The inquiry concluded that the school district system is now the weakest link in their whole State educational system.

A similar finding of the recent advisory committee on education was that a major reason for the great inequality in educational opportunity is the manner in which financial support is provided for the public schools.

There will be discussion later of the important place that the common school must play in the future, including its curriculum, which must increasingly be based upon its community needs and resources. This revitalizing process must go right through the high school. In too many cases the high school today is merely an academic preparation for college. This may be all right for the few men and women who go on to college for professional training, but certainly the traditional high-school curriculum falls short of providing the cultural, civic, and vocational training for the thousands of young men and women who will continue their life on the farm and in the rural communities.

From the outset I want to emphasize that "education does not end with the school"—it must be a continuous process.

Adult Education

One of the interesting movements in the way of more education for rural people is in the second part of this discussion, which I have called—

Adult educational developments.—America today is experiencing vast and growing movements of adult education which seem to be a native development. They take the form of university and agricultural extension, cooperative institutes, vocational and citizenship classes in public schools, library services, forums, adult education related to farm organizations and the church.

These movements are youthful and lusty, vigorous but not yet ripe and mature enough to do the job as well as it needs to be done. We must have an adult education which is more spiritually dynamic, more socially cohesive, and more infused with the ideals of democracy.

Although there is not time to discuss all of the agencies, I do wish to single out one for special comment. We have a widespread and a vast movement of adult education in agricultural and home economics extension which this year is celebrating its twenty-fifth anniversary. From its initial stages the emphasis was vocational. This emphasis continues and rightly so, but no one will deny that there are other problems now facing the modern farmer. I think that this largest movement of adult education has a challenging opportunity of extending its educational processes to include the social and cultural needs of rural life and rural citizenship.

Residential forms of adult education.—When it comes to this type, I must begin on Danish soil because I am a Dane by conviction as well as by heritage.

Back in the nineteenth century Dalgas, an engineer,*approached the Danish farmers with a program for the scientific reclaiming of the Danish heaths to forest and farm use. The average farmer was not interested in this long-time scientific program. However, the young farmers who had had the benefit of folk school education did respond to the appeal for cooperation in this important project.

The Danish folk school had marked success in developing a new educational interest on the part of older rural youth and adults and a new sense of social responsibility commensurate with the new problems rural people were confronting.

By means of this residential form of adult education the citizens in what was then an impoverished and discouraged country were given an understanding of the principles which underlie intelligent joint human action. They became aware of the ever-changing adjustments and readjustments needed in agriculture and also received a valuable training for citizenship in a democracy.

A type of adult education is now appearing in America which seeks to build upon the substance of the folk school; which seeks to embrace something of the spirit, the ideals, and the practice of this unique and dynamic residential type of adult education. While the folk school institution as the Danes developed it has not become a widespread movement in

(Concluded on page 124)

¹ From the 1939 Presidential Address, American Country Life Association.

Education of the War Veteran in the CCC

by Howard W. Oxley, Director of CCC Camp Education

★★★ President Roosevelt in his proclamation of April 27, 1939, designating the week of April 30, 1939, as employment week, said in part:

"I am mindful of the fact that among those over 40 years of age are a great body of our most experienced, able, and competent workers; that this group as a whole is not sharing as fully as other age groups in the employment revival; that many of those over 40 have lost their jobs through no personal failing but because of circumstances over which they, and their employers, had no direct control; that among those over 40 and still actively in the labor market are practically the entire group of World War veterans (whose average age is 46), a group that is surely entitled to look to our society for security and economic independence."

The proclamation was based on a report by a committee of representatives of industry, labor, and the public which analyzed prejudices against the hiring of middle-aged workers. In his proclamation President Roosevelt stated that the committee report "finds no good reason that would support continuance of this prejudice" against persons over 40.

"In view of these considerations," the President continued, "I should like to ask employers throughout the country to give special consideration to this problem of middle-aged workers, to review and examine their current policies in order to determine whether applicants who are over 40 years of age are being given a fair opportunity to qualify for jobs, and to study their various departments and processes with a view to seeing where the qualifications and abilities of these older applicants could be utilized. I want to urge social agencies, labor organizations, and the general public to join in giving this problem their earnest consideration."

There are today more than 27,000 veterans in the 136 Civilian Conservation Corps camps for war veterans. It has been the purpose of the educational program carried on in these camps during the past 6 years to make both the general public and the veterans themselves conscious of the fact that their age is not necessarily a bar to reentry into the ranks of the gainfully employed.

Differentiate Situation

In planning the education and training of the veterans in the camps, certain factors which differentiate their situation from that of the junior enrollees must be taken into consideration. In the first place, the academic deficiencies of veterans are more marked than among the juniors. The average educational level of veterans is approximately two grades less than the juniors. Of



Manual training, Yukon, Okla.

the 25,287 veterans enrolled in May 1939, 13,498 or 53.4 percent had never entered high school. In comparison only approximately 35 percent of juniors have not entered high school. This is explained by the fact that the veteran belongs to an educational generation which received less training than does that of the present. Secondly, the veteran has already established and worked at a trade or occupation. This is in marked contrast to the untrained juniors.

The major aims of the veteran program are, therefore, to reestablish the confidence of the veteran in himself by correcting, insofar as possible, his pressing academic deficiencies and by strengthening his training in his life occupation or vocation, or by retraining him in an allied field.

During the month of May 1939, 5,316 veterans in 626 groups were receiving instruction in subjects aimed at removing their common-school deficiencies. Of these, 2,768 were on the elementary level.

In occupational or vocational subjects not connected with the field work of the CCC, 8,523 men were enrolled in 1,074 groups. Among these subjects were: Auto mechanics, blacksmithing, bookkeeping, typing, housewiring, carpentry, masonry, cabinet making, welding, and the like.

Fifteen thousand and eighteen men in 857 groups received systematic training in connection with jobs on CCC work projects. These jobs include building roads and telephone lines; construction of bridges, masonry and wooden; construction of lodges, cabins, and other buildings; terracing; ditching; construction of check dams; forestry control work, and the like. This training has been

helpful to the enrollees and has resulted in many finding employment.

Three thousand seven hundred and seventy-eight veteran enrollees participated in informal group work—arts and crafts, music, dramatics, and the like.

Hobbies or avocations predominate in the veteran camps. In some cases the hobby is practiced to add to the veterans' income; in other cases, just to pass the time. In the Phoenix, Ariz., camp, a few of the enrollees have set up a silver craft shop and make attractive silver jewelry set with native turquoise and petrified wood. The silver is purchased direct from the smelter at wholesale prices, and the stones are cut and polished by enrollees. These articles are sold in the shop, and the enrollee making the article receives a credit of 15 percent of the sale price. One enrollee, recently discharged from the camp, had an accumulated credit of over a hundred dollars as a result of this plan. There are now 12 silversmiths in the vicinity of the camp who are making a living working at the craft learned in the camp shop.

Miscellaneous training, embracing first-aid and safety, water safety, health and hygiene, and citizenship, enrolled 16,193 veterans in 284 groups.

More than 10,000 guidance interviews were held with enrollees by the various members of the supervisory personnel. Almost 20,000 books were read by 13,000 different enrollees. One thousand and eighty-five films were shown during the month to an attendance of 71,352, while 70,475 men attended 563 lectures on various topics.

The teaching staff of the 134 veterans' com-
(Concluded on page 121)



THE VOCATIONAL SUMMARY



by C. M. ARTHUR, *Research Specialist, Vocational Division*

Into the Highways and Hedges

The increased emphasis now being given by vocational educators to training programs for out-of-school youth and adults lends special interest to a plan adopted by supervisors of agricultural and home economics education in Bradford County, Pa., to interest school administrators and others in such programs.

Supervising principals, the county supervisor of agricultural education, and a member from the Pennsylvania agricultural education and of the home economics education departments of the Pennsylvania State College were invited to meet at a central point with the homemaking and agricultural teachers in the country. The college representatives discussed reasons for providing continued educational opportunities for out-of-school youth and adults, as well as the possibility of providing such opportunities in local schools. The following day the group visited schools and the college representatives discussed plans for part-time and evening programs with principals and with home economics and agricultural teachers.

One principal, impressed with the need of an educational program for all ages in his community, offered to dismiss school for a half day each week, so that full-time pupils could take care of small children and do home chores in order to release parents and older brothers and sisters for attendance in special classes. Several such programs were started in Bradford County last year.

In Wyoming County, Pa., also, members of the county board of education, principals, teachers, and county supervisors of agricultural and homemaking education held a conference at which the results of a survey of out-of-school youth was presented and an educational plan designed to reach this group was presented and adopted. Such programs are doing much to reach a group until recently unreached by vocational education.

5,000 Study Cosmetology

Approximately 5,000 persons are enrolled in training classes in cosmetology or beauty culture in 102 centers in 30 States, according to records compiled by the United States Office of Education. Instruction in these classes was reimbursed to the amount of \$56,789 in Federal funds last year. Of the States reporting on cosmetology training, Wisconsin leads with respect to the number of centers—15, and California in the number of students enrolled—1,160, and in the amount of Federal reimbursement—\$13,691.

The per capita reimbursement from Federal funds allotted for instruction in cosmetology under the provisions of the Federal vocational acts as reported by the States ranges from \$2.58 per student in Tennessee to \$61.79 in

Wisconsin and \$68.75 in Nebraska. These per capita cost figures are inconclusive since it is impossible to tell what percentage of total per capita costs the Federal reimbursement represents. However, it is interesting to note the wide variation in amounts.

Similarity

Results of studies made in various States of the occupational distribution, the occupational status, and the educational attainments of farm-reared students who have attended vocational agriculture courses in secondary schools show a striking similarity. A study recently made by the Michigan State Board for Vocational Education is no exception to the rule.

It showed, for instance, that of the farm-reared youth studied who have taken vocational agriculture in high schools in the States, upwards of three-fourths farm for at least a short period after leaving high school, and that as time passes decreased proportions are found as farm laborers and an increased proportion become farm owners.

The study showed further that it is not always possible nor desirable for farm-reared boys to remain in farming.

Still another of the facts revealed by the study is that farm partnership agreements are often loosely drawn and hence are disadvantageous to the farm youth who are parties to the agreements.

The Michigan study reveals many other facts, also, which have direct implications for programs of agricultural education, and which are well worth study by teachers and supervisors of agricultural education. The publication in which the results of the study are incorporated is Bulletin No. 236 of the State Board for Vocational Education, Lansing, Mich.

A Fertile Field

Five different types of research problems are recommended by the North Atlantic Regional Committee on Research in Agricultural Education, which is cooperating with the research committee of the American Vocational Association. The regional committee recommends that studies be made of:

1. People—including age and population aspects; placement of and placement opportunities for vocational agriculture graduates; financial and other needs of youth who are completing training for farming; effect of migration of farmers and farm workers upon the problem of training; trends in preparation for farming, including a study of factors involved in the integration of the activities and interests of agricultural students, such as those of local chapters of the Future Farmers of America and classroom activities.

2. Curriculum and courses of study—their making, their evaluation, and the devices and techniques affecting them.

3. Administration—including studies of the problems involved in extending the services of agricultural teachers and the adjustment of vocational agriculture programs to new systems of school organization and to academic programs.

4. Procedures and techniques in correlating programs of vocational agriculture, home economics and trade and industrial education; in group and individual teaching; in formulating and conducting class projects; and in overcoming program difficulties of various types.

5. Results of the vocational agriculture program as shown by the use of experimental tests in farming, made by vocational agriculture students or graduates; the use made of farm skills taught in agricultural classes; and the changes in farm practice adopted by agricultural students and graduates.

Important, also, are the reasons advanced by the committee for research on the part of vocational agriculture teachers. Teachers should be researchers, the committee claims because: (1) they are consumers of research in selecting appropriate materials for instruction purposes; (2) they must understand the conditions under which pupils acquire their education; (3) they must play a part in helping to bring about improvement in schools and communities; and (6) they must adjust themselves to the changes in curricula and courses of study in local schools and in the State.

Bacteriology and the Plumber

The "handyman" type of plumber whose only stock in trade is a few months' experience in the mechanics of plumbing work, is rapidly disappearing, United States Office of Education records show. He is being succeeded by the broadly trained plumber who not only knows how to perform the various mechanical jobs expected of him but has an elementary knowledge of bacteriology, chemistry, physics, mathematics, and drawing, as they apply to the plumbing trade. In addition he knows something, also, about the history and organization of the plumbing trade, plan reading, plumbing materials, fixtures, and appliances, safety and accident prevention, plumbing laws, and the business aspects of plumbing.

Significant is the attitude of the plumbing trade with respect to the training of plumbing apprentices, reflected in its statement that "the plumbing industry recognizes the need of trained workers in the plumbing trade and regrets the ease with which it has been possible in the past for an individual to 'break in' to



Lead wiping is one of the types of work which may have to be taught the plumber apprentice in the classroom when the employer is unable to give this instruction.

the trade by working for a master plumber for a brief period and then setting up in the plumbing business for himself."

With the assistance of the Association of Master Plumbers of the United States, the United Association of Journeymen Plumbers and Steamfitters of the United States and Canada, and the Federal Committee on Apprenticeship, United States Department of Labor, the Office of Education has issued Vocational Division Bulletin No. 200, Related Instruction for Plumber Apprentices. This publication, which was prepared by R. W. Hambrook, senior specialist in trade and industrial education, is intended for use in connection with programs of training for plumber apprentices. Copies of the Office of Education bulletin may be secured from the Superintendent of Documents, Government Printing Office, Washington, D. C., at a cost of 15 cents each.

A 5-Year Plan

Comprehensive and effective is the plan for the development of the program of education in the distributive occupations formulated and now being put into operation by A. D. Albright, recently appointed supervisor of distributive education in Tennessee. Three types of distributive education are being developed.

A part-time cooperative program under which high-school students will spend part of the day in the classroom and the rest in actual employment will be offered in three or four centers the first year. As the teachers of these part-time classes become more proficient and as the teaching materials are more fully developed, this program will be expanded from year to year with the idea that by 1942 it will include all the larger centers in the State.

Five itinerant teachers will give instruction in their special fields, aid in the promotion and organization of evening and part-time classes, and act as advisers to resident teachers of cooperative part-time classes.

Are They Busy?

Prospective home-economics teachers enrolled in teacher-training courses in Michigan are required to formulate a list of activities other than actual teaching in which they feel they should have experience before graduation.

Each student plans to secure some of the needed experiences under the guidance of the supervising teacher of the school in which she receives her teaching experience. A comparison of the activities carried and participated in by students shows that those living in the teaching centers participate in the greatest number.

Activities in which more than 50 percent of the prospective teachers participated last year included: Observing adult classes, attending school assemblies, making visits to the homes of school students, assisting in directing hot-lunch activities, attending parent-teacher association meetings, and attending and assisting with home-economics club meetings.

Between 25 and 49 percent of the student teachers secured experience in: Visiting home economics programs in schools outside training centers, visiting English classes, observing study halls, supervising study halls, arranging exhibits, assisting with school fairs, helping to supervise school banquets, and attending church in community.

One hundred and one activities in which from 1 to 14 student teachers each received experience are listed in the annual descriptive report of the Michigan State Board for Vocational Education: Among these are: *Assisting in*—teaching an adult class, school assembly program, home room, school carnival, field trips, style shows, office activities; *visiting*—various types of classes other than home-economics classes; *teaching*—various classes other than home-economics classes; *attending*—community fairs, Michigan State College teachers' clinic, adult education conference, faculty meetings, county teachers' institutes, Sunday-school parties, teachers' parties, high-school parties, school banquets, class plays, home economics club parties and Campfire Girls' meetings; and, *miscellaneous*—visiting local factory, writing articles for newspapers on home-economics programs, planning and doing marketing for hot lunches, doing marketing for home-economics departments in high schools, writing and coaching school plays, collecting bulletins for home-economics departments, purchasing dishes for home-economics departments, spending periods of from an hour to a half day with individual high-school students, giving talks in rural schools and to other large groups, and making up report cards.

A Bibliography

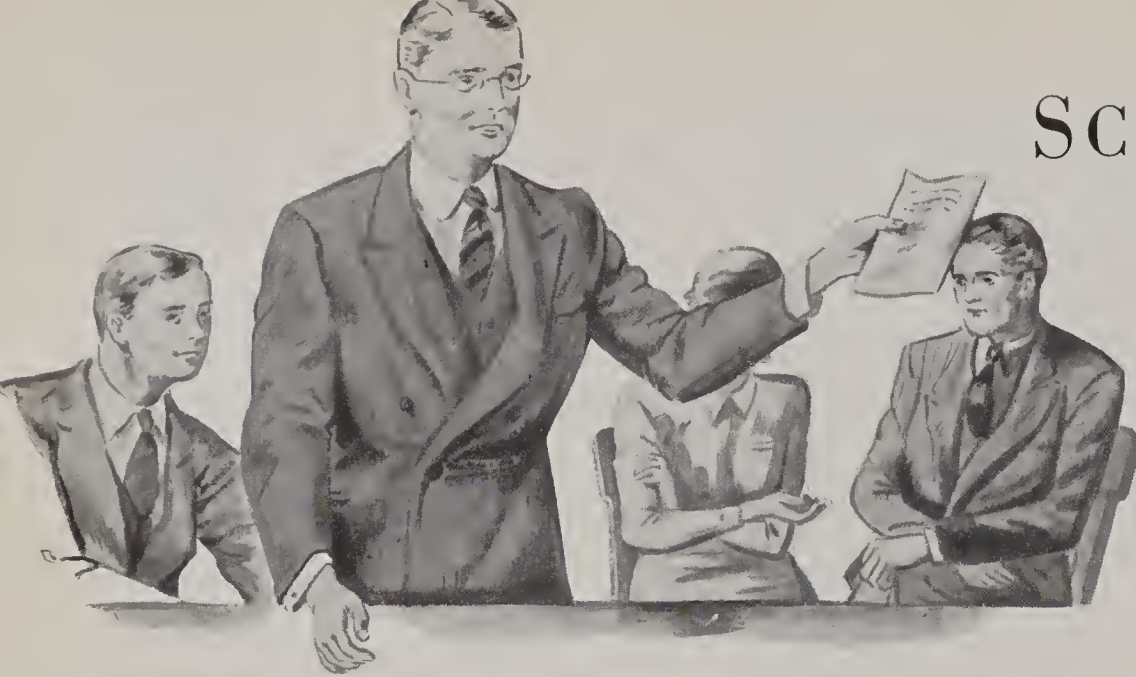
Business education leaders will be interested in a bibliography of current periodicals, quarterlies, year books, and bulletins in the field of business education recently issued by the United States Office of Education. This bibliography, which is not intended to be exhaustive, contains annotations, excerpts, and reviews of the publications covered in it. It is Miscellany 2221 of the Office of Education.

Two Valuable Publications

Two publications of interest to those responsible for training programs in the field of trade and industry have just been issued by the University of Toledo in cooperation with the Ohio State Board for Vocational Education. One of these publications—Information Unit M. S. I. No. 16, contains a list of references and texts on shop practice and related subjects. The second is a Bibliography of Related Science Information and References.

THIS MONTH'S SUBJECT

Shall Departments of Education Furnish Treatment of Defects Found in Medical and Dental Examination of Children?



The Affirmative

by HARRY B. BURNS, M. D.,
Director, Department of Hygiene,
Public Schools, Pittsburgh, Pa.

★★★ We are confronted at this stage of evolution of the school health program with the problem of a further step, i. e., the provision of treatment by the educational authorities for those children found physically handicapped or diseased who cannot and do not secure such treatment otherwise.

To assume that a raw material so infinitely variable in fitness and so subject to depreciation as that presented by school children should be accepted by departments of education as a situation they must not deal directly



Harry B. Burns, M. D.

and efficiently and economically with when necessary, through the simple straightforward process of providing medical service, just as they now provide a thousand and one other items of equipment, supplies, and service, is unthinkable.

In any State or large municipal school system children are found attending school with unrecognized and obviously untreated fractures not only of the bones of the hands and feet, but also of those of the legs, arms, ribs, shoulders, nose, and even of the pelvis.

Ignorance, indifference, neglect, or financial inability on the part of the parents or the community, or both, have brought about these childhood tragedies. The discomfort, pain, fatigue, impaired sleep, and the limited activity that ensue in these cases preclude or greatly handicap the victims in making normal school progress.

That diagnostic facilities and service should be made available for these unfortunate and neglected children by the department of education is obvious from both the humane as well as the economic viewpoint. Experience has shown that when this has been done, the job is only partially done, and that many of the cases so diagnosed will not receive adequate and efficient remedial treatment unless it is provided by or compensated for by the department of education.

In a similar way, any experienced school or health official knows that vaccination and immunization to the degree and extent necessary to protect school systems from epidemics of diseases such as smallpox and diphtheria, will not be, and rarely are, secured unless provided by either the department of health or the department of education, and in the smaller school districts where departments of health may be either nonexistent or exist largely in name only, responsibility for such services becomes again that of the department of education.

Similarly, in the field of contagious skin and scalp disease, such as scabies, pediculosis and impetigo, experience has shown and continues to show, at least in the large systems, that only when the department of education provides

for both diagnosis and treatment of such diseases can they be stamped out and kept out of the schools.

Considerable Percent Handicapped

There is probably no large school system, and few smaller ones today, that does not have a considerable percent of its pupils handicapped by serious defects of vision, diagnosis and treatment for which cannot be and is not provided for by either the parents or the community. Unless such medical service is provided by the department of education, these children will continue to struggle throughout their school lives with this visual handicap and the accompanying physical and mental stresses and strains.

No one with any practical experience with the problem will contend that at least in the large school system the approximately 85 percent of all the children who experience tooth decay and mouth disease will all have these difficulties taken care of by private dentists or by community service.

Only when such service is provided by the department of education can anything approaching an adequate solution of this problem be secured.

No large urban community today is able to provide anything like adequate diagnostic service and medical supervision and treatment of its problem of childhood tuberculosis. Many times the parents, and sometimes even the physician, fail to suspect or to diagnose this condition in its early stages. Many children with early childhood tuberculosis are in no sense "open" cases, nor are they sufficiently active to justify exclusion from school, but their school lives at least should be under constant medical supervision and care provided by the department of education, in order to prevent extension or expansion of their lung involvements as a result of school stresses or lack of a specially favorable school environment.

Marked undernutrition or malnutrition involves 20 percent or more of the children

(Concluded on page 114)

Controversial Issues in Education

Discussions of timely controversial issues in education by noted authorities in their respective fields are being presented in *SCHOOL LIFE*, during the school year, as *SCHOOL LIFE's Forum Panel*. In presenting the series, *SCHOOL LIFE* in no way attempts to make decisions upon these controversial issues. It seeks only, through forum technique, to throw light on such issues and to inspire careful thinking on subjects that concern the present and future of education endeavor throughout the Nation.

The Negative

by CHARLES C. WILSON, M. D.,

Director, Physical and Health Education,
Board of Education, Hartford, Conn.

★★★ In answering this it should be clearly recognized that the issue is not shall children receive medical and dental treatment, but, shall that treatment be furnished by departments of education. There is no question as to the necessity of providing children with whatever medical and dental care is required to prevent sickness and to foster normal growth and development. But, there are different ways of doing this, and different divisions of our civic organization which may be made responsible for providing such care for the needy. It is my opinion that this responsibility should not be placed on departments of education.

The first reason I offer to substantiate this stand is that medical treatment is not education. Regardless of the definition of education which we may use, we cannot say that provision of glasses, treatment for impaired hearing, treatment to prevent diphtheria, or extraction of teeth are education. Some of these things are often necessary in order that a pupil get the most from the educational opportunities offered, as also are a place to sleep, clothing, and food. But because these are necessary and desirable does not mean that they are educational responsibilities.

Provision of medical and dental treatment for needy school children is only a part of the larger problem of supplying these services to all needy individuals, adults, and preschool children, as well as to school children. With all of these groups there are problems of investigating economic conditions and supervising the staff which gives treatment. If there is no professional investigation of economic conditions, our free and part-pay treatment facilities may be crowded with those who are not needy. Without medical supervision, treatment of needy individuals is likely to be inferior because of the absence of usual

patient-physician relationships. In many cities these difficulties are solved by having dispensaries or clinics in connection with hospitals. In this way clinics have the help of trained hospital social workers and treatment is under supervision of the regular hospital staff. Clinics and dispensaries so organized are better prepared than schools for supplying medical and dental care to all needy individuals. Such clinics operate the entire year, so treatment is available during school vacations.

In considering the relationship of schools to medical and dental treatment, one should remember that public schools are free and that all their services may be demanded for every pupil. When schools begin offering certain types of treatment to the needy, it usually is not long before there are requests for treatment of pupils who are not needy. This has happened in many communities in connection with treatment to prevent diphtheria, with prescription of glasses and with dental treatment. Such extensions of treatment to all children place unnecessary and undesirable financial burdens upon educational budgets and upon the community.

I would feel greatly distressed if these arguments against departments of education providing medical and dental treatment were misinterpreted as meaning that schools have no responsibilities for the health of pupils, because there are many important things which schools should do in the field of health—things which are school responsibilities and cannot be delegated to others. Among these responsibilities I would include a program of health instruction, special programs for handicapped pupils, provision for emergency care of accidents and sudden sickness, a program of examinations and follow-up, and provision of healthful environment; but, I would not include the furnishing of medical or dental treatment as a responsibility of the school health program.

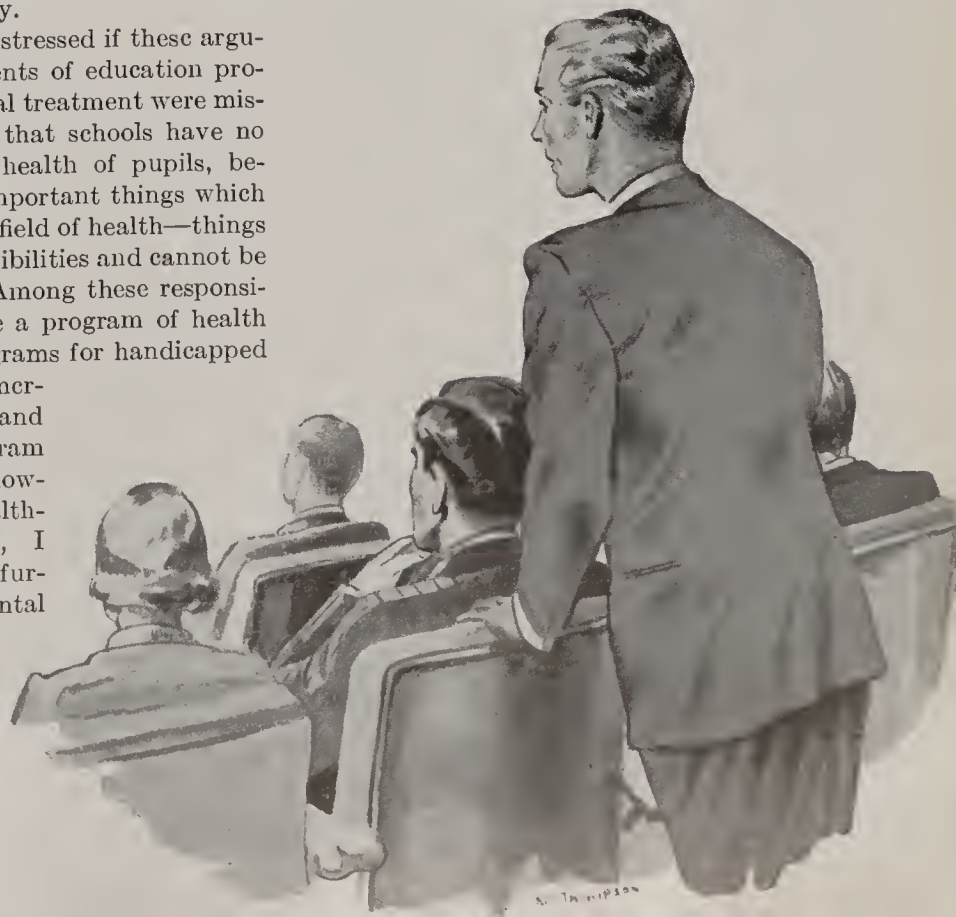


Charles C. Wilson, M. D.

Probably the answer to the question will come from analyzing the functions of various departments of our civic government which have an interest in child health, particularly departments of welfare, of health, and of education. If I were to make such an analysis I would include the items listed in the previous paragraph as responsibilities of the department of education, but leave provision of medical and dental treatment to departments of health or welfare. I would do this because

(1) Medical and dental treatment is not education, and the department of education

(Concluded on page 114)



The Affirmative

(Concluded)

in any large school system. Unless the department of education provides for the medical supervision as well as supplemental feeding, under medical direction, of many of these children while in school, they will continue to present unnecessary problems of retardation of behavior and of illness.

In addition to the foregoing problems of child health that call at least in some degree for the provision of medical care by the department of education, there are others that space limitations preclude any reference to at this time.

Next Month's Forum Subject

Is the County the Most Satisfactory Unit for School Administration?

Affirmative: W. W. Trent, State superintendent of schools of West Virginia.

Negative: Howard A. Dawson, director of rural service, National Education Association.

Plans for School Finance

Financing Florida's Public Schools

by Timon Covert, Specialist in School Finance

★★★ For the school year 1927-28, approximately 9 percent of the funds used for current expenses by the public schools of Florida were supplied by the State. Ten years later, that is in 1937-38, the State supplied more than 50 percent of such funds. The increase, as indicated by the accompanying figures, was rather constant during the 10 years.

Percentages of funds for current expenses of the public schools of Florida, supplied by the State for the years indicated¹

1927-28	1929-30	1931-32	1933-34	1935-36	1937-38
Percent 9.4	Percent 22.7	Percent 34.8	Percent 30.4	Percent 49.2	Percent 51.9

¹ Florida school bulletin (State Department of Public Instruction, Tallahassee, Fla.) 1:12, March 1939.

This remarkable increase in State participation in public-school support in Florida while far greater than that in most States is nevertheless symbolic of a general trend in this direction throughout the country. Although some States in all sections of the Nation have greatly increased their funds for annual distribution to local schools during recent years, the increase has been more general and the average greater for the Southern States than is true for any other group of States. Owing to this fact and since the local unit for school administration is generally larger in the States of the South, an analysis of the plan for school support in one of them may be of interest to

The Negative

(Concluded)

should confine its program to education and schooltime care and supervision.

(2) Departments of health and welfare are usually qualified to do a better job than schools in the field of social investigation and supervision of clinical medicine.

(3) Departments of health and welfare can supply treatment to school children in the same way they supply treatment to adults and preschool children—thus eliminating the need for departments of education to conduct duplicating programs.

(4) Treatment under supervision of health or welfare departments is less likely to be extended to non-needy individuals than is treatment under departments of education.

Some delineation of responsibility between education, welfare, and health departments is essential to avoid overlapping and duplication and to encourage effective coordination of these various civic departments.

school administrators in other sections of the country.

In addition to the State as a unit for public-school revenue each county in Florida is a unit for school administration and the levying of school taxes. Also, there are in most counties a number of local taxing units for local school revenue when a local district desires to supplement State and county school funds.

Sources of School Revenues

I. FROM THE STATE

The State provides funds for the public schools for three specific purposes: For teachers' salaries, for textbooks, and for vocational education.

1. Sources of State teachers' salary fund.

(a) Income from the State's permanent school fund-----	Amount in 1937-38 ²	\$235,522
(b) State taxes levied for the public schools:		
(1) Proceeds of a general property tax of 1 mill-----		323,410
(2) Proceeds of motor-vehicle licenses-----		6,412,804
(3) Retailers' occupational tax		2,408,153
(4) Contractors' license tax---		37,000

² Statistical and financial data relating to the school system of Florida, for the fiscal year ended June 30, 1938. State Superintendent of Public Instruction, Tallahassee, Fla., p. 30.

(b) State taxes levied—Con.

(5) Auto transportation tax-- \$6,236

(6) One-half-cent gas tax----- 1,503,041

(c) Appropriations from the State's general fund³-----

2. Sources of State's text book fund; (a) State general property tax; (b) Appropriations from the State's general fund. The tax rate and appropriations are fixed according to current needs.

3. Sources of State's vocational education fund. The fund for vocational education is appropriated from the State's general fund to match funds from the Federal Government allotted to the State for the same purpose.

II. FROM THE COUNTY

1. By constitutional provision a tax of not less than 3 or more than 10 mills for school purposes is required in each county on each dollar of the assessed value of all taxable real and personal property in the county.

2. By legislative enactment poll tax receipts in each county are allotted to the county school fund; in addition proceeds of certain other taxes in some counties are allotted to the respective county school funds.

III. FROM THE DISTRICT

The State constitution provides that any county may be divided into districts and that each district may vote a local tax for current school expenses not to exceed 10 mills on each dollar of the assessed value in the district.

Apportionment of School Funds

I. FROM THE STATE

1. The teachers' salary fund is apportioned to the counties according to a stipulated formula so that each will receive \$800 annually for each teacher unit, or if funds are insufficient, its pro rata share. The teacher unit is defined in the law and is based on average daily attendance in elementary and secondary schools with allowance for density and sparsity of population.

2. The State free textbook fund is used by the State to purchase all textbooks used in the public schools. The books are loaned to the counties for their pupils but remain the property of the State.

3. The State vocational education fund is used in approved vocational educational work conducted under the direction of the State vocational education board.

II. FROM THE COUNTY

The teachers' salary funds which the county receives from the State must be used by the county board of education to pay teachers' salaries and for the expense of pupil transportation. Funds raised by the county for current school expenses are added to the amounts

³ No appropriation made that year.

(Concluded on page 124)

The Education of Gifted Children

★★★ How can the schools identify giftedness or talent in their pupils? How should the curricular experiences of the classroom be adjusted so as to challenge the abilities of gifted pupils? What objectives should we keep in mind for them? How can they be prepared to assume social responsibilities in the world of today? What kind of learning situation is most conducive to creative work in accordance with their capacities? Should they work in special groups of a more or less homogeneous nature, or should gifted children find their places in heterogeneous groups representing all levels of ability?

These and other questions were the absorbing topics of discussion at a recent conference called by the Commissioner of Education. It was a small working conference planned in line with the program of the United States Office of Education, through which it brings to Washington from time to time for discussion and counsel groups of persons interested in particular areas of service. The 16 visiting participants included classroom teachers, principals, supervisors, psychologists, superintendents, and university instructors, all of whom were vitally concerned with the task of helping to discharge the school's responsibility toward gifted and talented pupils.

For 2½ days (September 28-30), the members of the group thought their way through some of the major questions facing the schools in their treatment of gifted children. Not always agreeing on particular emphases or on specific procedures to be used, they stimulated one another's thinking, challenged one another's conclusions, resolved some of their differences, and created a vital learning situation for all. Yet in the major premises of objectives to be achieved and of the part which the school must play in reaching those objectives all were in marked agreement.

Some Major Emphases

Stress was laid upon the need of interpreting education for gifted and talented children in terms of the objectives of education for all children. Self-realization in keeping with individual capacities and talents, opportunity to develop a well-balanced, wholesome personality, security in social experiences, a sense of social responsibility, ability to live happily within the group and to contribute to the welfare of the group—these were some of the essential goals one heard mentioned again and again. Vitalizing and enriching curriculum experiences, with both individualization and socialization of instruction, were conceded by all to offer possibilities for the achievement of such objectives.

Some Differences

Members of the conference represented various schools of thought in education; hence it might be expected that they would not be in full accord as to the value of intelligence tests in the identification of giftedness, or as to the framework of class organization most conducive to its development and expression. Some saw a desirable procedure in the organization of special groups for intellectually gifted children, membership in which is determined on the basis of intelligence rating and other factors. Others disapproved the organization of so-called homogeneous groups, discounted the importance of intelligence ratings, and pointed out that the learning situation provided by the school should stimulate or bring to the foreground latent giftedness and talent all the way from the kindergarten through the high school.

Visiting Conferees

Elizabeth Bigelow, psychologist, public schools, Summit, N. J.

Fred G. Bishop, superintendent of schools, Two Rivers, Wis.

H. L. Cleland, director of guidance, public schools, Pittsburgh, Pa.

Wm. L. Connor, superintendent of schools, Allentown, Pa.

Cora Lee Danielson, assistant supervisor, education of exceptional children, public schools, Los Angeles, Calif.

Mrs. Ada Diaz, teacher, public schools, Niagara Falls, N. Y.

Julia Hahn, supervising principal, public schools, Washington, D. C.

Mossie Holmes, director of tests and measurements, public schools, Tulsa, Okla.

Laura Hooper, director, elementary education, public schools, Newton, Mass.

Anne Hoppock, helping teacher, State department of public instruction, Trenton, N. J.

Mrs. Dorothy Norris, assistant supervisor in charge of major work classes, public schools, Cleveland, Ohio.

Minnie Rosenbloom, teacher, public schools, Birmingham, Ala.

Arthur M. Seybold, principal, College High School, State Teachers College, Montclair, N. J.

Paul A. Witty, professor of education, Northwestern University, Evanston, Ill.

Georgia York, teacher, public schools, Battle Creek, Mich.

Harvey Zorbaugh, professor of education, New York University, New York City.

Further Plans

The outcome of the conference however is not yet. It may well be that differences of opinion will be still further resolved through continued thinking and working. Members of the group took "homework" with them to be done after the conference was over. A tentative outline was developed for a projected publication to be issued by the Office of Education, which will deal exclusively with the education of gifted children. To this publication each member of the conference will contribute, so that the final product will be the result of a plan of cooperative writing. Months—possibly a year or more—will elapse before the final product can be released. But it is hoped that it will bring to school people everywhere stimulating and suggestive material for handling problems related to the education of gifted children in their communities.

Some Programs of Action

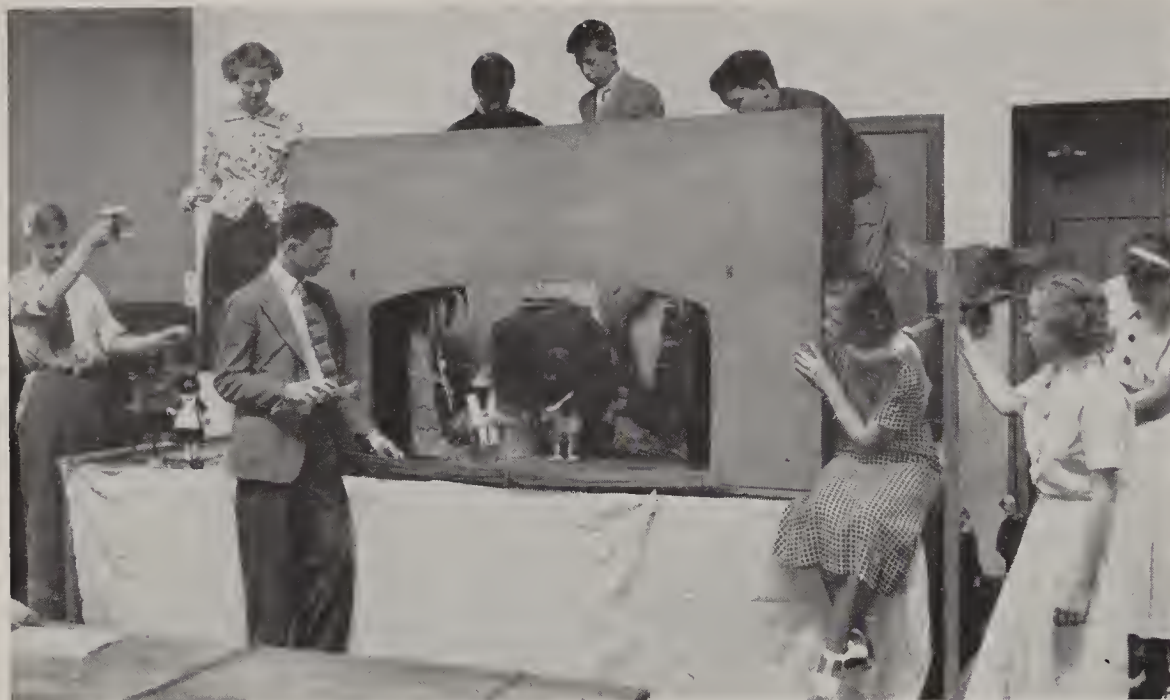
Not only were various forms of educational practice represented at the conference, but also school systems of varying sizes. Procedures may necessarily differ in accordance with the number of pupils to be served. A few of the plans now carried on in particular communities are herein described. They represent practices of varying types and show in general the realm in which the discussion of the conference took place.

The first program described is under way in Summit, N. J., a town of 15,000 inhabitants, and the account is contributed by a committee of the College Club of Summit, under the chairmanship of Mrs. Eric Wright. The second account presented is of the Ann J. Kellogg School in Battle Creek, Mich., a city of 45,000 population, and it is furnished by Georgia York, one of the teachers at the school. In the third account, the way in which one city of 900,000 provides for the needs of its gifted and talented pupils is described by a committee of teachers working under the guidance of Mrs. Dorothy Norris, assistant supervisor in charge of major work classes in Cleveland, Ohio. All of these programs, while varying in the approach made to the problem, are directed to the same end—the capitalization of giftedness and talent for the greatest good of the individual and of the group in which he lives.

ELISE H. MARTENS

SUMMIT, N. J.

The treatment of gifted children in Summit, N. J., public schools emphasizes enrichment of life and the curriculum through broadening



Courtesy of public schools, Summit, N. J.

A workshop on marionettes.

activities, instead of rapid promotion. We wish these children to have an all-around development which will enable them to become well-adjusted individuals who will be leaders in their communities. This is best accomplished when they remain in their own age groups, where they are encouraged to make full use of their ability. Through a carefully developed program of creative and rhythmic dancing and organized games in physical education, the well-rounded physical development of the child is definitely kept in mind as a fundamental background for personal and social growth.

An Integrated Activity Program

With the integrated activity program, situations are provided which encourage creative work in numerous directions. There is no attempt at specialization at first, but opportunity is given for wide experience on the part of all. Every child works with clay, crayolas, water colors, poster and finger paints, chalks, charcoal, and with cloth and lumber. Children with special talents receive recognition and opportunity for advanced work. Creative writing finds an outlet through the school newspapers and magazines, in which pupils of all grades are encouraged to participate. Individual school and all-city hobby shows, assembly programs with special speakers or demonstrations of experiments, traveling puppet shows and dramatic groups help to kindle the desire to create on the part of exceptional children.

Clubs for All

Clubs have been organized in order to help children find their special interests and to develop their special abilities. We find boys and girls taking excursions and visiting laboratories and factories in connection with

such groups as the Science Clubs, the Camera Club, the Art and Handwork Groups, the Dramatic Clubs, and the Mineral Club, as well as in the development of the regular science and social studies of the grade. Leaders naturally come to the front when groups organize for special interests and through the activity program in the classroom. Children lead the group in the socialized period and present unusual problems to the class.

The dramatic and puppet clubs in the junior and senior high schools hold try-outs for all productions. Students may follow their own interests in these groups and participate by acting, ushering, making costumes, learning techniques in make-up, lighting, handling the business, making posters, or giving speeches for advertising. There is always an opportunity to help write a play or a pageant.

Musical Talents

Orchestras are organized in junior and senior high schools and in two elementary schools. From the high-school group, those passing a competitive test may win a place in the New Jersey All-State Orchestra and Band. High-school pupils winning the solo contests may receive free college tuition or music education. Community symphony societies give those who cannot go to college an opportunity to play with a good orchestra. Boys and girls 9 years and older may attend the 6-weeks' summer school of the Union County Band and Orchestra. Gifted students may render solos or lead choruses in local performances, or may conduct a band or orchestra.

Opportunity of the Library

Gifted children usually get more from books than children of average ability. Therefore

in the public schools they are surrounded with a rich variety of reading material. An early introduction to the public library is made in elementary schools, and its resources are constantly used. Branches of the public library are located in several schools, and two special librarians, trained for work with children, have worked in school and branch libraries, acquainting all with library organization. There is always a classroom library, and several schools have a room set aside in which a large library collection is being gathered and a weekly library period held.

Parental Cooperation

Parents are urged to encourage participation in a reasonable number of the diversified opportunities offered, and to avoid superficiality and instability on the part of gifted children through a wise selection of interests. A continued openmindedness toward educational innovations is urged. For these innovations may mean truer evaluation of the work of the gifted child, as well as better methods that will not stultify initiative, but encourage the true creative spark.

THE ANN J. KELLOGG SCHOOL, BATTLE CREEK, MICH.

The philosophy underlying the organization of the Ann J. Kellogg School is one which demands a normal life situation for every child in school in accordance with his or her capacities or limitations. It proposes to give all children an equal opportunity to discover and develop under most favorable conditions the powers which will enable them to meet most effectively the obligations of life.

Organized as a part of the public-school system with the financial and advisory aid of the W. K. Kellogg Foundation, the school was dedicated in October 1931. It aims to develop a comprehensive plan for the selection, treatment, and instruction of all types of children, normal and exceptional alike. The exceptional children enrolled include the blind, the hard of hearing, speech defectives, the crippled, the undernourished, the retarded, the neurotic, the socially maladjusted, and the gifted.

Coordination

The special education program is organized around and coordinated with the work for the normal groups. For instance, a child who is learning Braille receives this instruction with a Braille teacher but at the same time he is enrolled if possible with a regular group where he participates in normal classroom activities. Enrollment in a special class does not therefore necessarily mean total or even partial segregation. Assignment is made strictly on the merits of the case. The program is so flexible that any child may receive the benefits of any one or more of the departments or special classes of which he may be in need.

Of an enrollment of about 900 pupils there

are some 300 classed as "specials." These children are transported daily in busses owned by the city schools. A cafeteria operated by a dietitian and assistants provides noon lunches, and a noon-hour program of recreation takes care of the many pupils who remain at school all day. Children are selected for the special groups by a careful clinical procedure based upon a medical examination, intelligence and achievement tests, staff recommendations, and analysis of social needs.

Groups for Gifted Children

In attempting to meet the needs of every child in a normal life situation and in accordance with the standards set forth by the White House Conference of 1930, classes for gifted or talented children have been established in grades three through eight. As in all groupings these children are selected clinically. An I. Q. of 120 is recommended as a minimum but is not in all cases required. At the present time there are about 100 pupils in groups of this type. For economy of learning pupils work with their own kind in a greatly enriched curriculum, but their contacts and experiences with normal and handicapped children are so numerous that there has never been a consciousness of segregation.

Grades 3 to 6

The organization of classes provides that the younger children in grades 3 and 4 are assigned to one teacher in a home room of about 30 in number. They remain with this teacher for 2 years. The fifth and sixth grades are similarly arranged. An enriched program individualized to meet interests and needs is carried on. Although assigned to one teacher for the entire day, gifted children have the use of school shops, gymnasium, auditorium, home economics room, library, museum, and school busses for excursions. The common essentials are expected to be covered, and emphasis has been placed upon a mastery of the so-called tool subjects which have been made an integral part of their enriched experiences. The program usually is coordinated around one central theme, and while each child is given the opportunity to select his own field of interest for research and presentation he also has the experience of committee participation and group discussion. The services of special supervisors in the fields of art, music, science, and health are at all times available. Every known teaching device is utilized to develop broad areas of interest. The study of such topics as the Evolution of Music, Health through the Ages, the Evolution of Democracy, the World of Tomorrow, and countless other fields of interest culminates in original plays, operettas, assembly programs, movies, exhibits, scrapbooks, pictures, radio programs, and civic enterprises.

Grades 7 and 8

The seventh and eighth grades are organized on the same basis except that they re-



Courtesy of public schools, Battle Creek, Mich.

Writing and performing are both included in the musical experiences of these children.

main with one teacher only a half day. Such placement of boys and girls of junior high-school age with one teacher for at least a half day has fully justified itself. The problems of guidance are simplified, the children have felt more secure, and a rapport between teacher, parent, and child has been obtained. The program during this half day is built around the core subjects—arithmetic, English, and social studies. For the other half day elective courses are chosen, including music, art, orchestra, general science, foods, clothing, wood shop, machine shop, pottery, hobbies, social dancing, personal social problems, journalism, dramatics, general language, and gymnasium.

The program is so arranged in the seventh and eighth grades that the average, bright, and gifted home-room or "core" groups meet in the afternoon, thus having their electives together in the morning. The dull normal and mentally deficient groups are with their home-room teachers in the morning and have their electives in the afternoon. This modified segregation has seemed feasible for economy of learning and there has been little or no consciousness of grouping as such. Opportunity for common participation in all kinds of school experiences is always present. Gifted children work side by side with dull normal children in the cafeteria and as assistants in special rooms. Credit is given all students who work as assistants or attendants in the office and elsewhere.

A Normal Situation

From the time the child leaves home in the morning on the bus he comes in contact with normal life situations in the classroom, on the playground, in a club, in the school opera, or in guiding visitors through the building. No better illustration of a democratic situation comes to mind than a recent classroom experience in dramatics. In the first act of the play one could point out a "normal" child, a deaf child, an orthopedic cripple, a cardiac case, an epileptic, and several gifted children, all enthusiastic over acting and not aware of the individual differences and handicaps. We have hoped to bring equal opportunity to all types of pupils for the development of those individual abilities which will enable each to meet most effectively the obligations of life.

CLEVELAND, OHIO

If school is the place where the powers of superior children should be unloosed and used to their fullest extent, then the curriculum both in content and administration must be sufficiently flexible, varied, and challenging to care for the diverse needs of the various members of a given group. In common with all children, the gifted child shows some unevenness in his abilities. When pupils of superior ability have been located, the problem resolves itself into providing for them room in which to grow and freedom to develop their



Courtesy of public schools, Cleveland, Ohio.

The joy of learning French is part of the school experience of these little people.

powers to the full, and into furnishing an incentive to make constructive use of their creative power for the good alike of themselves and of society. In Cleveland, the procedure used to achieve this end is the organization of "major work classes," or special groups for gifted children selected on the basis of intelligence rating, physical and social traits, and other pertinent factors. During the current semester there are enrolled in major work classes in Cleveland 545 elementary pupils and 874 junior and senior high-school pupils. The classes approximate 30 in size, and in the elementary schools each class includes several grade levels.

The Program

The understanding is that each major work class will cover the year's work in the academic branches of the usual curriculum for the particular grade. Fortunately gifted children can dispense with many repetitions of drill material, but drill cannot be abandoned altogether. Mastery of the tool subjects is founded primarily upon drill, whatever the I. Q. of the learner. Consequently there is a definite place for individual instruction. This is given as the need for it arises. Proficiency is measured and the results indicate the need for remedial work. Records of progress are entered upon a variety of charts which denote the work to be mastered in a given time. Every effort is made to have each child cover the required levels of work commensurate with the standard set-up for the particular group in which he is working. Demotions, failures, and double promotions are practically nonexistent.

Released from much of the drill that would prove necessary for children not so highly endowed, pupils in the major work classes are free to spend much more time in a widely and an intensely enriched program than are pupils

in the regular classes; and because they are of approximately the same level of intelligence they can enjoy and appreciate together the challenging experiences open to them. The administration of enrichment is the individual teacher's problem, a flexible situation at once fraught with much joy and responsibility and providing the necessary room for teacher and pupil growth. As is to be expected, it results in a wide range of activities, following as far as possible the interests and needs of the group, but at no time anticipating the work of the next grade. As in many regular classes, an integrated plan coordinates a large portion of the entire program around one central theme or interest. Every available medium for making the endeavor live is utilized. Slides, motion pictures, microscopes, post-cards, magazines, radio, vietrota, exhibits, charts, and pictures lend visual and aural assistance. Materials providing concrete aid range from clay and paper to maps and coping saws.

Biography a Medium of Learning

The study of biography fits into practically every branch of knowledge and is coordinated with all the other work of the classroom. Such knowledge as will help the pupils to make necessary adjustments successfully is brought to their attention. They learn how eminent persons have made life adjustments and how notable careers have contributed to human progress. Emphasis is placed upon ideals of sustained effort, upon self-management, and upon a high degree of achievement. No



Courtesy of public schools, Cleveland, Ohio.

Artists in the making.

attempt is made to dwell at length upon the inspirational features of the lives of the great, since the children are sufficiently keen and are enough inclined to hero worship to discover such significant facts for themselves.

Foreign Language, Literature, and Science

One hour a day is devoted to French taught by a special instructor, with particular emphasis upon conversation. Thus there is in the major work classes a practical demonstration of the principle that the time in which to begin to learn a foreign language is early childhood.

Acquaintance with the best the world has to offer in literature suitable for the young is one of the aims of the literature period. Most bright children are omnivorous readers, and for that reason need much tactful guidance in the selection of worth-while and appropriate books. Consistent effort is made to develop a taste for the finer types of reading. This is accomplished through club work and weekly literature discussions under pupil leadership. Book lists and programs are prepared for and by the children.

A lasting and sympathetic interest in science is encouraged. Emphasis is placed on direct observation and study. With this objective in mind, one group made a year's study of one of the metropolitan parks under the auspices of the museum of natural history.

Seminar Methods

Active pupil participation and contribution are always highly desirable, and their achievement is an important factor in the technique of administration of major work classes. Group discussions around a table with a class

member acting as leader—comparable to the seminar of the university—prove very successful. Such methods involve the use of dictionaries, encyclopedias, visual aids, and many books of reference selected in terms of the pupils' ability to comprehend. All children like to share knowledge with one another. The procedure of the major work classes lends itself to a marked degree to such interchange of experiences and research findings.

Creative Experiences

Realizing the inherent possibilities of gifted children, the teacher consciously strives to capitalize special aptitudes through a variety of creative experiences, including the writing of original prose, poetry, drama, and song. Individual contributions become part of the united effort of the group and find an outlet through a class newspaper, dramatizations, or a variety of programs which are shared with other classes in the school.

As in all progressive educational programs, excursions are an integral part of the curriculum. Civic activities of the community are investigated. Among the numerous places visited are banks, dairies, bakeries, the railroad terminal, the Coast Guard station, department stores, and the airport. A close cooperation is maintained with the museums of art and natural history. The children attend suitable performances in theaters, as well as concerts, lectures, and exhibits. Contact with specialists and successful people in various lines of work is encouraged. Thus in every way the teacher seizes upon each opportunity to enrich to the utmost the gifted pupil's experiences with an abundance of worth-while, stimulating, and challenging activities.

sibility for preschool education was given by Dean George D. Stoddard, of the Graduate School, University of Iowa, in the opening address, *Shackling Concepts in Nursery Education*. Under three major factors—financial, psychological and sociological, and technical and professional—he analyzed “shackles” and indicated some means of release from them.

For the “pocketbook” shackle he emphasized the cost for building space and necessary equipment, for teachers and other staff workers based upon a low teacher-pupil ratio, and the need for State or Federal assistance to avoid laying the whole burden on the local school district. The “release” lay in the fact that nursery education is a pioneer field, a creator of jobs and hence of wealth.

Under the next type of “blockings” Dr. Stoddard indicated those which are both obvious and subtle, but none of which are easy to measure or evaluate. These include the tradition that young children have always been cared for in the home and the fact that parents resist the baby's growing up and feel a confidence in caring for young inarticulate children which they do not have for the education of the school-age child.

Many of the objections that have arisen regarding nursery education within the profession, Dr. Stoddard said, have now been answered and may be termed “fallacies.” For example, health and accident hazards in nursery schools, weakening of family ties, too early socialization of children and depriving the home of responsibilities. Like most fallacies these contain an element of truth which appears in the substandard nursery school just as the truth in other fallacies may apply to poor elementary schools, camps, playgrounds, churches and hospitals. In other words the indictment is in terms of the substandard school.

Another list of shackles reached into other areas: “(1) Teachers' colleges have been negligent in imparting a thorough knowledge of child development, behavior, and adjustment to their teachers in training. They have fixed their sights too much upon method and detailed content; upon teacher-training curricula that dismiss the child himself with a passing nod. (2) Teachers themselves have been recruited heavily from groups far removed from family life of any sort. . . . (3) Supervisors, principals, and superintendents share a common attitude toward the preschool child: In Hollywood slang, they “never heard of him.” . . . To the conservative schoolman the child is born at the age of six. . . . There is a lack of masculine educational sponsorship among school administrators and board members.”

Shackling concepts, however, do not emerge as separate analyzable factors. Rather they appear “as laissez-faire, as lethargy, as rejection in the early stages of mental consideration . . . if brought into daylight and shown not to be shackles at all (the same factors) may bring about a reformation in thought and action. We must get more parents, more

National Association for Nursery Education

★★★ Critical evaluation of what is being done for children from 2 to 5 years of age and a realistic attack upon problems faced by teachers, nutritionists, psychologists, social workers, and those concerned with physical health, parent education, school administration and research, characterize conferences held by the National Association for Nursery Education. They are functional conferences for workers. As in previous years, the program for 1939 focused upon current problems in various aspects of nursery education and upon the application of related research findings. The discussion technique was employed for small groups with panels and a few speakers presenting and summarizing topics of general interest.

As President James Marshall, of the New York City Board of Education greeted the 1,200 conference members he gave them a lay-

man's challenge. Referring to recent studies of growth in the intelligence of young children he stated that if the I. Q. is not predetermined but is a matter of conditioning in life, and if the hypothesis proves itself to be a direct influence upon children's powers to adjust and to grow, then surely we now have justification for an equalization of educational opportunities and also the basis for a prophecy that the nursery school will become more important than the high school. Though facing current shortages of funds for education in his own city, Mr. Marshall challenged the teachers that, if adequate techniques were devised to assure the maximum development of children's intelligence and power to learn, then parents would require that the nursery school program be made an integral part of every school system.

A further challenge to the conferees' respon-

Conventions and Conferences

(Continued)

workers, more civic leaders to say, 'I never thought of that; there is something to it; it can be done.'

Discussion Topics

Topics for discussion groups offered to those attending the conference indicate the wide range of areas in which nursery education is functioning:

Nursery education in health programs under public and private auspices.

Nursery education in nursery schools.

Nursery education in day nurseries and other social agencies.

Nursery education in summer programs for families and young children.

Nursery education in public-housing projects.

Nursery education in family life.

Nursery education for teachers of young children (teacher preparation).

Nursery education in community projects for young children.

Summaries and recommendations of this group work will appear in the published proceedings of the conference. Committee reports which will also appear in the proceedings were concerned with publicity for nursery education through the daily and periodical press, radio, and visual education; with legislation affecting the education of young children; and with the status of salaries for nursery-school teachers.

Resolutions

Both the discussions and the committee work are reflected in the resolutions adopted at the conclusion of the conference. Among these are the following:

Desirable standards for educational programs:

... "members are urged to develop local and State opinion and/or regulations which shall guide and control the establishment

and maintenance of . . . groups of children."

Association's part in meeting the needs of all young children:

... "advocates on the part of its membership, a philosophy and attitude sufficiently flexible to permit in cases where high standards are maintained, experimentation in type of organization and program to meet the needs of young children and their parents in a rapidly changing society."

Continuous and appropriate educational opportunities:

... "support of House Resolution 3517 (S1305) United States Congress, authorizing a 6-year appropriation of funds 'to provide more effective programs of public education' . . . with an allocation of funds for specially designated educational purposes including nursery schools and kindergartens."

Members' responsibility for children in family housing projects:

... "inform themselves of plans for so-called low-cost housing projects and of the appropriateness and possibility of including space and support for an educational program to meet the needs of young children and of their parents . . ."

Cooperation from school administrators:

... "urge members to bring school administrators into their deliberations and to attend professional meetings themselves both to gain the point of view of those responsible for the conduct of public schools and to explain the programs for children below school-census age in relation to the total school curriculum and its objectives."

Continuance of New York City kindergartens:

... "urge upon the mayor of New York City and the board of education the continuance of kindergartens as a part of public education in New York City."

MARY DABNEY DAVIS

and historical and sociological aspects of librarianship.

In the administrative field, the conferees stressed the need for research upon the problems of personnel selection and training; upon the unit costs of various types of library service, and upon the relation of the size of the administrative unit to the efficiency of operation. It was pointed out also that since legislation and governmental relationships have considerable bearing upon library administration, the underlying principles deserve study.

A number of conference members called attention to the need of work on tests and measurements for prospective library school students as well as for those in training or in service. Emphasis was placed too upon the gathering of data which would make possible the formulation of standards for the various types of libraries—school, public, college, and other. Studies of nonreaders were noted as deserving attention, as was also the part which the library could and does play in adult education. The conference likewise agreed with the suggestion of one member that research on attitudes of the population, not only as regards reading but toward social, economic, and other current problems, is extremely important to librarians.

Still another problem as fundamental was that of determining the cause of the demand for library service—in public library, school, or college. "What causes the increase or decrease in demand? There has been a tremendous shift in demand," stated the conferee who advanced this proposal, "but administrators do not know why; yet it is a problem they have to face."

Another aspect singled out as meriting study was that of the public relations of libraries; that is, the relation of public libraries as institutions with other associations, institutions, and agencies which perform functions related directly or indirectly to education. In all investigations bearing on social and educational problems, it is important, stated several conferees, that the library implications be observed—an illustration of this being the discussion of library relations in *Social Services and the Schools* issued in 1939 by the Educational Policies Commission.

In the school library field, there was noted the request for a study of the status and function of school library supervisors in city and State school systems, with especial reference to the effect of supervision upon the outcomes of the school libraries.

One member of the conference stressed the importance of gathering qualitative data in addition to the quantitative ones on use, growth, and finance. The latter figures, when collected on a comparable basis at regular intervals are useful for comparisons and indication of trends, but in addition librarians should know about the quality of service rendered, what part of a community's population is using library facilities, and for what purposes.

Research in Librarianship

★★★ Research in librarianship is one of the functions specifically assigned to the Library Service Division upon its establishment in the United States Office of Education. In order to discuss problems involved in library research, the Commissioner of Education invited to Washington on September 15-16, a small group of librarians interested in the direction of library studies and in the utilization of the findings.

This group, representing various types of libraries, considered the areas in which research and service studies were most needed; reported on projects under way or planned; and explored the possibilities of cooperation and coordination in research. The requirements of school, college, public, and other

libraries were considered in the discussion.

Needed Research

After a description of the Office of Education's general research program by the Assistant Commissioner, Bess Goodykoontz, the conference proceeded to a consideration of various aspects of librarianship in which research or special studies might be undertaken. These areas included such ones as: Administration, with its subdivisions of personnel selection, staff organization, finance and taxation, government, unit costs, etc.; technical processes comprising among other things, book ordering, classification, etc.; bibliographical activities, involving printing, publication trends, bibliographies, etc.; readers and reading habits; training for librarianship;

In the discussion of these various areas of research and study, the difficulty of designating any one field or combination of fields as most important was emphasized. Each group in library work has specialized interests which alter the importance of a particular area for the group in question, as compared with others.

Reports in Progress

The second session of the conference was devoted to reports on research and service studies under way or planned. Over 70 different projects were noted by the group as in progress or as contemplated in the near future. It was pointed out, however, that many of these were service studies and surveys rather than research in the restricted sense of the term.

As examples of the studies reported, the following may be mentioned: Types of school library administration; library revenues; planning and equipment of school libraries; libraries and microphotography; service basis of charging for indexes to periodicals; unit costs in library service; and the organization, resources, and functions of State library agencies.

Mention was made of a historical study which deals with the various social forces responsible for bringing the public library into being in New England during the nineteenth century, and of another one being made of the distribution of library facilities for Negroes in the South. In addition, numerous bibliographical undertakings were reported which involved considerable research or investigation.

In the field of reading, there was noted a project (1) to identify (a) readers by age, sex, education, and occupation, (b) the types of material read by various groups, (c) the agencies from which materials are secured; (2) to discover the relative effectiveness of the different sources in the communication of ideas; and (3) to develop hypotheses from studies in reading previously made or now under way which may be applied in studies of the effectiveness of the radio and the motion picture as media for the communication of ideas.

Cooperation in Research

At the final session, the members discussed with the Commissioner of Education, J. W. Studebaker, ways and means for joint activity to further research in librarianship. Consideration was given also to the aid desired and possible from the Library Service Division.

Among the proposals advanced was one to remedy the lack of a medium to record projects under way. It was noted that an American Library Association advisory board for the study of special projects in 1933 canvassed the studies needed and reported on the work under way at that time. Annual administrative reports from A. L. A. boards and committees also have given some indication of studies being pursued. However, there is no general medium whereby persons

interested in library research and studies can keep themselves informed of what is being undertaken and where.

After a discussion of the difficulties inherent in such a compilation, it was suggested that the Office of Education might issue experimentally a classified list of research and service studies in the library field, identified by institutions and agencies and with some indication of the present status of each project and its probable date of completion. Such a list would be obtained from library schools, professional library associations, library agencies, schools of education, and certain research organizations. The list would be restricted to those projects which, in the opinion of the reporting agency, bear promise of being of consequence. The conferees were in favor of making every effort to eliminate, after a time, all projects upon which no progress is being made.

The conference also approved the suggestion that more should be done to make available for research workers data collected by a given agency, but not utilized or interpreted completely in the original publication. In this connection, the possibility of using internes and fellows was advanced.

It was suggested that some attempt should be made, possibly by the Library Service Division, to relate library statistics to those gathered by other Government departments in such fields as commerce, labor, agriculture, and others. Mention was made, too, of the desirability of securing the cooperation of university departments in library projects; as, for example, the aid of the rural sociology department in investigations relating to rural libraries and reading.

The visiting conferees urged that the Library Service Division work toward the collection of basic statistics every 2 years, and if possible the gathering of certain data on a sampling basis annually.

In addition, the need of practicing librarians and students of library problems for detailed salary data was stressed. At present, the personnel and budget of the Federal library unit permit the publication of complete figures only on a 3- or 4-year cycle.

As a final topic, the conference considered the desirability of preparing a summary or digest of completed research in librarianship. The sponsor of this proposal stated that, although up to the present there had been no considerable body of research in the library field, the time had possibly come when such a digest would be useful to the rank and file of the library profession. Since it was further proposed that the Office of Education might properly undertake the project, the Library Service Division has taken under consideration plans for such a digest. The aim would be to aid the practicing librarian, the library student, and the prospective investigator by providing a summary of the findings resulting from research and investigation in the various library fields.

RALPH M. DUNBAR

(Continued on next page)

Education of the War Veteran in the CCC

(Concluded from page 109)

panics comprised 2,020 instructors or an average of 15 per company who taught 3,250 subjects or an average of 24 per company. The teaching staff included 121 camp advisers, 558 enrollees, 275 members of the military staff, 893 members of the technical staff, and 173 others.

Three hundred and forty-five veteran enrollees sought and received discharges from the corps to accept private or other Government employment. The responsible supervisory personnel of the camps constantly emphasizes placement in cooperation with private organizations such as the American Legion and the United States and State Employment Services. At its last national convention, the American Legion passed the following resolution of cooperation with the Civilian Conservation Corps:

"Resolution No. 547. Subject: Increase in quota and educational program for veterans' CCC camps, adopted as follows:

"Whereas employment is now a major program of the American Legion, and

"Whereas the welfare of the 27,000 veterans of the 136 veteran CCC camps throughout the country is dependent upon their ability to secure employment, and

"Whereas with additional assistance many of the veterans can be trained for industry or established in a small business enterprise, and

"Whereas at present approximately one out of three applicants is accepted for enrollment in the veteran CCC camps due to the limited number of existing camps,

"Therefore, be it resolved, In order that a greater number of these men may be prepared for employment in industry or business and that a greater number seeking enrollment can be accepted in the camps, the American Legion, through its national headquarters, department headquarters and local posts will perfect a program that will assist in the training, guidance and placement of the veterans in the CCC camps, thereby making it possible for many enrollees in the camps to be absorbed in industry or established in a small business enterprise of their own, and

"Be it further resolved, That the national director of the Americanism committee and the national director of the employment committee be directed to perfect a program on this subject in cooperation with the CCC officials and the United States Employment Service, and

"Be it further resolved, That instructions be prepared on this subject by the national headquarters of the American Legion in cooperation with the CCC officials for distribution to the department headquarters and posts."

The Civilian Conservation Corps aims thus in final analysis to give the World War veteran a personal guidance centered program which will rebuild him as a worker and a citizen and return him to stable and worth-while employment outside the camps.



The Pennsylvania Band—Official F. F. A. Band of the 1939 National Future Farmer Convention. Henry S. Bruner, director and conductor.

Conventions and Conferences (Concluded)

The Twelfth National Convention of F. F. A.

★★★ Over 6,200 persons attended the Twelfth National Convention of Future Farmers of America and National Contests for students of Vocational Agriculture, in Kansas City, Mo., October 12-21, 1939. This meeting, held annually in conjunction with the American Royal livestock show, is attracting more attention each year since it is the largest national gathering of farm boys in America.

Preceding the convention was the 4-day executive session of the F. F. A. National Board of Trustees, the State advisers' meeting, meeting of the National Advisory Council, and the annual officer-delegate dinner.

Convention headquarters were set up for the third consecutive year in the Municipal Auditorium. Registration took place in the Grand Foyer, an extensive exhibit occupied the Little Theater, the convention sessions were held in Exhibit Hall and the special night meetings were staged in the large arena of the auditorium. F. F. A. boys came singly and in groups; from nearby towns and from as far away as Hawaii. They came for a purpose and lived up to the slogan, A Future Farmer is Always a Gentleman.

In the convention hall, the blue and gold decorations, the flags and the banners helped to create an appropriate setting for the work at hand. Seated directly in front of the platform were the official delegates while visitors crowded the remaining space at most of the sessions. Credit is due President Bob Elwell of Maine and his staff of boy officers for the manner in which the convention business was handled. A printed program supplied the orders of the day and these youthful Americans from the farms and ranches of 47 States and Hawaii attacked their problems with sincerity, courage, and foresight. Some of the business was handled in committees but much of it was transacted in open meeting.

Speaking and Music

The National Public Speaking contest drew a large crowd, including many Kansas

City people. The competition was keen. Each speaker gave a splendid account of himself including the defense of his speech against questions asked by the judges on delivery. This contest starting in the local chapters and culminating in national competition is distinctive in its manner of operation and training values accruing to participants.

Music for the convention and its various activities was furnished by the Pennsylvania State F. F. A. Band of 96 pieces under the leadership of Prof. Henry S. Bruner; the Texas State F. F. A. Band of 50 pieces, led by H. G. Rylander; and the Solomon Kansas Chapter orchestra, led by Paul Chilen. In addition to these large musical groups, there were string bands, trios, soloists, and other member entertainers coming from various parts of the United States, to appear on a "Variety Program" staged Tuesday evening of convention week. There were 1,187 attending the banquet where "Dusty" Miller of Ohio was the main speaker.

NBC's Farm and Home Hour carried broadcasts direct from the floor of the convention on three different days. Numerous local radio programs were also given. At the request of the Kansas City high schools, two outstanding F. F. A. members were provided to appear at each of six school assemblies called especially for the purpose of bringing the F. F. A. story to the students.

Parade of Students

The American Royal parade of vocational agriculture students participated in by the bands, the national F. F. A. officers, 166 American Farmers, 96 delegates and the judging teams, was inspiring. As the Star Farmers of America came forward to receive their awards the thousands in attendance at the Tuesday afternoon horse show gave a hearty round of cheers for the winners. Two thousand students of vocational agriculture were given seats for this afternoon performance.

At the closing session of the convention, interest centered in the election of officers for

1939-40. By unanimous vote the following officers were elected to take up the work of the organization, numbering 207,000 members and 6,300 local chapters:

President—Ivan Kindschi, Prairie du Sac, Wis.

First vice president—Billy B. Bryan, Forest City, Ark.

Second vice president—Ervin L. Denison, Austin, Minn.

Third vice president—Elmer C. Denis, Moundsville, W. Va.

Fourth vice president—Edgar Spiekerman, The Dalles, Oreg.

Student secretary—Kenneth Julian, Mesa, Ariz.

Following is a summary of the winners in national competition for 1938-39:

Star Farmer Awards

Star Farmer of America and the North Central Region—Norman Kruse, Loretto, Nebr.

Star Farmers of the Southern Region—Arthur and Albert Lacy, Hondo, Tex.

Star Farmer of the North Atlantic Region—G. Wallace Caulk, Woodside, Del.

Star Farmer of Pacific Region—Dan K. Mizner, Avon, Mont.

Star Farmer of Kansas—Robert F. Randle, Riley, Kans.

Star Farmer of Oklahoma—J. C. Hamilton, Fort Cobb, Okla.

Star Farmer of Missouri—William L. Baker, Jr., Hornersville, Mo.

Star Farmer of Arkansas—J. Braudus Ferguson, Bonneville, Ark.

Public-Speaking Contest

Winner—James Wayne Poucher, Largo, Fla. Subject: Soil Conservation—Man's and Nature's.

Second—Harold D. Hoffman, Walnut, Ill. Subject: Save Our Soil.

Third—Francis E. Landis, Laton, Calif. Subject: A Contented People Make a Great State.

The School Auditorium

(Concluded from page 107)

cube cost to the total cost of the building, puts an almost impossible handicap on the use of the auditorium as a theater. Most professional theaters in New York have a capacity of 1,000 seats or slightly less. Very few professional actors can project their trained voices or "get across the footlights" in a 1,500-seat auditorium. The average professional production plays in a proscenium 32 to 34 feet wide. For a school auditorium a proscenium width of 30 to 32 feet is an ample maximum, 24 feet a minimum. The height of a proscenium opening 30 feet wide need never be more than 20 feet. The auditorium capacity should range from 500 or less to 750 in order to give the intimacy necessary to an effective theater where amateurs perform.

The acting area of any stage should never be much more than one-third of its total area. The stage space which the public does not see when the curtain is up is as essential as the space which it does see. Even where elaborate scenery is not used, and simpler or more stylized productions are done, stacking and storage space must be provided. Ample off-stage space is essential space on school stages where chorus groups are so often involved. A safe rule is that the total stage space from sidewall to sidewall should never be less than twice the width of the proscenium, or one-half the width of proscenium stage right and stage left. For a proscenium opening of 30 feet the stage width will be 60 feet. The total depth of a stage should never be less than 25 feet as the acting area then becomes too shallow. The height of the stage above the floor at the first row of seats should be 2 feet 8 inches. Under certain conditions it may be reduced to 2 feet 6 inches or 2 feet. It should never be higher than 3 feet.

In front of the curtain line an "apron" of 30 inches in depth should be provided to house footlights. These should be of the disappearing type, now standard with all leading manufacturers, so that the apron can be used as a forestage when so needed.

In addition to space, light is the prime requisite of a stage. Enough electric light, flexibly and sensitively controlled, is an essential part of any theater's equipment, however small. If a school theater is to be a source of aesthetic training and a rounded aesthetic experience for students who participate in it, light is one of the essential mediums they must learn to use and to master. To do this it must be technically complete and correctly installed.

The rule in planning any school theater should be to provide space, the right space, even though it cannot be equipped immediately, and to plan a complete lighting equipment although only a fraction of it can be immediately installed. A stage with ample space can always be equipped. No amount of equipment can be added later to make a cramped stage workable.

W. A. Ross



New national officers, 1939-40, seated, from the left, President Ivan H. Kindschi, Prairie du Sac, Wis.; Student Secretary Kenneth Julian, Mesa, Ariz.; First Vice President Billy Bryan, Forrest City, Ark., southern region; Second Vice President Ervin Dennison, Austin, Minn., North Central region; Third Vice President Elmer Dennis, Moundville, W. Va., North Atlantic region; Fourth Vice President Edgar Spickerman, The Dalles, Oreg., Pacific region. Standing, from the left, Henry C. Groseclose, national treasurer, Virginia Polytechnic Institute, Blacksburg, Va.; J. A. Linke, national adviser, U. S. Office of Education, Washington, D. C.; W. A. Ross, executive secretary, U. S. Office of Education, Washington, D. C.



Exhibits of State F. F. A. associations, Twelfth National Convention of F. F. A.

Fourth—Seisuke Akamine, Lanai, Hawaii.
Subject: Agriculture and Hawaii's Youth.
Fifth—Francis Mansue, Allentown, N. J.
Subject: Cooperatives and Cooperation.

Chapter Contest

Outstanding Chapter of the United States—
Stamping Ground Chapter, Stamping Ground,
Ky.
Winner of the North Atlantic Region—
Albion Chapter, Albion, N. Y.

Winner of the Southern Region—Moultrie
Chapter, Moultrie, Ga.
Winner of the Pacific Region—Deer Lodge
Chapter, Deer Lodge, Mont.

State Association Awards

Outstanding Association of the United
States—Texas; second place, Wyoming; third
place, Montana; fourth place, Virginia; fifth
place, West Virginia and Florida, tie.

Employment Opportunities

(Concluded from page 101)

positions, for example, as specialists in elementary education, secondary education, professional education, vocational education, industrial arts, curriculum, educational statistics, city school administration. Persons holding these positions will have had several years of graduate study, besides years of teaching and administrative experience. There are at present no positions other than clerical and stenographic open to college graduates without teaching experience. So far requests have not been granted for salary funds to establish student assistantships.

What Remuneration May be Expected in Teaching?

Latest figures show median salaries range from \$1,096 for elementary school teachers in communities of 2,500 to 5,000, to \$2,217 in cities of over 100,000. High-school teachers fare slightly better, with median salaries of \$1,410 in the small communities to \$2,672 in cities of more than 100,000 population. As is well known, teachers' salaries plummeted downward during the depression, but are working slowly back toward their predepression levels. Many teachers, however, are working on a 10 to 30 percent reduction.

For these salaries there is a wide range of required qualifications. For elementary school teachers minimum requirements range from such indefinite requirements as passing examinations covering elementary or secondary school subjects to 4 years of college work, which is now required by five States. For high-school certification the minimum requirement in typical States is 4 years of college work, with a steady increase in the number of States and communities which require 5 years of college training. This represents a basic college training for the baccalaureate degree plus a year of graduate work primarily emphasizing preparation for teaching.

What Are the Possible Future Developments?

The role of prophet is a dangerous one here. There are forces working for an increase in educational employment and other forces working for a decrease. As government—Federal, State, and local—provides more services for people, the competition for public funds among those services is extremely keen. Education was for a long time the recipient of the largest part of public funds. As health, welfare, relief, recreation, library service, unemployment insurance, old-age benefits, and other services develop there must be either more public funds or a redistribution of existing amounts. Any reduction in the amount now available for schools must necessarily mean a reduction in the amount of

employment in school work, since at the present time about 70 percent of the annual current expense goes into teachers' salaries. Thus, increased social services may mean fewer jobs in education.

But over against this competitive pressure is a vocal public clamoring for the things they want their children to have in school. They are not content with traditional classroom instruction only. They want their children to have the kind of education that prepares them not only for employment but for more intelligent and active participation in the problems of home, community, and national life. They want them to be healthy, and they expect the schools to do their part in health instruction. They want them to have recreational interests which contribute to their social and vocational competence. They expect the schools to do a better job on education for playtime than they formerly have. America is becoming more conscious of its possibilities in enjoying and producing art in graphic, musical, and dramatic form, and parents expect the schools to do their part in this field of training. We are becoming more conscious of the fact that not all children are born equal in physical, mental, and emotional equipment, but we believe that all have the right to education fitted to their needs, even though it means special teachers, special treatment, special services, special guidance facilities. Each one of these public demands represents a responsibility for the schools and therefore increased opportunities for employment of persons who are ready for the job. One important thing for a college student to know is the wide variety of kinds of work to be done in schools, and then to get ready to do the special thing she feels sure she can do best.

What's Ahead for Rural America?

(Concluded from page 108)

this country, yet it is having a great influence in our day as we become better acquainted with its meanings and opportunities.

As an illustration we have taken a typical old style American institution—a winter short course in agriculture at the University of Wisconsin—and developed an American kind of folk education.

The idea behind this reorganization was to shape a residential form of adult education for young men on Wisconsin farms. We have just two fundamental purposes in mind:

- (1) To help young farmers to better fulfill their responsibilities as rural citizens and
- (2) To give these young men scientific knowledge and practical techniques which they can use on their farms.

We sought to apply to our own situation and needs the educational ideals and spirit of the Danish folk schools. We did not attempt to carry over their methods or courses of study, but we have placed the emphasis—where Grundtvig placed it in his time—on exercising

to the fullest the privileges and responsibilities of citizenship in a democracy.

The course of study is organized around the idea that these young men are going to be farmers, citizens, and community leaders at one and the same time. We have, therefore, completely blended the so-called vocational emphasis with the scientific, cultural, and citizenship emphasis. For example, there are courses in music, drama, citizenship, history, law, speech, and public discussion scheduled right through the day and interspersed with courses in livestock management, soils, field crops, feeds, and feeding. There are courses with scientific and fundamental content such as nutritional chemistry, bacteriology, genetics, economics, and sociology.

Other examples of this residential type of noncredit education may be found in the Farm Folk School started 2 years ago at the North Dakota Agricultural College; the John C. Campbell Folk School at Brasstown, N. C.; and Merom Institute, fostered by the Congregational Church, at Merom, Ind. Here is a challenging need for schools and colleges to extend to young men and women a broad, cultural training which will educate for better citizenship and leadership, as well as farming and homemaking.

This folk type of adult residential education requires a variety of institutions and leaders. The opportunity for private support and management should not be overlooked. In fact, we may be at the turning point in the American system of public education where privately supported schools may be able to point the way and work out experimentally some new patterns for our whole educational system.

This emphasis of blending of citizenship training along with cultural, social and vocational guidance must extend the whole gamut of our formal and informal education, from the common school through the institutions of higher learning. I would especially emphasize the matter of citizenship and leadership training because laymen or citizen leaders are more important to a functioning democracy than is ordinarily recognized.

The need of this broader emphasis in our entire educational process is well illustrated by an observation made by the world famous plant pathologist L. R. Jones, "Science without a soul is barren."

Financing Florida's Schools

(Concluded from page 114)

received from the State and the sum becomes the county school fund. Expenditures from the county school funds are made in accordance with budgets which have been approved by county and State school officers.

III. FROM THE DISTRICT

Only those funds raised by the local district are in any sense under the administration of local district trustees. However, such funds must be expended in accordance with approved budgets.



New Government Aids FOR TEACHERS



by MARGARET F. RYAN, *Editorial Assistant*

FREE PUBLICATIONS: Order free publications and other free aids listed from agencies issuing them

COST PUBLICATIONS: Request only cost publications from the Superintendent of Documents, Washington, D. C.

enclosing remittance (check or money order) at time of ordering

(The free supply is usually too limited to permit of furnishing copies for all members of classes or other groups)

● Motion pictures describing the activities of the WPA are available under the following titles: *Work Pays America*; *Shock Troops of Disaster*; *Hands* (see illustration); *We Work Again*; *Rain for the Earth*; and *Man Against the River*.

For additional information write to the Division of Information, Work Projects Administration, Washington, D. C.

● The Division of Cooperative Extension of the Department of Agriculture, in cooperation with other bureaus in the Department, has prepared a series of charts, 12 by 15 inches, on such subjects as wool production, dairy breeds of cattle, beef breeds of cattle, and draft breeds of horses. These and other charts on farm activities and practices, homemaking, and domestic science are available at nominal prices ranging from 3 to 5 cents each.

● *Foreign Directories*, Trade Information Bulletin No. 841, contains a list of the more usable and accessible foreign directories which list, in addition to primary and secondary sales outlets, industrial establishments, professional men, individuals, trade associations, and Government officials. Many of the directories listed are available in public libraries in the United States. 10 cents.

● The Women's Bureau has issued bulletins for three more States on the *Legal Status of Women in the United States of America*, January 1, 1938: Oklahoma, No. 157-35; Oregon, No. 157-36; and South Dakota, No. 157-40. Each part costs 5 cents.

● The Surgeon General of the United States and the United States Commissioner of Education have cooperated in the publication of a 130-page manual entitled *High Schools and Sex Education* (Public Health Service Bulletin No. 75), designed primarily to aid teachers in meeting the problems of sex education as they are found in secondary schools. Various factors involved have been presented and correlated in such a way that it should be a useful guide to those who would promote or impart sex education. 20 cents.

● The Superintendent of Documents has revised the following free Government price lists: *Agricultural Chemistry and Soils and Fertilizers*, No. 46; *Foreign Relations of the United States*, No. 65; *Health—Diseases, drugs, and sanitation*, No. 51; *Indians—Including publications pertaining to anthropology and archaeology*, No. 24.

● Names of persons directly engaged in teaching, research, or demonstration in agriculture and home economics are given in *Workers in Subjects Pertaining to Agriculture in Land-Grant Colleges and Experiment Stations, 1938-39*, Department of Agriculture, Miscellaneous Publication No. 335, an annual directory issued by the Office of Experiment Stations. Price, 15 cents.



Courtesy WPA.

From WPA film "Hands".

● The record of 6 years of PWA endeavor to furnish electric power, better education, aids to health, better housing, and other facilities for the public welfare is set forth in *America Builds*. (Free.) The report covers the period from June 1933 to July 1, 1939, when, in accordance with the President's Reorganization Plan, PWA was transferred to the Federal Works Agency.

● Fashioning articles from leather for personal use, for gifts, and as a source of profit is again being revived, according to information presented in *Make It of Leather*, Trade Promotion Series No. 190. (10 cents.) The necessary implements are few and inexpensive and beginners fashion useful and ornamental articles from leather after but little experience.

Types of suitable leather, composition, selection, and method of working are described in the pamphlet, and modeling, embossing, carving, plaiting, braiding, and other processes employed in the production of such goods are discussed. A suggested list of projects for the beginner, such as archery equipment, watch fobs, book ends, cigarette cases, dog harnesses, moccasins, billfolds, desk pads, and lamp shades, together with instructions for their manufacture is included.

● The Civil Aeronautics Authority has prepared the following bulletins for use in connection with the new CAA vocational flight-training program: Bulletin No. 20, *Study Outline for Primary Ground Instruction*, containing 9 units of study (10 cents), and Bulletin No. 21, *Primary Ground Study Manual*, which covers the history of aviation, theory of flight and aircraft, parachutes, aircraft power plants, aircraft instruments, and airport traffic control procedures and phraseologies. 15 cents.

● *Rural Relief and Recovery*, third of a series of pamphlets designed by WPA to present nontechnical information on social problems of general interest, is available free from WPA headquarters in Washington. Also available free from the WPA is another new bulletin entitled *Migratory Cotton Pickers in Arizona*.

● Personnel holding major administrative posts in State and Insular Health Departments—chiefs of departments, divisions, and bureaus, as well as all directors of special activities or functions are listed on pages 1926-1936 of *Public Health Reports*, Volume 54, No. 43. 5 cents.

● Films visualizing a journey through oil lands of Europe and Africa, showing oil fields and refineries and methods of oil storage and transport, in addition to many quaint views of life, in France, Germany, Spain, Morocco, Algeria, Italy, Hungary, Rumania, Poland, Greece, and Egypt have been prepared by the Bureau of Mines.

Copies of the films, which are silent, are available in 16- and 35-mm. sizes for exhibition by schools, churches, colleges, civic and business organizations, and others interested. Applications should be addressed to the Bureau of Mines Experiment Station, 4800 Forbes Street, Pittsburgh, Pa. No charge is made for the use of the films, although the exhibitor is expected to pay the transportation charges.

● Realization of the value of outdoor camps in extension-service programs is increasing as the quality of camps improves. *Short-Time Camps—A Manual for 4-H Leaders* (Department of Agriculture, Miscellaneous Publication No. 346) takes up types of camps, standards for facilities and their use, business management, camp organization and conduct, and the camp program and program content. Price, 15 cents.



In Public Schools

Registration of Schools

At the 1939 session of the New York State legislature a law was enacted to the effect that no person or persons, firm or corporation, other than the public-school authorities or an established religious group, shall establish and maintain a nursery school and/or kindergarten and/or elementary school giving instruction in the subjects included in article 23 of the Education Law unless the school is registered under regulations prescribed by the board of regents. At its meeting in July the board of regents adopted a set of regulations governing the registration of such schools.

Measurement Bulletin

The division of testing and instructional research of the Ohio State Department of Education has recently issued a bulletin, *Measurement of Educational Progress*, which describes a procedure for the measurement of the development of a class in connection with the Ohio Every Pupil Tests.

Sponsor Publication

The committee on motion pictures of the department of secondary education of the National Education Association has formulated its aim in a 10-point program. One of these aims is to sponsor the publication of suggestive study guides to selected photoplays. In line with the aims of this committee, Educational and Recreational Guides, Inc., 1501 Broadway, New York City, is issuing a series of photoplay studies as guides to an understanding and appreciation of the photoplays included in the series.

Standard Salary Schedule

According to the *North Carolina Public School Bulletin*, "the State board of education and the State school commission of that State, which bodies are under the law jointly charged with the duty of fixing a State standard salary schedule for teachers, principals, and superintendents, recently revised the teachers salary schedule to take up the increase of \$291,313 in funds appropriated by the General Assembly for instructional salaries."

Curriculum Development

Since the opening of the Cincinnati, Ohio, schools in September, according to *Curriculum Development, Cincinnati Public Schools*, "the efforts of many teachers and principals have been organized for curriculum development. Major attention is being given to the areas of social studies, English, and science. The program of curriculum development has been initiated by a consideration of underlying curriculum issues in these fields. Several meetings of teachers and principals interested

in each of the areas were held during September, and committees are being formed to study the problems involved. In order to unify planning and work in curriculum development a central group will advise on coordinating the work of the various curriculum committees."

Los Angeles Budget

The board of education of Los Angeles, Calif., has issued an attractively illustrated bulletin presenting information on the tentative budget for 1939-40. Superintendent Vierling Kersey in a letter to the citizens of Los Angeles regarding the tentative budget says: "You are interested citizens in this community and therefore are concerned with the cost of public service, especially of education. Your suggestions and your frank criticisms will help the board of education and this office. The schools can be no better than the citizens want them to be. Your constant desire to be intelligent about the schools which public money supports is the reason why we present this information."

Merging of Schools

The merger law enacted by the recent general assembly of Pennsylvania provides that with the advice of the county superintendent, county and local boards of school directors may formulate plans of reorganization and the school boards of the local districts may make agreements with respect to the distribution of assets and liabilities of the districts involved. The plan thus prepared is to be submitted to the State council of education for its approval after which the question of merging may be submitted to the electorate for voting. This process requires the preparation of a petition by the county board of school directors which should indicate boundaries of districts to be merged, positions of existing and projected buildings, location of roads and railroads, type of school organization, number of teachers, schedule of lands, property, equipment, assessments, tax rates, etc.

Improvement of Instruction

"Two aspects of the Florida program for the improvement of instruction," says the *Florida School Bulletin*, "have received attention from the inception of the movement: (1) The development of local initiative and effort toward improving instruction in individual schools and (2) the production of materials designed to assist in the improvement of instruction in the State as a whole." The Florida State Department of Education has recently published a number of curriculum bulletins.

Kentucky Study Made

At the request of the board of directors and the planning board of the Kentucky Education Association the bureau of school service of the University of Kentucky has made a study of and issued a report on Financing Public Elementary and Secondary Education in Kentucky. Among the findings are: "1. There is no hope of large increases of revenue derived from local sources in many districts of the State to make possible an acceptable foundation program of education; 2. The State's interest in and obligation for efficient schools throughout the commonwealth are so great that increased State support must be granted."

Survey of Nebraska

The Nebraska State Planning Board has recently issued a report containing the findings and recommendations of a committee that made an educational survey of that State. Among the recommendations are the following: Reorganization of the secondary school system of Nebraska; the creation of a State board of education; a broader tax base; larger school districts; a program of State aid; the gradual elimination of normal training from Nebraska high schools with complete elimination at the earliest possible date; for the control of State higher education a single board of nine members to be appointed by the Governor with the approval by the senate.

New Rating Card

As required by a recent act of the General Assembly of Pennsylvania, the State department of public instruction has prepared a "temporary and professional employee's rating card." This new rating card is the result of the cooperative efforts of a group of teachers, school officials, school directors, and others interested in education, acting as an advisory committee to the State superintendent of public instruction.

Demand for Information

Chicago Plan for Textbook Control and Uniform Textbook Record System, a photolithographed folder 25 x 38 inches, has been issued by the board of education of Chicago, Ill., to meet the demand for information about its plan for the administration and accounting of textbooks. One side of this folder shows photographs of various activities of the textbook division concerned with inventory and distribution and a chart of the textbook control plan; the other side shows the record and report forms, photographs of the filing equipment, and explains the six textbook record forms.

W. S. DEFFENBAUGH

In Colleges

Returns on Invested Capital Decline

President Robert M. Hutchins of the University of Chicago, declared in his annual report that continuation of the decline in the rate of return on invested capital was the most important educational event of the past year.

Endowment funds of the general budget, which represents about 65 percent of the university's total budget, have increased nearly 3 million dollars in the last 10 years. But income will be smaller for the current academic year than in any since the depression began. Rate of return on endowment has fallen from 6.45 percent to 3.96 percent.

Student fees, however, have been fairly stable, declining only 6.3 percent from the 1930-31 level, compared to a 33.7 percent drop of general budget endowment income. Constituting 32 percent of the general budget income in 1929, student fees this year will be 44 percent.

"Dependence on student fees, if carried far enough, may mean subservience to the whims of students and their parents. This strikes at the very reason for existence of the endowed universities. An endowed university is valuable to the extent to which it is free and independent. One which must determine its policies in the light of what students are assumed to want rather than what they should have is much worse off than if it had to please a legislature."

Puerto Rico Installs Carillon

The University of Puerto Rico installed at the opening of the present academic year a 25-bell carillon in the Franklin D. Roosevelt Tower, which lifts 170 feet above the central administration building. This \$20,000 carillon, fourth of its type to be manufactured and first of its type in the West Indies, consists of Deagan Tower Chimes of 25 bells which call and dismiss classes, mark time through the Westminster Peal, and render concerts many of which will be broadcast as Pan American programs. The carillon is a gift to the university made by popular subscription through a committee headed by the university registrar, J. F. Maura.

Full-Time Counselor

Cornell University is strengthening its traditional bond of international relationships with what is believed to be an innovation in university circles—the appointment of a full-time counselor for foreign students.

With about 220 foreign students in Ithaca this year, representing 42 different countries, the university is maintaining the far-flung geographical distribution of its students which started in 1873—5 years after it was founded.

The center of the social life of these foreign students is the Cosmopolitan Club, founded in 1904, which has for its motto, "Above all nations is humanity." The clubhouse, con-

structed 29 years ago, has living quarters for about 30 men, with eating accommodations for about 10 more. It is the scene of a round of activities planned by and for the benefit of its constituency. The first event of the year was a reception held for foreign students which attracted over 300 people. At intervals through the year "national" nights are observed with the students from a particular country serving a dinner typical of that country, and giving a program. Costume dances, lectures, teas, banquets, buffet suppers, and picnics are planned for the year.

International ties have been strong throughout the history of Cornell University, not only because of graduates from other lands taking important positions in their own countries, but also because two of Cornell's presidents expressed their intense interest in foreign affairs by entering the diplomatic service. Andrew D. White, first president and cofounder, was United States Minister to Russia and Ambassador to Germany, and Jacob Gould Schurman, third president, was Acting Minister to Greece, Minister to China, and Ambassador to Germany. Two Chinese ambassadors to the United States, Alfred Sze, and Hu Shih, took their college work at Cornell, as did Mario Garcia Menocal, former President of Cuba, and many others now serving their respective peoples.

Professional Licenses

An idea of the number of professional practitioners who are administering to the physical comforts and general welfare of the citizens in Pennsylvania may be gained from the fact that during 1938, 60,859 of these public servants renewed their licenses to practice in the Commonwealth. This number represents an increase of 2,014 over the previous year, in which 58,845 renewed their professional licenses. The greatest number of renewals occurred in the profession of nursing, according to Francis B. Haas, superintendent of public instruction. In this profession 23,541 registered nurses renewed their licenses for the ensuing year. This, however, represents a decrease in renewals for nurses as compared with 1937, when 28,945 requested the extension of their licenses for another year. Other professional groups which requested large numbers of renewals are medical physicians with 13,459; dentists with 6,965; pharmacists with 6,843; optometrists with 1,601; and architects with 1,112.

During 1938, 4,025 new professional licenses were issued, which is 229 more than for 1937. The greatest number of licenses, 2,394, was issued to nurses; the second largest number, 586, to medical physicians; the third largest, 192, to dentists; and the fourth largest, 170, to pharmacists.

Average Student Budget

The average budget for University of Michigan students has been estimated at \$530 per year for Michigan residents and \$570 for nonresidents. The \$530 budget provides \$1

per day for food, \$4 a week for a room, \$110 for tuition, and about \$20 for books.

WALTON C. JOHN



In Libraries

Hispanic Room

In dedicating the new Hispanic Room at the Library of Congress on Columbus Day, Archibald MacLeish, the librarian, stated: "The dedication of this room and of this collection of books is a demonstration of the fact that in the Americas, peopled by so many hopes, so many sufferings, so many races, the highest brotherhood is still the brotherhood of the human spirit, and the true study is the study of the best."

Book Service Extended

The first biennial report of the Arkansas Library Commission states that "two approaches are being made to the solution of the problem of providing books for rural Arkansas: (1) The establishment of legally organized county libraries . . . is being stimulated through State aid in the form of loans of books to such libraries; (2) book service is being given from the central collection of the Commission . . . to areas of the State where county library service is not given."

The librarian of the commission further reports that as a result of the State aid, 10 new county libraries have been established and book service extended to more than 200,000 rural people formerly without such facilities.

Lists of Suggested Books

The Colorado State Library has issued recently two lists of suggested books for supplementary reading in the schools of the State. One is "Suggested Purchase List of Supplementary Books for Colorado Elementary and Junior High School Libraries" and the other is "Bibliography of Inexpensive Books." In the compilation of the first, assistance was given by school supervisors, school librarians, and children's librarians. The second list was compiled by the director of elementary education and curricula in the State department of education.

Supervisory Service

The supervisor of elementary school libraries in Yonkers, N. Y., Margaret V. Fulton, reports that the city now has school library supervisory service, ranging from 1½ days weekly to a half day every other week in 16 of its 25 schools. Three teachers have been released from classroom duties to help the supervisor and to travel from school to school.

Film Available

In trying to assist the orientation of several hundred new pupils each semester in the use

of the library, Ethel M. Walker, librarian of the MacKenzie High School in Detroit, has prepared a film, How Jack Learned to Use the Library. Many schools have been using this film, which is lent to other libraries at a nominal charge.

Importance of Archives

In the *Library Quarterly*, J. M. Seammell points out the growing attention which is being paid to the proper care of our archives. He notes that there is now a Society of American Archivists, founded in 1936, and a new magazine devoted to the subject, the *American Archivist*. Several States have erected recently buildings designed especially for the proper housing and systematic arrangement of these public records. Of the importance of archives, Mr. Seammell writes: "While the value of public records to historians and other social scientists can hardly be overemphasized, their primary value is to the government which created them to be used in the transaction of public business . . . The modern State is an increasingly complex organization whose efficient operation demands that its records be organized in such a way that any desired information from them may be produced (or reproduced) quickly."

Looking for Statistics?

Statistics on libraries over a period of years are difficult to find. A list of the compilations of library statistics issued by the United States Office of Education is given on page 195 of its Bulletin 1937, No. 2, Chapter V, of Volume II, Statistics of Public-School Libraries, 1934-35, by Emery M. Foster and Edith A. Lathrop.

RALPH M. DUNBAR



In the Office of Education

Two Resulting Publications

To what kind of schools do we send our children in the United States? How are the schools organized and operated? How can they be improved? The United States Office of Education supplies interesting information on a sampling basis for 10 States—Arizona, Arkansas, California, Illinois, Kentucky, North Carolina, Ohio, Oklahoma, Pennsylvania, and Tennessee. The information was collected with the cooperation of chief State school officers, 10 State project staffs, State universities, planning boards, highway departments and tax commissions, the WPA and PWA.

The 10 States surveyed enroll approximately 10,000,000 pupils in about 50,000 schools. Their educational problems are typical of those which may be found in other States. Two Office of Education publications resulting from this survey are Local School Unit Organization in 10 States, and Principles and Procedures in the Organization of Satisfactory Local School

Units. Henry F. Alves, specialist in State school administration, United States Office of Education, directed the 10-State survey.

F. R. E. C. Bulletin

Just off the press, is the *Service Bulletin of the F. R. E. C.*, official bulletin of the Federal Radio Education Committee, of which Commissioner Studebaker is chairman. This bulletin, prepared in the Office of Education, and edited by J. Kenneth Jones, will be issued once a month. It serves as a clearing house for ideas, suggestions and comment in the field of education by radio, reports on techniques, supplies information about the F. R. E. C., presents news of educational radio surveys, and serves to keep broadcasters informed about activities of educators, and educators about broadcasters in the field of education by radio.

Retail Grocery Training

Training helps in the operation of a grocery store, it is pointed out in Vocational Education Bulletin, No. 198, Conference Topics for the Retail Grocery Business. This United States Office of Education publication reveals that thousands of failures in the grocery business may be attributed largely to lack of training and consequent incompetency of store managers.

Plumber Apprentices

Another publication in the vocational education field recently issued is entitled, "Related Instruction for Plumber Apprentices." It was developed in cooperation with the National Association of Master Plumbers of the United States, the United Association of Journeymen Plumbers and Steamfitters of the United States and Canada, and the Federal Committee on Apprentice Training.

Hospital Schools

There are in America today about 60,000 children who, because of physical disability, should have their education served to them at hospital bedsides, or in hospital classrooms. The United States Office of Education calls attention to this fact in its bulletin, Hospital Schools in the United States. Many of the children, it is pointed out, who spend from 6 months to several years in hospitals, could, upon the recommendation of a physician, very profitably engage in some form of educational activity. Many hospitals are failing to provide any type of educational program for hospitalized children, surveys reveal.

Office Staff Honors Officials

A basket of beautiful flowers, presented by the Office of Education staff, reminded Commissioner Studebaker, on October 24, that exactly 5 years earlier, he had entered upon his duties as Commissioner of Education.

Earlier in the same month Bess Goodykoontz was similarly reminded of her tenth

anniversary as Assistant Commissioner of Education. Members of the Office staff presented to her an attractive anniversary book which they had personally inscribed.

JOHN H. LLOYD



In Other Government Agencies

Public Works Administration

Medical buildings and clinics, dispensaries, and research centers have been built by PWA at many universities and colleges, including the Universities of Arkansas, Georgia, Indiana, Kansas, Louisville, and Maryland.

Office of Indian Affairs

Boys in the seventh grade of the Lac du Flambeau Indian School learned the poultry business through practical experience. With funds borrowed from the tribal corporation, the boys acquired chicken wire, wire mesh cloth, and other materials for the construction of a brooder and batteries. They purchased 200 Leghorn chicks at 3 cents each. Although a number of the chicks died and the price of chickens a pound liveweight dropped, the boys made a profit of \$18.96. The project motivated class work both in workshop and in agriculture.

* * *

Navajo Day Schools provide a number of useful community services, such as water, community washroom and laundry facilities, shops and tools, sewing machines, and clinics.

National Youth Administration

More than 91,000 young women were employed on NYA work projects for the month of June 1939. Many were receiving work experience in commercial subjects, such as typewriting, shorthand, and bookkeeping. Others were working on nursery school projects, on public health and hospital projects, and on book repair and library projects.

At Georgia State College for Women, Milledgeville, the girls were waiting on table, cooking, acting as hospital aides, and doing various types of restaurant work.

At a resident project at Monroe, Ga., approximately 45 girls rotated through every phase of home economics, learning how to prepare tasty meals with simple and inexpensive foods, how to make attractive household articles, child care, and home nursing.

Girls attending the NYA resident project at Ocala, Fla., acquired experience in a variety of occupations ranging from sewing and stenography to beauty culture and photography.

MARGARET F. RYAN

***Some* CURRENT PUBLICATIONS of the U. S. OFFICE OF EDUCATION**

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BULLETINS

1940

1. Educational directory, 1940. (4 parts.)
Part
II. City school officers. 5 cents.
III. Colleges and universities. (In press.)
IV. Educational associations and directories. 10 cents.

1939

1. Educational directory, 1939. (4 parts.)
Part
I. State and county school officers. 10 cents.
2. Accredited secondary schools in the United States. 20 cents.
3. Higher educational institutions in the scheme of State government. 15 cents.
4. The school auditorium as a theater. 10 cents.
5. Bibliography of research studies in education, 1937-38. (In press.)
6. Education in Yugoslavia. 25 cents.
7. Individual guidance in a CCC camp. 10 cents.
8. Public education in the Panama Canal Zone. (In press.)
10. The graduate school in American democracy. 15 cents.

1938

13. Statistics of the education of Negroes, 1933-34 and 1935-36. 10 cents.
14. Teaching conservation in elementary schools. (In press.)
15. Education in Germany. 20 cents.
16. Accredited higher institutions, 1938. 20 cents.
17. Hospital schools in the United States. 15 cents.

1937

2. Biennial survey of education, 1934-36.

Volume I

Chapter

- I. Elementary education, 1930-36. (In press.)
III. Higher education, 1930-36. 15 cents.
V. Review of conditions and developments in education in rural and other sparsely settled areas. 10 cents.
VI. Effects of the depression upon public elementary and secondary schools and upon colleges and universities. 10 cents.
VII. A survey of a decennium of education in countries other than the United States. 15 cents.
VIII. A review of educational legislation, 1935 and 1936. 10 cents.
IX. Parent education programs in city school systems. (In press.)

Volume II

Chapter

- I. Statistical summary of education, 1935-36. 10 cents.
II. Statistics of State school systems, 1935-36. 15 cents.
III. Statistics of city school systems, 1935-36. 10 cents.
IV. Statistics of higher education, 1935-36. 30 cents.
V. Statistics of public-school libraries. 20 cents.
VI. Statistics of special schools and classes for exceptional children. 20 cents.

MISCELLANY

1. Choosing our way. 35 cents.
2. To promote the cause of education. 20 cents.
3. Education in the United States of America. 15 cents.
4. La educación en los Estados Unidos de América. 15 cents.
5. A educação nos Estados Unidos da America. 15 cents.

PAMPHLETS

83. Handbook for compiling age-grade-progress statistics. 10 cents.
84. Safety and sanitation in institutions of higher education. 10 cents.
85. Salary and education of rural school personnel—Status and trends. 5 cents.
86. Per pupil costs in city schools, 1937-38. 5 cents.

LEAFLETS

47. Know your board of education. 5 cents.
48. Know your superintendent. 5 cents.
49. Know your school principal. 5 cents.
50. Know your teacher. 5 cents.
51. Know your school child. 5 cents.
52. Know your modern elementary school. 5 cents.
53. Know how your schools are financed. (In press.)
54. Federal funds for education, 1937-38. 10 cents.

VOCATIONAL EDUCATION BULLETINS

191. Interpretive science and related information in vocational agriculture. 10 cents.
192. Training for the public-service occupations. 20 cents.
193. Training for the painting and decorating trades. 35 cents.
194. Duties and responsibilities of the general household employee. 10 cents.
195. Homemaking-education program for adults. 15 cents.
196. Farm forestry—Organized teaching material. 15 cents.
197. Training for the police service. 15 cents.
198. Conference topics for the retail grocery business. 20 cents.
199. Vocational training for firemen. 10 cents.
200. Related instruction for plumber apprentices. 15 cents.

MONOGRAPHS

19. Agricultural education program. 10 cents.
20. Studies in agricultural education. 5 cents.

LEAFLETS

3. Teaching the control of loose snouts of wheat and barley in vocational agriculture classes. 5 cents.
6. Instruction in poultry in secondary schools. 5 cents.

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February
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WASHINGTON, D. C.

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SCHOOL LIFE is indexed in Readers' Guide to Periodical Literature, and Education Index.
It is recommended in the American Library Association's "Periodicals for the Small Library."

SCHOOL LIFE

Official Organ of the U. S. Office of Education

Volume XXV

FEBRUARY 1940

Number 5

SCHOOL LIFE is published monthly (except in August and September) during the school year, by the U. S. Office of Education, Federal Security Agency.

Its purpose is to present current information concerning progress and trends in education; report upon research and other activities conducted by the U. S. Office of Education; announce new publications of the Office, as well as important publications of other Government agencies; and to give kindred services.

The Congress of the United States, in 1867, established the Office of Education to "collect such statistics and facts as shall show the condition and progress of education in the several States and Territories"; to "diffuse such information as shall aid in the establishment and maintenance of efficient school systems"; and "otherwise promote the cause of education throughout the country." SCHOOL LIFE serves toward carrying out these purposes. Its printing has been approved by the Director of the Budget.

The subscription rate is \$1 per year in advance; to foreign countries in which the mailing frank of the United States is not recognized, \$1.50. *Club rate*; For orders of 100 copies or more to be sent in bulk to one address within the United States, the Superintendent of Documents allows a discount of 25 percent. Subscriptions may also be entered through magazine dealers. Subscription orders with remittances should be sent to the Superintendent of Documents, Government Printing Office, Washington, D. C.

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Editor in Chief, OLGA A. JONES

Publication offices:

U. S. OFFICE OF EDUCATION
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Washington, D. C.

Editorial

Education for Self-Government

FROM THE FIRST DAYS of the Republic to the present hour, education—organized education—has carried the responsibility of making people fit for self-government. If there was one thing the founding fathers agreed upon, it was that representative democracy cannot long exist without an educated electorate. They and the leaders who followed them thought of education primarily as a means of making democracy work.

John Adams put it this way: "Education is more indispensable and must be more general, under free government than any other. In a monarchy, the few who are likely to govern must have some education, the common people must be kept in ignorance; in an aristocracy, the nobles should be educated, but here it is even more necessary that the common people should be ignorant; but in a free government knowledge must be general, and ought to be universal."

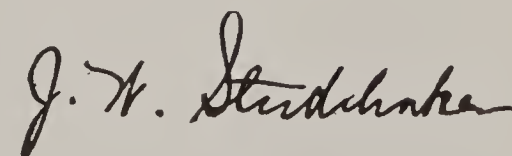
Wherever the subject of education is dealt with in the history of the appeals for it, the central purpose for which it is advocated is enlightened citizenship. Our forefathers lived in a relatively simple social situation. The almost self-sufficient families of the early years, knowing most of the factors touching their daily lives and affecting their fortunes, could be secure in the newly won freedom if they could but maintain control of their land and tools and make governments, particularly the central government, perform efficiently and honestly only the limited tasks assigned to them.

But before the schools were well established as a means of making the new democracy work, the load on teaching was suddenly increased by new problems. The infant industries, which had been started during the War of 1812 and later protected by a tariff, began to grow and to change the agrarian society.

Between 1812 and 1870 the industrial revolution changed the simple ways of independent agrarian democracy and the continent was ruthlessly conquered and exploited. But between 1870 and the end of the World War the rate of change increased by geometric proportions.

The schools, however, were remarkably successful, one might say disastrously successful, in training scientists, engineers, and specialists in technical processes. This one-sided success of education put us in a predicament something like that which a man may experience when he gets one leg too far in advance of the other. The body politic lost its balance and control because, to a considerable extent at least, the technological foot got too far ahead of the other supporting member—social understanding.

The lack of attention to the study of how democratic groups may control the new forces in the public interest is, in part, responsible for the modern crisis in our democratic society. I for one do not know of any easy answers to our many problems. And no self-hypnotized invention of panaceas can be trusted to furnish them for us. We are confronted with the necessity of searching for the answers ourselves, while holding on to the power to change policies and representatives as we get new light on our problems. This means to me that our systems of public education are the primary social instruments which we must learn to use more effectively in the struggle for sound and workable ways to meet our great national needs.



U. S. Commissioner of Education.

This Month's Authors Say:

From the historical viewpoint, 1940 marks the one hundred and fiftieth year of census work. The first census was taken in 1790, in accordance with article I of the Constitution, which directs that the population shall be enumerated every 10 years as a basis for apportioning representation in Congress.

The American Medical Association was the first national association either in the general higher educational or the professional educational field to adopt minimum standards as a basis for rating all institutions in the country preparing for the profession.

Pupils who are consistent savers learn to save along many other lines. They learn that they should do their part in conserving city, State and National resources. It is not such a far cry, as some would imagine, from the instinct which prompts a child to refrain from destroying flowers in his neighbor's yard to the public-spirited citizen who in later years donates property to be converted into a public park.

The county unit extends and improves school facilities and opportunities. Actions resulting from eliminating district lines (tuition barriers) and placing responsibility of town and urban children alike on the same board resulted in more transportation, consolidation of elementary and high schools, longer terms, better prepared teachers, and more expert supervision for the rural schools.

There is no one answer as to what is the most satisfactory local school administrative unit. For any given State or area the answer must be sought in light of the facts in the local situation and in scientific planning according to sound educational and sociological principles. Only this conclusion seems to be certain: Educational administration should be independent of the administration of other governmental functions and there is no reason why the boundaries of local governmental units whether cities, townships, or counties should be satisfactory as boundaries for school purposes.



On This Month's Cover

SCHOOL LIFE is indebted to the Springfield, Mo., schools for the photograph which is used on this month's cover.

The schoolroom scene illustrates letter writing taking on added interest when discussed by a real postman.

Next month's SCHOOL LIFE will contain a related article, entitled "A Modern English Program," by Helen K. Mackintosh, Specialist in Elementary Education. You may be interested in its helpful suggestions.

Convention Calendar

- AMERICAN ASSOCIATION OF JUNIOR COLLEGES. Columbia, Mo., February 29-March 2.
- AMERICAN ASSOCIATION OF SCHOOL ADMINISTRATORS. St. Louis, Mo., February 24-29.
- AMERICAN COUNCIL OF GUIDANCE AND PERSONNEL ASSOCIATIONS. St. Louis, Mo., February 21-24.
- AMERICAN EDUCATIONAL RESEARCH ASSOCIATION. St. Louis, Mo., February 24-29.
- AMERICAN MEDICAL ASSOCIATION, COUNCIL ON MEDICAL EDUCATION AND HOSPITALS. Chicago, Ill., February 12 and 13.
- AMERICAN ORTHOPSYCHIATRIC ASSOCIATION. Boston, Mass., February 22-24.
- DEPARTMENT OF ELEMENTARY SCHOOL PRINCIPALS. St. Louis, Mo., February 24-29.
- DEPARTMENT OF RURAL EDUCATION. St. Louis, Mo., February 24-29.
- DEPARTMENT OF SUPERVISORS AND DIRECTORS OF INSTRUCTION. St. Louis, Mo., February 24-29.
- DEPARTMENT OF VOCATIONAL EDUCATION. St. Louis, Mo., February 24-29.
- DEPARTMENT OF CLASSROOM TEACHERS. St. Louis, Mo., February 24-29.
- HEAD MASTERS ASSOCIATION. Rye, N. Y., February 8 and 9.
- INTERNATIONAL COUNCIL FOR EXCEPTIONAL CHILDREN. Pittsburgh, Pa., February 22-24.
- NATIONAL ADVISORY COUNCIL ON SCHOOL BUILDING PROBLEMS. St. Louis, Mo., February 24.
- NATIONAL ASSOCIATION FOR RESEARCH IN SCIENCE TEACHING. St. Louis, Mo., February 25-27.
- NATIONAL ASSOCIATION FOR THE STUDY OF THE PLATOON OR WORK-STUDY-PLAY SCHOOL ORGANIZATION. St. Louis, Mo., February 25-March 2.
- NATIONAL ASSOCIATION OF HIGH-SCHOOL SUPERVISORS AND DIRECTORS. St. Louis, Mo., February 27.
- NATIONAL ASSOCIATION OF SECONDARY SCHOOL PRINCIPALS. St. Louis, Mo., February 24-29.
- NATIONAL COUNCIL OF CHIEF STATE SCHOOL OFFICERS. St. Louis, Mo., February 24-29.
- NATIONAL COUNCIL OF CHILDHOOD EDUCATION. St. Louis, Mo., February 24-29.
- NATIONAL COUNCIL OF EDUCATION. St. Louis, Mo., February 24-29.
- NATIONAL COUNCIL OF TEACHERS OF MATHEMATICS. St. Louis, Mo., February 22-23.
- NATIONAL SOCIETY FOR THE STUDY OF EDUCATION. St. Louis, Mo., February 24-26.
- NATIONAL SOCIETY OF COLLEGE TEACHERS OF EDUCATION. St. Louis, Mo., February 24-28.
- NATIONAL VOCATIONAL GUIDANCE ASSOCIATION. St. Louis, Mo., February 21-24.
- PROGRESSIVE EDUCATION ASSOCIATION. Chicago, Ill., February 21-24.

Study World Crisis

George F. Zook, president of the American Council on Education, Washington, D. C., recently announced that the council has received a grant to conduct an exploratory study of the needs of American educational institutions in the present international crisis. The desirability of preparing teaching materials or facilitating the distribution of existing materials relating to such subjects as the sources and methods of propaganda, backgrounds of the war, American neutrality and ways and means of effecting world peace will be investigated.

The American Council originated in 1918 as an outgrowth of the World War. According to its constitution at that time it was organized "to meet national needs in time of war and will always seek to render patriotic services." A number of the present undertakings of the council, the American Youth Commission, the Educational Motion Picture Project, and the Commission on Teacher Education, are already working on problems related to the international crisis.



Greetings to American School Children

The following letter from school children in the Republic of Salvador was recently received in the United States Office of Education. It was sent through the courtesy of the Ministry of Public Education of the Republic.

To the School Children of America.

Nowadays the Americas are prosperous and great, we, the pupils of the sixth grade of the school for girls, wish to greet heartily the American school children.

Our teachers have just explained to us the beautiful and ample objectives on which Pan Americanism is founded.

Through them, we know that it was begun by the great liberator Simon Bolivar.

Its basis tends toward equality, sovereignty, joint problems, protection of the democracies, economic improvement, and the desire that all people should unite into one and the same fraternity, who would practice the same moral standards, and the further desire that they may rely with open hearts upon the same ideals with equality of emotions and with the same sincerity.

The Pan Americans of today we exhort that they should think with us in the spirit of Bolivar "The spiritual union of the people of America."

Let us join hands and hearts over geographic distances, ignoring all frontiers.—*Sixth Grade, School for Girls, Chalatenango.*

Rhode Island's Plan for School Support

by Timon Covert, Specialist in School Finance

★★★ Although in area Rhode Island is the smallest of the 48 States, in expenditure for public education it is not at the bottom of the list. This is due in part to a greater school population in Rhode Island than in some other States and in part to higher unit costs for education than in some.

For the school year 1935-36, a total of \$735,359 was provided for public elementary and secondary schools by the State government and \$12,133,545 by the 39 local town districts. (Counties are not units for school administration or school revenue in Rhode Island.) Available reports indicate that smaller amounts were expended for such schools in each of 10 States that year.

The fact that the State provided only about 6 percent of the funds used by her public schools, as compared with 29 percent so provided by all States combined, may seem to indicate an unbalanced division of the burden of school support in Rhode Island. However, the State's plan for distributing the funds includes a feature which equalizes school costs among the town districts above a specified tax rate. This is explained in the following section.

The State's Part in Financing the Schools

Sources of State school revenues.—Excepting the income from a small State permanent school fund, all financial support for the public schools provided by the State is in the form of annual legislative appropriations from the State's general fund. For the year 1935-36, \$719,397 came from appropriations and \$15,962 from the permanent school fund. These appropriations are made for the following specific purposes in accordance with established law and approved budgetary needs:

Salaries of elementary teachers, supervision, high schools, promotion of consolidation, school apparatus and books, medical inspection, vocational education, and equalizing school costs.

The laws which authorize appropriations for these purposes state in most cases the amounts for and the methods of distribution and provide certain requirements which the towns must meet.

Apportionment of State funds for the public schools.—(1) The funds which are provided for salaries of elementary teachers are apportioned by the director of education as follows:

First—on the basis of the number of teacher units up to 20 in each town: (a) \$300 for each of the first five; (b) \$250 for each of the second five; (c) \$200 for each of the third five;

(d) \$150 for each of the fourth five; maximum amount per town, \$4,500 annually.

Second—on the basis of average daily attendance in each town: \$1.50 for each pupil in average daily attendance during the preceding year; minimum amount per town, \$1,000 annually.

(2) Allotments are made by the State to reimburse towns for costs of supervision, but not to exceed \$1,000 in any case.

(3) High-school aid, not to exceed \$1,500 to any town, is apportioned as follows: \$35 per pupil for the first 25 pupils and \$25 per pupil for the second 25.

(4) To promote the consolidation of schools, the State provides \$100 in its annual distribution for each closed ungraded school.

(5) Each town receives State aid, not to exceed \$200 annually, for school apparatus and books.

(6) The State provides funds for the physical inspection of children, not to exceed \$250 per town annually.

(7) State aid for vocational education is provided to match funds provided by the Federal Government in support of approved schools. The amount of the appropriation for this purpose is determined by the approved budget for the public schools.

(8) Provisions for equalizing school costs are embodied in legislation enacted in 1937. The section of the State's plan for school support which provides this feature follows:

"Section 9.—If in any town the amount of money that would be derived from a tax of ninety cents on each one hundred dollars of the equalized weighted assessed valuation of the taxable property, when added to the amounts which may be apportioned from the general treasury and balances carried forward from the preceding year in addition to all other revenues now provided by law for school purposes, shall not be sufficient to provide eighteen hundred dollars for the support of each of its elementary schools and one hundred dollars per capita of its resident pupils attending the town high school or, in the instance of a town not maintaining a high school, the number of pupils sent to high school on free tuition as required by section 2 of this chapter, then the director of education shall apportion to the town an additional amount, hereinafter called 'equalization aid' sufficient to make the aggregate amount available for current maintenance of the public schools of the town equal to the amount necessary to provide eighteen hundred dollars for the support of each elementary school and one hundred dollars per capita for each resident pupil attending the town high school or each pupil sent to high school on free tuition.

"For the purposes of this section the term 'weighted assessed valuation' shall mean the total assessed valuation of real property and tangible personal property plus one-fifth of the assessed valuation of intangible property and the equalized weighted assessed valuation for each town shall be determined as provided in section 11 of this chapter. The term 'elementary schools' shall mean kindergarten and other pre-primary classes and all schools offering instruction prescribed by the school committee of the town for the first eight years of attendance. As a basis for apportioning equalization aid the number of elementary schools in a town shall be determined by the director of education by counting as a school the group of pupils receiving instruction in any one-room school house and adding to the number of such schools the number obtained by dividing the average number of pupils attending all elementary schools less the number attending in one-room schoolhouses by thirty-two (a major fraction of thirty-two as a remainder to count as one school). The term 'high school' shall mean a school offering instruction prescribed by the school committee of the town and approved by the director of education for one or more of the years of attendance from nine to twelve, both inclusive."¹

It is apparent from the foregoing that this State, like many others, provides and apportions its current school funds for various purposes. Of the eight methods named, the first and third seem to be primarily for the purpose of assisting local administrative units with their ordinary school costs. The second, fourth, fifth, sixth, and seventh are for, or to promote, specific phases of the school program while by the eighth method the funds are apportioned in such manner that the costs of the whole program, as set up in the law, are equalized among the administrative units.

¹ Laws of Rhode Island.



Free Study Material

Marketing, conservation, and purchasing information for coal consumers has been prepared by the Consumers' Counsel Division, Solicitor's Office, United States Department of the Interior, under the title *Study Material on Bituminous Coal—Unit IIA*. Copies of the guide are available free upon request to the Solicitor's Office, United States Department of the Interior, Washington, D. C.

Every Ten Years

by Raymond Nathan, Division of Public Relations, Bureau of the Census

★★★ The Sixteenth Decennial Census in 1940 offers teachers an educational theme for the next school term which will undoubtedly stimulate keen interest among pupils because of its timeliness. The activity in every part of the country by thousands of census enumerators during this period will be a constant reminder to the student that the subject matter on which he is working is part of the living world around him, and not something academic and removed from reality.

Teachers of economics, history, geography, and other subjects will find the forthcoming national canvass a rich source of material for classroom and outside work. Actual results of the 1940 count probably will not be available until after this school term ends, but reference can be made to census publications covering previous years. All such publications are available in local public libraries.

The First Census

From the historical viewpoint, 1940 marks the one hundred and fiftieth year of census work. The first census was taken in 1790, in accordance with article I of the Constitution, which directs that the population shall be enumerated every 10 years as a basis for apportioning representation in Congress.

In 1790, the first census showed, there were less than 4 million people in the entire country. Virginia was by far the most populous State, with close to 750,000 inhabitants; Pennsylvania ran second with 434,373; Massachu-

Old census records—Census population records are on file dating back to 1790.



Even trailerites do not escape the careful enumeration of America's population. Here is an enumerator for the U. S. Bureau of the Census interviewing residents of a trailer camp.

setts was next; and New York was a poor fourth. An interesting classroom project would be to have pupils trace the growth of their State or city, from its first appearance in population census reports to the present, noting the influence of immigration, and changes in the birth rate. Making a national approach, a study of successive censuses would reveal the great westward expansion of the country.

Students Could Report

To create a vivid understanding of the changes which have taken place in our way of living, students could be assigned to report on an imaginary journey by a census taker of 1790. He had to cover, on an average, more than a square mile of territory to reach five persons. In addition to such natural obstacles as poor or nonexistent roads, the early day enumerator was faced with a psychological problem in resistance from citizens who feared that the infant government was taking the count in preparation for levying taxes.

In contrast, a report could be given on the task of the enumerator in 1940, when we huddle together with more than 40 persons to the square mile, about 75 percent of us liv-

ing in cities, compared with only 10 percent 100 years ago.

Agriculture and Housing

These projects relate to the population census, which will be taken during April 1940, by 120,000 enumerators, who will assemble census data on more than 130,000,000 Americans. At the same time, these enumerators will collect figures on agriculture, which is covered every 5 years, and on housing, an inquiry being made for the first time in 1940. The census of agriculture will cover more than 7,000,000 farms, while the Housing Census will gather data on 35,000,000 dwelling units.

Changes which have taken place in American agriculture, as shown by census studies, would make an interesting topic for essays, particularly in rural areas. Items to be reported on in 1940 include electrification, roads, tenancy, farm labor, machines used, irrigation, work done off the farm, expenses for fertilizer, gasoline, etc.

Why a census of housing is being taken for the first time is a significant question which would probably be suitable for discussion in the upper grades of high school.

Childhood Education Bulletins

Three new bulletins and revised editions of three others dealing with basic problems, theories and practice have recently been announced by the Association for Childhood Education. They are addressed to teachers, school administrators, students and instructors in colleges of education. Recognized leaders in the field of education have compiled, edited and contributed to these bulletins. They are available to all teachers at small cost.

Titles

A Study of Reading Workbooks offers a challenge to educators to consider the value of reading workbooks in the light of what is known today about child development and the learning process. A questionnaire study about the use and values of workbooks is reported by Jean Betzner, chairman of the committee, prefaced with editorials by E. T. McSwain, Fannie J. Ragland, and Maycie K. Southall.

Uses for Waste Materials suggests a wide variety of effective ways to use fabrics, glass, nature materials, paper, rope, rubber, tin, other metals and wood which might otherwise be wasted. Frances M. Berry, chairman of the committee on equipment and supplies has compiled the material for this bulletin.

School Housing Needs of Young Children is addressed to those who are planning new buildings or remodeling old buildings for more adequate service. Such problems as color, flexible use, cleanliness and order, space for satisfactory living, safety and economy of energy are discussed. Contributions from committee members have been compiled by Jean Betzner. Evaluations of the contributions are made by a school building specialist, N. L. Englehardt, Jr.; by a teacher, Elizabeth Neterer; and by a State supervisor of elementary education, R. Lee Thomas.

A Bibliography of Books for Young Children, compiled under the chairmanship of Mary Lincoln Morse gives a graded, classified, priced and briefly annotated bibliography for the home, the school and the library. It contains sections on Children of Other Lands, Indians, Animals, Marionettes, Poetry, Religious Books, Science, and many other subjects.

Equipment and Supplies contains suggested equipment for a nursery school, a kindergarten and primary grades. Classified lists of products used in modern classrooms include names of manufacturers and distributors. Frances M. Berry is chairman of the committee responsible for this bulletin.

Selected List of Ten-Cent Books, revised by Alice Temple includes books of recognized worth. They are annotated and classified under such headings as animals, nature and physical science, picture story books, riddles, verse, and social science.

MARY DABNEY DAVIS



A battery of card-punch operators in the U. S. Census Bureau.

As the censuses of population, agriculture, and housing are being taken in April, it is expected that field work will be in the final stage for the censuses of business and manufactures, which started in January, along with the census of mines and quarries. These offer equally stimulating approaches.

Radio Alone, Greater

The first census of manufactures in 1810 showed the total value of all goods manufactured in the United States to have been \$172,762,676. In 1937, the value of radio sets manufactured alone was greater. Through the census of manufactures reports, pupils can trace the growing industrialization of the country and the place of new inventions in this development.

Automobile production, for example, was reported for the first time in 1900, when a total of 3,957 motor vehicles were turned out. In 1937, output reached 4,631,982.

Industrial Changes

Far-reaching industrial changes are still taking place, census data indicate, changes which are meaningful to students both in terms of commodities they use and in fields of opportunity after graduation. Rayon is replacing silk, metal furniture crowds wooden, the electric razor becomes popular. These are only a few of the trends evident in the 1937 reports.

The census of business, last taken for 1935, covers retailing, wholesaling, and service

establishments; approximately 3 million firms will be reached in 1940, it is expected. Study of the business census statistics in terms of employment opportunities in each line would result in real understanding by students of the business structure of the country.

Compilation of the millions of facts gathered in any large-scale census operation would be impossible without the aid of these ingenious machines which have been developed in the mechanical laboratory of the U. S. Census Bureau.





Harry H. Woodring.

★★★ The Department of War,¹ established in 1789, is the executive department through which the President of the United States according to law, as Commander in Chief of the Army and Navy, exercises his authority in respect to the Military Establishment of the country and its related offices and functions. The Secretary of War is the head of the Department.

The personnel of the Military Establishment is large and varied and it has been necessary over the years for the Department to develop a comprehensive educational program in order to maintain the highest possible efficiency among its officers.

Types of Schools

In addition to the United States Military Academy at West Point, there are two groups of schools as follows: (1) *The General Service Schools* including the Command and General Staff School, the Army Industrial College, and the Army War College. (2) *The Special Service Schools* include 35 institutions, which are listed in a following section.

In view of the large number of schools involved in this discussion, it will be necessary to focus attention on the United States Military Academy, and the three general service schools. The special service schools will be considered as a group.

¹ The writer is indebted to Brig. Gen. James A. Ulio, Assistant The Adjutant General; to Maj. Clyde L. Hysong, A. G. D. Adjutant General; and to Col. Kinzie Edmonds, Cavalry, Assistant Commandant of the Command and General Staff School; to Maj. Robert A. McClure, Infantry, Executive Officer of the Army War College; and to Maj. Frank H. Hastings, Coast Artillery Corps, Executive Officer of the Army Industrial College.

Schools Under the Federal Government

The Department of War

by Walton C. John, Specialist in Higher Education

United States Military Academy

attention will be called to the present status of the Military Academy.

Purpose of the Academy

The Military Academy aims to give practical and theoretical training to men planning to enter the military service. This includes a broad program of education of college grade in addition to essential basic military education and training which will fit the cadets for their life as officers in the United States Army.

The Military Academy is under the Secretary of War who has designated the Chief of Staff as the one in charge of its affairs. The superintendent and commandant of the academy is Brig. Gen. Jay L. Benedict, United States Army.

Admission

A candidate for admission to the academy must be a citizen of the United States and must never have been married. He must be at least 17 years and not more than 22 years of age at the time of admission. The candidate must seek an appointment to a vacancy, and he must pass examinations showing physical and mental fitness or he may submit certain

The first step in the selection and training of officers for the United States Army with the exception of those who may come up through the ranks, begins with the admission of candidates to the United States Military Academy. This institution goes back to March 16, 1802, when President Jefferson signed the act which created the United States Military Academy at West Point, N. Y. However, for at least 20 years, West Point had been used as a training base for certain services of the Army. The first official superintendent of the academy was Maj. Jonathan Edwards. According to Banning,² the most noted head of the academy over its long history was Maj. Sylvanus Thayer who was appointed in 1817 by President Monroe. Thayer was largely responsible for the inauguration of standards of discipline and training which have helped to give the academy its fame.

With this note of background in mind

² Banning, Kendall West Point Today, Funk & Wagnalls Co., New York and London. pp. 279, 280.

"The Colors"—The corps of cadets in review at the U. S. Military Academy.



prescribed certificates with validating examination or under special conditions he may submit a certificate without mental examination. The student, if accepted, must report to the academy on the first week day in July and "prior to admission, he is required to take the oath of allegiance and to subscribe to an engagement to serve the United States for a time subsequent to his graduation."

The full quota of cadets according to law is 1,960, and appointments are made as follows: 6 from each State at large, 3 from each congressional district, 3 from each Territory (Hawaii and Alaska), 5 from the District of Columbia, 3 natives from Puerto Rico, 1 from the Panama Canal Zone, 172 from the United States at large. "Of the latter, 3 are appointed on the recommendation of the Vice President, 40 are chosen from honor graduates of those educational institutions known as honor military schools, and 40 are chosen from among sons of veterans who were killed in action or died prior to July 9, 1921, of wounds received or disease contracted in line of duty during the World War." Also 180 from among the enlisted men of the Regular Army and of the National Guard, in number as nearly equal as practicable. In addition to the 1,960, the Secretary of War has authority to admit to the academy not more than 4 Filipinos.

All appointments to the Military Academy are made by the President subject to the conditions set forth in the circular of Information Relative to the Appointment and Admission of Cadets to the United States Military Academy, West Point, N. Y.³

Academic Requirements

The course of study at the academy is 4 years in length. Each year is divided into 2 terms of academic instruction—September 1 to December 23 and January 2 to June 4. On the first week day in July new cadets report for duty at West Point. "They are quartered separately from the corps and are given intensive training in infantry recruit instruction, military courtesy, guard duty, and infantry weapons and a course of corrective and upbuilding physical training.

"After approximately 3 weeks of the above training, the new cadets join the corps in camp. The remainder of the summer is devoted to basic training in the technique of infantry, scouting and patrolling, musketry, methods of study, swimming, dancing, hygiene, and customs of the service."

This preliminary work in tactics is continued during the school year; the new cadets having been incorporated into the corps at the end of the first summer.

Departments of Study

The following departments are included in the program of study: Tactics, Civil and

³ Published by the U. S. Government Printing Office, Washington, D. C., 1939.



War Department—Munitions Building.

Military Engineering, Natural and Experimental Philosophy, Mathematics, Chemistry and Electricity, Drawing, Modern Languages, Law, Ordnance and Gunnery, Military Hygiene, English, Economics, Government and History, and Physics.

The library of the Military Academy includes approximately 104,000 volumes in addition to maps, manuscripts, and rare books.

Graduation

On completing the course the cadet receives the degree of bachelor of science and "he then may be promoted and commissioned as a second lieutenant in any arm or corps of the Army in which there may be a vacancy and the duties of which he may have been adjudged competent to perform."

Command and General Staff School

The Command and General Staff School located at Fort Leavenworth, Kans., is next to the Army War College the highest school for the training of officers for command and general staff duty. The prototype of this school is found in the École de Guerre in Paris, the Kriegssademie in Berlin and the Staff School at Camberly, England.

Objectives

The aim of the Command and General Staff School is to further train as large a number of Regular officers as possible. This is different from similar foreign schools where the classes include only a small and rigidly selected fraction of the total officers' corps. The foreign line officer is principally concerned with troop duty with trained units, while in this country, the line officers are principally engaged in training officers of civilian components, that is, the National Guard, the Organized Reserves, mostly officers, and the Reserve Officers Training Corps which is the main source of our Reserve officers. "Whereas foreign standing armies are large and are further increased in time of war by trained reserves, we depend for the mass of our forces in war on what is called in our basic law the militia, levies trained and equipped after the outbreak of hostilities. The civilian components, with the Regular Army, constitute the framework on which the war army is built.

Student Body

"The regular class enters in September and graduates the following June. It numbers about 230. There is also a special class numbering about 50 which takes a short course between March and June, made up of officers of the civilian components who have shown special aptitude and application and who have completed required preparatory work."



Army War College, Class 1939-40.

The classes include mature officers, the average age being around 40; the upper age limit is 43 at the present time.

Faculty

The faculty of the school includes about 60 officers. All these are graduates of the Command and General Staff School and usually they are also graduates of the War College.

The faculty in addition to teaching spends considerable time in connection with the writing of Service Regulations and Manuals for the guidance of troops. Extension or correspondence courses are also prepared primarily for the higher military instruction of civilian components.

Method of Instruction

"The instruction at the Command and General Staff School is essentially applicatory, a study of cases. The minimum of necessary time is placed on theory, principles, and doctrine, the maximum on working out situations in which the mission (objective) is stated and the dispositions of friendly and hostile troops given. The situations may be historical examples, or they may be invented for the occasion.

"Troops are imaginary. The dispositions are indicated on the map or on the ground and the problem studied and solved as though they actually existed. The actions and orders of each commander and each staff officer are carefully worked out in every phase of a changing situation. Frequently the students' solutions are examined and graded. So, by a study of many varying situations, officers are made competent to handle any emergency which may confront them. They learn the responsibilities and limitations of each command and staff position, how to go about doing their work, the necessity for team work and how to secure it. Each officer is instructed in all the positions."

Army War College

The final program of advanced study for Army officers is provided at the Army War College, which may be said to be the graduate school of the War Department's educational organization.

Principally due to the foresight of Elihu Root, Secretary of War in the administrations of President McKinley and President Roosevelt, the Army War College was established in 1901, in Washington.

The special object of the Army War College is—

1. To train officers for the conduct of field operations of the Army and higher echelons; and to instruct in those political, economic, and social matters which influence the conduct of war.
2. To instruct officers in War Department General Staff duties and those of the Office of the Assistant Secretary of War.
3. To train officers for joint operations of the Army and Navy.
4. To instruct officers in the strategy, tactics, and logistics of large operations in past wars, with special reference to the World War.

Selection of Student Body

The student body of the Army War College is composed of approximately 90 officers of the Regular Army and from 6 to 10 officers of the Navy and Marine Corps. Officers selected are chosen because of their fitness for the higher services and because of their records in the service and in schools leading up to the War College.

The faculty includes the commandant, assistant commandant, executive officer, as well as 13 Army and 1 or more Navy instructors.

The period of instruction covers 10 months each year namely from September to June.

The faculty of the college from the stand-

point of instruction is divided into five divisions following the major division of the War Department General Staff—namely G-1 (Personnel), G-2 (Intelligence), G-3 (Operations and Training), G-4 (Supply), and W. P. D. (War Plans). Each faculty chief is known as director. The directors of the several divisions combined with the commandant, assistant commandant and executive officer comprise the faculty board. This board rates student officers and makes recommendations regarding their duties for which they have demonstrated fitness by their studies.

In an institution of this type the conference or seminar method is much used. Lecture courses are offered at appropriate times pertaining to the several fields covered by the program.

The subjects taught in the divisional courses are as follows:

"The G-1 course is devoted to studies of the principles and methods of procurement, classification, assignment and replacement of military personnel, and of the duties and functions of G-1 in the War Department General Staff and the headquarters of units higher than the Army Corps.

"The G-2 course includes studies of the war-making powers of nations, to include the geographic, economic, political and sociological as well as the purely military factors; instruction in the duties of G-2 officers in the War Department, and at the headquarters of units higher than the Army Corps.

"The G-3 course is concerned with those matters which in general are related to organization, training and operations, including mobilization; it includes studies of the functions and responsibilities of the War Plans Division of the G-3, War Department, and G-3 of echelons of command higher than an Army Corps; it involves the study of historical and comparative subjects as a basis for the investigation of those principles and doctrines which govern G-3 in the solution of problems concerning him and determines the methods to be employed in the preparation of his contribution to war plans.

"The G-4 course is devoted to studies of the duties and functions of G-4 in the War Department General Staff and the headquarters of units higher than the Army Corps the purpose of which is to instruct officers in the procurement and distribution of supplies: Zone of the Interior, in time of war; troop and supply movements from the Zone of the Interior to the Theater of Operations, and evacuations, and other related matters."

Among the facilities are the military library with approximately 260,000 volumes including the library exchanges which are available with the Library of Congress and the library of the Pan American Union. Of advantage are the geographic section of the Operations Branch, Military Intelligence Division, War Department General Staff, and the Historical Section formerly a branch of the General Staff, which are located in the college.

Army Industrial College

The Army Industrial College located in the Munitions Building, Washington, D. C., is an advanced school of a special type under the immediate direction of the Assistant Secretary of War. It was established in 1924. In no sense is it to be conceived as an industrial college of the ordinary type for youth which deals with so-called technical or practical courses of study. It is concerned with the industrial organizations of this country in relation to war needs as will be further defined.

Objectives

The objective of the Army Industrial College is to educate and train commissioned personnel of the Army and Navy for duty in connection with the procurement of all military supplies and other business of the War Department pertaining thereto and the assurance of adequate provision for the mobilization of material and industrial organizations essential to wartime needs.

Student Body

The student officers are especially selected from those of the Army, Navy, and Marine Corps who have shown capability for training for duty in connection with the supervision of procurement and the assistance of civilian officials in industrial mobilization and the utilization of economic resources in war and in planning therefor. The enrollment for 1939-40 has reached 57.

Faculty

The faculty consists of 10 officers on a full-time basis. Of these 8 are from the Army, 1 from the Navy, and 1 from the Marine Corps.

Course of Study

The course of study is approximately 10 months in length and is outlined as follows for 1939-40.

Part I. Introduction

Section 1. Historical Aspects of Industrial Mobilization.

Section 2. The Industrial Mobilization Plan (1939).

Part II. Fundamentals of Procurement

Section 1. Fundamentals of Business—Economics, Statistics, Accounting, Finance, Industrial Organization and Management.

Section 2. Characteristics of Basic Industries—Study of basic industries; visits to industrial plants.

Part III. Government Organization

Section 1. Government of the United States.

Section 2. War and Navy Department Organization, especially their Procurement and Procurement Planning Organization.

Part IV. Procurement and Procurement Planning

Section 1. War and Navy Department Procurement Planning and Procedure.

Section 2. War Procurement Problems.

Section 3. Test of the Procurement for the P. M. P. and the study of the War Reserve Procurement Project.

Section 4. Individual Problem, War Procurement.

Part V. Utilization of Economic Resources in War

Section 1. Economic analysis.

Section 2. Committee studies of the coordination of economic elements.

Section 3. War game.

Section 4. Individual study of utilization of economic resources of war.

Other Opportunities for Advanced Study

In addition to the courses provided in the advanced colleges of the War Department, opportunity is offered to a number of officers to take postgraduate work in universities and colleges outside the department.

Special Service Schools

Having received his assignment to the cavalry, infantry or other branch of the Army, the officer, now a second lieutenant, goes through a period of practical experience. After a few years, often near the time he receives his promotion to the rank of first lieutenant, or captain, his commanding officer may assign him for a year of study at one of the special service schools. These special service schools include the following: Quartermaster School, Quartermaster Motor Transport School, Engineer School, Ordnance School, Ordnance Field Service School, Signal Corps School, Chemical Warfare School, Cavalry School, Field Artillery School, Coast Artillery School, Infantry School, Air Corps Advanced Flying School, Air Corps Primary Flying School, Air Corps Tactical School, Air Corps Technical School, Air Corps Engineering School and Army Finance School.

Other special service schools are available for medical, dental, and veterinary officers. Most of this work is carried on at the Army Medical Center in Washington through the Medical Department Professional Schools which include the Army Medical School, the Army Dental School and the Army Veterinary School. In general, the courses for commissioned officers are graduate in character. Training courses are given to enlisted men in the technical subjects pertaining to the different types of service.

The students are males with the exception of the dietitians, physical therapy aides and anesthetists, and are selected from commis-

sioned officers of the Regular Army and its components and enlisted men of the Medical Department. These schools do not offer undergraduate curricula in medicine, dentistry, or veterinary medicine. Their attendance is limited to officers and enlisted men.

Also mention should be made of the Medical Field Service School and the School of Aviation Medicine. These are not connected with the Army Medical Center.

The special service schools do not grant degrees, and attendance is limited to those in service who already hold the appropriate degree or are otherwise qualified.

The special service schools are under the direct supervision and control of their respective chiefs of arms or services.

The War Department also provides 12 schools for bakers and cooks which are located in different parts of the country. The students at these schools are drawn mainly from enlisted men although a few officers are in attendance.



A New Book From Great Britain

Nursery School Education and the Reorganization of the Infant School, published by the University of London Press emphasizes a current change in school objectives from "instruction and learning" to "growth and living." The authors, Olive A. Wheeler, professor of education in University College, Cardiff, and Irene G. Earl, formerly head of the College School in Cardiff, offer guides to the reader for developing a well-balanced program for children from 2 to 7 plus years of age and for using nursery school procedures in the infant school. The account of aids and drawbacks in making changes in the infant school program will be helpful for readers in the United States who are coordinating their nursery school, kindergarten, and primary grade programs.



Negro History Week

The fifteenth annual celebration of Negro History Week will be held from February 11 to 18. The celebration is sponsored by the Association for the Study of Negro Life and History to increase the interest in their contribution to civilization.

Activities during the celebration will be centered around emphasizing the need for cooperation among educational institutions in furthering a Nation-wide movement to give all American children an opportunity to obtain accurate information about Negro life and history.



New Government Aids FOR TEACHERS



by MARGARET F. RYAN, *Editorial Assistant*

FREE PUBLICATIONS: Order free publications and other free aids listed from agencies issuing them

COST PUBLICATIONS: Request only cost publications from the Superintendent of Documents, Washington, D. C. enclosing remittance (check or money order) at time of ordering

(The free supply is usually too limited to permit of furnishing copies for all members of classes or other groups)

● A national study of policies and practices regarding *Fees and Charges for Public Recreation* has been prepared by the National Park Service at the request of the American Institute of Park Executives and with the advice of the National Recreation Association. Data gathered from 238 park-administering agencies representing 201 governmental units are presented in a 56-page paper-bound report containing numerous illustrations of park and recreation activities in addition to a number of tables and charts. (See illustration.) Price, 40 cents.

● Age is the poorest predictor of body measurements, according to Miscellaneous Publication No. 365, of the Department of Agriculture, entitled *Children's Body Measurements for Sizing Garments and Patterns*. After consultation with retailers and garment and pattern manufacturers, 36 measurements were made on each child studied. Eighteen colleges and universities and other educational institutions helped in the research. 20 cents.

● Are you interested in organizing a Federal Credit Union? If so, the following literature is available free from the Farm Credit Administration, Washington, D. C.: *Federal Credit Unions* (Circular No. 10); *How Consumers Cooperate for Credit* (Circular A-12); *Preliminary Application to Organize a Federal Credit Union*; and an *Organization Chart of a Federal Credit Union*.

● Laws and regulations administered by the Secretary of State governing the international traffic in arms, ammunition, and implements of war and other munitions of war are contained in *International Traffic in Arms*, State Department Publication No. 1368. 10 cents.

● Mention of eight poultry-cooking charts was made on page 24 of the October issue of *SCHOOL LIFE*. Now an 8-page folder giving directions on broiling, frying, roasting, stuffing, braising, stewing, and steaming poultry is available from the Bureau of Home Economics, the same office which prepared the charts.

Two film strips have also been made on how to cook poultry: Series 560, *Cooking Young Birds*—51 frames, 55 cents; and Series 561, *Cooking Older Birds*—38 frames, 50 cents.

Orders for the film strips should be sent to the Photo Lab, Inc., 3825 Georgia Avenue

NW., Washington, D. C., after first obtaining authorization from the Extension Service of the Department of Agriculture.

● Three more publications in the series on lumber being prepared by W. LeRoy Neubrech, Chief of the Lumber and Applied

Products Section of the Bureau of Foreign and Domestic Commerce, are now off the press: *American Southern Pine*, Trade Promotion Series No. 191; *American Southern Cypress*, Trade Promotion Series No. 194; and *American Hardwood*, Trade Promotion Series No. 201. Each sells for 10 cents.



Medical, Dental, and Legal Education

by *Ella B. Ratcliffe, Chief Educational Assistant, Higher Education Division*

★★★ The accrediting movement in professional education grew out of conditions in professional education and practice prevailing at the opening of the twentieth century. There were many poor institutions, and their number was increasing. Schools of medicine, dentistry, and law, as well as schools for training in other specialties were established for the sole purpose of financial gain to their owners. In most States there was no legal authority to prevent their incorporation. State boards to control the licensing of practitioners in the various professions had but recently come into existence. Under provisions for professional education made in most of the States, the requirements set up by these boards were not such as to exclude from practice graduates of the poorer schools.

By the close of the nineteenth century there had been established organizations of national scope representing medicine, dentistry, and law, whose purpose was to advance the interests of the professions they represented. The efforts of these organizations to improve conditions in the training and practice of the professions were at first exercised principally through discussions and by resolutions adopted at their annual meetings. Whatever standards they set up they applied only to institutions seeking membership in the association and, as a rule, did not attempt to enforce them after membership had once been attained. The American Medical Association was the first national association either in the general higher educational or the professional educational field to adopt minimum standards as a basis for rating all institutions in the country preparing for the profession.

Medical Schools

The American Medical Association was founded in 1844, but its hope to establish suitable preliminary education and "a uniform elevated standard of requirement for the M. D. degree . . . by all the medical schools in the United States," did not begin to be realized for more than half a century later. In 1904 the association created a Council on Medical Education and defined its functions as follows:

1. To make an annual report to the house of delegates on the existing conditions of medical education in the United States.
2. To make suggestions as to the means and methods by which the American Medical

Association may best influence medical education.

3. To act as agent of the American Medical Association . . . in its efforts to elevate medical education.

At its first conference in 1905, the council formulated a so-called ideal standard, which it recommended for adoption by all medical schools as rapidly as conditions throughout the country would warrant. The standard called for (a) a 4-year high-school education, (b) a year's university training in physics, chemistry, and biology, (c) 4 years of medicine proper, and (d) 1 year as interne in a hospital or dispensary.

In 1906 the council made its first attempt to classify medical schools, dividing them into four classes, according to the percentage of failures of their graduates in State medical board examinations. The following year it made a personal inspection of all the medical schools in the United States and prepared a preliminary classification of the schools based on its findings. It divided the schools into three groups—acceptable, conditioned, and rejected. In 1910, after another and more complete inspection, the council prepared another classification, the first to be made public. The colleges, as before, were divided into three classes: Class A, acceptable medical colleges; class B, medical colleges needing certain improvements to make them acceptable; class C, medical colleges which would require a complete reorganization to make them acceptable. Along with the classification was published an outline of the "essentials of an acceptable medical college," covering 25 points, which included the specifications in the "ideal standard" of 1905.

In 1913 the Council of Medical Education adopted the requirement for admission to acceptable medical schools of the completion of a premedical college year, and on January 1, 1918, increased the requirement to 2 years. In 1918 also it adopted a new schedule for grading medical schools, which included the recommendation of 1 year of internship following the 4-year medical course.

In 1913 the council started an investigation of hospitals, and the following year published a list of hospitals approved as properly equipped to furnish satisfactory training for interns. After the new schedule for grading colleges was adopted in 1918, the council reported a schedule of "essentials for a hospital which intends to train interns." As indicative of its new field of service, the council in 1920 changed its name to Council on Medical Education and Hospitals.

With the standards for medical schools established, the American Medical Association turned attention to services auxiliary to medicine. In 1927, following the adoption of standards and the making of inspections, it began the publication of a list of "hospitals providing approved residences in certain specialties," for graduates in medicine who already had a general internship or its equivalent in private practice.

It adopted "essentials of a registered hospital," in 1928, and has since published an annual list of registered hospitals, which contains among other data the "type of service," or the diseases or conditions treated in each.

More recently the Council on Medical Education and Hospitals, with the aid of organizations representing certain technical specialties allied to medicine, has attempted to standardize schools training technicians in these specialties.

In cooperation with the Board of Registry of the American Society of Clinical Pathologists, which had already made a questionnaire study of the schools for clinical laboratory technicians, the council, in 1933, made a comprehensive survey of the schools, and in 1936 adopted "essentials of an acceptable school for clinical laboratory technicians," and issued a list of approved schools.

In cooperation with the two associations of physical therapy, it formulated, in 1934, "essentials for an acceptable school of physical therapy technicians," and in 1936 issued a list of approved schools.

At the request of the American Occupational Therapy Association, it began also in 1933 an investigation of schools of occupational therapy, and in 1935 published the "essentials of an acceptable school of occupational therapy." After revision of the "essentials" in 1938, it published a list of approved schools.

Activity in a new direction of approval is indicated in the latest presentation of medical education issued by the association. "Essentials for approved examining boards in specialties," and a list of the approved examining boards in 13 branches of medicine recognized as suitable fields for the certification of specialists, were published in 1939.

The council again revised its "essentials" for acceptable medical colleges in 1938. The principal revision concerns entrance requirements. Although the standard of 2 years of college work is retained as a minimum of premedical education, "3 years or more" are recommended in the revised standards.

With the cooperation of the Association of

American Medical Colleges and the Federation of State Medical Boards in the United States, the Council on Medical Education and Hospitals during the years 1934 to 1936 made a resurvey of medical schools. In 1938 the council submitted to the institutions visited a confidential report, in which the medical schools were grouped in tenths of a rank order of excellence for each one of the several criteria used. It has in preparation a final report, which is soon to be published.

Association of Medical Colleges

The Association of American Medical Colleges has for many years cooperated with the American Medical Association in setting up standards for medical schools. The college association was formed in 1890. Its constitution contained requirements for colleges seeking membership which the American Medical Association at once recommended all medical colleges to adopt as a minimum standard. Afterwards, in formulating its standards, the medical association adopted certain of the requirements already put into effect by the college association. The two associations have since acted jointly in revising the standards for admission, curriculum, and graduation. They have cooperated in making the necessary inspections of the schools. Most of the schools rated as acceptable by the American Medical Association are members of the college association.

Dental Schools

The need for concerted action to bring about improved conditions in dental education and practice was felt long before the close of the nineteenth century. To afford a means of cooperation among the better schools, representatives of 10 of the schools meeting in 1884 for the purpose of trying to "bring about the adoption of a uniform standard of graduation," established the National Association of Dental Faculties, in which the schools of dentistry constituted the membership. For about 30 years this association was the most influential agent in the promotion of dental education in the United States.

In 1908 several of the dental schools, departments of universities, resigned their membership in the National Association of Dental Faculties and set up a new organization, the Dental Faculties Association of American Universities. Membership in this body was limited to dental schools that were integral parts of State universities or of chartered universities of equal standing holding membership in the Association of American Universities. The objects of the association were "to promote dental education; to improve the standard of preliminary educational requirements for admission to dental schools; to establish reciprocal educational relations with its members; and ultimately to establish a national standard which may serve as the basis for reciprocal interchange of dental licenses among the several States." This

association during the period of its existence adopted no compulsory rules, but exercised advisory functions only.

Dental Educational Council

The National Association of Dental Faculties and the National Association of Dental Examiners, in 1909, appointed a joint committee of five members from each to form an independent organization, which would undertake for dental education a service similar to that performed for medical education by the American Medical Association. The membership of the resultant organization, known as the Dental Educational Council of America, was increased the following year by five members from the National Dental Association, thus making the council representative of the schools the examiners, and the practitioners. Little was accomplished by the association during the first 5 years of its existence, but in 1914 it began the inspection of all the dental schools in the United States, on completion of which, in 1916, it adopted "minimum requirements for class A dental schools." To these requirements were appended definitions of class A, class B, class C, and "unclassified" dental schools.

The council did not publish at once a list of schools classified in accordance with these definitions, but in 1918 following a revision of the requirements it issued a provisional list in which the schools were divided into class A, acceptable schools, class B, schools needing certain improvements to make them acceptable, and class C, schools needing complete reorganization to make them acceptable. After again revising the requirements in 1920, the council issued its first classification to be published.

At first the council's action in rating the schools consisted chiefly in discussions on reports made by committees of inspection, following which it voted on the particular grade to which the school should be assigned. In 1922, however, it adopted a point system of rating similar to the one used by the American Medical Association, by which the standing of a school was determined by weighting numerically the main groups of requirements. Thereafter its classification was based on the new system of rating.

The council again revised its standards in 1926, and beginning the year 1926-27, required for admission to all class A and class B dental schools the addition of a pre-dental college year. In 1928 it abandoned its list of class C schools, ruling that—

"A school which in the judgment of the council (1) cannot meet the requirements of class A or class B rating without extensive improvement and complete reorganization, (2) which is conducted for profit to individuals or to a corporation, or (3) which does not meet any other minimum requirements that are regarded as essential for a certified school, is not acceptable and shall be designated 'unclassified.'"

Association of Dental Schools

In order to bring about concerted effort in the study and advancement of dental education and practice, the various dental bodies, consisting of the National Association of Dental Faculties, the Dental Faculties Association of American Universities, the American Institute of Dental Teachers, and the Canadian Dental Faculties Association, united in 1923 to form a single organization, the American Association of Dental Schools. "Any dental school in the United States which is classified as of A or B grade by the Dental Educational Council of America, or any dental school that is acceptable to the Dominion Dental Council or any dental faculty of a recognized university of Canada" was eligible for membership in the new association.

The last revision of the standards of the Dental Educational Council of America was made in 1926. The question of another revision was raised in 1934, the council then concluding to defer revision and a reclassification of the dental schools pending the completion of the report and recommendations of an investigation into the dental curriculum then being made by a committee of the American Association of Dental Schools. This report was published in 1935, but during the next 5 years the council took no action on reclassifying the schools. Finally, in 1938, that body was dissolved and a new body, the Council on Dental Education of the American Dental Association, was created. At its meeting in May 1938, the new council decided that since no general inspection of dental schools had been made for a number of years and many changes in dental education had taken place in the meantime, that the use of the ratings then in effect be discontinued. Following a resurvey of dental schools now being made, the council expects to reclassify the schools.

Law Schools

The movement following the Civil War for reform both in legal practice and in the licensing of practitioners led to the formation in 1878, of the American Bar Association. At first the growth of the association was slow, but by 1903 every State in the Union was represented in its membership. Nevertheless the full power of the association was not felt for many years, due to the large number of State and local associations acting independently of and in competition with both the national body and each other. The fact that these associations were made up largely of practitioners without law school training and who consequently felt little interest in the schools themselves, made it difficult for the American Bar Association to gain their cooperation in raising standards.

Besides the discussions held at its annual meetings, the association, from its earliest existence, through the medium of resolutions adopted from time to time, made known the principles for legal education and for admis-

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Americanization via School Savings

by Helen A. McKeon, Director of Thrift Education, Public Schools of New York City

★★★ Our early American ancestors did not need thrift education. The Old World had engraved habits of thrift on their characters and they knew that their ability to exist in the New World depended as much on conservation of materials as it did on conquest.

Gradually, however, as success came, Americans became less saving until the time finally arrived when foreigners looked upon the name "American" as almost a synonym for spendthrift. This sentiment had about reached its climax when the World War came. Suddenly thrift was made a matter of patriotism and America responded. It seemed for awhile as if this great pioneer American trait was rehabilitated.

However, "A groove once established in human consciousness is hard to erase" and our people had tasted the elixir of careless use of money, so presently a new era of spending characterized the late twenties.

Then came the DEPRESSION, and we in the educational world spell it with capitals because of what it did to children. Overnight they saw homes crash financially. They saw sickness and death. They saw their clothes turn from raiment to rags, all through no fault of their own. Dismayed parents were in no mood to explain, yet youth wanted an answer. Most of them had to find out for themselves that someone's mismanagement of money was to blame.

Resentful because their elders, in whom they had reposed such trust, had blundered, children resolved that when they grew up they were never going to be actors in a similar tragedy. They were going to learn how to take care of their money. Shortly after, our school savings deposits began to rise.

The rapid progress made in this activity within the past few years (despite unemployment and all its kindred ills) is evidence that given proper inspiration and a definite goal, wise instruction and cooperation from savings banks, there is really no limit to the efforts which pupils will make in order to accomplish their objectives.

We encourage pupils to start savings accounts even though their deposits are small. We seek to form a habit, so that pupils will make deposits regularly each week of the school year. Large spasmodic deposits are neither encouraged nor welcomed. Amounts take care of themselves as time goes on.

In the ever-present battle to preserve American traditions and beliefs, we have need of trusty tools. Experience has shown us that "courage is half the battle." The other half of the battle for financial independence is fought by the savings banks of New York City which cooperate with us.



School banking.

Year after year, educators are coming to appreciate more and more the value of thrift education in terms of the social conduct of their pupils during school life and its excellent effects in after years. Parents wish their children to learn how to use the various facilities provided by banks through actual first-hand contacts.

We begin thrift education with school savings because money is a tangible and interesting evidence that we can use to appeal to a child. Naturally, his first impulse to save is based on imitation of what others are

doing. He sees his playmates beginning to save and it seems to be the fashion in his "set." Therefore, he, too, will save, but he prefers to do it like a grown-up. Here he becomes acquainted with the savings bank. By degrees, he learns its practical business operations. He is taught how to make deposits and goes to the bank to make withdrawals. He watches his interest grow. He plans his spending.

School savers learn that progress depends on the thrift of the individual as well as on

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Medical, Dental, and Legal Education

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sion to the bar which it advocated. The resolutions contained no mandatory provisions but were merely expressions of opinion or recommendations which the law schools felt free to put into effect or otherwise. But in 1921, after a long series of such resolutions the association approved a set of standards for law schools and admission to the bar presented by a distinguished committee, of which Elihu Root was chairman, and directed the association's Council on Legal Education and Admissions to the Bar "to publish from time to time the names of those law schools which comply with the . . . standard, and those which do not, and make such publication available so far as possible, to intending law students."

The standards for an approved law school were stated as follows:

"(a) It shall require as a condition for admission at least 2 years of study in a college.

"(b) It shall require its students to pursue a course of 3 years' duration if they devote substantially all of their working time to their studies, and a longer course, equivalent in the number of working hours, if they devote only a part of their working time to their studies.

"(c) It shall provide an adequate library available for the use of students.

"(d) It shall have among its teachers a sufficient number giving their entire time to the school to ensure actual personal acquaintance and influence with the whole student body."

The president of the association and the council were directed to cooperate with State and local bar associations and with the constituted authorities in the several States to secure the adoption of the standards as requirements for admission to the bar. A resolution was passed providing for the calling of a conference on legal education, to which delegates from State and local authorities should be invited "for the purpose of uniting the bodies represented in an effort to create conditions favorable to the adoption of the principles set forth."

The proposed conference, called in 1922, consisted of delegates from bar associations of every State in the Union, as well as a large number of representatives from the leading law schools of the country. The conference gave its endorsement to the standards, which have been published annually since that time, together with the council's interpretations and rulings thereon.

In 1929 the standards were the subject of discussion at a meeting of the Section of Legal Education and Admissions to the Bar, and were reaffirmed by the vote of an overwhelming majority of those present. A new standard was added as follows:

"(e) It shall not be operated as a com-

mercial enterprise and the compensation of any officer or member of its teaching staff shall not depend on the number of students or on the fees received."

In 1938 another section was added:

"(f) It shall be a school which in the judgment of the Council of Legal Education and Admissions to the Bar possesses reasonably adequate facilities and maintains a sound educational policy; *provided, however*, that any decision of the council in these respects shall be subject to review by the house of delegates on the petition of any school adversely affected."

In 1923 the Council of Legal Education and Admissions to the Bar published the standards and also the first list of law schools approved by the American Bar Association. The schools were divided into two classes, A and B. Class A schools were those already complying with the standards; class B, schools expecting to comply with the standards at a future specified date. It was not until 1935 that the council was able to comply with the resolution of the American Bar Association directing it to publish the names of law schools below the standard. In 1926 the council abandoned the listing of class B schools.

Since 1935 the Section of Legal Education and Admissions to the Bar has published an annual review of legal education, which contains the standards of the association, the council's rulings thereon, and a complete list of the law schools in the country, divided into approved and unapproved schools. Certain schools not able to meet every requirement are listed with a notation indicating provisional approval. The review also contains data showing the length of the school year, whether the course is conducted in the morning or the afternoon, the length of the law course, the number of hours of weekly classroom instruction, and the year (for the approved schools) in which the school was added to the approved list. In the compilation of these data the section is assisted by the National Conference of Bar Examiners, established by the Section of Legal Education and Admissions to the Bar in 1931.

Association of Law Schools

The Association of American Law Schools while not acting as a general accrediting agency for schools of law, by the imposition of certain requirements for membership, has been an important factor in the establishment of standards for law schools since its creation in 1900. Requirements for admission to law schools, for the length of the course, for the degree, and for the library of member schools were stated in the Articles of Association of the association. These requirements have been increased from time to time and others added, as conditions in legal education have warranted. They are at present substantially the same as the standards set up by the American Bar Association. The membership

list of the college association includes all but a few of the colleges on the approved list of the bar association.

Recent increased activity in the accrediting of professional education has created a wide interest in the development of the movement. This article by Miss Ratcliffe, gives the first installment of an account of the development of the movement as it relates to medical, dental, and legal education. In a future issue of SCHOOL LIFE the development of accrediting in the newer professional fields will be presented.—Editor.



Learning by Seeing and Doing

According to a report received from the WPA, "The elementary school children of Youngstown, Ohio, are acquiring knowledge through visual experience as a result of a Work Projects Administration activity which is being sponsored by the city board of education. Forty-one elementary schools in this city are using visual aids to education, designed by the workers on this project.

"For several months this WPA visual education project has been operating in Youngstown, using unemployed carpenters, artists, and museum technicians to design and construct 'visual aids' for classroom use. Such educational aids as posters, games, traffic-signal models, and natural-science and industrial exhibits have been turned out and distributed among all of the elementary schools in the city. Placed in conspicuous places in corridors or study halls, or used in daily classroom exercises, these illustrations help the pupils to make facts and knowledge a personal experience.

A traveling museum has been developed by this project to assist in teaching natural science and history. Several cases of specimens have been collected which include a great number of the insects, snakes, lizards, plants and wild flowers that are indigenous to the State. They have all been preserved and mounted with identifying labels and history.

The cooperation of a number of the industrial concerns in Youngstown has provided a valuable addition to this museum. The museum is hauled from school to school and set up for the use of the pupils. As it grows larger a permanent place will be provided for it and the pupils will be brought to it as part of their regular study, it is indicated.



Council Meets

The International Council for Exceptional Children will hold its annual meeting at the Hotel William Penn, Pittsburgh, Pa., February 22 to 24, 1940.



New Books and Pamphlets

Parent Education

Schools for Democracy, compiled by **Charl Ormond Williams** with the assistance of **Frank W. Hubbard**. Chicago, National Congress of Parents and Teachers (600 S. Michigan Ave.), 1939. 239 p. illus. 25 cents.

A new and comprehensive book about public education in the United States. Written for parent-teacher groups; contains material useful for focal meetings, symposiums, panel discussions, forums, etc.

Parenthood in a Democracy. The origin and history of a large urban federation of parents and an interpretive analysis of its objectives and methods in education and organization for family life in a democratic society, by **Margaret Lighty** and **LeRoy E. Bowman**. New York, published for the **Robert E. Simon Memorial Foundation** by the **Parents' Institute, Inc.**, 1939. 236 p. \$1.50.

Presents the story of the United Parents Association and its contribution to parent education; includes a brief biography and appreciation of the founder, **Robert E. Simon**.

Future Farmers of America

Forward F. F. A., a few thoughts for members of the **Future Farmers of America** and their advisers, by **W. A. Ross**. Baltimore, Md., **The French-Bray Printing Co.**, 1939. 141 p. 50 cents.

Contains a series of talks used by the author over a period of years before groups of **Future Farmers of America**. Topics discussed include: **Developing hidden power**; **This thing called leadership**; **Why cooperate? Thrifty does it**; **Living with yourself**; **Have a good time**; **What about scholarship? Citizens—Who? When? Everyday patriotism**; **The ever-changing occupation**; **Service, the watchword**.

Health Education

Hygiene and Health, a student manual for health education courses (men and women), by **Wm. Ralph LaPorte**. 3d ed. rev. Los Angeles, Calif., **The Caslon Printing Co.**, c1939. 149 p. \$1.25.

Suitable for use in both senior high school and junior college levels, and for either boys' or girls' classes. The material is classified, condensed, and arranged under appropriate headings in the form of over 250 leading health questions, based on student inquiries.

Juvenile Delinquency

Juvenile Delinquency in Massachusetts as a Public Responsibility. An examination into the present methods of dealing with child behavior, its legal background and the indicated steps for greater adequacy. Boston, **Massachusetts Child Council**, 1939. 196 p. 50 cents.

A study of the public responsibility for juvenile delinquency made by several interested groups. The responsibility of the schools in relation to delinquency is discussed in Chapter VII.

Citizenship

Why is America? A primer of democracy by **Ann Mersereau**. Boston, **Ginn and Company**, 1939. 48 p. illus. 32 cents.

Democratic government described for the child in the elementary grades.

What the Constitution Says. A rearrangement of the Constitution of the United States, by **Alan Robert Murray**. Washington, D. C., Published by **Alan Robert Murray**, 1440 Chapin Street NW., 1939. 40 p. illus. 25 cents, single copy.

Contains the exact words of the Constitution, including the amendments, grouped by subjects.

Consumer Education

Scientific Consumer Purchasing, a study guide for consumers, by **Alice L. Edwards**. Washington, D. C., **American Association of University Women**, 1939. 81 p. 60 cents.

This study guide has been prepared for the use of any group, large or small, rural or urban. Although the outline is planned for group study, individuals may follow it with profit. Part I gives a general view of the situation of the consumer. Part II provides outlines for the study of specific commodities.

Research in Reading

Methods of Determining Reading Readiness, by **A. L. Gates**, **G. L. Bond**, **D. H. Russell** [and others] New York, **Bureau of Publications, Teachers College, Columbia University**, 1939. 55 p. 60 cents.

A large number of tests, ratings, examinations, and appraisals were applied to each pupil in four large New York City classes, shortly after the pupils entered first grade, at mid-term and at year end. The study is based on analysis of the data and comparison of scores.

Summary and Selected Bibliography of Research Relating to the Diagnosis and Teaching of Reading, October 1938 to September 1939, prepared by **Arthur E. Travler** and **Margaret A. Seder**. New York, **Educational Records Bureau (437 West 59th St.)** 1939. 23 p. 25 cents. (**Educational Records Supplementary Bulletin F**.)

Consists of a general summary and an annotated bibliography of selected studies for the period indicated.

SUBAN O. FUTTERER



Recent Theses

A list of the most recently received doctors' and masters' theses in education, which may be borrowed from the Library of the Office of Education on interlibrary loan, follows:

BIMSON, OLIVER H. Participation of school personnel in administration: a study of the conditions which make for effective participation and the philosophy underlying the theory and practice of this type of administration. Doctor's, 1938. University of Nebraska. 117 p.

BISHOP, CATHERINE A. Sex differences in secondary school achievement. Master's, 1939. George Washington University. 92 p. ms.

BLOXOM, RALPH W. Factors relating to the educational and social background of a representative group of Kansas educators. Master's, 1939. University of Kansas. 71 p. ms.

BROWNE, ROSE B. A critical evaluation of experimental studies of remedial reading and the report of an experiment with groups of backward readers. Doctor's, 1939. Harvard University. 224 p. ms.

CARR, HOWARD E. Washington college: a study of an attempt to provide higher education in Eastern Tennessee. Doctor's, 1935. Duke University. 282 p.

CARROLL, JANE M. The effectiveness of the training school in the education of fifth and sixth grade children. Doctor's, 1939. George Washington University. 288 p. ms.

CLARK, CHARLES H. The status and problems of beginning teachers in certain Florida high schools. Master's, 1937. New York University. 55 p. ms.

COLE, MARY I. Cooperation between the faculty of the campus elementary training school and the other departments of teachers colleges and normal schools. Doctor's, 1939. Teachers College, Columbia University. 254 p.

COOKINGHAM, WALDO B. The child and the curriculum (the syllabus of a course for integrating teacher education). Doctor's, 1938. New York University. 171 p. ms.

DALLARD, RALPH C. An estimate of the cost of making grades 9 through 12 of the American common school effectively free. Doctor's, 1938. Teachers College, Columbia University. 109 p.

DAY, LEAH A. A study of the young child in 67 one-teacher schools in New York State. Doctor's, 1939. Syracuse University. 607 p. ms.

DEMAIRDINES, LIONEL D. A study of rural teachers in Penobscot county, Maine. Master's, 1939. University of Maine. 65 p. ms.

ERKIDGES, T. J., Jr. Growth in understanding of geographic terms in grades 4 to 7. Doctor's, 1937. Duke University. 67 p.

HEPNER, WALTER R. Factors underlying unpredicted scholastic achievement of college freshmen. Doctor's, 1937. University of Southern California. 40 p.

HUNT, ROLFE L. A study of factors influencing the public school curriculum of Kentucky. Doctor's, 1937. George Peabody College for Teachers. 231 p.

JANSON, CEDRIC A. Educational activities of the Federally planned community of Greenbelt, Md. Master's, 1939. George Washington University. 215 p. ms.

MCCUSTION, FRED. Graduate instruction for Negroes in the United States. Doctor's, 1939. George Peabody College for Teachers. 172 p.

MCCLAUGHY, CLIFFORD J. An investigation of the teacher's contract in Maine. Master's, 1938. University of Maine. 51 p. ms.

MCTAGGART, EARL L. Agricultural education in American Samoa. Master's, 1936. University of Hawaii. 189 p. ms.

MILLER, TOM R. Some social implications of the central rural schools of New York State. Doctor's, 1938. University of Syracuse. 387 p. ms.

MOLLE, CAROLINE. Problem children—their behavior difficulties in relation to their mental status and their health habits and practices at school and at home. Master's, 1929. New York University. 55 p. ms.

NOBLE, ERNEST F. Inside considerations for supervising the farm practice programs of vocational agricultural pupils: a study of conditions in New York State. Master's, 1939. Cornell University. 182 p. ms.

PARKHILL, GEORGE D. The genesis, the present status and possible development of vocational education in the City of New York. Doctor's, 1938. New York University. 245 p. ms.

RIZZO, NICHOLAS D. Studies in visual and auditory memory span with special reference to remedial reading. Doctor's, 1939. Harvard University. 150 p. ms.

ROBINSON, WILLIAM H. The socio-economic composition of the 1938 freshman class of Huntington high school. Master's, 1938. Hampton Institute. 125 p. ms.

SHOREY, JOHN C. Illiteracy in the United States, particularly the Civilian Conservation Corps, and suggestions for its elimination. Master's, 1939. George Washington University. 77 p. ms.

RUTH A. GRAY

THIS MONTH'S SUBJECT

Is the County the Most Satisfactory Unit for School Administration?



The Affirmative

by W. W. TRENT

*State Superintendent of Free Schools
of West Virginia*

★★★ As proof of the pudding is in the eating thereof, so is the proof of a school unit of organization in the accomplishments thereof. West Virginia tried for years the small unit varying in size from an independent district with only 2 teachers to a large magisterial district with 302 teachers. For 7 years the State has had the county unit. The results of the two in comparison favor the county unit.



W. W. Trent.

The county unit brought to West Virginia a more equitable distribution of: (1) Per capita wealth back of each individual child and (2) local tax burden. It reallocated and redistributed the wealth of the counties that had been collected into independent districts to all the children of the county, thus placing the same per capita wealth back of each child within the county where formerly it had varied greatly—in one county from a low of \$841 to a high of \$14,664. It changed the tax rate from a high of 27 mills in one district and a low of 3.7 mills in another district to 6.6 for all districts—the average tax rate for the State.

More Economical

A county unit organization is more economical than a smaller district organization. It reduces the needed number of officers, supervisors, and administrators. In West Virginia the number of board members was reduced from 1,200 to 275; the number of secretaries of boards, from 398 to 55. It permits and encourages buying in larger quantities at reduced prices. It calls for fewer high-school buildings and makes possible school-owned garages. It serves more children, has a richer curricula, and costs less than the smaller units. In 1929-30, under the local unit, the number of pupils transported was 23,526; the enrollment, 395,505; the average school term in the State, 165.6 days with 190 districts having but 8 months. In 1938-39, the number of pupils transported was 110,000; the net enrollment, 450,744; the average term, 171 days. The amount spent in 1929-30 was \$27,104,798.31; in 1938-39, \$25,720,340.50. The cost per enrolled pupil in the former year was \$77.43; in the latter year, \$57.06.

Actions Resulting

The county unit extends and improves school facilities and opportunities. Actions resulting from eliminating district lines (tuition barriers) and placing responsibility of town and urban children alike on the same

board resulted in more transportation, consolidation of elementary and high schools, longer terms, better prepared teachers, and more expert supervision for the rural schools. They got what urban communities demanded. The larger State aid made necessary by the reduction of local support from 95 percent to 45 percent is more easily and more equitably distributed with fewer units. In West Virginia the reduction in the number of units from 398 to 55 reduced approximately by 7 times the amount of computation necessary for the distribution of State money. It reduced in the same ratio the routine work of making budgets, checking expenditures, and computing attendance.

Keeping Pace

The larger units enable the schools to keep pace with other developments. In time of travel the county unit is now smaller than the former township units. Boys and girls can go to the villages distances of 8, 10, and 15 miles now more easily than boys and girls formerly collected in centers from 2-, 3-, and 4-mile distances. The opportunities for local economy and initiative are, therefore, not lessened. They would be lessened should the State become the unit. It seems reasonable that we accept the county as a larger unit of school organization when we accept the larger community unit.

The accomplishments of the county unit in West Virginia refute any charges of reduced efficiency and prove that more may be accomplished with the larger unit than with the smaller unit. With less money than was formerly available, the average term in the State is longer; the preparation of teachers, higher; the number of boys and girls in high school, larger; the transportation, safer and more extensive; school attendance, better; school administrators have better preparation in academic credits and longer experience; the curriculum is enriched; and education is carried to rural communities—steps all in the ascent toward the goal of universal education advocated by Horace Mann.

Controversial Issues in Education

Discussions of timely controversial issues in education by noted authorities in their respective fields are being presented in *SCHOOL LIFE*, during the school year, as *SCHOOL LIFE's Forum Panel*. In presenting the series, *SCHOOL LIFE* in no way attempts to make decisions upon these controversial issues. It seeks only, through forum technique, to throw light on such issues and to inspire careful thinking on subjects that concern the present and future of education endeavor throughout the Nation.

The Negative

by HOWARD A. DAWSON

*Director of Rural Service
National Education Association*

★★★ The fact that under a county unit of school administration there can be a great reduction in inequalities of educational opportunity, a more economical use of school funds, and a more equitable distribution of local tax burdens does not necessarily establish the county as the most satisfactory unit of school administration. In general, the county unit of school administration has been proposed, not because any analysis of the functions of a local school administrative unit has been made and its characteristics described, but because it is an established and accepted unit of local government in several States, especially in the South and West.

What are the criteria by which the satisfactoriness of a local school administrative unit can be judged? I submit the following criteria and show in what respect the county fails to meet them:

1. *The local school administrative unit, especially in rural areas, should bear a fundamental relationship to the community, the unit of social organization in this country.*

"Geographically a rural community is a rural area within which the people have a common center of interest, usually a village, and within which they have a sense of common obligation and responsibilities."¹

It seems apparent that units of local school administration should be coterminous with real community units. Counties rarely constitute such units and are frequently composed of communities of such diverse interests that the necessary homogeneity for successful cooperation in the administration of an educational program is practically impossible.

¹ Dwight Sanderson. *Locating the Rural Community*. Cornell Extension Bulletin 413, Cornell University, p. 6.

The boundaries of counties have not been determined with respect to the need of the inhabitants for educational services. Nearly every county school survey has shown the necessity of transferring children and territory from one county to another. Frequently the county boundary cuts across community boundaries and interferes with the local organization of schools.

2. *Other things being equal, the most satisfactory local school administrative unit is the one that best promotes democratic administration.*

Democratic administration should be measured in terms of three criteria: Local participation, local initiative, and local control.² Rarely, if ever should local interest and democratic control be sacrificed for so-called efficiency. If such a sacrifice is made "we will find in a generation that something of deep significance which money cannot buy has been destroyed."³

Where the county is made the administrative unit, unless the county in question happens to be a homogeneous community unit, there is likely to be in the small communities a definite loss of control, and of local interest and responsibility.

3. *The local unit of school administration should be large enough to furnish at a reasonable cost the necessary services, such as administration by professional leadership, supervision of instruction and attendance, efficient business management, and operation and maintenance of the school plant and pupil transportation.*

Repeated researches have shown that a local unit of about 1,600 pupils and 40 or more teachers can have such services with efficiency and economy. A more desirable size of administrative unit is about 10,000 pupils

² American Association of School Administrators, 17th Yearbook, *Schools in Small Communities*, 1939. National Education Association, Washington, D. C., p. 226.

³ Regents Inquiry into the Character and Cost of Public Education in the State of New York. *Education for American Life*. pp. 89-90. 1938.

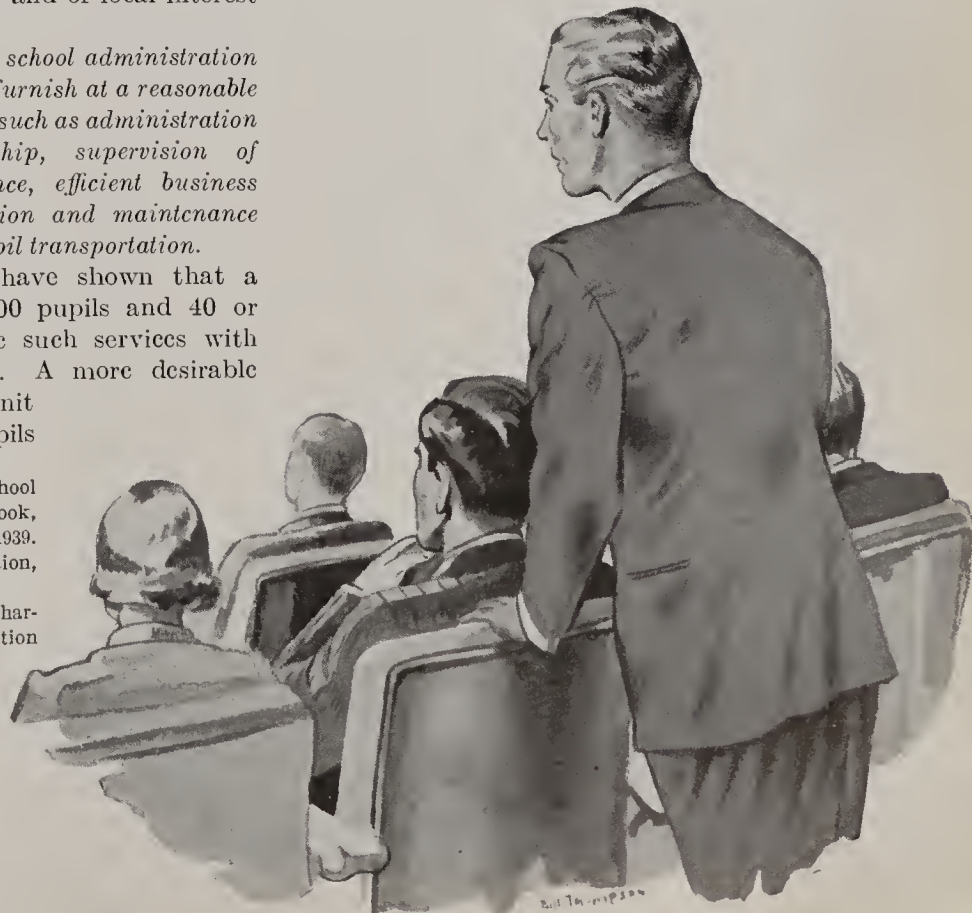


Howard A. Dawson.

and 300 teachers, provided the principles of community integrity and democratic administration can be maintained. Thus on the one hand it is evident that many counties are too small to attain the most desirable size as a school administrative unit and that on the other hand many counties that are large enough are composed of community units that ought not to be submerged.

No One Answer

It is, no doubt, politically expedient to accept the county unit of school administration in some States and to propose any other plan would complicate matters. It must be admitted that the county unit in all cases would be better than the small district



system now in most of the States. That admission, however, does not establish the county as the most satisfactory unit of school administration. In some States, as in New England and New York, it would perhaps be the least satisfactory unit, because in those States the county has but little political and practically no sociological significance.

There is no one answer as to what is the most satisfactory local school administrative unit. For any given State or area the answer must

be sought in light of the facts in the local situation and in scientific planning according to sound educational and sociological principles. Only this conclusion seems to be certain: Educational administration should be independent of the administration of other governmental functions and there is no reason why the boundaries of local governmental units whether cities, townships, or counties should be satisfactory as boundaries for school purposes.



Mr. Trent's Rebuttal

The argument presented by Dr. Dawson for community units does not exclude the county as the school unit. In fact, it strengthens the claim for this unit for school purposes. Practically all citizens of counties evolved as geographical units as our Nation grew had with former methods of transportation access to the county seats within a few hours. With present methods of transportation that time is greatly reduced. Except for the relocation of the county seats for commercial purposes, the greater part of them are centrally located.

In many respects the county school unit meets the standards set up by Dr. Dawson for county unit. In service it may be just as effective and no more expensive—the two suggested units may serve the same number of pupils. In control it can be just as democratic—the two are suggested to serve similar areas. In educational opportunity it is more democratic. It offers equal opportunities alike to rich and poor, to rural and urban, and to the fortunate and less fortunate communities. In this respect the county unit is proving satisfactory.

Step Toward Goal

Community units established for social and economic advantages would not be desirable for school purposes. They would include those persons living in the more fortunate areas and exclude the less fortunate. Such were the units that existed in West Virginia prior to the adoption of the county unit and such are the units that now exist in other States where they have been permitted to organize on the basis of social and economic interest. Greater inequalities of educational opportunities obtained under our former organization than obtain under the new. The county unit tends to equalize both educational opportunity and tax burden without regard to the privileged few. The community unit encourages inequality in both. In breaking down the artificial barriers that may exist between communities, the county as a school unit provides a great step toward that much coveted goal—equal educational opportunities for all the children of all the people.

Mr. Dawson's Rebuttal

The county unit of school administration in West Virginia is no doubt much more effective than the former district system. That fact, however, does not make it the most satisfactory unit for any other State, nor establish it as the best unit for the whole of West Virginia.

It is not sufficient to point out the increased efficiency obtained through the county unit in West Virginia. Before deciding that the county is the best of all possible units it would be necessary to look at some of its sociological and psychological effects, to find out what has happened to community life, to local pride, and initiative. We would also want to know what happens to small rural communities and to their children when they are thrown into a large urban school situation. I maintain that efficiency and economy are not the ultimate tests of the desirability of any given type of local school unit.

If school units sufficiently large to offer 12 years of instruction with a high school of at least 300 pupils and supervisory and administrative services necessary to carrying on effectively the work of the schools are organized, all the necessary tests have been met. Such units may or may not be counties.

If the proposition is accepted that the primary obligation to support schools rests with the State we need not be greatly concerned about the equalizing effects of the county unit. Practically the same results can be obtained under other large types of unit.

The point has been made that the number of supervisory officers has been reduced under the county unit. This may or may not be a

virtue. There is strong probability that just as the small district system makes it difficult to obtain adequate administrative and supervisory services, the over-large unit may do the same thing. There is danger that under the county unit because these services are set up in the county seat and theoretically are available to all the county their adequacy will be assumed. It is fairly well established that there should be a supervisor to each 50 teachers. No county unit State except Maryland has even approached that standard. On the other hand Vermont with its town unit and combination of towns into supervisory districts has on the average a supervisor to each 40 teachers.

Next Month's Forum Subject

Should Federal Aid for Education be Earmarked for Special Purposes?

Affirmative: John Guy Fowlkes, Professor of Education, University of Wisconsin.

Negative: J. B. Edmonson, Dean, School of Education, University of Michigan.



Policies and Procedures in Health Work

More than one national organization has been engaged in getting down on paper its ultimatum regarding ways and means of improving the health of the school child. First in the list was the National Education Association in its publication, *Social Services and the Schools*. The second is the presentation of policies by the State directors of physical and health education prepared by Bernice Moss, of the Utah State Department of Education, and W. H. Orion, of the California State Department of Education.

This statement will be of interest to workers in the interrelated realm of health, physical education, and recreation. It may be obtained from James E. Rogers, secretary of the Society of State Directors, 315 Fourth Avenue, New York City, at a cost of 5 cents per copy, with a reduction in price where 100 or more are purchased.

At St. Louis

The U. S. Office of Education

invites you to visit its Exhibit at St. Louis during the convention of the American Association of School Administrators, February 24-29. Publications of the Office will be on display and representatives of the staff will be in charge. The booth number is

G-51 in the Municipal Auditorium.

Local School Units Project: Its Contributions

by Andrew H. Gibbs, Chief Educational Assistant in State School Administration

★★★ Planning better schools imposes on school administrators the necessity of considering thoroughly the present school situation as it concerns physical plants; pupil, professional, and non-professional personnel; number, socio-economic status, distribution, and composition of population; costs and ability to pay; relation of education to other governmental services; the curriculum; and many other related factors.

The provision of adequate programs of education throughout their borders has recently led one-third of the States to take stock of present educational conditions and to make recommendations for their improvement. Ten of these States—Arizona, Arkansas, California, Illinois, Kentucky, North Carolina, Ohio, Oklahoma, Pennsylvania, and Tennessee—participated in the local school units project. The purpose was to explore the possibilities of organizing more satisfactory units of attendance, administration, and finance. The project was guided and coordinated by the United States Office of Education project staff and was financed by a grant of emergency funds.

The project staff of each participating State has issued a State report on the findings of the study in the State and has made individual county reports giving findings and proposals for counties studied. The State reports are available from the respective State departments of education, and some county reports may still be available from these State departments.

The Office of Education project staff prepared two publications based on data submitted by the 10 States: One describes the work of the State projects, summarizes their findings, and analyzes the status of existing school units in these States; the other formulates principles and suggests procedures for prosecuting studies of local school units. The former publication is Office of Education Bulletin, 1938, No. 10, *Local School Unit Organization in 10 States*, and the latter, Office of Education Bulletin, 1938, No. 11, *Principles and Procedures in the Organization of Satisfactory Local School Units*.

Changes as fundamental in character as many of those which may be expected from the studies of local school units in these States cannot be hoped for in short order; effecting the proposals, as projected, will doubtless result only from a long-time program within each State. The proposals were made primarily to permit broadening the program offerings, to permit employing better trained and better paid teachers, to permit employing supervisory personnel, etc.—to provide better schools throughout the State at little or no increased cost.

This article is concerned primarily with studies in the 10 States participating in the local school units project sponsored by the United States Office of Education. In addition, Colorado, Idaho, Montana, Texas, Utah, Washington, and Wisconsin, aided by Federal funds, individually studied their present educational conditions; Minnesota, with Federal funds, studied 14 counties; and New York has recently reported the findings and recommendations of its Regents' Inquiry into the character and cost of public education in the State of New York.



Typical of the advantages cited by the States for these projected plans are those reflected in the following from the Oklahoma Study of Local School Units:¹

"The enlargement of attendance areas and administrative units will make it possible for the State to provide adequate educational training to every child of the State at the same or less cost. The data show that the larger units can provide better training at lower unit current costs and lower instructional salary costs per pupil in average daily attendance . . .

"The extreme variations in educational opportunities that now exist would be materially reduced and would result in a program of elementary and secondary education that would offer better and more nearly equal teaching, supervisory, and administrative services for all the children of the State. On the basis of enrollment and number of teachers, the wide variations that now exist in the size of schools would be greatly reduced, and would encourage an educational program which would more nearly meet the needs of all the children."

The States participating in the study have indicated their intention to make further use of the project data filed in the State department offices and to continue to study this problem; in most instances, recommendations growing out of the work of the projects have been made an integral part of the State program of education. Through activity of these project staffs a considerable body of information not previously available has been gathered—which of itself is a significant contribution of the study.

In addition to pointing out the needs for changes and indicating rather specifically desirable types of changes and the way in which such changes can be most easily made,

¹ Oklahoma. State department of education. Study of local school units in Oklahoma. Oklahoma City, The department, 1938. Pp. 329-30.

the study has made the following contributions:

1. Collection of data, not previously available, on status of local school units (and its availability for use in the respective State departments of education).

2. Organization of data collected, together with information already available, to reveal the strengths and weaknesses of individual school units.

3. Evaluation of the data collected and analyzed as a basis for formulating tentative but specific recommendations—

(a) For improving individual school units in each State, and

(b) For making such other changes in the State educational program as will—

(1) Facilitate the establishment of improved school units.

(2) Eliminate existing complexities of inter-unit relationships, and

(3) Reduce operating inefficiencies in the administrative structure of the State school system.

Beyond their value as 10 individual State studies, these studies as a group—together with the studies made by Idaho and Texas, whose procedures and content followed closely the Federal study—have value in showing the desirability of planning a series of research studies to fit into a mosaic which will depict the larger problem of which each is a part. Likewise the various county studies provided for the States similar mosaics.

Publications of the Local School Units Project

An Annotated Bibliography

Information about availability of State and county reports should be obtained from the chief State school officer of the respective States. Copies of the State reports were deposited in the libraries of the schools of education throughout the United States as were also copies of the two project publications of the United States Office of Education. There are also deposited in the library of the United States Office of Education for inter-library loan copies of the State (except Arizona) reports.

United States Office of Education bulletins may be purchased from the Superintendent of Documents, United States Government Printing Office, Washington, D. C.

Individual State Project Reports

Arizona. State department of public instruction. A study of local school attendance

areas and administrative units in Arizona. Phoenix, The department, 1936. 185 p. (mimeographed) maps, tables.

Gives 14 county plans of reorganization.

This study was made to determine the status of educational conditions in each county and school district in Arizona to "serve as a guide in recommending an educational program which, when completed, should overcome many of the defects and inequalities of the present system, with little if any increase in annual expenditure, and tend to equalize and increase the educational opportunities of all of the children in the State . . . The information contained in the study should serve as a valuable aid and guide to future decisions on school organization."

Arkansas. State department of public instruction. A study of local school units in Arkansas. Little Rock, The department, 1938. 214 p. maps, charts, tables.

The study embraced the 75 counties of the State. As an outgrowth of the study made in each county, proposed programs of reorganization were developed. Nearly all of the county programs have been completed. Some are available in typed form; others in mimeographed form. Complete data, including the proposed reorganization, for all counties are on file in the State department of education.

The report listed here gives data for the existing 3,134 administrative units and gives in summary form the present and proposed programs for three typical counties selected to show different situations and conditions and are indicative of the 75 reports on file in the State department.

California. State department of education. Study of local school units in California. Sacramento, The department, 1937. 137 p. maps, charts, tables.

The report sets forth pertinent information on present status of school district organization in California. In order to develop adequate comparisons between the large and the small units in respect both to administrative units and attendance areas, illustrative proposals for such units in 15 representative counties in California are set up.

Complete reorganization proposals formulated by the California staff of this study have been presented in separately prepared county reports, which are on file in the State department.

Illinois. State department of public instruction. Study of local school units in Illinois. Springfield, The department, 1937. 158 p. tables.

It is indicated in the preface to this report that although county reports in rough finished form covering the present status have been prepared and written for 55 of the 96 counties studied, 90 counties will be completed at the close of the project. (Six counties in Illinois were not included in this study.)

It is indicated also in the preface that this report is essentially preliminary and that the study of local school units will be continued by the office of the superintendent of public instruction following the close of the project, and that reports will be issued by the State office of public instruction as the work is completed.

Kentucky. State department of education. Study of local school units in Kentucky. Frankfort, The department, 1937. 126 p. maps, charts, tables.

The purpose of this report is to trace briefly the development of public education in Kentucky up to the present time, to set up desirable minimum standards for the State's educational program, to evaluate the present program in terms of these standards, to propose a more desirable educational program for the State in the future, and to suggest means of financing such a program.

Maps of 6 counties shown in report; final maps of all (120) counties and complete status data as of 1934-35 for Kentucky's 300 school districts are on file in the State department at Frankfort. Reports on present status and proposals for over 60 counties were completed by May 1936.

North Carolina. State department of public instruction. Study of local school units in North Carolina. Raleigh, The department, 1937. 191 p. illus., maps, charts, tables.

There are presented brief statements and statistical tables concerning the public schools of the State as a whole, and recommendations for their improvement. As representative of the present local status of schools, spot maps and descriptive expositions are given for several counties. It is indicated in the preface to this study that material of this kind will be made available to local school authorities for the other counties covered by this survey.

Ohio. State department of education. Study of local school units in Ohio. Columbus, The department, 1937. 271 p. charts, maps, tables.

Three of the eleven purposes listed for this study are: Develop a program of school organization in each county, making specific recommendations on both school districts and schools, in order to assist the county boards of education in carrying out the provision of the School Foundation Program Act (1935); set up reorganization standards and apply them in the development of the individual county reports; and show clearly both the educational and economical advantages of the recommended program of reorganization.

Part I of this report consists largely of materials showing the development of elementary schools, high schools, and school districts in Ohio since its admission to the Union in 1803. This information is centered in chapters showing significant trends, minimum standards, and an evaluation of the present status of schools and school districts, and significant trends in the financing of public education in Ohio. Chapter VII summarizes certain recommendations made in each county report.

Part II, beginning with page 149, is a study of the public schools of Ashland County with recommendations for their future organization. This county report was selected by Ohio as representative of the 88 county reports on file in the State department of education. Many of the county reports were made available for distribution.

Oklahoma. State department of education. Study of local school units in Oklahoma. Oklahoma City, The department, 1938. 392 p. maps, charts, tables.

Chapters I-IV concern present status of attendance areas and administrative units, trends, and an evaluation of present status. Chapters V-VII concern minimum standards, proposed programs for five typical counties and proposed State organization; the proposed financial program and estimated costs; and the proposed legislative program.

Oklahoma has on file in the State department data of the same type for each of its school districts.

Pennsylvania. State department of public instruction. Study of local school units in Pennsylvania. Harrisburg, The department 1938. 150 p. maps, charts, tables.

The material in this report is a summarization of data concerning the present status of schools in Pennsylvania. Section V presents the proposals for reorganizing one county. Section VI concerns the proposed financial program. Section VII summarizes recent and proposed legislation affecting the merging of districts and the consolidation of schools.

Data are on file in the State department of public instruction for each county in Pennsylvania.

Tennessee. State department of education. A study of local school units in Tennessee. Nashville, The department, 1937. 206 p. maps, charts, tables.

Gives data showing present status and proposed organization for Tennessee's 95 counties. More detailed proposed program and maps shown for Cheatham County.

The State department has on file completed studies of many of the counties and several of these were made available for distribution.

Tennessee. State department of education. A graphic analysis of Tennessee's public elementary and high schools. An analysis of significant phases of public elementary and high schools graphically presented including a ranking of county educational systems. Nashville, The department, 1937. 73 p. charts, tables.

This is a second volume resulting from the Tennessee study of local school units, sponsored by the Office of Education.

The county rankings beginning on page 57 are shown in tabular form as well as graphically. The study purports to rank the county educational system of each county, exclusive of city and independent district school systems, in the State on the basis of 5 major factors which are measured by 10 specific criteria.

Office of Education Project Publications

Alves, Henry F., Anderson, Archibald W., and Fowlkes, John Guy. Local school unit organization in 10 States. Washington, U. S. Government Printing Office, 1939. 334 p. 40 cents. (Office of education, Bulletin 1938, No. 10.) Bibliography, maps, charts, and tables.

Reviews existing organization and historical development of local school units in the United States and organization and operation of the local school units project; analyzes nature and operation of local school units, sets up classification, and gives illustrative applications of the suggested classification; devoted individual chapter to status and operation of local school units in each of the 10 participating States—covering social and economic background, historical development, types and number and size, operating relationships, procedures for changing boundaries, and factors encouraging and discouraging the organization of satisfactory units—and summarizes similar items for the 10 States; the concluding chapter deals with the formulation of plans for the improvement of public-school organization and includes the proposed programs and an evaluation of them. The bulletin is illustrated with organization charts, maps, and photographs; it has nearly 100 tables of supporting data and a rather inclusive annotated bibliography.

Alves, H. F., and Mophet, E. L. Principles and procedures in the organization of satisfactory local school units. Washington, U. S. Government Printing Office, 1939. 164 p. 25 cents. (Office of education, Bulletin, 1938, No. 11.) Bibliography, forms, maps, charts.

This bulletin is intended to supply to State and local school officials and others interested in educational organization and administration the long-felt need for a guide to the study of local school units which would be rather extensive in its suggested principles, procedures, and sources, and which would contribute to the uniformity of the treatment and elements within the resulting reports.

Its content concerns: Problems in present organization, the recognition of need for study, and a plan for organizing the work and the staff to carry out this plan; the need for defining, stating, and adopting standards and objectives; collecting and organizing data to show present status and upon which to evaluate the present situation and project proposals for improvement; the legislative program; and the financial program.

This publication is a revision and elaboration of the handbook issued in 1936 by the Office of Education and used in the study of local school units conducted cooperatively by the Office of Education and Arizona, Arkansas, California, Illinois, Kentucky, North Carolina, Ohio, Oklahoma, Pennsylvania, and Tennessee. It includes a series of 41 forms for collecting and tabulating data, illustrations of various types of maps and charts, and a selected annotated bibliography.

American Vocational Association

★★★ *Democracy's Obligation to Youth* was the keynote of the thirty-third annual convention of the American Vocational Association held in Grand Rapids, Mich., December 6-9, 1939. In discussing this obligation, Administrator Paul V. McNutt, of the Federal Security Agency, asserted, "More and more clearly we are seeing that it is the business of government as the agent of democratic society to guarantee to every boy and girl, to every youth, and indeed to every adult, the opportunity to go as far as his talents will take him.

"It should be obvious to everyone," said Mr. McNutt, "that a most important element in personal and economic security is the element of occupational competence. It was this feeling of occupational competence which distinguished the farmers, artisans, and merchants of other days and helped to give them the feeling of personal worth and independence which issued in the birth of democratic governments. It is the lack of occupational security in a machine civilization which provides the tinder that demagogues have touched off in the youth movements abroad.

"New high-school courses to prepare for the practical work of life for the youth who will not go to college, new equalization of educational opportunity for all American youth are imperatively needed today." Mr. McNutt said further, "In constantly increasing numbers employers will not employ young people who lack the maturity which is represented by high-school graduation. This fact imposes upon secondary schools the necessity of adjusting their programs of instruction to meet the needs of a growing percentage of the youth population. Courses which are suitable primarily for youth who are college bound are not sufficient; nor is a program adequate which permits opportunity only for some specialization in the skilled trades, important as that is. New methods must be devised for relating education to all of life—especially in the area of civic and occupational competence—methods which will offer young people the kinds of education they need for the practical work of the home, farm, store, office, and factory.

"Can this be done? My answer is, Yes it can and it must be done. To do it will require, however, that we face the issue of cost.

"First of all," asserted Administrator McNutt, "there must be a much increased equalization of educational opportunity. Short school terms, early school-leaving age, the poverty of local school districts, total absence of vocational training facilities—all these must be vigorously attacked. There

must be a thoroughgoing reorganization of the administrative and fiscal basis for education to provide larger areas of support and control, especially for the education of the youth of ages 16 to 20.

"Inequalities of educational opportunity arising from the financial circumstances of the families of youth must continue to be attacked by programs of sustaining work along the lines of the student-aid program of the NYA. The development of scholarships, of student aid and especially of part-time work opportunities has only made a beginning; the learn-while-you-earn principle must find new applications which can be developed in cooperation with employers, with labor, and with government. In this field lies a continued challenge to the vocational educators."

Mr. McNutt added that he was not advising that every small school system offer a full course of occupational preparation, but rather that young people who live where such opportunities are not available be furnished transportation, tuition, and maintenance so that they might take this work in other centers. Vocational schools might well be developed, he said, as regional junior colleges or technical institutions offering terminal courses.

"The NYA and the CCC," Mr. McNutt continued, "in helping a relatively small number of our youth, have served to emphasize the long-recognized fact that there are values in work.

"Such programs of work, however, should be closely geared into the programs of our educational systems, particularly in the vocational education field, at every point so that we shall not be guilty of taking the time of youth, which is the precious time of preparation for life's work, under the inducement of wages for mere labor which does not prepare for later employment."

Mr. McNutt indicated that each State must be left free to work out for itself the readjustments of its program of secondary education necessary to meet the occupational needs of young people. "Vocational educators," he said, "are in a position of strategic importance to give leadership to such a program.

A Major Function

"It is a major function of education," he remarked, "to bring intelligence to bear upon life as it is lived in the factory, home, office, or on the farm. To do so will return education from the artificialities and sterilities of much of present-day formalized schooling by focusing it upon life as it is and as it ought to be lived."

In addressing the National Association of

State Directors of Vocational Education during their conference which preceded the opening of the convention proper, U. S. Commissioner of Education J. W. Studebaker, said: "In 1900, only 8 percent of the young people of high-school age were going to high school, while in 1939, the percentage is 68. With a total of 6½ million young persons in our 23,000 high schools, we find about half the schools with fewer than 100 pupils; and about 7,000 of them with only two teachers. What we have to do, generally speaking, is to create a situation in the United States, and in each State, in which it will be possible for young people to go to the kinds of schools or centers of education in which they can get the kinds of education which will prepare them for life. This demands greater flexibility in our educational institutions. It demands also that the State must see its obligation to these young people."

Dr. Studebaker said that millions of young people are not now getting the proper preparation for life's responsibilities because they must attend high schools which are tied to the mud roads. He said he envisioned a system under which vocational schools in various centers of each State would be made available to students selected through small but efficient guidance bureaus set up in each State department of education. He said funds should be made available to send selected students to these schools but that local taxpayers should not be expected to bear the entire cost of maintaining such schools. "Within reasonable limits the taxpayers of a community should finance the education of students in that community," Dr. Studebaker said, "but ultimately there must be a larger tax area. This will call for State and perhaps Federal participation. The Federal Government might well, under certain restrictions, provide funds to States which States would match on an easy basis to get this thing going. A Federal investment of \$50,000,000 on a 25 percent State matching basis which could be used for the purpose of transportation, maintenance, and tuition of young persons seeking vocational education opportunities would more than pay for itself in reducing the necessity of providing work relief for unemployed out-of-school young people," Dr. Studebaker prophesied.

Opportunity to Work

The needs of youth for occupational adjustment were also reiterated by Aubrey Williams, Administrator of the NYA. "Youth of America has as its greatest need the oppor-

A Note of Confidence

tunity to work at something of a useful character for which it will get paid; but the need goes beyond the need of wages," said Mr. Williams. "There is no permanent place for relief agencies in this Nation. I think the people want the schools that now are functioning to handle the teaching and they want private industry to furnish the jobs." The NYA chief pointed out that "the NYA was not established as an educational move but as a relief move. It is true that some of our staff have not been able to avoid the urge to fit young people as quickly as possible for places in private industry. The training they have stressed, however, is secondary. All our projects must be production projects primarily and will continue to be just that."

Mr. Williams said further, "I feel that the Federal Government must get into the educational picture and implement it for giving back to American youth the chance to learn how to work. The skills necessary are a school problem, but the public and the Government must recognize that there is a need not being met." Mr. Williams admitted that particular emphasis had been placed on training in the NYA in the last few months and he said he realized that educators had cause for concern in some instances on this account. However, he hastened to assure the vocational educators that the NYA in its educational program had no intention of "moving in" to usurp any part of the school field; rather, it desired to secure the cordial cooperation of educational forces in providing the necessary vocational training opportunities which would assist out-of-school young people to secure employment.

M. C. Mobley, director of vocational education for Georgia, and newly elected president of the National Association of State Directors, presented a paper in which the common problems for those striving for cooperation between NYA and the vocational educators were stated to be: (1) A lack of vocational funds for payment of teachers of NYA youth employed on work projects, (2) difficulties of NYA enrollees in vocational classes in finding time for both work projects and vocational training, (3) shortage of equipment and vocational training facilities for handling the increased enrollments occasioned by NYA, (4) difficulty of holding instruction and training of NYA enrollees to vocational standards.

Addressing the first general session of the convention, W. J. Cameron of the Ford Motor Co., said, "You have laid a good foundation in basic principles, and I should say the reason for that is that you have worked for the pupil to bring him something he could use; you did not work on the pupil in behalf of something else that hoped to use him. Having the right motive, you began at the right end. . . ."

"There would be something ghastly in an educational system that existed merely to turn out factory fodder, so to speak, boys mechanically stamped out into the shapes of various trades to fill some outside demand."

L. J. Taber, master of the National Grange, sounded a note of confidence in the future, speaking before the banquet session of the convention. "I totally disagree with those who feel this is an unfortunate time to live," said Mr. Tabor. "This is the golden age for the resolute, the courageous, and the heroic. Boys and girls daily face life's greatest opportunity in finding the grapes of promise in the restoring of a troubled world.

"We should not only put pressure on finding new plants and new crops but on the things that can be done for the social, educational, and recreational side of life," said the head of the grange. He added that agriculture has done a better job of handling a troublesome situation than any other group of the country, saying that in the face of low prices and unsatisfactory income the farmers have not only taken care of their own relief situations, in the main, but have absorbed more than 2,000,000 city people in recent years.

"Idle acres, idle dollars, and idle men create the challenge that has inspired authors and speakers to paint a dark picture concerning the future of our land," said Mr. Tabor. "The challenge can be answered by changing the emphasis in the training and development of youth. We must match the opportunities that we face with a faith equal to the present hour."

Sectional Meetings

Sectional meetings were devoted to discussions of different phases of the work in agriculture, industry, business, home economics, industrial arts and part-time education, vocational guidance, and vocational rehabilitation. It would be impossible to report the many interesting issues which were discussed in all these section meetings. Suffice it to touch upon a few of the high lights in some of them.

At a combined section meeting devoted to the topic, Vocational Education and the National Emergency, Maj. Frank J. McSherry from the Office of the Chief of Staff of the United States Army, pointed out that the United States faces a shortage in certain categories of skilled labor now, and would be in a difficult situation in the event of war. "If this country should become involved in a major war," said the Army Officer, "there will be a tremendous burden put upon our essential war industries. Raw materials and plant facilities are available, but from necessity it will be essential that semiskilled workers take over operations now performed by skilled workmen and that men skilled in a single operation or unskilled, take over work now performed by semiskilled workmen. Over a period of peace-time years, much could be done to minimize the confusion and disruption of production schedules incident to the expansion of industrial plants if employed semiskilled and unskilled workmen were given an opportunity through plant-training

programs to improve their skills. A part of this responsibility falls directly upon vocational schools through trade extension courses. Existing facilities of vocational schools must be expanded if this problem is to be solved satisfactorily."

In summarizing the discussion of this combined section meeting, C. A. Prosser, director of Dunwoody Institute, Minneapolis, Minn., stated that in the event of a real national emergency, the Nation would find that vocational schools and vocational teachers would be at its command to assist insofar as possible in meeting training needs. As to the present emergency which confronts young people in making the transition from school to work at a time when youth finds it increasingly difficult to secure employment, he emphasized the fact that vocational education provides no solution for the unemployment problem; rather he pointed out that vocational training simply improves the competitive advantage of the trainee who when he secures an available job precludes the possibility of immediate employment for his competitor. Vocational educators will be found ready to cooperate with the NYA or other governmental organizations in providing worthy vocational training to properly selected youth.

Closely related to the theme of meeting the Nation's responsibility for youth was the discussion in one of the agricultural section meetings which focused attention upon the problem of Placement and Establishment of Young Men in Farming. R. W. Gregory, United States Office of Education, summarized the discussion thus: (1) The biggest job facing America is that of helping young men get jobs, of helping young men wanting to farm to get into farming, (2) placement in farming is a local problem and will be solved largely on a local basis, (3) workers in vocational agriculture must know the facts concerning placement-in-farming opportunities, facts concerning both the quantity and the quality of these opportunities, (4) vocational agriculture education must be concerned with training programs and outcomes for all grades and classifications of farmers and not be satisfied merely with what it is able to do for a leadership minority. It should be pointed toward helping boys and young men get what they have to have to enter farming on any status.

At this same session, George P. Deyoe, professor of agricultural education, Michigan State College, presented the results of a study with respect to Placement and Establishment of Young Men in Farming in Michigan. This study served to emphasize the necessity for vocational guidance for young men in rural high schools. Mr. Deyoe said, "Guidance must be made increasingly effective through the use of information of the type disclosed by the Michigan study. With the large percentage of young men farming as partners, and to some extent with those in other types of farming status, it is quite evident that parent-

Panel Discussion

son relationships are of chief importance in the establishment in farming. For some farm-reared young men with training in vocational agriculture, it is probable that opportunities for success are greatest in other occupations related to farming."

Another important section meeting of agricultural teachers was devoted to a report of the committee on standards for vocational agriculture. With the passage of the Smith-Hughes Act providing for programs of instruction "designed for those who have entered upon or are preparing to enter upon the work of the farm and the farm home" vocational agriculture departments were often "tacked on" to general high schools in rural districts. For many years the chief emphasis was upon the quantitative extension of the vocational agriculture program. More recently the attention has focused upon qualitative improvement. A committee on standards for agricultural education was appointed to formulate evaluation instruments which are now in process of validation by use in the field. It is hoped by means of the evaluation program to stimulate effort to improve present standards and practices in agricultural education.

As reported by B. Frank Kyker, Acting Chief, Business Education Service, U. S. Office of Education, the outstanding trends in discussions at the business education section meetings may be listed as follows: (1) Increasing collaboration between business educators and business groups, in the promotion and organization of training programs; (2) increasing collaboration of trade associations in the development of instructional materials; (3) in addition to the usual courses in salesmanship, a greater emphasis is being placed upon the development of courses stressing merchandise information and the managerial phases of business.

The highlight of the business education section was the joint luncheon meeting with the Grand Rapids Advertising Club, Sales Managers' Club, Association of Commerce and Industrial Bureau, which was addressed by Paul H. Nystrom, professor of marketing, Columbia University, New York City, and a member of the Federal Advisory Board for Vocational Education, on the subject *The New Approach to the Problem of Business Improvement*.

Among high points in the discussions of the industrial education section meetings, as reported by L. S. Hawkins, Chief, Trade and Industrial Education Service, United States Office of Education, were the following: (1) Development of training programs for the aircraft industry, (2) a growing interest in and understanding of the program of apprenticeship training of the Federal Apprenticeship Committee, (3) effects of Federal social and labor legislation on vocational industrial education programs, (4) improvement of supervision at State and local levels, (5) increasing cooperation with Federal and State governmental agencies.

Another highlight of the convention was the panel discussion at the luncheon meeting of the Trade School Principals' Association in joint session with the National Council of Local Administrators of Vocational Education and Practical Arts. At this session, under the chairmanship of Franklin J. Keller, principal, Metropolitan Vocational High School, New York City, there was a lively discussion of the problem: *Can We Train for Versatility?* in which Howard A. Champion, assistant superintendent of schools, Los Angeles; Walter B. Jones, department of industrial education, school of education, University of Pennsylvania; Edwin A. Lee, professor of education, Teachers College, Columbia University; and Charles A. Prosser, director, Dunwoody Institute, Minneapolis, participated. The issue discussed came out of the report of the Regent's Inquiry into the Character and Cost of Public Education in the State of New York,¹ in which the recommendation was made that training be directed to the development of versatility of skills in order to facilitate transfer from one job to another, especially upon the level of semiskilled employment. Mr. Prosser argued that training for versatility of skill within a trade field is to be encouraged, but that there was not such versatility as would operate between various trades. Mr. Keller raised the question: *How broad is a trade?* Mr. Champion emphasized the necessity of some specialization in skill training in order that the trainee might have some merchantable skill to sell to the employer. Mr. Lee took the position that there is contradiction in terms in the phrase "generalized vocational education." Vocational education is always specific insofar as it is pointed to a particular result, employability. In the light of the usual practice of selective admissions to trade schools, the question was raised as to whether the vocational school has a responsibility to take any and all youth who apply for admission and attempt to give them such specific training as will assist them in finding and keeping a job. Mr. Prosser urged that if, because of limitation of funds or facilities, it was impossible to take all students, then, naturally, the selection "would be from the top rather than the bottom of the heap."

The conclusion which this panel discussion seemed to arrive at may be stated as follows: The community has a responsibility to provide vocational training opportunities for all the youth of the community who desire such training. In so doing, it will probably be best to specialize the schools or training courses to point to particular semiskilled or skilled occupations. We must refine and define our goals for vocational education; limit and specialize our efforts; serve all citizens but not with the same pabulum. Stigma should attach to attendance on a vocational school only to the degree that the school cannot place its trainees in the employment for which trained. Vocational

¹Norton, *Education for Work*, McGraw Hill Pub. Co.

tional education has an obligation to the top tenth of the pyramid of vocational abilities, as well as an obligation to the lower tenth. Training for versatility or adaptability consists of giving a wide variety of skills in a particular occupational field or area, with enough specialization and intensification of skill training to insure satisfactory work upon some job in that field. To the extent that general education is being reorganized upon a functional basis, and is emphasizing the practical arts, will it tend to approximate the sort of training which makes for versatility and adaptability in the semiskilled fields.

Section meetings of the home economics group were devoted to the following general topics: (1) Homemaking education in community programs, (2) progress in community cooperation for improved family living, (3) promoting pupil growth through student-club organizations. As reported by Edna P. Amidon, Chief, Home Economics Education Service, United States Office of Education, the trends appearing in the discussions in the home economics section meetings were: (1) Increasing cooperation of all community agencies in a program of education for home and family living, (2) increasing cooperation in planning joint programs of education with other vocational education services, (3) increasing emphasis upon the responsibility of home-economics education to provide part-time classes for youth and extension classes for adults who are out of school, and (4) growing emphasis in teacher-training institutions upon the requirement of practice teaching with out-of-school youth groups.

Important subjects for discussion in the industrial arts education section meetings were: Industrial arts and its public relationships, some new developments in industrial-arts education, the general shop comes of age, and industrial arts in modern education.

In vocational guidance section meetings the following topics were discussed: An overview of a vocational-guidance program, problems in the coordinated study of the occupational opportunities in a community, inducting youth into employment, the guidance program in a vocational school, and an evaluation of attainment in vocational guidance. According to Harry A. Jager, Chief, Occupational Information and Guidance Service, United States Office of Education, the outstanding trends apparent in the discussions in the vocational guidance section meetings were: (1) A growing recognition of guidance as an integral part of the educational structure in general and of vocational education in particular, (2) emphasis upon the need for doing what is practical now under the conditions in which schools find themselves as a beginning of a guidance program rather than waiting for perfect conditions, (3) the interrelation of guidance with every aspect of vocational education to the extent that other sectional meetings seldom adjourned without discussion on guidance aspects of their fields.

In concluding the session of the thirty-third

Conventions and Conferences—(Continued)

annual convention of the American Vocational Association, announcement was made of the election of Robert O. Small, State director of vocational education in Massachusetts since 1913, as president of the association, by unanimous vote of the house of delegates. Other officers elected were: Treasurer, Charles W. Sylvester, director of vocational education, Baltimore, Md.; vice president for agricultural education, Fred A. Smith, State director for vocational education, Little Rock, Ark.; vice president for home economics, Florence Fallgatter, head of home economics

education department at Iowa State College, Ames, Iowa; vice president for part-time schools, O. D. Adams, State director for vocational education, Salem, Oreg. President and treasurer are elected for terms of 1 year, vice presidents for 3 years.

It was also announced that the 1940 convention will go to San Francisco, Calif., conditioned upon the usual requirement of an inspection and approval of convention facilities by the executive officers.

RALL I. GRIGSBY



Vocational Rehabilitation Case Work Techniques

★★★ Since the inauguration of the national vocational rehabilitation program, it has been the custom of the Federal agency of administration to organize and conduct training conferences for persons engaged in the work in the States. These training conferences have been organized on a regional basis and in recent years have been held every other year.

The United States Office of Education, Vocational Rehabilitation Division, has just concluded four such regional training conferences, the last one being for the central region, which took place in November. The Central Regional Training Conference was held this year at the Center for Continuation Study, University of Minnesota, and the program provided for the consideration of various techniques in fields of work related to the case work program in rehabilitation.

The Center for Continuation Study offers unique facilities for the type of training conference which was organized for the workers in the central region. Excellent facilities were provided for the meeting, and the majority of the members lived at the center during the conference.

Instead of attempting to include problems of administration, as well as those of case work, in this conference, the discussion was limited to the various phases of the physical, vocational, and social diagnoses of a disabled person as part of the process of selecting his vocational objective. The success of the individual plan of rehabilitation for a disabled person depends largely on the ability of the case worker to appraise an individual's physical and vocational capacities and to evaluate the conditions of his environment which affect his employment opportunities. In the discussion of physical diagnosis the techniques

for the appraisal of the physical capacities of an individual were included, as well as the special knowledge required for the successful rehabilitation of heart cases, persons injured by tuberculosis, and those disabled by hearing defects.

Describing Procedure

The techniques and procedures required in vocational diagnosis were given major attention since the rehabilitation case worker himself is responsible in large measure for this phase of the case study. Clinical procedures in guidance as well as the techniques of diagnosis were included in this discussion. Special attention was also given to the vocational adjustment of adult workers and the techniques involved in studies of occupations. Case work methods as applied to the individual treatment in the rehabilitation of a disabled person concluded the discussion of vocational diagnosis.

The faculty provided by the center as part of the service available for institutes and training conferences included specialists from the various university departments representing the particular phases of the rehabilitation program which were selected for study. The formal presentation of each subject was made by a faculty member. Following the formal presentation, one of the State supervisors of rehabilitation opened the discussion as a commentator. The function of the commentator was to interpret the formal presentation in terms of its application to the everyday problems of a State program of rehabilitation. For each subject on the program a summary committee, or review group, was given the responsibility of summarizing the discussion. Each summary

committee prepared its report during the conference and these reports, mimeographed at the center, were available for distribution among the conference members and used in general discussion on the last day of the meeting. The summary committee reports and the papers presented by the faculty members will be included in a conference report to be issued later by the Office of Education.

At a round-table meeting arranged for State supervisors, an opportunity was given for a discussion with the representatives of the United States Office of Education of the proposed expansion of the rehabilitation program as provided through authorization for increased appropriations for the work. A major problem in connection with the proposed expansion is the type of rehabilitation service to be given to persons who cannot be made completely self-supporting but who can be trained for employment which will provide returns sufficient to give partial self-maintenance. Another question which was discussed was the provision of living maintenance for persons who are to be put in training but who are not able to maintain themselves during the training period.

There were 103 registered delegates at the conference. These delegates are officials engaged in either rehabilitation case work or administration in the vocational rehabilitation programs in the 10 States which comprise the region. There were representatives also of programs, both public and private, related to rehabilitation, at the conference. The Public Employment Service, the Social Security Board, the National Youth Administration, the American Red Cross, and the National Tuberculosis Association sent representatives.

In 1921 when the national program of vocational rehabilitation was initiated, the Federal agency of administration called four regional conferences for the purpose of discussing with State officials the problem of inaugurating the State programs and recruiting the staff members to carry on the work. One of those regional conferences in 1921 was held in St. Paul. There were not more than 15 persons in attendance at that meeting and the discussion covered the need of determining the size of the problem, the type of office and staff organization for a State, and the most effective means of securing and maintaining support for the State program.

One need only compare the size of the 1921 conference and its program with the conference just held in Minneapolis to appreciate the development which has taken place during that period in this work. The 1939 conference brought together 103 experienced persons, eager to add to their professional equipment a more scientific approach to their work and a knowledge of the various techniques to be used in appraising the assets and liabilities of disabled persons as they relate to their vocational adjustment to productive employment.

TRACY COPP

National Association of Public School Business Officials

★★★ Although the program of the National Association of Public School Business Officials, was not built entirely around any one central theme, major emphasis was given to the professional nature of school business management and the need for professional standards in the appointment of persons handling business problems.

The professional attitude of the school business managers is perhaps most evident in the research program of their national association carried on between annual meetings by research committees. In 1938-39, 10 such committees were at work. The first day of the conventions is given over largely to meetings of these committees which report the results of their year's work for consideration and discussion at section meetings and round-table conferences in the afternoons and evenings during the convention.

The research committees working at present are attacking the following problems:

1. School accounting practice.
2. School floors.
3. Pupil transportation.

4. Playground surfacing.
5. Insurance.
6. Cafeteria costs.
7. Extracurricula activities accounting.
8. Electric rates.
9. Simplified specification standards.
10. School house construction (liaison committee with the National Council of School House Construction).

The results of the work of these committees will be published either in the form of reports or papers in the Proceedings of the Twenty-Eighth Annual Meeting or in the monthly magazine of the organization, *School Business Affairs*, or in the form of bulletins of the association.

The United States Office of Education was represented at the convention by the Chief, Division of Statistics, who has worked with the research committee on school accounting practice for 3 years and Lester B. Herlihy, associate specialist in educational statistics, who has attended the meetings of the committee on pupil transportation for 3 years.

EMERY M. FOSTER



Americanization via School Savings

(Concluded from page 141)

his industry. He learns that waste at home leads to waste of public property; that he must begin by saving his health, because aside from the inconvenience brought on by illness, it deprives him of ability to play ball, to compete with his fellows or to enjoy the activities which interest him most.

He learns to conserve school equipment, because money spent for repairs (for which he or his playmates are responsible) means that there will be that much less to spend for playgrounds and recreation areas. He saves because it leads to that independent feeling that he can do for others as well as for himself. Later in life, the development of this idea leads him to use his ability for the good of the particular community in which he lives.

Pupils who are consistent savers learn to save along many other lines. They learn that they should do their part in conserving city, State and National resources. It is not such a far cry, as some would imagine, from the instinct which prompts a child to refrain from destroying flowers in his neighbor's yard to the public-spirited citizen who in later years donates property to be converted into a public park.

Unselfishness is a childish trait. It persists until some adult weakens or obliterates it by conduct which discourages the child. Chil-

dren are naturally patriotic. Each one thinks his home is the best; his school is the best; his country is the best—and woe betide the dissenter! Some day he may read Plato and learn that centuries ago there was a Greek philosopher who made patriotism a lofty ideal and placed the welfare of the "social whole above that of the individual," but he may not be surprised. He, as a modest disciple of thrift, will have been doing it all his life.

School savings is a foundation stone in character building. In neighborhoods where school banks flourish, there are few serious "discipline cases" in the schools. Why? Let me quote a young saver. He says it well: "We don't want any troublemakers in our school. They waste the teacher's time when she could be teaching us." Playground ostracism is far more potent than old-fashioned methods of handling youthful disturbers.

After an experience of over 12 years in supervising the work of school savings and thrift education in the New York City public schools, I do not hesitate to say that I believe that, with the exception of the all-important foundation of religious belief, there is no better influence for good in our educational system than this activity, because it contributes to the immediate as well as the ultimate advantage of the children, the city, and the country.

Property Records

If you are looking for record forms for accounting for the property of the local school unit you may be interested in the *Annual Financial and Statistical Report of the Board of Education of the City of New York, N. Y., for the Fiscal and Calendar Year 1938.*

The real-estate section of the publication has a compact, concise record of each new building, showing a photograph of the building, a diagram of the site, a complete record of the method of acquiring the site, showing from whom and at what cost each parcel of land was obtained, when and where the deeds were recorded, and the cost of "Site and expenses" and "Building and mechanical and furniture equipment."

PUBLIC SCHOOL 207



BUILDING (CLASS A) PUBLIC SCHOOL 207
BOROUGH OF BROOKLYN
OCCUPIED JAN 11, 1937

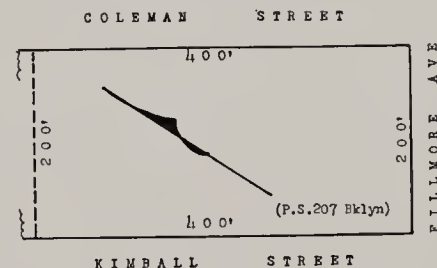


DIAGRAM OF SITE, P. S. 207
BOROUGH OF BROOKLYN

PROPERTY RECORD			
PARCEL	METHOD OF ACQUISITION	FROM WHOM ACQUIRED	CONSIDERATION
Public School 207 Borough of Brooklyn School District 38 No. of Parcels 1			
Location: Coleman and Kimball Sts. and Fillmore Ave. Sec. 25 Block 8484 Lot 1			
"A"	Condemnation	(1) Unknown Owners	\$1,175.00
		(2) Unknown Owners	1,450.00
		(3) Wallaston Realty Co.	675.00
		(4) Carl E. B. Oberg	1,350.00
		(5) Bennett Milnor	1,350.00
		(6) Curtis Gandy and Louise A., his wife	2,025.00
		(7) Eliza B. Evans 1/2, Francis A. Ruddy 1/2 and Mary E. Evans 1/4	1,350.00
		(8) Unknown Owner	675.00
		(9) Christopher Brazil and Mary, his wife	675.00
		(10) Second Surrender Land Co.	675.00
		(11) Robert H. Sturgeon	1,350.00
		(12) Josephine Rasmussen	675.00
		(13) James Gavigan	675.00
		(14) Unknown Owner	675.00
		(15) Margaret A. Phelan	1,350.00
		(16) Adelaide M. Phelan	675.00
		(17) George O'Shea	1,350.00
		(18) Esther Richier	1,350.00
		(19) Unknown Owner	1,350.00
		(20) Wallaston Realty Co.	1,350.00
		(21) Unknown Owner	675.00
		(22) Edwin G. Ostrandler	675.00
		(23) Jessie M. Bussing	775.00
		(24) Adolph M. G. Bussing	775.00
		(25) William F. Whitmore	1,350.00
		(26) Ann T. Kelly	1,375.00
TOTAL AWARDS			\$27,150.00
PARCEL	TITLE VESTED	DATE OF CONFIRMATION	DATE OF FILING
"A"	Aug. 22, 1924	June 23, 1925	June 27, 1925
Approximate Area of Site in Square Feet: 80,000			
Year of Erection of Building: 1926, 1937			
Cost:			
Site and Expenses			\$ 29,959.15
Building and Mechanical and Furniture Equipment			803,830.20
Total Cost			\$833,789.35

From the Annual Financial and Statistical Report of the Board of Education of the City of New York, N. Y., for the fiscal and calendar year 1938.

Guidance Attitudes in Civilian Conservation Corps

By Howard W. Oxley, Director of CCC Camp Education

★★★ In the April 1939, issue of *SCHOOL LIFE* there appeared an article entitled "Guidance in CCC Camps." It attempted to describe briefly a projected scheme for the organization of a practicable program to be established in each camp. It is still too soon to evaluate the plan accurately in terms of results. But some idea of its effectiveness may be gleaned from the statements made by the officers, technicians, foremen, advisers, and enrollees who compose the personnel of the organization. The present article, then, will be an account of attitudes and ideas regarding the guidance program as they have filtered through the minds of the men in the camps.

Five Major Steps

The guidance program as planned involved five major steps—orientation, counseling, assignment, evaluation, and finally placement and follow-up. A company commander in a middle western State, who had been unusually successful in handling his men, stated his views of the orientation process in the following rather breezy but none-the-less sincere terms.

Orientation

"Orientation carefully planned and thoroughly carried out will do more than anything else to keep the recruit from deserting. The first 2 weeks are the formative period in his enrollment. He is usually in a receptive frame of mind for instruction and if, during this time, I can impress upon him the fact that I am not only his commanding officer, but his friend, I may rest assured that he will take his problems to me instead of going home with them. . . . I have a good letter drawn up and printed, ready to mail to the boy's parents as soon as enrollment is completed. The folks at home need orientation as much or more than the boy. Only too often, homesickness is actually a fond parent's son-sickness.

"On the work project, our superintendent and foremen deserve much praise for taking particular pains to carefully orient new enrollees. A helpful plan at this camp has been taking the recruits on a one-day trip over the projects. Each project is fully explained. The enrollee, as much as practicable, may choose his own type of work. The using service does all in its power to make the first several weeks' work even more pleasant than at other times. Of course, the new man must learn from scratch that a good day's work is demanded, but there is never an excuse for



Counsel and guidance.

placing soft new men on the business end of a gravel scoop.

Counseling and Assignment

"We sincerely try to make the enrollees want to stay. I think there are those rare few who are going to be dissatisfied and a whole flock of archangels couldn't persuade them to be otherwise. . . . In case the enrollee does take out through the brush, it is our unvarying policy to go after him. . . . One time, we had to go after a boy on three different occasions. Yes, it got tiresome, but finally that boy realized that we wanted him here and he decided to stay, making one of the most satisfying progresses I have ever seen in the C's. The surgeon and educational adviser took him under their wing. He learned to read and write, care for his person in a sanitary manner, grew better looking and clearer thinking each day. He even saved his money and bought the first suit of civvies he ever owned. He's out of the C's now. I don't think he'll ever be President of the United States. But the CCC gave him the first break he ever had and we're mighty glad we took the extra effort and time to persuade him to stay. We'd gladly do it again, wouldn't you?"

The second and third major steps in the CCC guidance program are called counseling and assignment. The purpose of the counseling process is to ascertain the interests, needs, and abilities of the enrollee, to assist him in finding a vocational and related educational objective, and to aid him in making necessary adjustments in such matters as personality and health. The purpose of the assignment process is to furnish the enrollee with the type of work experience and training most closely related to his vocational objective. These phases might best be exemplified by an adviser's account of his work in the adjustment of an enrollee.

"The case of enrollee B was brought to my attention late in September 1938, when, in the course of interviewing new men, I was struck by the fact that here was a boy of good intelligence who needed help. During the course of the initial or orientation interview, B answered all questions intelligently but seemed uncomfortably shy and ill at ease in spite of everything that I did to establish rapport.

"In October, B was given a battery of tests which included the Terman Group Test of Mental Ability, the Minnesota Paper Form Board Test for Mechanical Ability, the Min-

nesota Vocational Test for Clerical Workers, the Wrenn Study-Habits Inventory, the Strong Vocational Interest Blank, and the Bell Adjustment Inventory. . . .

"Subsequent interviews revealed that he had suffered a period of illness from the time he was 4 until his eighth birthday, that he had not started school until he was 8 years old, and that his family had been divorced when he was 7 and had placed him with another family who promised to bring him up in return for weekly payment of room and board. This family seems to have fostered good qualities of character in the boy but failed to stimulate his ambition and has not bestowed the love upon him that the ordinary boy receives from his parents. . . . A transcript of records from the high school in his home town showed 2½ years of high school completed with good and excellent grades. . . .

"That the boy is an individual of high ability was borne out by the 124 I.Q. score on the Terman Mental Test, the percentile rating of 95 on the clerical aptitude and the percentile rating of 95 on the mechanical aptitude test. The Strong Vocational Interest Blank showed straight A's as a chemist, engineer, or as a physicist. It is also quite obvious that B's shyness and feeling of inferiority have their roots in his early childhood. The Bell Adjustment Inventory, while showing normal scores in health and emotional stability, registered a zero in social traits. There is further revealed how unhappy his childhood has been, that he has missed the love and affection of a normal home, that he often has a consciousness of inferiority and that he lacks dominance and self-assurance.

"I believe that the greater part of his difficulties are directly attributed to his early period of illness and his lateness in getting started in school. It is quite natural that he should be and feel out of place with children 3 years his junior particularly since he was not able to catch up with his age level until the sixth grade. By that time the undesirable and unhealthy mental patterns had already been firmly established. His unsatisfactory home conditions and school maladjustment produced a boy who grew more and more aloof in an effort to escape the social conditions with which it was so difficult to cope.

"It is my belief that B is of definite college timber and can make preparation for college in camp by completing his high-school work. Perhaps he may do well as a research worker.

"B's problems have been diagnosed in three general fields—namely, social, educational, and vocational. He must be encouraged to develop an ability to get along with people, at least to the point where he will not feel uncomfortable in his social contacts. He should be motivated to extend his educational background, and finally, he should be convinced of his ability in order to restore his self-confidence.

"All case data were laid before B to show him his strong, as well as his weak points and his problems presented in the following man-

ner. In the matter of social maladjustment he was only too ready to agree with the clinical evidence. He was told that there were at least two avenues open to him. He might continue in his present set of habits or he might adopt a definite program to correct his difficulties. It was pointed out to him that if he does choose the former he would no doubt get through life with an average or perhaps better than average success but that no matter what he did, he would likely have to deal with people to some extent, and that these contacts would probably always be unsatisfactory and might prove a barrier to social advancement. On the other hand, he was shown that it would not be an insuperable task to correct his social deficiencies and that once corrected, the path of life ahead would be fraught with less difficulty and would be made happier and more satisfying by successful contact with people. B appeared anxious to do something about his social difficulties and readily agreed to the latter proposition.

"The vocational problem was another matter altogether. Even though he was quite apparently amazed and pleased by his superior mental aptitude and vocational interest scores, he nevertheless does not believe that he possesses the ability to go through college. The idea of doing research work appeals to him strongly but, at present, he lacks the self-assurance and dominance to see the plan through. Lack of sufficient funds is, of course, a serious difficulty in this regard. He has decided to reserve his vocational and collegiate decision until he has had an opportunity to consider the matter more fully.

"Based on this analysis, it was suggested to B that he attempt to overcome his social inadequacies, first by voluntarily contributing his opinion in every class discussion, no matter how difficult this may seem; secondly, by deliberately making an effort to engage some person in conversation each day; finally, by joining a camp club, and accepting responsibility for part of its work.

"Insofar as his educational and vocational problems are concerned, it was suggested that he take courses to complete his high-school work. Moreover, in order to stimulate his ambition and to place him in a job which would challenge his abilities, it was recommended that he be transferred from the Gipsy Moth Crew to the Forestry Research Department. Here he would work under the direction of an outstanding research technician and would obtain first-hand experience with some of the tools of research, such as the microscope, the graph and many other devices."

The adviser went on to relate that B accepted these suggestions readily and put them into effect. He lost his shyness to a great extent, formed many friendships in camp, and became a happier and better-balanced person. He achieved fine success in his high-school courses and gave indication that he would pass the equivalency examinations for a high-school diploma with ease. His transfer to the Forestry Research Department had not been

effected at the time the report was written but it had been approved by the company commander and project superintendent, and B looked forward to his new job with great eagerness.

This is an outstanding example of some of the fine personal development of enrollees that is taking place through the application of sound guidance techniques by an intelligent and sympathetic camp staff. These practices are growing more widespread in the camps day by day.

Evaluation

The fourth major step in the guidance program is called evaluation, and its purpose is to check the progress the enrollee is making and to readjust the program where necessary. An adviser in Texas describing this phase of the work in his camp states:

"Although every effort has been made to keep from developing too rigid a 'system' for coordinating the work of the counselors it has been necessary to use two forms. The rating sheet serves to bring together the judgment of those in camp concerning each enrollee. The ratings are made each quarter and at the time of discharge and become a part of the records of the enrollee. They serve as an excellent indicator of the progress of the enrollee under the camp influence and point out to the staff those who should be given assistance. The camp staff is liable to fall into the error of counseling with only those enrollees who come forward for assistance. The matter of placing on record a complete judgment of the enrollees' abilities, conduct, and growth keeps the staff constantly aware of its responsibilities. At the time of the introduction of this rating plan a company meeting was held and the enrollees advised of the contents of the rating sheets. Their use has increased the interest of the enrollee in his own record and shown him the value of having a good record for reference.

" . . . As a matter of routine the camp adviser is available for conferences with the foremen, teachers, and other officials every Friday afternoon to discuss individual situations. At that time each week any enrollee who has been rated exceptionally low in any division of the rating sheet is discussed and plans evolved to assist him."

The fifth and final step in the program—placement and follow-up—will be discussed in a later issue of SCHOOL LIFE.



Lantern Slide Lecture

The Conquest of the Colorado River, a new lantern slide lecture which tells the story of Boulder, Parker, and Imperial, the three dams which control America's most dangerous river and put it to useful work, is now available for distribution. Requests for loan will be filled in the order they are received, and should be addressed to the Bureau of Reclamation, Washington, D. C. There is no charge, except that the borrower is responsible for the express fees.



THE VOCATIONAL SUMMARY



by C. M. ARTHUR, *Research Specialist, Vocational Division*

What Would You Do?

If you were to take your high-school work over, what course would you take? What occupational training courses would you pursue? These questions were propounded to high-school graduates and nongraduates of Wyoming, who had been out of school for periods ranging from 6 months to 10 years, in connection with a pupil follow-up survey conducted by the State department of education. Replies to the questions were received from 1,714 graduates and 309 nongraduates.

Of the boys who replied to the first question, 18.1 percent of the graduates and 36.1 percent of the nongraduates said they would elect trade and industrial courses. This is in comparison with 26.4 percent of male graduates and 7.6 percent male nongraduates who declared in favor of college preparatory courses.

Of the girls who replied to the question, 42.2 percent of the graduates and 30 percent of the nongraduates said they would elect commercial courses. Of further interest, also, is the fact that 11.7 percent of the graduate girls and 33.7 percent of the nongraduate girls said they would take home-economics courses.

The Wyoming study shows further that only 19.2 percent of the graduate girls and 8 percent of the nongraduate girls, voted in favor of college preparatory training.

Of the boys who replied to the second question, 60.4 percent of the graduates and 73.6 percent of the nongraduates said they would elect the mechanical occupations. In highest favor among the girls were the clerical occupations—64.1 percent of the graduates and 56.9 percent of the nongraduates declaring for these occupations.

Commenting on the facts revealed by the pupil follow-up survey, the Wyoming Department of Education says: "Based upon the evidence of the extent of schooling our boys and girls in Wyoming are actually getting, the conclusion is indicated that, if the schools would provide for the needs of all of the pupils, the high-school program of offerings should include:

"(1) College preparatory courses for the 20 percent who start to college;

"(2) Such education and training as will prepare the 80 percent who do not go to college for direct entrance into the activities of life without benefit of college training."

Lacking

Twenty-two departments of vocational agriculture in Idaho rural high schools cooperated with the Department of Agriculture at the University of Idaho last year in conducting fertilizer experiments. The object of the experiments which were conducted by

vocational agriculture students, affiliated with local chapters of Future Farmers of America on 43 observation plots, was to determine the response of various crops to applications of nitrogen, potassium, and phosphorus.

The year's experimental operations indicated the lack of one or more of the three chemical elements in the soils in some sections of Idaho. The experiments are being continued during the current year.

Occupational "Try-Out"

The "occupational try-out" plan is being used in some schools offering cooperative part-time training in the distributive occupations, in an attempt to select for such training only those who, it is reasonably certain, can profit by it.

Where this plan is followed prospective students are placed on temporary jobs in local retail stores for the period, August 15 to September 15, with a view to determining whether they are fitted in temperament, ability, intelligence, and social attitude, to continue training on a class-room-employment basis in a part-time cooperative training program.

Such "try-out" courses are not reimbursable from Federal funds, but they provide a means whereby undersirables may be eliminated and only those who are employable accepted for training on a permanent basis.

Too Brief

The importance of educating Negro parents to the need of permitting their children to continue their education at least through junior high school, is emphasized by the Delaware State Board for Vocational Education in its annual report to the United States Office of Education.

"There is a feeling among Negro parents," the board declares, "that the girl who finishes six grades of school has reached an acceptable goal in her education. For this reason the girls drop out of school between the sixth and seventh or sometimes the seventh and eighth grades. Economic pressure causes these girls to take jobs at whatever wages they can get for untrained service. It is evident that work is needed to build up parent attitudes toward sending their children to school through the junior high school at least."

The board gives expression to this declaration in its report on home economics education for Negro girls in which it states that "the homemaking program for Negroes in the secondary schools has nearly reached its capacity for expansion on the basis of the number of pupils enrolled in the seventh grade and above."

Hotels for Laboratories

Eight cities in Michigan last year offered training courses for work in the tourist and resort business. In these courses, which were carried on through the cooperation of the distributive education division of the State board of control for vocational education, youth receive 4 weeks of intensive training, 4 hours a day, under experienced resort owners, for work as waitresses, chambermaids, busboys, and bellboys in the hotels and resorts of Benton Harbor, Grand Haven, Ludington, Traverse City, Charlevoix, Petoskey, Manistique, and Dowagiac.

Courses are open to out-of-school youth 16 years of age or older who have the personal qualifications required for the work. Local hotels and resorts are used as practice laboratories.

In Dowagiac the program was conducted by Carl Horn, superintendent of schools, in cooperation with the NYA. Those who enrolled for the course, which was given just prior to the opening of the summer tourist season, were housed in a resort on Dewey Lake for a month. The actual duties of resort employees were assumed by the trainees. Practical instruction was followed by hours of practice. A description of this course issued by the Michigan vocational education authorities states: "Routine jobs became interesting experiments; menial labor lost its drudgery. Woven into the instruction program was the romantic history and lore of the community, information concerning other recreation spots in the State, scenic wonders, best fishing places."

They Want Another Year

The State board for vocational education in Delaware reports that there is a continued demand for a fourth year of work in home economics on a secondary school level. This demand is coming from both pupils and school administrators. Emphasis is placed upon the need of working out for this purpose a program of instruction which will take into consideration the home activities of young married women, as well as the need of training for wage earning of girls who do not expect to continue their education beyond high school and who need a job to span the years before marriage.

Records prepared by the State board for vocational education in Delaware show that 874 pupils, white and Negro, enrolled in ninth-grade homemaking courses at the beginning of the 1938-39 school year. This is in comparison with 503 enrolled in tenth-grade, 273 in eleventh-grade, and 85 in twelfth-grade classes.

Homemaking is one of the required subjects in the seventh and eighth grades in Delaware and is elective in the upper grades in white schools.

They Study Instruments

An innovation in vocational training was started at the Charleston (W. Va.) Evening Trade School recently when a course in the theory and servicing of industrial instruments was established.

The class was started to provide training for employees of industrial plants in and around Charleston, most of which maintain instrument departments employing from 1 to 50 men.

Forty-four men, all of whom were actually employed in instrument work, signed up for instruction. In education these men ranged from those with only a ninth grade education to those who had 2 or more years college or university credit.

Since all of the men enrolled had had some experience with instruments, it was decided to emphasize in the course the underlying factors or theory behind the various types of instruments. The primary objective of the course was to develop instrumentmen who would be able to service efficiently any type of instrument on any process.

Such subjects as temperature measurement, pressure measurement, electrical temperature measurement, and flow measurement; automatic control; photo-electric cells; thermal conductivity; gas analyzers; and telemetering are covered in the Charleston course. Students are constantly reminded that a knowledge of these subjects is necessary for instrumentmen. Instrument repair work done on a trial-and-error basis, it is pointed out, frequently ends in error. It is pointed out further, also, that the instrument mechanic should become thoroughly familiar with the various processes on which his instruments are used. "A great deal of time and money can be saved, for instance," C. B. Cochran, in charge of instruction in the Charleston course, brings out, "by the man who is able to diagnose trouble which supposedly originates in the instrument department but which actually arises in some other part of the process."

The Charleston course, which covers a period of 24 weeks, is presented on an intensive basis. "Twenty-four weeks," says Mr. Cochran, "is a relatively short time in which to present any type of course in instrumentation, so we had to arrange our time so that the most difficult subjects would receive the maximum time allowed under the circumstances. We had to keep in mind that we would possibly tend to slight some of the simpler, but nevertheless fundamental, subjects. Consequently it was necessary to 'feel our way', so to speak, through some of our first lectures just to see how our students would grasp our presentation. In this manner we soon were able to apply the proper amount of time to the var-

ious subjects which indicated a need for more intensive work."

New Staff Member Appointed

Ward P. Beard, formerly identified with agricultural education in South Dakota, has recently been appointed to the position of specialist in agricultural education.

For the past three years Mr. Beard has been employed as education specialist in the United States Forest Service, in which position he was responsible for the preparation of material on forestry for teachers, acted as consultant in conservation education with State departments of education and teacher-training institutions which were developing programs in conservation education, and was in charge of public-school relations activities of the regional offices of the Forest Service.



Ward P. Beard, recently appointed specialist in agricultural education, U. S. Office of Education.

Previous to his appointment to the Forest Service, Mr. Beard served successively as teacher of vocational agriculture in the Brookings (S. Dak.) High School, critic teacher in agricultural education for the South Dakota State College, State supervisor of agricultural education in the State department of public instruction of South Dakota, and as teacher trainer in agricultural education at the South Dakota State College. During his term as teacher trainer Mr. Beard participated in the State program of curriculum revision and was in charge of a curriculum study in agricultural education covering all-day, part-time, and evening-school courses of study. He gave special attention to the improvement of the supervised practice program for vocational agriculture students in high schools in the State and served in a liaison capacity between State farm organizations and the State department of public instruction.

Mr. Beard is a graduate of the college of agriculture of the University of Illinois and

holds the degree of master of education from the University of Wisconsin.

In his new position with the Office of Education, Mr. Beard will be responsible for the preparation and dissemination of subject-matter material for vocational agriculture teachers and will cooperate with State supervisors of agricultural education and others in the subject-matter field.

Marching On

Young Farmers' Associations are increasing rapidly in numbers and in membership, reports from various States show. Young Farmers' Associations, it should be explained, differ from the Future Farmers of America in that they are composed of young men who are out of school, who are engaged in some phase of agricultural activity, and who are enrolled in part-time classes in vocational agriculture, while the Future Farmers of America organization is composed of farm youth who are still enrolled in day vocational agricultural classes.

Especially interesting is the information on Young Farmers' Associations in Ohio, revealed in a study made in that State in 1930 by F. J. Ruble, training teacher in agricultural education at Grove City, and recently brought up to date by Glenn W. Miller, graduate student in agricultural education.

This study shows that the Young Farmers' Associations, which were originally known as Young Men's Farming Clubs, have increased in number from 1 club or association in 1921 to 193 in 1939 and now claim a membership of approximately 5,000.

Among the purposes of Young Farmers' Associations, brought out in the Ohio study are: To bring about improvement in farm practices in a given community; to encourage further education among its members; to further recreational and social life; to unite young farmers in an organization of their own; to help young farmers to make profitable use of their leisure time; to continue training for leadership, started by the Future Farmers of America; to sponsor cooperation in school and community movements and organizations; and to help young farmers become established in farming "on their own."

The results of the Ohio study, are incorporated in a pamphlet issued by the Department of Agricultural Education of the Ohio State University.

Story in Pictures

The American Way of Life is the title of an attractive Story in Pictures, recently issued by the school district of Kansas City, Mo., in connection with the dedication of the new Manual High and Vocational School in that city. Its 12 pages of photographs illustrate in a striking way the many-sided program of education carried on in Kansas City. An announcement in this pamphlet states that it was printed by the students of the new vocational school.



In Public Schools

Conservation Field Laboratory

Superintendent of Schools C. E. Palmer, of Dover, Ohio, reports: "We have secured for the science department of Dover High School a lease on 25 acres of potential flood land owned by the Muskingum Watershed Conservancy District, to be used as a field laboratory by the department in the teaching of conservation. A three-point program has been designed for the use of the laboratory land. First, a careful ecological survey is to be made, including the mapping of the area. Second, the findings of the survey are to be studied and evaluated in order that the underlying factors giving rise to certain ecological conditions may be thoroughly understood. Third, any unsatisfactory conditions discovered during the consideration of the survey are to be taken up by study-work groups organized from the members of the class. Each group will undertake the correction of a particular condition in the area. For instance, one group has selected the problem of making the water already to be found on the land more available. This will require the opening of springs, stream management, pond building, etc. Thus, an opportunity is made for actual conservation practice to be carried out after the student has made a study of the best references available."

Behavior Difficulties

The superintendent of schools of New York City in a circular to superintendents, directors, principals, and heads of bureaus of the schools of that city says in regard to behavior difficulties: "The following are some of the more important personality traits and conduct manifestations for which the teacher should be on the lookout. Once they have been discovered, she should attempt to secure the proper assistance for the pupil. It should be remembered that conduct such as described below is purely symptomatic in the sense that the nature of the child's problem in no way necessarily indicates the nature of the cause—for this reason, it is essential that professional help be obtained for the child as soon as possible.

"Seclusiveness; day dreaming or inattention to school subjects; extremely sensitive (feelings easily hurt—cries easily); difficulty in reciting; being too docile or too ingratiating; failure in school (when the child evidently has sufficient intellectual capacity); seeking undue attention; constant rivalry with others; difficulty in getting along with others; frequent quarreling; resistance to authority; showing a feeling of not being treated fairly or of being discriminated against." Principals were requested to furnish teachers with copies of this outline.

State Coordinator of Health Program

"The State department of education of Oregon has secured the services of Mr. L. J. Sparks to act as State coordinator of a public-school program in health, physical education, and recreation," according to a recent issue of *Oregon Education Journal*. "Mr. Sparks will also serve as executive secretary of the coordinating committee for a public-school program in health, physical education, and recreation.

"The coordinating committee was formed as a result of the recommendations in the committee reports of the city school superintendents and the county school superintendents in regard to the coordination of health, physical education, and recreational activities. At present this committee includes representatives from the following agencies: State Department of Education; State Board of Higher Education; State Board of Health; Child Guidance Clinic; County School Superintendents; City School Superintendents; High-School Principals' Association; Oregon State High-School Athletic Association; State Association for Health, Physical Education, and Recreation; The National Congress of Parents and Teachers; State Medical Association; State Dental Association; Oregon State Association of Public Health Officers.

"The purpose of the coordinating committee is to determine the relationship of the various agencies concerned with school health problems and to define policies for the administration of school programs of health, physical education, and recreation."

Scope Committee

The State superintendent of public instruction of Nebraska, in order to study the secondary school program, requested the authorities of the various institutions and agencies in the State to name representatives on a scope committee to project outlines and procedures for a broad cooperative effort in the future. The first meeting of the committee was well attended, only 1 member of the committee of 25 being absent. Coming out of the meeting was a statement of policy in which is emphasized the need for improvement in the high-school program for those who complete high school as well as for those who cannot remain through to graduation.

The establishment of the scope committee followed action by the 1939 legislature in placing full authority on the State department of public instruction for the high-school program in the State and providing a special appropriation for the work. The committee project is a long-term undertaking, involving additional meetings as necessary, expert service, and the preparation of manuscript for publication.

Symposium of Opinion

The Arizona State Department of Education has issued a bulletin, *Educating for American Democracy: A Symposium Consisting of Opinions of Prominent Arizonans Who are Interested in Public Education*. The foreword states: "The views expressed in this bulletin are those of the individual writers. They have been solicited by the superintendent of public instruction with the hope that they would be stimulating to teachers and school children throughout the State of Arizona, and elsewhere, to inaugurate or continue a positive program for the teaching of American democracy as a way of living.

"The materials contained in this bulletin can be made the basis or incentive for excellent study units, for assembly programs, or for special lessons in the elementary and high-school classes of the State. Teachers are urged to take the initiative in formulating methods by which the objectives of American democracy can be realized in the classroom. If a lesson outline or a unit proves to be successful, it should be sent to the office of the State superintendent of public instruction so that it can be distributed to other schools later in the year."

Fifth Year

"The school year 1938-39 was the fifth consecutive year in which the Kansas Safety Council sponsored a school accident prevention program," according to a recent issue of *Kansas Teacher and Western School Journal*. "At the beginning of the year, 59 schools were making reports. At the end of the school year 53 had reported for the entire 9 months, 4 for 8 months, and only 2 for 7 months. Each year every school in the State is invited to participate in this program, and it is hoped that more school systems will become interested in this phase of accident prevention for the school year 1939-40."

Maryland Publications

The State Department of Education of Maryland has issued a bulletin on *The Teaching of Oral and Written Expression in Maryland High Schools*. "The main purpose of this bulletin is to present to the high-school English teachers of the counties of Maryland a statement of tentative goals of achievement in the teaching of English composition and grammar in each of the high-school grades, the statement of objectives being based on reports obtained from all the 23 counties on current practices in the teaching of this subject."

The Maryland State Department of Education has also issued a bulletin on *Problems of Democracy*. "This bulletin was issued in response to requests frequently made by high-school principals for a general statement of the kind of content material which would best

serve the purposes of the course in Problems in Democracy."

Gardening Unites School and Home

The following is reported in a recent issue of *Recreation*: "Convinced that gardening is a form of recreation, Paul R. Young, of the Cleveland Garden Center, believes that school gardening becomes the connecting link between the school and the home. Gardening as a school project was introduced into the Cleveland schools through science courses. More than 16,000 youngsters in 132 schools are now participating."

Major Force

"The North Carolina State School Board Association," says *North Carolina Education*, "is already a major force in the public education in the State. K. E. Stacy, president of the association, has asked school peoples' assistance in organizing this State-wide association for the development of public education. With the assistance of his executive committee, the president expects to make an intensive campaign for a better consideration of the needs of public education in anticipation of the 1941 legislature."

Educational Planning

"In cooperation with the California Teachers Association, the teachers of the Pasadena school system will be given opportunity to take part in study groups established for the purpose of participating in California's educational planning program," says a recent issue of *Pasadena School Review*. "Such groups will meet throughout the State, and their findings on problems of vital importance concerning the schools will be compiled in the central offices of the California Teachers Association. Such study groups were started for the first time in California last year, and the program is to be extended widely throughout the State this year.

"The general problem to be investigated this year is 'Social Services and the Schools,' and parallels the studies made in this field by the National Educational Policies Commission."

W. S. DEFFENBAUGH



In Colleges

Meteorite Gift

Stuart H. Perry, editor and publisher of the *Adrian Telegram*, recently gave to the University of Michigan one of the two largest specimens of a pallasite meteorite in the world.

Weighing 460 pounds, this specimen is only 5 pounds lighter than the largest ever found in this country. The larger meteorite is in the Field Museum in Chicago. The two meteorites are companion pieces, both coming from the same region in Kansas.

These meteorites are unusual in that they are composed of not only metallic iron, but

also gem olivine. Most meteorites reaching the earth's surface are composed almost entirely of iron. The rocky mineral, olivine, found in these specimens leads geologists to believe they come from the outer layers of some heavenly body, whereas the pure iron specimens represent the middle sections only.

Mr. Perry's meteorite was found on a farm near Brenham, Kans. It is a spongy mass of iron, the cavities of which are filled with the greenish olivine. One surface of the mass has been cut and polished to show the structure of the body.

Chambersburg a Laboratory

Students of Wilson College, Chambersburg, Pa., are taking the entire town of Chambersburg for their laboratory this year.

Members of the class in principles of sociology, it was announced, are conducting, under the direction of Clara Hardin, of the sociology department faculty, a survey which will examine every phase of municipality's life. Purpose of the project is to give the surveyors first-hand knowledge of community organization.

Students who are majoring in biology are studying the geography of the area. Girls whose field of concentration is political science are interviewing borough officials and visiting municipal plants.

The committee on local history is collecting and putting into written form material concerning the early days of the valley that has hitherto been passed on by word of mouth. The committee on economic organization and labor conditions is making a tour of factories.

Other groups have as their subjects, medicine, public health, recreation facilities, educational institutions, library, newspapers, churches, and social work agencies. A central committee will correlate findings.

The finished report, Miss Hardin said, will serve as the basis for class discussions. The principles of community organization as typified by Chambersburg will be pointed out and the part that the surveyors should play as citizens will be emphasized.

Dartmouth Daily 100 Years Old

Carrying on its masthead the proud distinction of being "The Oldest College Newspaper in America," *The Dartmouth*, student daily of Dartmouth College, celebrated in November the one-hundredth anniversary of its first appearance on campus as a little monthly publication back in November 1839. A poem, *Lexington*, by Oliver Wendell Holmes, then a member of the Dartmouth faculty, has made that first issue interesting far beyond the college circle.

Published by a board of seniors, the original publication, striving to be literary and succeeding in being mostly heavy reading, little resembled today's sheet which is the only local daily paper serving the Hanover area. After 5 years it suspended, to resume in 1867 as a fortnightly. Gradually increasing its news coverage, it acquired advertising and its

freedom from faculty censorship, became a biweekly and then a weekly, and eventually emerged as a full-blown daily in 1920. It is one of the few college papers today possessing an Associated Press franchise.

Ceramic Research

Ohio State University, which 40 years ago established the first college course in ceramics, today continues to enjoy a close relationship with the ceramics industries.

Twelve years ago the Ohio Ceramics Industries Association was established, for the primary purpose of fostering ceramic research in Ohio State's Engineering Experiment Station and to cooperate with the university in maintaining high grade ceramic instruction.

Each fall the association meets on the campus for the discussion of technical problems and to hear progress reports on ceramic researches at the station.

Inaugurates Residence Hall Program

The inauguration of the new residence hall program at the University of Michigan is the outgrowth of the expansion of dormitory facilities of the university. Over 27 percent of the university's 11,750 student population will be housed in university-operated residences when the present building program is completed, whereas only 12.5 percent were so housed before. According to President Ruthven "Many of the desirable objectives of a college education, which in a modern society must not consist of formal classroom work alone, can be accomplished through the agency of the residence halls."

Student Loans

Student loan funds at the University of Illinois showed the greatest activity in history during the last school year, according to a report revealed today by Comptroller Lloyd Morey.

As compared to the previous year, the total of loans made increased from \$85,463 to \$114,629. The number of loans made increased from 1,336 to 1,630. Increases included both emergency and long-term loans.

Gifts totaling \$5,130 and income from loans outstanding increased the loan funds total by \$9,565 during the year, making the loanable principal \$335,477. This included emergency loan funds amounting to \$15,362, and long-term funds amounting to \$320,115.

Loans outstanding at the end of the year had increased from \$218,195 to \$264,432 in total, in number from 2,259 to 2,573. Out of the total loans outstanding, only \$7,673 was inactive; "a very small part of the total," Mr. Morey pointed out.

Payments during the year also increased, the total sum returned to the university being \$67,951 on 4,130 loans. Interest collections totaled \$13,064.

Of the loans made during the year, 9 percent were to graduate students, 44 percent to seniors, 26 percent to juniors, 17 percent to sophomores, and 4 percent to freshmen.

WALTON C. JOHN

In Libraries

Librarianship Research

The American Library Association, under the provisions of a grant from the Carnegie Corporation, announces a limited number of grants-in-aid for a year of study or research in the problems of librarianship. Applications must be filed by February 1, 1940. Further information regarding the requirements may be obtained from the chairman of the committee on fellowships and scholarships, Francis L. D. Goodrich, College of the City of New York Library, New York.

Trends Indicated

Many indications of the trends in the school library field may be found in the third edition of Lucile F. Fargo's *The Library in the School* issued in 1939 by the American Library Association. In this work attention is called to the growing amount of experimentation and objective study in the field of school libraries. Increased consideration has been given to the subject of reading "in order to make prospective school librarians more aware of pupils' reading difficulties and better able to cooperate with teachers in overcoming such difficulties." The significant developments in the integrating and coordinating aspects of school library work as well as those in State aid and supervision have also been stressed.

Report from Supervisor

According to a recent report from the supervisor of school libraries of New York State, 1,174 school librarians were employed during 1938-39 in the public secondary and elementary schools of the State. Of this number, 1,107 served as secondary school librarians, some of whom were responsible also for the libraries or the library service in elementary schools. The number engaged solely in elementary school library service was 65. In addition, 2 were responsible for school library supervision. The preceding figures do not include teachers serving as librarians in the elementary and junior high schools of New York City.

Aids for Book Selection

During the recent Colorado Library Association conference, a panel of school administrators, supervisors, and librarians considered the need for additional aids to assist schools, especially the small ones, with their book selections. As a result of this discussion, the school library section of the association is planning to issue bulletins at regular intervals listing and annotating books recommended as useful and necessary additions to school libraries. A panel at one of the general sessions also considered the pressing need of the State library for a supervisor of school libraries.

Library Development Edition

In cooperation with the Georgia Library Association, the *Lavonia Times* recently issued a special edition of 35 pages devoted exclusively to library development in the State.

School, college, public and special library needs and progress are considered in relation to the educational program of Georgia. Among the articles is one by Sara Jones, State school library supervisor, who reports that the State now has 325 school librarians trained for school library work. The impetus given to elementary school libraries through the State-aid matching fund is described by Mary Elizabeth Nix of the State department of education.

Exceptional Opportunity

The American Institute of Graphic Arts has called attention of libraries to the five-hundredth anniversary of the invention of printing, which has been fixed for 1940. It is pointed out that libraries have an exceptional opportunity "to emphasize their leadership of cultural development." A *Manual of Suggestions* is being prepared which may be obtained by writing to the Institute at 285 Madison Avenue, New York City, N. Y.

RALPH M. DUNBAR



In Other Government Agencies

Federal Surplus Commodities Corporation

If you want to start a school lunch program in your community, you can secure full information concerning Federal participation by writing to the Director of School Lunch Programs, Federal Surplus Commodities Corporation, 1901 D Street NW., Washington, D. C.

Social Security Board

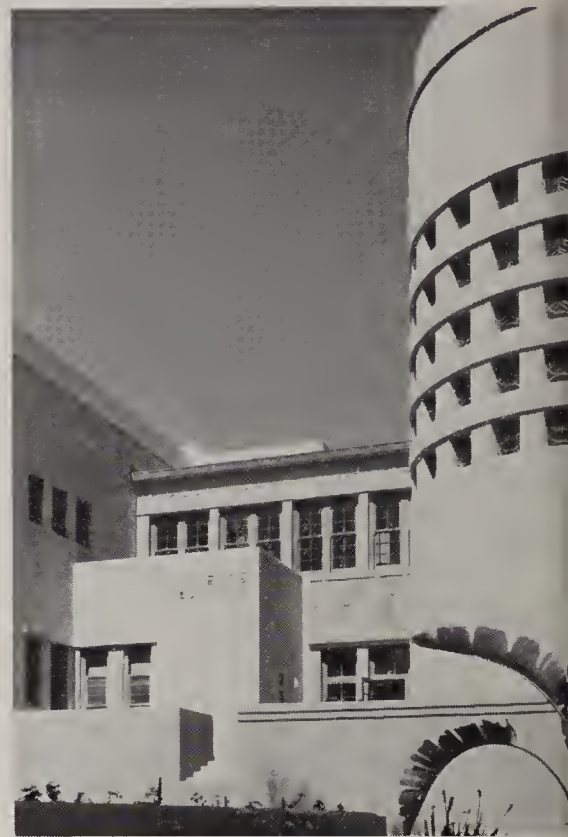
Public aid under all types of Government programs was extended to a total of 16,539,000 persons in 5,743,000 households during September 1939, according to the most recent figures released by the Social Security Board. The following items are a few which go to make up the total: Recipients of aid to dependent children: Families, 313,000; children, 753,000; recipients of aid to the blind, 69,000; persons enrolled in the Civilian Conservation Corps, 255,000; persons receiving student aid under the National Youth Administration, 59,000; and persons employed on NYA works projects, 225,000.

United States Housing Authority

More than 200 American institutions of higher education have courses related to some phase of public housing, it was revealed by a current check-up made by the United States Housing Authority. A special service for such institutions has been established in the USHA under the direction of William H. Cary, Jr. Literature and handbooks based on data gathered during the 2 years that the USHA has been functioning are being prepared and made available for educational use. Lectures by USHA technical experts are also being arranged for classes in housing.

Public Works Administration

More than \$193,000,000 worth of new educational facilities have been made available during the past 12 months through the completion of 1,946 PWA school projects, according to latest reports received from the Public Works Administration headquarters.



Earthquake-proof high school built with PWA funds.

New buildings, additions to existing buildings, and improvements and modernization have provided accommodations for approximately 500,000 pupils, and several hundred school auditoriums, gymnasiums, and athletic fields will provide facilities for recreation and physical education. Safety, ample lighting, and multiple use of facilities were among the factors taken into consideration by the architects. (See illustration).

Works Progress Administration

Classes in safe operation of motor vehicles are being conducted by the Works Progress Administration, in cooperation with State and local highway departments and other tax-supported agencies, in an effort to aid in the Nation-wide campaign to continue the recent decreases in automobile fatalities. Most of the WPA safe-driving courses are divided into two parts: Classroom instruction in the theory and principles of safe driving and driving range instruction and training.

The WPA has also made traffic surveys and studies of highway hazards in hundreds of cities and towns. The findings have been turned over to municipal traffic bureaus and to the Public Roads Administration and to other Federal and local agencies engaged in safety research.

MARGARET F. RYAN

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IV. Educational associations and directories. 10 cents.

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IV. Statistics of higher education, 1935-36. 30 cents.
V. Statistics of public-school libraries. 20 cents.
VI. Statistics of special schools and classes for exceptional children. 20 cents.
29. Are the one-teacher schools passing? (In press.)

MISCELLANY

1. Choosing our way. 35 cents.
2. To promote the cause of education. 20 cents.
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4. La educación en los Estados Unidos de América. 15 cents.
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51. Know your school child. 5 cents.
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SCHOOL LIFE

**March
1940**

**VOLUME 25
NUMBER 6**

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**FEDERAL
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WASHINGTON, D. C.**

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SCHOOL LIFE

Official Organ of the U. S. Office of Education

Volume XXV

MARCH 1940

Number 6

SCHOOL LIFE is published monthly (except in August and September) during the school year, by the U. S. Office of Education, Federal Security Agency.

Its purpose is to present current information concerning progress and trends in education; report upon research and other activities conducted by the U. S. Office of Education; announce new publications of the Office, as well as important publications of other Government agencies; and to give kindred services.

The Congress of the United States, in 1867, established the Office of Education to "collect such statistics and facts as shall show the condition and progress of education in the several States and Territories"; to "diffuse such information as shall aid in the establishment and maintenance of efficient school systems"; and "otherwise promote the cause of education throughout the country." SCHOOL LIFE serves toward carrying out these purposes. Its printing has been approved by the Director of the Budget.

The subscription rate is \$1 per year in advance; to foreign countries in which the mailing frank of the United States is not recognized, \$1.50. *Club rate:* For orders of 100 copies or more to be sent in bulk to one address within the United States, the Superintendent of Documents allows a discount of 25 percent. Subscriptions may also be entered through magazine dealers. Subscription orders with remittances should be sent to the Superintendent of Documents, Government Printing Office, Washington, D. C.

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Publication offices:
U. S. OFFICE OF EDUCATION
FEDERAL SECURITY AGENCY
Washington, D. C.

Editorial

Protection of Civil Liberties

RECENTLY the Hon. Paul V. McNutt, Federal Security Administrator, addressed the Lawyers' Guild in Washington, on the subject, The Lawyers' Part in Democracy. I am sure that the message pertaining to our civil liberties will be appreciated by the teaching profession as well as by the legal profession, and for that reason the following excerpt from his address is presented:

"No account of the present responsibilities of the bar would be complete which fails to lay stress upon the sacred duty of the protection of civil liberties. This duty is the peculiar obligation of the legal profession because it is through the misconception of law and its maladministration that the most flagrant violations of civil liberties occur. At such a time as this, it is more than ordinarily important to the preservation of our national life. During times of crises, it is the more necessary to protect the individual liberties because there is the more temptation to ignore them.

"Every national emergency puts a strain upon the democratic process. At the heart of that process is the principle of free speech and free political action. The strain becomes greatest during war. This is not difficult to understand.

A Price Too High

"Those charged with responsibility for the nation's welfare are necessarily intent, above everything else, on winning the war. A nation in a death struggle cannot be expected to be over-technical about rights of an individual. It must not be forgotten, however, that victory on the battlefield would exact a price too high were it obtained by the collapse of democracy itself. In facing the difficult and tragic problems of the present and the immediate future, America must bear in mind that involvement in international conflict carries with it the inevitable implication of a suppression of civil liberties. Such considerations make it all the more necessary for us to guard our peace to the utmost, for in doing so, we are safeguarding our democracy. I do not suggest that America cannot withstand a world war with its democracy intact. It has done so in the past, and I feel that the Nation's passion for the democratic way of life insures that it can do so again. The warning cannot be repeated too often, however, that in such an event we must take every precaution against the deterioration of the democratic structures which we have built on the cornerstone of the free exchange of ideas and the free casting of the ballot. Lawyers, more than any other group, should recognize and appreciate the extent of this problem.

Three Distinct Capacities

"The bar must cherish the ideal in three distinct capacities. First, the private practitioner is charged with the responsibility of protecting rights of the individual client. Second, the government lawyer must be ever respectful of the rights of the citizen in his relations with government. Finally, the profession as a whole must at all times have an acute awareness of the status of civil liberties throughout the Nation. It must assume a collective responsibility for the rights of the citizen.

"These are a few of the major responsibilities of the bar as I see them. To discharge them well requires ability, hard work, and a devotion to the public service which is second to that of no other group of citizens. These are contributions which no class can make so effectively as can the legal profession. They constitute a challenge to the best brains and the highest idealism of the Nation. As a member of the bar, I have every confidence that the challenge will be accepted."

John W. Studenaker
U. S. Commissioner of Education.

This Month's Authors Say:

The question, Should Federal funds for education be earmarked for special purposes? raises the issue of the price that should be paid for Federal aid to education. In the writer's judgment, the earmarking of funds entails too great a price in terms of sacrifices of our traditional American educational policies of local control of education.

* * *

The present educational program is inadequate both with respect to the amount and quality. Thousands of boys and girls of high-school age live in communities where there is no secondary school opportunity and no provision is made for them to get secondary schooling elsewhere. Not only is the amount of school opportunity available inadequate, but the present program is also conspicuously weak in several areas.

* * *

The mere finding of defects gets us nowhere. We have merely wasted our time and public funds if nothing comes of it. If we do not feel that something must be done, in each case, we get into ways of finding too many and inconsequential ailments. Our aim, at the time of examination, should be the treatment of 100 percent of the defects found and 100 percent treatment of those defects. I am using the word "treatment" rather than "correction" because most defects cannot be removed and some require persistent efforts for their improvement.

* * *

The cooperation of the schools and colleges of the country and of the State departments of education has contributed greatly to the efforts of the Civilian Conservation Corps to organize and continually strengthen its program and to enable that program to take its place in coordination with the other major youth-training institutions of the Nation.

* * *

By the end of the elementary school level the child has developed the ability to speak or write a paragraph free from gross errors. Such a paragraph may represent a social-studies report, a contribution to an assembly program, a letter, a section in a school newspaper, or a summary of a school activity.



On This Month's Cover

SCHOOL LIFE expresses appreciation to the Federal Bureau of Investigation, for use of the picture on this month's cover page. It is a class of special agents receiving training at the Federal Bureau in the United States Department of Justice.

Convention Calendar

- AMERICAN ACADEMY OF POLITICAL AND SOCIAL SCIENCE. *Philadelphia, Pa., April 12 and 13.*
- AMERICAN ASSOCIATION FOR HEALTH, PHYSICAL EDUCATION, AND RECREATION. *Chicago, Ill., April 24-27.*
- AMERICAN ASSOCIATION OF COLLEGIATE REGISTRARS. *St. Louis, Mo., April 23-25.*
- AMERICAN ASSOCIATION OF DENTAL SCHOOLS. *Philadelphia, Pa., March 15-17.*
- ASSOCIATION FOR CHILDHOOD EDUCATION—NURSERY-KINDERGARTEN. *Milwaukee, Wis., April 29 to May 3.*
- NATIONAL ASSOCIATION OF COLLEGIATE DEANS AND REGISTRARS IN NEGRO SCHOOLS. *Langston, Okla., March 6-8.*
- NATIONAL CATHOLIC EDUCATION ASSOCIATION. *Kansas City, Mo., March 27-29.*
- SECONDARY EDUCATION BOARD. *New York, N. Y., March 1 and 2.*

"Movie" Audience Behavior

William Lewin, chairman of the committee on motion pictures of the department of secondary teachers of the National Education Association, has sent in the following "dec-alogue" based on discussions and suggestions at Weequahic High School, Newark, N. J. "The project," Mr. Lewin says, "is in line with the aims of our committee on motion pictures."

A DECALOGUE OF AUDIENCE BEHAVIOR

Based on Student Discussions and Suggestions

1. Remember that a student movie goer represents his school and that, by his behavior, he can build or break down the good name of the school.
2. Remember, when responding to the appeals made by a picture, to keep your enthusiasm within reasonable bounds.
3. Remember, if you wish to show disapproval of a film, that the decent thing to do is to remain silent and to reserve your comments until you can speak or write to the manager of the theater. Careful expression of opinion will prove more effective than acts of disturbance at a performance.
4. Remember that you can best express your disapproval of unruly behavior on the part of your friends in the theater by firmly refusing to join in their acts of disturbance. Speak quietly to those who are boisterous. By being quiet of voice you will accomplish more than by being aggressive.
5. Remember that there are other people in a movie audience besides yourself and your friends, that they have paid to see and hear the program just as you have, and that they are entitled to peace, quiet, and respect during the performance.

6. Remember this golden rule of fair play in the treatment of furniture and equipment in a theater: Treat chairs, rugs, and other furnishings as you would have your own treated by visitors in your home. Vandalism is one of the lowest forms of behavior.

7. Remember that, in case of danger of fire, self-control is of prime importance. The danger is not so much from fire as from injury due to panic and rushing to get out.

8. Remember that, once you are outside of the theater, an expression of opinion regarding pictures that you have seen is much to be desired. Make your comments on as high a plane of thought as possible.

9. Remember that, in discussing pictures, you should listen closely to the comments of others, for the art of conversation depends on attentive listening.

10. In general, remember that the success of our American democracy depends on independent critical thinking, on self-restraint in crowds, on the exercise of imagination regarding the consequences of the mob spirit, and on adherence to the highest ideals of fair play in public conduct.

Adult Education

The fifteenth annual meeting of the American Association for Adult Education will be held in New York City, May 20-23, with headquarters at the Hotel Astor. The Democratic Way: An Educational Process will be the theme of the meeting.

There will be two types of sessions: Large meetings, open to the public, at which men and women of national importance will speak on various aspects of the general theme; and section meetings—small working conferences—on a wide range of subjects, where reports of specific projects in adult education will be made. The tentative program provides for 8 general sessions, 40 section meetings, a banquet, and 2 luncheon sessions.

Members of the committee in charge of the meeting are: George V. Denny, Jr., president of the Town Hall, chairman; Harold Benjamin, dean of the College of Education, University of Maryland; Edmund deS. Brunner, professor of education, Teachers College, Columbia University; Austin H. MacCormick, commissioner of correction, New York City; Harry A. Overstreet, emeritus professor of philosophy, The College of the City of New York; Everett Dean Martin, peripatetic lecturer in social philosophy; and Morse A. Cartwright, director of the American Association for Adult Education.

For Crippled Children

The Easter seals of the National Society for Crippled Children are on sale for the seventh consecutive year from February 24 to March 24, 1940, the proceeds of the sale being used for services to crippled children. The National Society represents and promotes all phases of activity for crippled children.

A Modern English Program

by Helen K. Mackintosh, Specialist in Elementary Education

How Important is English?



In discussing a modern English program for modern schools, it is necessary to stand back and get a long view of the problem of English teaching in the light of current standards. It may surprise some people to know that the average individual probably speaks the equivalent of a book a week. In a recent publication of the Educational Policies Commission the statement is made that speech is the basis of 90 percent of present-day communication. It is necessary to remind ourselves of the importance of the telephone, of talking pictures, and of the radio in the everyday life of boys and girls, and men and women in this year 1940.

Each individual has a series of vocabularies: Reading, speaking, writing, and hearing. Of these the reading vocabulary is probably the most extensive. The speaking vocabulary of the average person is much more limited than his reading vocabulary, and his writing vocabulary is the most meager of all. Within the past few years the hearing vocabulary has come to take a place of almost equal importance with the reading vocabulary. For the teacher of English this hearing vocabulary has special significance. Motion-picture stars, radio announcers, and radio performers tend to set standards for both pronunciation and enunciation so far as children are concerned. Teachers need to be aware, also, of the changing standards of correctness in both speaking and writing. A few years ago an inquiry by specialists brought in a verdict of "not guilty" in the case of 45 English expressions previously condemned by grammarians.

Common Carrier

In the light of the facts presented here, the recent description of English as the "common carrier" for all school experiences, in addition to its own major job, may well serve as a basis for discussion. That English is, realistically speaking, such a "common carrier" is evidenced by a survey of the activities of a typical elementary school. Suppose that the reader can look in on each room in succession and note the activity actually in progress: In the kindergarten, children are planning an excursion to a farm; the first grade has organized itself into a series of reading clubs which not only read from books but make comments on the reading that has been done. In the next group children are preparing for an assembly based upon all the things that they have read, seen, and constructed in relation to a study of community life. A third group is



English as a part of social living.

trying its hand at creative writing; they have had many experiences in listening to poems and are now trying to put their own thoughts and feelings on paper. As a basis for securing first-hand information about pioneer life in their community, children of the fourth grade are writing letters to early settlers asking for information, for an interview, or for a visit to the school. All the work of editing the school newspaper has fallen upon the shoulders of fifth-grade children. Their room is a beehive of activity as editors of various departments work with their groups in assembling material for the "dummy." The sixth-grade group is discussing ways of making their reports of health experiments graphic for the program to which they have invited parents. Class discussion of a social-studies problem which has its basis in their own community is being carried on in the seventh grade. Eighth graders have written an original play and have reached the point where they are discussing the selection of characters from their own group.

If these illustrations may be considered as typical, an analysis shows first, that both spoken and written language crisscross repeatedly in these situations; and second, that the language abilities, such as conversation, use of the telephone, reports, letter writing, outlines, story telling, announcements, talks, and speeches are all woven into the pattern at various points and in different relationships.

Those skills which are termed the mechanics of speaking and writing are a functional part of these abilities. In viewing skills as an integral part of activities the teacher is organizing her thinking around four steps which should characterize good method in the teaching of English in a modern school program. These steps, in brief, may be summed up by the active verbs: socialize, produce, analyze, and practice. As described, the activities present the stages indicated as "socialize" and "produce." As an outgrowth of these periods, teachers and children should analyze evidences of need for further practice on skills and can then isolate each separate skill for motivated attack.

In Relation to School Day

By use of the foregoing description and its analysis as a background, it is possible to consider further some of the problems which today's English teacher should meet face to face. The analysis has shown that English is closely tied in or related to all activities of the school. It is interesting to note at present that there is a trend toward thinking of the school day or school week not in terms of compartmentalized periods for each individual subject but, instead, as divided into areas of experience such as language arts, social studies, exact science, health, and fine arts. Although English has a specialized function in the area called language arts, it is the

common carrier for the work that is done in each of the other fields here listed. In social studies it is the vehicle which provides for setting up problems, contributing personal experiences and information, organizing and recording learning from books and from many other sources, carrying on discussions of problems, and developing summaries of high points. In a similar way the other four areas of experience can be analyzed to show the importance of English. If the method of approach is reversed, English is taken as the center to which in a similar way other fields of experience are related. In conversation, for example, not merely what is said is of importance, but the manner in which it is said, the voice of the individual, the facial expression, the ability to calculate the effect of what is said upon the hearer or upon the audience are elements in the situation. Social experiences and physical health are contributing factors.

In Relation to Needs and Interests

Another requirement for the English program of today is that it must fit the needs and interests of children. What are the needs of children? To sum up briefly, they must have the kinds of experiences which will contribute to physical, intellectual, social, and emotional growth. Schools are realizing that they are not concerned with the intellectual side of a child's life alone, but that this phase is closely related to the physical, social, and emotional. What are the interests of children? A recent publication in the general field of elementary education has attempted to sum up the kinds of interests which the modern child may be expected to have. He gives his attention to moving things, to creative play, esthetic forms, physical activity, people, the work that people do, places, construction, living things, natural phenomena and forces, and toys. Each of these types can be amplified by means of specific illustrations to show the length and breadth of the field with which the teacher must be familiar in order to guide children's school experiences in a worthwhile way. To tie up this point of view with a specific illustration, take a recent study in which children's vocabulary was enlarged in an organized and interesting fashion. Instead of studying descriptive adjectives as such, the word "elephant" was suggested and children found individually as many words as they could that would describe an elephant. Lists were pooled and children in one instance attempted to put their ideas of the elephant into the form of verse, by linking together their descriptive statements like beads on a string.

As a Measure of Growth

With a skeleton outline of course of study content which the teacher needs in brief but comprehensive form for her own guidance, she must exercise ingenuity in finding ways and means of developing needed knowledge, skills, attitudes, and appreciations at the children's own level.

In the illustration mentioned children were considered as a group rather than singly, but in the next situation with which the teacher is brought face to face she needs to think of each child as an individual. In the field of reading a recent volume has attempted to give a picture of a good fourth-grade reader. In a similar way it is possible to present a picture of a sixth-grade child who has made satisfactory progress in the field of English.

By the end of the elementary school level the child has developed the ability to speak or write a paragraph free from gross errors. Such a paragraph may represent a social-studies report, a contribution to an assembly program, a letter, a section in a school newspaper, or a summary of a school activity.

He can organize a simple two-step outline with three main headings to be used as a guide in speaking or writing. He expresses his ideas in complete sentences. He chooses with some care his opening and closing sentences, and knows that illustrations make what he says or writes more interesting. He pronounces correctly those words which are a part of his vocabulary, and has developed the habit of consulting the dictionary for the pronunciation of unfamiliar words. He enunciates clearly all words that he has had an opportunity both to see and hear. He makes a practice of checking with the dictionary in case he is not sure of the spelling of a word. He recognizes and uses the common marks of punctuation, and capital letters as well.

He has control of such specialized skills as enable him to carry on effectively a brief con-

versation with a visitor to the school, to make an announcement in the various rooms concerning a school program, to telephone for information concerning an exhibit, to take part in a school play, to retell a joke from the newspaper, to fill out information about himself on a test paper, to prepare a bibliography on a topic that interests him such as stamps, or to take part in a class discussion on recreational opportunities which the community has to offer. A child who has such control of English expression is well balanced emotionally, is physically fit, socially adjusted, and mentally alert.

If this is not a typical picture for your State, or your locality, or your grade, you will need to build such a picture for your own guidance; a picture which you can use in determining whether the children with whom you work have helped to set up some standards on the basis of their experience. After you have formulated this yardstick you may wish to build for yourself a similar picture of each individual child in the group with which you work in such a way as to show the extent of his growth in English.

A Field for Research

Another "must" for the teacher of English lies in the field of scientific study. Every classroom teacher cannot carry on experimentation but she can make use of the results of experimentation by others. One of the greatest contributions which can be made by

(Concluded on page 186)



Marionettes call for oral expression.

Selection of Reference Books

by *Nora E. Beust, Specialist in School Libraries*

★★★ A good basic collection of reference books is an integral part of the modern educational program. This means there should be an ample supply of dictionaries, encyclopedias, atlases, yearbooks, handbooks, directories, periodicals, indexes, bibliographies, government documents, and special reference books which satisfy the needs of the curriculum and questions arising from students' special interests and activities.

A study¹ of reference questions asked in 20 New York City public elementary schools selected at random indicates the wide variety of carefully selected reference books and informational books of all types that should be available for the children's use. There were 989 questions considered in the project, ranging from the simple type requiring for their answer the consultation of just one book, as the dictionary—(Example: Difference between turtle, tortoise, terrapin?)—to the more complex type requiring first the use of the card catalog to locate the material, and then the use of the index or table of contents of one or more books to get the desired information—(Example: Indian emblems for a Hiawatha project, or a book of amusements with a chapter on puppets.)

A sampling of some of the questions in this study that give an idea of the diversity of the reference work follow: Roman homes and armor? Spanish designs for the Linoleum Block Club? How does the owl use its beak? Why do Eskimos use dogs instead of reindeer for hauling? Book about coins? Description of Boulder Dam? How is water purified? Who said, "A thing of beauty . . ."? Who was the Roman god of fire? Origin of Halloween? Life of Rachel Field? Where are the Dardanelles? Picture of a covered wagon? Text of the Twentieth Amendment? Olympic Games? Picture of the Landing of the Pilgrims?

Reflect Curriculum Content

Questions asked by students in the high school reflect curriculum content such as history, science, biography, geography, literature, art, vocations, sociology, economics, etiquette, and special interests, including information for dramatics, debates, forums, and hobby clubs.

The small amount of money available for the purchase of books in school libraries is another important factor in the selection of reference

¹ Carpenter, H. W. What is Back of Efficient Reference Work in an Elementary School Library? *Wilson Bulletin* X: 15-19, September 1935.



"Absorbed."

SUGGESTIONS

For the guidance of the selector of reference books for school use there are some general statements which are briefly summarized here.

1. Get acquainted with the reference books that are in the school.
2. Be sure that the books are readily available to those who have need of them.
3. Make provision for continuous training in the effective use of reference materials beginning with the first school year.
4. Keep a card list of "wants"—titles which you know you need.
5. Investigate the possibility of sending students to the public library, or borrowing for occasional use reference books from a neighboring school or public library or other agency.
6. Remember that there are many types of children with great differences in abilities and interests which the books you purchase should serve.
7. Do not limit reference books to encyclopedias.
8. Always refer to a disinterested, responsible source of information before purchasing a reference work. Do not be stampeded into buying.

materials. Statistics² show that 21½ cents per pupil for books, pamphlets, periodicals, and binding in school libraries is the approximate average spent in the school year 1934-35. This figure is based on the expenditure of \$2,688,777 by 3,130 county and city school systems with an enrollment of 12,501,017 pupils. In view of the fact that only approximately one-half of the school systems in the United States are represented in this report, caution should be exercised in applying the percentages to the country as a whole.

However, school-library statistics gathered by the American Library Association³ from a selected list of secondary schools for the year 1937-38 show that the average expenditure for books, periodicals, and binding per pupil for the current report 1937-38 has a range from 10 cents for New York City to \$1.69 for Fresno, Calif. The average spent per pupil was 54 cents for the 36 cities reporting. Only three cities—Fresno, Calif., Minneapolis, and Den-

² U. S. Department of the Interior. Office of Education. *Statistics of Public-School Libraries, 1934-35*. Washington, U. S. Government Printing Office, 1935. (Bull. 1937, No. 2, ch. V, vol. II.)

³ Beust, Nora E. *School Library Statistics, 1937-38*. ALA Bull. 33: 103, February 1939.

ver—reported spending \$1 or more per student for books, periodicals, and binding. The American Library Association's figures still show expenditures far below the amount needed for adequate materials.

These facts should make the selector of reference books hesitate to purchase material where there is any possibility that it may be a waste of money, for it deprives children of the books that they have a right to expect in an American school.

Time and Skill

Time and special skill in book evaluation are two other elements that are involved in the selection of reference books. Even experts who have been trained and had wide experience in reference work need to spend hours examining many of the publications that should be considered for school purchase. Because of the problems involved in buying from agents the so-called subscription books, which make up a large part of the volumes usually found on reference shelves, a committee on subscription books⁴ of the American Library Association was appointed in 1926. The outcome of this committee's activities was the publication of the *Subscription Books Bulletin*,⁵ the first number appearing in January 1930. This bulletin contains reviews of subscription books, which are written by a committee of 11 members who examine and appraise the volumes. In order that its recommendations may truly represent the opinion of the entire committee, each member passes on each review twice in the course of its preparation, each time returning the review, with suggested changes or approval, to the chairman who in turn sends the final copy to the headquarters office for printing. In addition to reviewing books, the committee is called on to act as a kind of advisory agency on all matters relating to subscription books by librarians, school superintendents, and others.

The *Subscription Books Bulletin* always carries a note which reads, "Authority is given to reprint any review in full, but not to quote any review in part except with permission of the American Library Association." The reason for this is obviously that, though there may be some excellent features about a work, there also may be other factors which would make the volume under consideration of doubtful value to the student, such as inaccuracies of statement or omission of information. Members of the instructional staff of the school will want to study the July and October 1939, issues of this publication, as many volumes that are constantly called to the attention of the home and school by agents are reviewed. If small libraries do not sub-

scribe to this publication, the desired information about reference books may be obtained through the State library agency or a neighboring library.

Three Cardinal Points

Though one can rely upon the judgment of the members of the committee on subscription books of the American Library Association,



There is satisfaction in finding the answers.

still it is also desirable to know something about the type of criteria that are generally recognized in the evaluation of factual books. Three cardinal points are: First, authority of the information as to accuracy, completeness and up-to-dateness; second, extent and quality of the bibliographies; and third, format of the book which includes mechanical arrangement.

Reference works are often compiled under the supervision of an editor in chief, assisted by specialists who act as editors in their respective fields. If a list of editors, giving their positions and qualifications, is not included in the prospectus of a work which pretends to be comprehensive and authoritative, the worth of the material is open to question.

One of the most satisfactory ways to determine the authority of the editors is to examine the names of the specialists in the fields of knowledge with which you are most familiar; for example, secondary education, music, or art.

To test the completeness of information, study an article which describes a process or an event with which you have had a personal experience; for example, the manufacturing of aeroplanes or rayon, or the Century of Progress exposition, etc.

The copyright dates on the verso of the title page are the most evident information on the original publication date and the recency of the revision of the volumes. However, an examination of maps for recently constructed power dams, national forests or new boundaries and the study of subject matter for inclusion of such topics as safety, conservation, and television gives more concrete information on the up-to-dateness of the actual materials of the work.

Articles should also be read to discover if there is religious, political, or economic bias. Sometimes there is evidence of unevenness of plan or execution of articles, e. g., literature and art may be carefully and fully treated but science and industries only indifferently presented.

Format Important

The format is important. Are the weight and color of the fabric which covers the book satisfactory for hard wear? Does the book open easily? Is the paper extremely thin or very thick or heavily calendared? The printed page should be easily legible. Are the pictures clear and of a good quality of color and design, or do they look cheap and confusing? Is the information in the work easily available through the general arrangement and typography as well as through the cross-references and indexes?

In every case careful consideration is always the best policy. If a work has genuine merit the agent can offer no reasonable objection to granting time for full examination.

Some References

Further information on the purchase of reference books is found in the following:

Fargo, Lucile F. *The Library in the School*. Chicago, American Library Association (520 North Michigan Avenue), 1939. 522 p.

Reference Work—A Treasure Hunt. Iowa Library Quarterly 13: 70-71, January-February-March 1938.

Stallman, Esther. *Picking Out Books for the School Library—Some Principles*. Peabody Journal of Education 13: 132-136, November 1935.

Tredick, Florence. *At Work With Books*. The Elementary English Review 13: 255-256, November 1936.

Ward, Gilbert O. *Buying Subscription Books*. Wisconsin Library Bulletin 33: 49-55, February 1937.

If you wish to make a more extensive study of reference works consult:

Mudge, Isadore Gilbert. *Guide to Reference Books*. Chicago, American Library Association, 1936. 504 p.

Shores, Louis. *Basic Reference Books; An introduction to the evaluation, study, and use of reference materials with special emphasis on some 300 titles*. Chicago, American Library Association, 1939. 472 p.

⁴ Conat, M. L. Subscription Books and the Reference Librarian. ALA Bull. 32: 830-833, October 15, 1938.

⁵ The Subscription Books Bulletin is published quarterly by the American Library Association, 520 N. Michigan Avenue, Chicago, Ill.

Making the Most of Medical Inspection

by James Frederick Rogers, M. D., Consultant in Hygiene

★★★ If we make the most of medical inspection in our schools, we need the complete understanding and support of our efforts by the local medical profession.

Granted this is accomplished, we must never lose sight of the important fact that the purpose of the health examination is not to find defects and to record them but to get something done about them—to put the child in as good condition as possible for school work and for the business of living. This seems a mere statement of a truism but we often fail, more or less, of this essential objective.

The mere finding of defects gets us nowhere. We have merely wasted our time and public funds if nothing comes of it. If we do not feel that something must be done, in each case, we get into ways of finding too many and inconsequential ailments. Our aim, at the time of examination, should be the treatment of 100 percent of the defects found and 100 percent treatment of those defects. I am using the word "treatment" rather than "correction" because most defects cannot be removed and some require persistent efforts for their improvement.

Presuming we take this view of the matter of medical inspection, we will tend to be conservative in what we label as defects. It is easy to find faults of vision, for the human eye is anything but a perfect optical instrument but we sometimes forget that glasses are not an unmixed good, especially when ill-fitted.

In labeling 50 percent of children as having bad tonsils we overlook the fact that there is no evidence that more than a small proportion are benefited by the costly and always hazardous procedure of their removal. It is little wonder that we do not usually secure 100 percent correction of these defects.

Consideration of Parent

The next step, and here we have in many instances failed, is to give the parent due consideration. As parents have often been treated in the past, I sometimes wonder that we get even the 15 or 20 or 25 percent of responses to our efforts that are sometimes reported. We accomplish nothing without parents' consent and cooperation. They are more interested in the child than anyone else, including ourselves, and they are glad enough to have anything done for the child that they believe will really benefit him. There are, of course, exceptions but they are few. We must treat them as we ourselves would want to be treated. We must take them into our confidence. Even so, we need not expect them to say, yes, yes, to everything we pro-

pose for they have not been brought up healthwise, or otherwise, as we have. Many of them need to be educated and that is said to be the chief business of our school health service.

Granted that they are human beings, greatly concerned for the welfare of their children, but that they desire to be informed and helped rather than to be dictated to, it would seem as if we should ask them to be present at the examination of their child. There is a manifold purpose in this: (a) To give them the respect due them (for anyone who undertakes the business of parenthood is deserving of respect and consideration); (b) to show them we are interested in the family; (c) to obtain first-hand knowledge of the child, for the examiner cannot have too much knowledge, especially with regard to conditions, a decision on which means much expense and possible harm to the child; (d) to furnish the parent first hand with advice as to the general care or special treatment of the child; (e) to save unnecessary work by the nurse; (f) and last but not least, to show the parent that the school physician is really a first-class physician genuinely interested in the child and working for his good.

The teacher ought to know her children both physically and mentally and she may well be consulted by the physician and certainly the nurse should be in attendance, for, if following up must be done (and often it will need to be done), the parent is already introduced to her and is not so likely to look upon her as meddling in affairs which may seem to the parent none of her business.

So much for the routine examination which occurs once a year or less often, but at that examination, some 20 percent of children are absent and, during the year, many children enter the school after the time for examinations. We are not making the most of our health service if these children are not brought to the attention of the physician by the teacher or nurse. Then there are children who have serious illnesses during the school year, who often return to school before they are fully recovered and who are not infrequently damaged for life. These need a careful examination.

Teacher Always Present

The appearance of diseases and defects do not await the periodic visit of the physician, dentist, or nurse, but the teacher is always present. Any musician who is worthy of the name is sensitive to the condition of the instrument on which he plays. The teacher is a musician. She is not playing upon heavenly harps which never get out of tune and it is

strange that she should ever be indifferent to the physical welfare of the child. Most of our school medical work is done by the use of the eyes and the teacher has as keen vision as the average person. She was the first line inspector in the beginnings of this work in Boston and she remains in this important post. As one experienced school physician remarked, "she is the keystone of medical inspection" and another one said, "the more that teachers know along this line, the more they will stir the physician to his best work." Health examinations can be linked with health instruction and the teacher is the connecting link which binds these two functions of the school together.

To make the most of medical inspection the teacher should be prepared to know when the instrument on which she plays is in tune. If this preparation has not been accomplished in the course of her schooling, any medical inspector should be glad to give her this training. After all mere periodic examinations are, in a way, an absurdity and it is no wonder we have difficulty in determining whether they shall be made yearly, or biennially, or triennially, or what not. What we most need is daily observation of the child at rest and in action.

Having been conservative in our search for defects, there is still the matter of treatment. This should be made possible for every child and the treatment should be adequate. For some cases this means prolonged treatment and prolonged treatment means expensive treatment. Many parents, willing enough to do something for the child, if there is promise of immediate improvement, become discouraged over results and appalled at the cost where improvement is slow. Cases of evident disability—children who are crippled in body or limb—are now being given public consideration but less spectacular cases needing attention over weeks or months are not always adequately provided for. No matter what the facilities for treatment, we must, of course, depend on that most important person, the school nurse, to see that 100 percent of our defective children are given 100 percent treatment.

To make the most of our health service we should do what we can to prevent defectiveness. This can only be done by improving nutrition and by preventing communicable disease. Many defects of eyes and ears and heart and other organs have their beginnings in such all-too-common ailments as measles and scarlet fever and diphtheria. Malnutrition and defectiveness are closely related. Nutrition is a compli-

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Education in Turkey

by Severin K. Turosienski, Specialist in Comparative Education

★★★ Since the Turkish National Revolution of 1922 the educational, political, and social face of Turkey has completely changed. The system of education follows in general the lines of continental European practice, although remaining distinctively Turkish. The child begins elementary school at the age of 7 and attendance is compulsory until the age of 16. The features most characteristic of Turkish education are as follows: It is (1) entirely democratic, with no social distinctions; (2) free of charge in all public schools of elementary, secondary, normal, vocational, and higher education; there are no fees for tuition or registration; and all students in rural schools are furnished with free textbooks; (3) uniform and lay; (4) coeducational; and (5) national and controlled by the State.

Physical education is compulsory in all schools. The Ministry of Public Instruction through the Director General of Physical Education organizes and directs all sports, gymnastics and other bodily exercises, developing the physical and moral capacities of the citizen in conformity with the principles of national evolution. A national athletic convention is held every year in the month of May. There are boy scout and girl scout organizations.

No religion may be taught in any school. If parents desire to give their children religious instruction, they must do so outside the school.

General education in modern Turkey is organized on the plan of a 5-year elementary school (*ilkokul*), followed by a 3-year middle school (*ortaokul*), and this, in turn, followed by a 3-year lyceum (*lise*). The last year of the lyceum offers two options: scientific (*fen*) and literary (*edebiyat*).

Program of Studies

The curriculum or program of studies for middle schools (*ortaokul*) is as follows:

Required subjects of study	Hours a week by classes (years)		
	I	II	III
Turkish	5	4	4
Foreign language (French, English, or German)	5	4	4
History	2	2	3
Civics	2	2	2
Geography	2	2	2
Mathematics	5	4	4
Science with laboratory work	4	4	2
Biology and hygiene	2	2	3
Manual training	2		
Gymnastics	1	1	1
Drawing	1	1	1
Military drill (for boys)		2	2
Child care and domestic science (for girls)	2	2	2
Total	27	28	28



The call of the youth.

At the close of the third year, the student takes a final examination, and, if he is successful, is granted by the ministry of public instruction a middle-school diploma (*ortaokulu bitirme diploması*). The diploma admits the holder to a lyceum, a normal school, or a professional school of lyceum rank.

The curriculum for a lyceum (*lise*) is as follows:

Required subjects of study	Hours a week by classes (years)			
	I	II	III	
			Scientific	Literary
Literature	3	3	2	5
Philosophy and sociology			2	6
Foreign language (French, English, or German)	5	5	4	6
History	2	2	3	3
Geography	2	2	1	1
Mathematics	5	4	8	2
Natural history	3	2	1	1
Physics	3	4	3	1½
Chemistry	3	4	3	1½
Gymnastics	1	1	1	1
Military drill (for boys)	2	2	2	2
Domestic science (for girls)	2	2	2	2
Total	29	29	30	30

Satisfactory completion of either of these options and passing a final examination, commonly called the baccalaureate examina-

tion, earn a maturity or baccalaureate diploma (*olgunluk diploması*), which admits the holder to an institution of higher education. This diploma is granted by the ministry of public instruction.

The middle school and the lyceum are not really separate schools. They are often in the same buildings, under the same administration, and with the same teaching staff. The differences are in the classification of school years, the emphasis upon the groups of subjects of study and their extent, and, finally, in the right of entrance into the next higher stage. In fact, they are one secondary school and are so counted. The middle school represents the first cycle (*I. devre*) and the lyceum the second cycle (*II. devre*) of general secondary education.

In addition to the middle schools and lycées of general education there are vocational schools of the same rank including technical, commercial, agricultural, naval and military, and professional schools maintained by various ministries to train their personnel such as tax officials, post-office officials, policemen, minor juridical personnel, etc.

In all phases of technical education, a large number of students are sent by the National Government to European and American universities to specialize in their different fields.

Institutions of Higher Education

National University of Istanbul (Istanbul Üniversitesi) founded in 1896, was reorganized in 1933. It has faculties of philosophy, science, law, medicine with a school of dentistry, engineering, and a school of pharmacy. The curricula in dentistry and pharmacy are 3 years in duration; in medicine, 5 years. Other courses last usually 4 years. In 1937 the university enrolled about 5,000 students.

National University of Ankara, with faculties of law and philosophy, enrolls about 2,000 students.

Atatürk Institute of Education (Terbiye Enstitüsü) at Ankara, and the Higher Normal School (Yüksek öğretmen okulu) at Istanbul, train teachers for secondary schools. They are organized into five departments—mathematics, natural science, literature, history-geography, and pedagogy.

Higher School of Commercial and Economic Sciences (Yüksek iktisat ve ticaret okulu) at Ankara, formerly at Istanbul, was founded in 1875. It offers a 3-year curriculum, the last year of which has three options: Administration, finance-commerce, and politics.

Higher School of Forestry (Yüksek orman mektebi) at Istanbul, founded in 1855, offers a 3-year curriculum leading to a diploma.

Academy of Fine Arts (Güzel Sanatlar Akademisi) at Istanbul, was founded in 1881. It is organized into four departments—architecture, painting, construction, and arts.

Institute of Agriculture and Veterinary Medicine (Yüksek ziraat Enstitüsü) at Ankara offers 4-year curricula in agriculture and veterinary medicine. It was founded in 1933.

School of Maritime Commerce at Istanbul trains men to be both deck officers and engineer officers. The curriculum is 4 years in duration.

In addition, there are higher schools for national defense, including the Military Academy, the General Staff Academy, and the Naval Academy, all at Istanbul.

Education of Teachers

Teachers for elementary schools are educated in normal schools (öğretmen okulları). Applicants for admission must be graduates of middle schools of general education and pass an entrance examination. The curriculum is 3 years in duration. The first 2 years are on approximately the same levels as those in a lyceum, except that general and child psychology are added in the second year. The third year includes considerable strictly professional work based on and carried along with good general education. The practical lessons are given in primary model schools annexed to each normal school. Completion of the curriculum and passing the final examination earn for the candidate a diploma which entitles him to teach in elementary schools.

Teachers for middle schools are trained in the Ghazi Normal School (Gazi Orta öğretmen okulu) of the Institute of Education (Terbiye Enstitüsü) of Ankara, which admits elemen-

tary school teachers with at least 2 years of practice and offers them a 2-year curriculum. The Institute of Education includes also the Normal School of Physical Education and the Normal School of Drawing and Manual Training, both at Ankara. Candidates for admission to these schools must be successful elementary school teachers for at least 2 years and pass a competitive entrance examination. The general curricula are 2 years in duration. A normal school of rural economy at Eskisehir was opened for students at the beginning of the school year 1939-40.

The İsmet İnönü Institute for Girls at Ankara has a normal department for training of teachers of domestic science in 2 years. Teachers of music for normal and middle schools receive their training in the Normal School of Music (Ankara musiki öğretmen okulu) at Ankara. It admits graduates of elementary schools and offers them a 6-year curriculum, providing for the study of a musical instrument during that period.

Teachers for lycées are university graduates who have completed additionally the prescribed courses in general and experimental psychology.

Civil Service Status

All members of the administrative and teaching personnel in public institutions have civil-service status. Appointments are made by the Ministry of Public Instruction for life or until the age of retirement is reached. After 25 years of active service, a teacher may retire with a pension of 50 percent of his basic salary. Widows and orphans of teachers are also entitled to pensions.

Foreign and minority schools, like the public schools, are subject to the strict control of the Ministry of Public Instruction. Their curricula and teaching staff must be approved by the Ministry. The Turkish language and literature, history, civics, geography, and art must be taught by Turkish teachers in Turkish.

Among the foreign schools are two American institutions: Robert College, for boys, at Bebek, Istanbul, and Constantinople Woman's College at Arnaoutköy on the Bosphorus, maintained by the Near East Foundation. They are leading institutions not only in Turkey, but also in the Balkan States. They offer instruction on secondary and college levels. The requirements for admission to and graduation from their degree curricula are on a level with those of standard colleges in the United States. Robert College was founded in 1863, and Constantinople Woman's College in 1871 by official decrees. In 1932 they were united under the name of the Istanbul American College and are under the direction of one president.

The compulsory introduction of the new Turkish alphabet, composed of Latin characters,¹ which is better suited phonetically to the genius of the Turkish language² than the Arabic script, has developed an immense thirst for learning. It has greatly assisted Turkish students to learn modern languages by relieving them of the preliminary difficulty

¹ The Grand National Assembly of Turkey decreed the use of Latin alphabet December 1, 1928.

² The language of modern Turkey, which under the Sultans was known as Osmanli or Ottoman Turkish, is now called Türkçe (Türkçe). The name "Türk" means "strength."

(Concluded on page 186)

Students in a secondary commercial school.





Robert H. Jackson.

★★★ Both the Federal Bureau of Investigation and the Bureau of Prisons have established schools of different types corresponding to their particular functions in the Department of Justice.

The Department of Justice was established June 22, 1870, by act of Congress. The post of Attorney General, however, was created September 24, 1789. This Department is the agency through which the President exercises his constitutional authority in enforcing the laws of the United States Government. The Attorney General's functions and those of other leading officers and major divisions will be described briefly as a background for a more detailed treatment of the schools which are under the Department's jurisdiction.

General Functions

The Attorney General advises the President and executive department heads on legal questions upon request. He may, on extraordinary occasions, appear before the Supreme Court. He has general superintendence and direction of United States district attorneys and marshals, and he may provide special counsel for the United States in certain cases.

The Solicitor General, next in authority, has charge of the Government's interests relating to the Supreme Court and he has the power to authorize or to reject appeals to intermediate courts.

NOTE.—The writer expresses his appreciation to Joseph A. Mulcahy, Special Executive Assistant to the Attorney General, to J. Edgar Hoover, Director of the F. B. I., to Hugh H. Clegg, Assistant Director of the F. B. I., and to Benjamin Frank, Supervisor of Prisons, Bureau of Prisons, for their cooperation in obtaining the data which are basic to this article.

Schools Under the Federal Government

The Department of Justice

by Walton C. John, Specialist in Higher Education

The Assistant to the Attorney General has charge of administrative, personnel, and legislative matters of the Department.

There are also five principal divisions each under the direction of an Assistant Attorney General as follows: The Antitrust Division, the Tax Division, the Claims Division, the Land Division, and the Criminal Division. There are three Bureaus—the Federal Bureau of Investigation, the Bureau of Prisons, and the Bureau of War Risk Litigation, and in addition there are the Bonds and Spirits Division, the Board of Parole, and Attorney for Pardons.

Under the Attorney General there has been organized the Civil Liberties Unit within the Criminal Division. In the few short months that the unit has been at work it has accomplished much.

Enforcement of Federal Laws

The Field Service includes 94 Federal districts in which there are at work 510 district attorneys and assistants and 1,031 marshals and deputies. The Federal Bureau of Investigation has 52 field offices strategically located. The staff of the Criminal Division includes 36 field attorneys and clerks and the Federal Prison Service comprises 2,916 employees as well as 219 probation and parole officers and 128 clerks.

These individuals and units of the Department are directing their energies toward the purpose of obtaining obedience to Federal law by the people. It happens, nevertheless, that there are many who break the law or attempt to evade it, consequently the Government has set up agencies for the apprehension of law violators.

Among these important agencies is the Bureau of Investigation of the Department of Justice which "has general charge of investigation of offenses against laws of the United States, except counterfeiting, narcotics, and other matters not within the jurisdiction of the Department of Justice; of the acquisition, collection, classification, preservation, and exchange of criminal identification records; and of such investigations regarding official matters under control of the Department of Justice and the Department of State as may be directed by the Attorney General."

It is through this Bureau that the Department detects crime, apprehends criminals and other law breakers in order to bring them to trial and either to obtain their conviction and punishment or their acquittal. In case the

one convicted is imprisoned he comes under the jurisdiction of the Bureau of Prisons. This Bureau has general charge of Federal penal institutions and of prisoners. It also has charge of matters relating to prison contracts and to the parole law.

The F. B. I. Academy

The training school for newly appointed agents is housed in the new Department of Justice Building in Washington. The classrooms, laboratories, and offices including the educational and laboratory equipment are fully up to date. The length of the course for newly appointed agents is 16 weeks.

Objectives

The following quotation from an address of J. Edgar Hoover, Director of the Federal Bureau of Investigation and head of the F. B. I. schools, suggests a number of objectives.

"There is nothing secret about the manner in which the Federal Bureau of Investigation works. Its formula is a simple one—intensive training, highly efficient and carefully investigated personnel, rigid requirements in education, conduct, intelligence, ability to concentrate, alertness, zeal, and loyalty, plus careful schooling in which we do our utmost to make every man to a degree self-sufficient. He must be a good marksman and have the courage to shoot it out with the most venomous of public enemies. He must know how to take fingerprints and what to do with them afterward. He must learn that no elue, no matter how seemingly unimportant, can be overlooked. He must have constantly before him the fact that science is a bulwark of criminal investigation and neglect no avenue toward this end. And he must realize that no case ever ends for the Federal Bureau of Investigation until it has been solved and closed by the conviction of the guilty or the acquittal of the innocent."

The scope and variety of activities for which the school prepares involve such matters as bankruptcy frauds, antitrust and National Bank Act violators, as well as crimes on Government reservations, kidnappings, and bank robberies. The agent must be competent to handle any or all of the kinds of investigations relating to the above matters—he cannot limit himself to merely a single field.

Admission Requirements

Candidates for admission must be citizens of the United States. The training school is available only to regularly appointed special agents of the Federal Bureau of Investigation. The student must be between the ages of 23 and 35, the age limits for all new appointees as special agents. The applicant "must be a graduate of an accredited law school who has been admitted to the bar and who possesses at least 2 years of legal or business experience, or he must be a graduate of an accredited accounting school and must have had at least 3 years of practical commercial accounting and auditing experience. The previous business experience may have been secured any time before, during, or after securing the educational training."

A careful check is made in every respect of the applicant's past record. The physical condition of the student is of prime importance. Among other items, we mention the following: He must be at least 5 feet 7 inches tall without shoes and must be able to hear ordinary conversation at a distance of at least 15 feet with each ear. He must meet the test for eyesight. Other important tests must be met.

Training School Faculty

The regular F. B. I. faculty of five members is augmented by the specialists of the Bureau who lecture on special subjects; there are around 50 visiting faculty members who give instruction or lecture. Among the latter are leading city police commissioners, legal specialists in the fields of law enforcement and criminology, sociologists, fire marshals, crime reporters, toxicologists, traffic research specialists, firearms specialists, medical examiners, scientists, educators, as well as leaders in the fields of public law, safety education, and other subjects related to the education and training of the agents.

Methods of Instruction

In addition to lectures and routine class work the students are given experience in crime situations by laboratory methods. The use of a wax dummy, known as Oscar, in a variety of criminal situations, makes it possible quickly to learn the best methods of gathering evidence in case of murder. Practical fingerprinting detection is demonstrated on an old automobile known as Beulah. A bank robber's den or other criminal hang-out may be simulated in The Rogues' Den for the purpose of checking criminal activities or movements. Hypothetical cases are also staged.

Following sufficient experience through these methods and procedures the new agent will be put to work with an experienced field agent, and finally he will handle real cases by himself. Many skillfully designed devices are used in dealing with problems and techniques connected with raids and arrests.



U. S. Department of Justice Headquarters.

The Bureau of Investigation has a library with works on law enforcement methods and technique as well as the Department's law library.

In addition to the school for newly appointed agents there is the F. B. I. In-service School which operates for periods 2 to 4 weeks in length to bring the agents up to date in the latest methods and techniques of enforcement.

The F. B. I. School for Special Agents in Charge is set up whenever the Director sees fit to strengthen the training of special agents in charge of the Bureau's field divisions. The F. B. I. Chief Clerks Training School is attended by the chief clerical employees of each of the 52 field offices of the Bureau. The course is planned as an annual event running for one week. Furthermore the F. B. I. has regular in-service clerical schools and administrative courses and instructors courses.

F. B. I. National Police Academy

The Federal Bureau of Investigation National Police Academy was established in 1935 for the training of executives and instructors in law enforcement organizations—municipal, county and State. The school is located in Washington.

Recently the Government has provided a modern barracks building at Quantico, Va., not far from Washington, where those attending the academy are required to reside. This is because it is necessary to give instruction during the evening on occasions involving the practice in handling firearms at night.

Students are selected by the Bureau following the filing of an application by the particular law enforcement organization. The Bureau then invites this organization to designate

one of its representatives to attend. The course offered by the academy is limited to regularly constituted law enforcement officers. The F. B. I. National Police Academy is a service to America's law enforcement agencies whose officers attend its courses without cost to the local communities other than transportation to Washington and nominal living expenses while attending the academy.

Course of Study

The program of study is similar to that provided for the special agents of the Bureau. Supplementary courses are offered in such subjects as Foot Patrol, Motorized Radio Patrol, Detective Division Functions, Police Communications and Police Reports, Travel, Police Organization and Administration, Teaching Methods, and also Safety Education.

In-Service Training Courses

Graduates of the police academy are given yearly the opportunity for a short period of review in the latest developments in law enforcement methods and techniques. These schools run about 10 days.

Other Educational Activities

The Federal Bureau of Investigation also offers courses for the benefit of employees in the several field offices. This instruction is given in connection with the visit of one of the Bureau's inspectors. Correspondence courses in accountancy are also available for all members of the Bureau personnel. Quarterly conferences also are held in the various field offices for both the special agents and



Vocational training at a Federal reformatory.

members of the clerical personnel. Likewise the investigative force of the F. B. I. has periodic firearms training in the field.

Schools in U. S. Prisons

The Department of Justice through the Bureau of Prisons operates what is said to be the "largest unified correctional plan in the world." The Director of the Bureau is James V. Bennett whose office is in the Department of Justice in Washington. There are about 18,000 prisoners in the 20 or more Federal penal institutions which comprise the 6 penitentiaries located at Alcatraz Island, Calif.; Atlanta, Ga.; Leavenworth, and Fort Leavenworth, Kans.; Lewisburg, Pa.; and McNeil Island, Wash.; the Federal Industrial Institution for Women, Alderson, W. Va.; two Industrial Reformatories, one at Chillicothe, Ohio, and El Reno, Okla.; the Medical Center and Hospital for Defective Delinquents at Springfield, Mo.; Detention Headquarters, New York City; the Federal Correctional Institutions at New Orleans; Milan, Mich.; Tallahassee, Fla.; Terminal Island, San Pedro, Calif.; Sandstone, Minn.; and at La Tuna, Tex.; the Reformatory Camp at Petersburg, Va.; and also the special camps which help in gradually accustoming prisoners to a life of liberty, located at Dupont, Wash.; Montgomery, Ala.; Tucson, Ariz.; and Kooskia, Idaho.

Need for Education

It is not enough to separate or isolate the criminal from society for a period of time.

To turn the criminal loose on society after punishment without any effort to better him before he again attempts to gain a living by honorable means, is in many cases the cause of making him more antisocial and possibly more criminal.

The Bureau of Prisons has therefore set up a program of education and training to meet individual needs and which, combined with appropriate discipline, will tend to restore the prison inmate to a more harmonious relation with society.

Selection for Educational Privileges

When an offender is committed to a Federal penal institution, he goes through what is often known as the "quarantine period." The period is devoted to the investigating, interviewing, and examination of each new prisoner by various officers, depending on the size and character of the institution. Information is secured and examinations are made by the record clerk, associate warden, warden's assistants, or institutional case workers, chief medical officer, psychiatrist, psychologist, supervisor of education, chaplain, recreation officer, parole officer. Each of these staff members studies the new inmate for the purpose of discovering what problems he presents. The study is followed by recommendations for remedial and corrective measures.

At the end of the quarantine period, the classification committee, consisting of the members of the staff just mentioned, presided over by the warden or superintendent reviews all of the information, considers the recommendations of the various specialists, and outlines a definite program with regard to custody, discipline, social service, education,

employment, recreation, religious training, medical and surgical treatment, psychiatric and psychological attention, and, when necessity is indicated, transfer to another institution.

Objectives

The objectives of the educational program of the Federal penal institutions are comprehensive. They include the removal of illiteracy where the deficiency is primarily caused by the deprivation of opportunity; the removal of common-school deficiencies; the provision of opportunities for education, both cultural and general; the provision for industrial and vocational training; and the development of avocations and recreational and leisure-time activities of a wholesome character.

Leading Educational Activities

The following units are the basis of the educational program in these institutions:¹

"(1) Elementary education for illiterates and borderline illiterates. This includes all individuals who are below fourth-, or fifth-grade level on standardized achievement tests and who have the ability to assimilate such training.

"(2) Advanced academic education for those men above the first group on standardized achievement tests who are interested in making up their elementary school deficiencies. An attempt is made to organize instructional and test material around such subject-matter fields as English, civics, and industrial and social problems on the adult level.

"(3) Related trades and occupational information classes for a selected group of industrial workers and for all vocational trainees. In the field of vocational education, major stress is placed on the problem of utilizing the regular maintenance and industrial activities of the institution for 'on the job' training of the kind that is becoming generally accepted in outside industries. Those inmates who are capable of assimilating trade training and of developing high-grade industrial or trade skills are designated by the classification committee of the institution as vocational trainees and are required to carry on a program of related school work.

"(4) Special classes in such fields as languages, commercial subjects, mathematics, lettering, and mechanical drawing, and a variety of other subjects at a fairly advanced level have been set up and designed to meet the cultural and practical interests of a selected group of the higher-grade inmates.

"(5) Correspondence and cell study courses for those men who cannot attend classes or whose needs and interests cannot be met in any of the other units just mentioned. With few exceptions, all cell study courses are constructed by the educational department and administered very much on the pattern of

¹ Frank, Benjamin. Education in the Federal Prisons, Bureau of Prisons, Department of Justice, Washington 1938.

standard correspondence-school methods. The lessons are sent one at a time, with suitable work assignments, to the men in their quarters. These are returned to the educational department in each institution for correction and the student accumulates the lessons until the course has been completed. These cell study and correspondence courses are both academic and vocational in nature. A few of the typical courses of this kind are correct English, arithmetic for adults, modern business arithmetic, laundry practice, Diesel engines, household refrigeration, and agriculture."

These major educational activities are not equally carried on in all of the Federal institutions but are given different emphasis in the several institutions.

Among the reformatories, the school at the United States Industrial Reformatory, Chillicothe, Ohio, is considered to have "the widest and most complete development; the school proper is housed in a two-story building providing classrooms, a well-equipped library, science laboratory and special rooms for the use of visual aids in instruction, a day and evening school for academic and vocational subjects, a well-organized recreational program, music instruction, and a highly successful inmate council."

The United States Northeastern Penitentiary at Lewisburg, Pa., is noted for its educational program. The academic courses include the different levels on through the secondary school grades. Cooperative relations exist between the penitentiary and a nearby university which provides instruction for selected groups of adult men. Evening classes are available five times a week. Students may accumulate credits to the equivalent of 3 years of high-school work in accordance with an arrangement made with the State department of education.

In other penitentiaries it has been found desirable to give more attention to elementary education on the lower levels because of the large number of illiterate persons. Emphasis is also placed on cell courses for individuals who are not allowed to attend the regular classes.

A most interesting and significant work in education behind prison walls is being carried on at the Federal penitentiary at Atlanta, Ga. At this institution, with a staff consisting of an educational supervisor, two assistant supervisors, an industrial and vocational counselor, a librarian and two chaplains, there is being developed a comprehensive program of educational activities. More than a thousand men are enrolled in the more formal classroom type of work in elementary education for adult illiterates; classes in commercial work; related trades and occupational groups; art classes of various kinds; special subjects at secondary school levels; a journalism class which publishes a monthly publication; supplementary visual education. In addition classes and forums in religious education are conducted by the chaplains; educational radio broadcasts are conducted at regular periods during the



Barracks and school facilities (F. B. I.) Quantico, Va.

week on the institutional radio system, a part of which is tied in with the well known weekly program of the Town Hall of the Air, the records being obtained from the local radio station, used at suitable hours in the institution, and followed by an open forum conducted by the inmate group on the same topic.

Enrollments

According to the report for 1938-39 educational work of some kind or other was being participated in by approximately 7,200 prison inmates in the several Federal penal institutions. Of these about 4,300 were attending regular classes of elementary grade or other special courses; over 1,200 men were obtaining vocational training and more than 1,700 were enrolled for cell study and correspondence instruction.

Libraries

The library facilities in these Federal penal institutions are a significant adjunct in the education of prison inmates. Each of the large institutional libraries is directed by full-time trained librarians attached to the educational staff. The total number of volumes in the 19 libraries approximates today over 136,000. The accessions of books for the

past year reached 10,452 new volumes. The largest collection is found at the Atlanta Penitentiary with more than 18,000 volumes.

The libraries are exceedingly popular according to the circulation figures given. During the year referred to 728,621 books were circulated, not to mention around 170,000 single issues of magazines. The interest in serious reading is shown by the fact that 36 percent of the books loaned in 1938-39 were classified as nonfiction. In institutions with full-time trained librarians this figure averaged more than 40 percent.

Inmates are allowed to go to the libraries and select their books in practically all of the institutions. At the Lewisburg Penitentiary the library is open for readers during evening hours and it is taxed for seating room. This library is modern in every respect and would do justice to any first class college in its design and appointments. At the Atlanta Penitentiary a carefully planned schedule permits inmates to come to the library to select books, to browse around the stacks or to read newspapers and magazines and in other larger institutions use is made of "Bookmobiles" which are sent around to all units of the institution. In such an atmosphere the inmates develop self respect and gain some appreciation of the finer things of life.

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Accrediting of Professional Schools

by Ella B. Ratcliffe, Chief Educational Assistant, Higher Education Division



The following account of the accrediting of professional schools is a continuation of an article which appeared in last month's issue of *SCHOOL LIFE*. The previous article dealt with the accrediting of medical, dental, and law schools.

During the past two decades or more, there has been an increasing tendency for organizations interested in the advancement of education in certain special fields not hitherto having a separate professional status, to seek to raise the requirements of training in those fields to the position where the institutions may be elevated to university schools or colleges. The result has been the drawing up of standards for institutions offering training in these specialized fields and accrediting the institutions which meet the standards.

In the following summary there is given briefly an account of the work of accrediting undertaken by national organizations representing certain other professional fields.

Library Science

In 1923 the American Library Association appointed a temporary library-training board "to investigate the field of library-training, to formulate standards for all forms of library training agencies, to devise a plan for accrediting such agencies, and to report to the council." This board, with the aid of a subvention from the Carnegie Corporation, made a study of library school conditions. In its subsequent report to the association it recommended the establishment of a permanent board of education for librarianship, whose functions, among others, would be "to investigate the extent to which existing agencies meet the needs of the profession; formulate for the approval of the council minimum standards for library schools . . . classify these agencies in accordance with the standards thus adopted; publish annually a list of the accredited agencies."

Such a permanent board was created in 1924 and authorized by its charter to accredit and classify library schools. During the first year of its existence it made a survey of the library schools in the United States, formulated minimum standards for the various types of schools, including junior undergraduate library schools, senior undergraduate library schools, graduate library schools, and advanced graduate library schools. Following adoption of the standards by the association, the board of education began the accrediting of the schools and the publication of accredited lists. It has revised its standards from time to time and continued to publish an annual

accredited list classifying the schools with reference to type.

Music

The National Association of Schools of Music was founded in 1924 as an accrediting organization. Its bylaws provide for institutional membership representing the various types of music schools, and for the accrediting of music schools following an investigation, recommendation of its commission on curricula, and approval of the executive board.

The association has adopted minimum curricula for work leading to the degree of bachelor of music or to the diploma course, and departmental requirements with the various majors, each stated in detail. It issues an annual list of accredited schools of music, classified according to the type of institution, as school, department, or conservatory, and whether the school is independent or is a part of or affiliated with a State-supported college or university or a privately endowed college or university.

The bylaws of the association require the accredited schools to print in their catalogs the statement, the exact wording of which is prescribed for each type of institution, that the school is accredited by the National Association of Music Schools, and the kind of membership carried in the association.

Supplementing the requirements for accrediting, the association has adopted a code of ethics, provided for in the bylaws, which all of its members are expected to observe.

Forestry

The society of American Foresters was founded in 1900. It is a professional organization whose senior membership is composed of professional foresters who have demonstrated competence in their field. By provision of its constitution, junior members shall be graduates of schools of forestry approved by the council of the society, or they shall establish proof that they have a foundation for the pursuit of a professional career in forestry substantially equivalent to the training given in a school of forestry approved by the council.

In order to afford a basis for the admission of graduates of schools of forestry to junior membership, the society in 1935 issued a list of institutions offering approved curricula in forestry. The list was made up after a thorough study of the forestry schools, with particular reference to the factors affecting the efficiency of instruction in four basic fields of work—silviculture, forest management, forest utilization, and forest economics

and policy. Rating was confined to these fields because the work in the several institutions differed so materially.

Attempt was made "to measure in a broad way the degree of distribution attained by the several schools in these four fields, and then to strike an average for all four fields as a basis for classification." Work in each field was graded as A, B, or C, and the schools grouped in these classes on the basis of their distinction. The method of grading the schools was chiefly by determination of, and grading on a percentage basis, the factors affecting instruction. Eighty-five percent of the grade was given in measurable factors affecting the efficiency of instruction; 15 percent in appraising the results of instruction by (a) estimating the efficiency as teachers of the individual members of the faculties; and (b) estimating the efficiency of the graduates as displayed in performance. The standards used were chiefly quantitative. The weights assigned to the various factors to be measured represented the combined judgment of the schools themselves.

Optometry

The American Optometric Association, founded in 1897, and several other bodies later formed, sought to place optometry on a professional basis, but none of them attempted to set up educational standards for rating schools of optometry. The Council of Optometric Education was formed primarily to have some supervision over optometric education, but felt that standards for the schools or for board examinations could not be set up until syllabuses on courses in optometry were adopted. In 1921, however, the American Optometric Association passed a resolution authorizing a conference between representatives of the bodies composed of schools and examiners, including the International Federation of Optometry Schools, The International Association of Boards of Examiners in Optometry, and the Council on Optometric Education of the American Optometric Association, for the purpose of establishing educational standards. The conference met in 1922, and adopted minimum standards for preliminary and optometric education, approved syllabuses in optometric education, and a plan for classifying optometry schools. These standards remained in effect until 1934, when revision was undertaken by the International Association of Boards of Examiners in Optometry.

The International Association of Boards of Examiners in Optometry was formed in 1919. In 1928 it was chartered and adopted a constitution and a set of bylaws, in which its

object was stated to be to unite the various boards of examiners in optometry for the purpose of elevating the standard of optometric education, aiding boards, establishing minimum uniform standards of optometric education, and uniform legislation as a basis for reciprocity in optometric licensure, establishing a standard qualifying examination acceptable to all boards, and rating schools of optometry.

The International Association of Boards of Examiners in Optometry thereby became the recognized agency for standardizing and rating optometry schools. In 1934 the board revised the standards and syllabuses adopted at the 1922 conference and, after a study of the schools of optometry and a comparison of them with schools of other professions, issued a statement of "essentials of an acceptable optometry school or college," outlines of revised syllabuses, and a classification of optometry schools.

The "essentials" contained a provision carrying increased uniform entrance requirements over a period of years—in 1934 not less than graduation from an accredited high school; in 1935, graduation from an accredited high school with courses in certain specified science subjects; and in 1936, graduation from a recognized high school with courses in certain specified science subjects and at least one year in college, in which a science course is pursued.

The board issues an annual list of classified schools.

Engineering

The subject of accrediting engineering colleges was under consideration for 10 years or more before decisive action was taken in the matter. The Society for the Promotion of Engineering Education was the leader in the movement. The setting up of a standard that would be adequate for accrediting all the fields of the profession was a difficult problem to solve. Through the cooperation of the various groups composing the major fields of the profession, however, agreement on a plan of accrediting was finally reached.

In 1932 the American Society of Civil Engineers, the American Institute of Mining and Metallurgical Engineers, the American Society of Mechanical Engineers, the American Institute of Electrical Engineers, and the American Institute of Chemical Engineers (which had been accrediting departments of chemical engineering since 1931), together with the Society for the Promotion of Engineering Education and the National Council of State Boards of Engineering Examiners, formed a body composed of representatives of these groups to be known as the Engineers' Council for Professional Development. In order to carry out the purpose of its organization—the improvement of the status of the engineering profession—the council authorized its committee on engineering schools to formulate criteria for colleges of engineering and to investigate the curricula offered by them, with a view to their accrediting.

The committee first prepared a statement of principles as a basis for accrediting which it submitted to the council and its constituent member organizations. The plan of accrediting involved the approval of individual engineering curricula in each institution, and included both quantitative and qualitative criteria. After securing general approval of the plan the committee visited the institutions that desired inspection, and following visitations covering a period of 2 years, the Engineers' Council for Professional Development, on October 1, 1937, issued a list of 107 institutions offering accredited curricula in engineering. Altogether curricula in 16 fields of engineering were accredited.

Theology

The American Association of Theological Schools, successor to the Conference of Theological Schools and Colleges in the United States and Canada, was organized out of the older conference in 1936 by the adoption of a new constitution. Article VII of the constitution provides for the setting up of a commission on accrediting, and specifies its duties as follows:

"It shall be the duty of the commission on accrediting to institute and maintain a list of accredited theological schools under standards determined by the association."

Upon appointment the Commission on Accrediting Theological Seminaries and Theological Colleges was given "full and final authority to institute and maintain a list of accredited theological seminaries and theological colleges."

During the next 2 years it carried on the work of inspecting such seminaries and colleges as desired to be considered for accrediting, and on June 30, 1938, issued its first report, containing a list of accredited theological schools.

The standards used in accrediting the institutions follow for the most part those of organizations accrediting other types of higher educational institutions. They relate to (1) admission, (2) length of courses and graduation, (3) fields of study and balance of curriculum, (4) faculty, (5) library, (6) equipment, (7) finances, (8) general tone, and (9) inspection.

The report listed 46 accredited theological schools, 3 of which are in Canada. Of this number 11, (1 in Canada) were found to meet all of the standards. The rest fall short of them, some in one particular, others in several. To the names of the latter institutions certain "notations" are appended, according to the number of items in which they were found to be deficient. In explaining its application of the standards to the schools the report says:

"Because of the unique combination of circumstances governing the development of theological schools in the United States and Canada, it was natural and perhaps inevitable that there should be the widest differences between these schools in their organization and manner of work. These schools were not cut to a pattern as they grew, and it is the

last thought in any mind now to try to make them uniform.

"But the association, by its own act, had adopted a statement of minimum standards, and assigned to a commission the duty of administering a policy of accrediting theological schools with these standards as a basis. And it was discovered, as soon as data from individual schools began to be presented in detail to the commission, that very few theological schools meet the standards completely in every particular. The very first problem that confronted the commission was that of dealing both fairly and honestly with these divergencies.

* * * * *

"We have used the term 'notation' as a way of referring to footnotes appended to the list of accredited schools; to indicate that while a school is being accredited, it does not yet adequately safeguard standards of admission or of graduation, or has degree practices not in harmony with the standards, or its library is inadequate, and so forth."

A later report of the commission contains the names of three other accredited schools.

Pharmacy

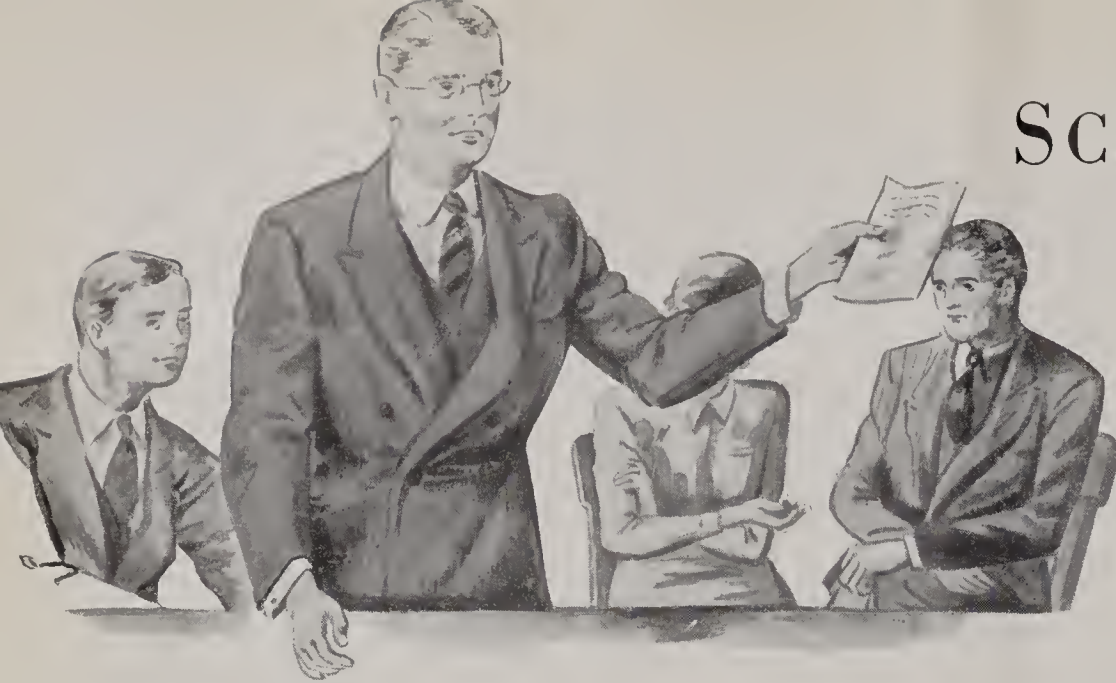
The American Association of Colleges of Pharmacy, so named in 1925, was organized in 1900 as the American Conference of Pharmaceutical Faculties. As early as 1904 the conference adopted qualifications for colleges seeking membership, which it has since revised from time to time. The advisability of establishing standards for pharmacy colleges also came up for consideration early in the history of the conference, and in 1921 the conference went so far as to draft a schedule for grading the colleges, which, however, it never put to service. Following years of agitation of the subject, the American Association of Colleges of Pharmacy, in 1932, joined with the American Pharmaceutical Association and the National Association of Boards of Pharmacy in organizing a new body, the American Council on Pharmaceutical Education, Inc., and authorized it to study and advise upon the question of establishing standards and of accrediting pharmacy colleges. After 5 years of study and preparation, this body, in 1937, adopted a set of criteria for accrediting which it proceeded at once to apply to the pharmacy colleges desiring to be considered. The criteria contained both quantitative and qualitative provisions, which the council anticipates will need to have constant revision.

Out of the 70 colleges of pharmacy in the United States, 62 made application for accrediting, and 54 were accepted. A general reinspection for checking the status of the institutions will probably not be undertaken before 1944. In the meantime, the colleges contained in the list of accredited institutions published by the council on January 1, 1940 (with the exception of four designated for reinspection in 1942), are to be considered as accredited for the 4 years intervening.

(Concluded on page 178)

THIS MONTH'S SUBJECT

Should Federal Aid for Education be Earmarked for Certain Purposes?



The Affirmative

by JOHN GUY FOWLKES

*Professor of Education
University of Wisconsin*

★★★ An acceptable minimum educational opportunity for every boy and girl in the United States is a dream shared by laymen and professional educators. Despite this dream a tremendously large number of citizens in this country have had inadequate school opportunity in their childhood and are unable to get the highly needed school opportunity in their adulthood. School opportunity in rural areas is especially weak, and when it is remembered that the birth rates of rural communities are markedly higher than in urban areas, the educational situation becomes even more serious.



John Guy Fowlkes.

The present educational program is inadequate both with respect to the amount and quality. Thousands of boys and girls of high-school age live in communities where there is no secondary school opportunity and no provision is made for them to get secondary schooling elsewhere. Not only is the amount of school opportunity available inadequate, but the present program is also conspicuously weak in several areas. Some notable instances of inadequacy and weakness in the existing school program are:

1. Teacher qualifications.
2. Length of school term.
3. Organization of school attendance units.
4. Organization of school administrative units.
5. Special services for handicapped children.
6. Educational opportunity for adults.
7. School plant facilities.
8. Physical education.
9. Applied arts.
10. Fine arts.
11. Library services.
12. Guidance services.
13. Health education and health services.
14. Transportation services.

The primary purpose of Federal support for public education is the equalization of educational opportunity. The Federal Government should act as a financial underwriter or guarantor of State educational programs and not as an overindulgent parent giving money without knowing how it is to be spent. Therefore, Federal appropriations without control which guarantee expenditure for the purposes appropriated seem highly unsound.

When Federal funds are appropriated for the support of public education, it seems essential to make sure that a better school opportunity will be available to more children than would have been possible if such Federal appropriations had not been made. Unless Federal appropriations for education are carefully and specifically earmarked, it will be exceedingly difficult if not impossible for the Federal Government to ascertain whether Federal funds for education have been expended towards the real improvement, and,

hence, equalization of school opportunity. Inasmuch as it has been shown that the existing educational opportunity is particularly weak at a number of spots, it seems essential that Federal funds be appropriated specifically for the areas in which the existing program is weakest, in order that the existing minimum program will be raised where it is weakest.

The wanton and woeful mismanagement of the land grants under the act of 1787, the saline grants, the swamp land grants, and the 5-percent fund for schools indicates what happens to non earmarked funds furnished by Congress. The beneficial operation of the Smith-Hughes, George-Reed, George-Ellzey, and George-Deen Acts furnish excellent examples of how a particular area of service has been improved by specific Federal appropriations. Few of those who are familiar with the situation would deny that home economics and agriculture are more generally offered in the high schools located in rural areas than would be the case if special Federal funds had not been provided and earmarked.

A very practical reason for earmarking Federal funds for specific purposes is the established practice of Congress in making appropriations. There seems to be no recent instance of where Congress has made blanket appropriations. To do so would establish a new policy, which policy would be subject to serious question. In light of the preceding discussion, it therefore seems clear that Federal funds for education should be earmarked because:

1. The existing minimum school opportunity is inadequate and deficient.
2. The Federal Government is obligated to help raise the minimum available educational opportunity throughout the country and thereby help to equalize school opportunity throughout the country.
3. There is a relatively large number of areas in which the present school offering is particularly inadequate and weak.
4. The glaring inadequacies, weaknesses, and discrepancies of the present school program are specific and not general.

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Controversial Issues in Education

Discussions of timely controversial issues in education by noted authorities in their respective fields are being presented in *SCHOOL LIFE*, during the school year, as *SCHOOL LIFE's Forum Panel*. In presenting the series, *SCHOOL LIFE* in no way attempts to make decisions upon these controversial issues. It seeks only, through forum technique, to throw light on such issues and to inspire careful thinking on subjects that concern the present and future of education endeavor throughout the Nation.

The Negative

by J. B. EDMONSON,

Dean, School of Education,
University of Michigan

It should be noted that our question, Should Federal aid for education be earmarked for special purposes? does not involve the issue of the desirability of Federal financial aid for education. We are concerned only with earmarking for specific purposes, which raises the issue of the degree of control over education within the States that the Federal Government should exercise when it makes an appropriation. It is conceded that Federal aid for education is sorely needed because of the inequalities of wealth as between the several States. The writer believes, however, that such aid should be made available in terms of large freedom to each State to plan programs in terms of its needs and desires. This freedom cannot be safeguarded under a policy of earmarked funds for some, or all, of a long list of possible fields of educational activities for which Federal aid might be sought. It should also be noted that Federal aid could be granted without Federal control of the kind represented by earmarking for specific purposes. This viewpoint is presented in the recent reports of the Advisory Committee on Education.

Marked Importance

The issue of earmarking for specific purposes is one of marked importance because it involves, if adopted, a policy which would eventually place heavy restrictions on the traditional freedom that States and communities have long enjoyed in framing educational policies. Under the policy of earmarking, if applied to generous grants, our American school system would no longer be the product of thousands of school boards in the 48 States, and the citizens of our numerous communities would no longer have the major respon-

sibility for the determination of important issues affecting schools; because the final control over education would be transferred from the local school districts and the States to the Federal authorities in Washington. Such a transfer of control would doubtless eliminate some of the present weaknesses and deficiencies in the American school system, but the transfer would create other abuses and deficiencies, some of which might prove to be more costly than our present weaknesses.

The ease against earmarking may be summarized as follows:

1. Where funds are earmarked for specific purposes, it becomes necessary for the Federal Government to develop machinery reaching from Washington, D. C., to the most remote community. This creates constant pressure from the Federal Government to expand programs, to modify programs, or to curtail programs in terms of the viewpoints of the Federal representatives of earmarked funds. Such pressure would have the effect of destroying the interest of the local authorities in analyzing their own needs and in developing appropriate programs to meet these needs.

2. With the earmarking of funds would come the creation of a body of Federal employees who would have a strong personal incentive for perpetuating the program that was developed through the earmarked funds. The difficulties in effecting changes to meet new needs would be increased by the activity of this body of Federal representatives.

3. If the Federal Government were to earmark for specific educational purposes all future educational appropriations, it would not be long before we would have such a degree of Federal control as would destroy the advantages that have come from our decentralized administration of education. A decentralized administration of education is a most effective



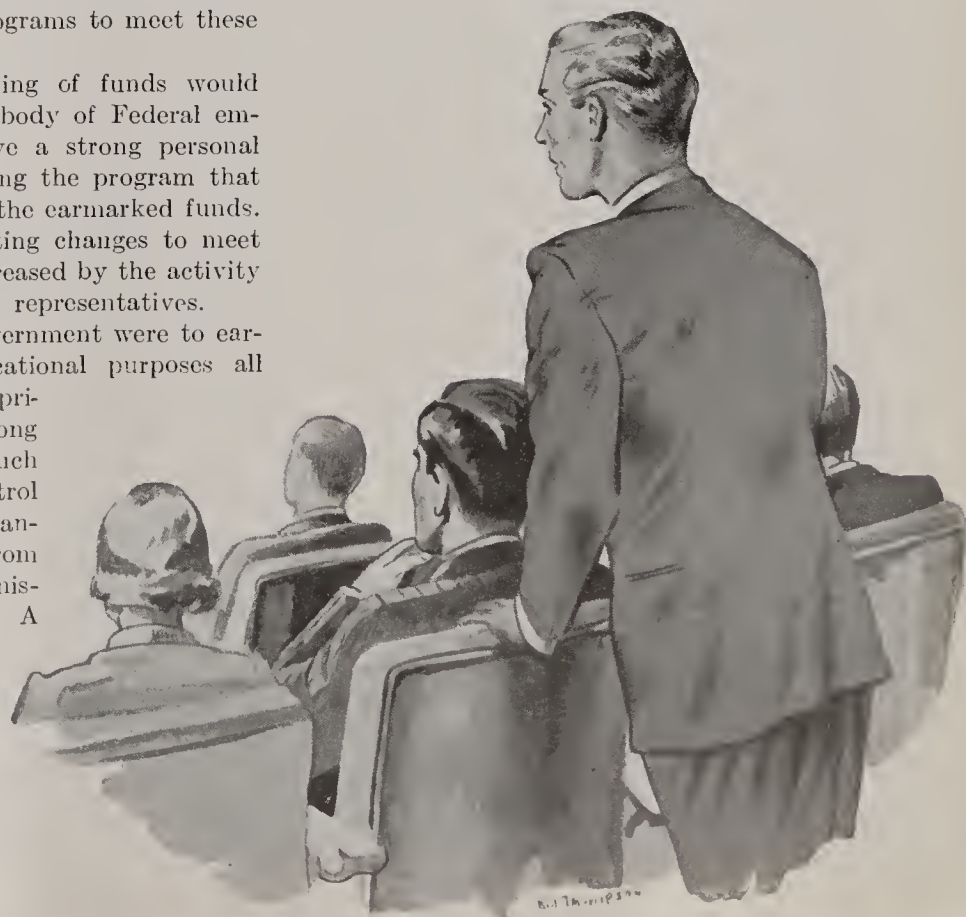
J. B. Edmonson.

means of protecting the people of the United States against regimentation of views and opinions.

4. The earmarking of funds would make it difficult to adjust the educational program to meet the differing needs of States and regional areas. It is common knowledge that there are great differences in the social and economic status of the 48 States and the educational problems of any one State are therefore not the same as those of the other 47.

5. If the Federal Government follows the policy of earmarking its future educational appropriations, a strong incentive will be given to pressure groups to seek to use the Federal authority to force schools to carry

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(Concluded from page 176)

5. The Federal Government is obligated to take some steps in making sure Federal funds appropriated for public education do help raise the level of available school opportunity.

6. As demonstrated by the Smith-Hughes Act of 1917, the George-Reed Act of 1929, the George-Ellzey Act of 1934, and the George-Deen Act of 1936, the earmarking of Federal appropriations for public education has been proved sound.

7. The non earmarked Federal appropriations in the forms of the sixteenth section, saline grants, swampland grants, and the 5-percent fund were badly managed and did not give the financial benefit to public education that was intended.



Mr. Fowlkes' Rebuttal

In order of presentation of the points presented by Dean Edmonson the following refutation is submitted:

1. "Large freedom" in the expenditure of Federal funds appropriated to the various States for public education would allow States to expend such Federal funds in such a way that most needed improvement in certain areas of education would in no way be assured.

2. When Federal appropriations to individual "States" are under discussion, why would it be necessary for the Federal Government to develop machinery reaching from Washington, D. C., to the most remote community? Why should the necessary "Federal machinery" extend beyond the State offices?

3. It seems that the negative has implied that the Federal Government is to meet the total cost of public education. Large Federal appropriations, earmarked for specific purposes, could be made and still ample opportunity be left for desirable individual State initiative and freedom.

4. Meeting the special needs of a given State toward the improvement of its educational program could be achieved by a sound and wise selection of objects of appropriation entirely apart from the question of earmarking.

5. In a democratic country, where professional educators by public announcement pride themselves on the development of leadership, it seems somewhat fatalistic and incongruous to fear the "pressure power" of minority groups. Will the majority body of citizens and educators allow the formulation of unsound fiscal policies in connection with the participation by the Federal Government in the financial support of public education?

6. Neither past nor contemporary history supports the last point offered by the negative. The control of public education has not been in the past, nor is it now of the local unit. Public education is a function of the State. The local community exercises control of public education only as an agent of the State, and in many matters, only in compliance with definitely specific rules and regulations established and enforced by the State.

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out the programs favored by these minority groups. It is conceivable that these pressure groups might succeed in securing Federal assistance for a large part of a school system, with resulting conflict and friction within the schools.

The question, Should Federal funds for education be earmarked for special purposes? raises the issue of the price that should be paid for Federal aid to education. In the writer's judgment, the earmarking of funds entails too great a price in terms of sacrifices of our traditional American educational policies of local control of education.



Mr. Edmonson's Rebuttal

The negative is pleased to note that the affirmative does not dispute the negative's claim that Federal appropriations for education could be secured without earmarking for specific educational purposes. If there were no earmarking, a large freedom could be reserved to the States to determine educational needs and programs. The affirmative, however, doubts the ability of the States to use such freedom wisely. In fact, the major arguments of the affirmative are based on the assumption that the Federal Government is the most competent agency to determine "the most needed improvements in certain areas of education." The negative does not accept this viewpoint, but defends America's traditional dependence on State and local leadership in the determination of educational programs and policies. The affirmative appears to be willing to exchange our traditional decentralized educational system for a system dominated by Federal agencies created by earmarked appropriations.

The affirmative is also highly unrealistic when it declares that such earmarked appropriations could be made and "still ample opportunity be left for desirable individual State initiative and freedom." In making such a statement, the affirmative has disregarded the experience under the earmarked appropriations of the Smith-Hughes Act and has overlooked the fact that a Federal staff administering this act has largely determined the policies governing the use of State as well as local funds for vocational education.

In spite of the optimism of the affirmative, the negative would repeat its warning that minority groups would be likely to write the future educational policies of the United States through pressure on Congress if the Federal Government were committed to the pernicious practice of earmarking its future appropriations for specific purposes.

We are proud of our "folk-made" school system with its large measure of local participation and we should not undermine this system by earmarked appropriations with accompanying Federal control.

Next Month's Forum Subject

Should the School Health Service be Administered by Departments of Education or by Departments of Health?

Affirmative: C. L. Outland, M. D., medical director, Medical Department, Richmond Public Schools, Richmond, Va.

Negative: H. Warren Buckler, chief, Division of School Hygiene, Department of Health, Baltimore, Md.



Professional Schools

(Concluded from page 175)

Other Fields

There are several fields of professional and technical training which support national organizations, membership in which is conditioned upon the maintenance by their institutional members of certain prescribed standards. These standards are similar in content to the standards set up by the accrediting associations, so that the membership lists of these organizations are in effect accredited lists.

Architecture

The collegiate schools of architecture have had a national organization since 1912. Beginning with 10 charter members, the Association of Collegiate Schools of Architecture, in 1914, adopted a set of requirements for an approved school of architecture, and limited future acceptance of members to the schools able to meet the requirements.

As no investigation of the schools had been made since their membership began to ascertain whether they were maintaining the standard of requirements, the association in 1937 began a check-up on its member schools. This investigation has led to a decision to accredit schools of architecture. A factual survey is in progress, with that end in view. Pending the conclusion of the work of accrediting, the association has voted not to consider any further applications for membership nor to take any action against the weaker schools.

The following associations have also adopted bylaws or regulations in which standards for membership are prescribed. The dates following the names of the associations are those on which they were established:

American Association of Collegiate Schools of Business (1916).

American Association of Schools and Departments of Journalism (1917).

American Association of Schools of Social Work (1919).

The American Osteopathic Association (1902), originally known as the American Association for the Advancement of Osteopathy (1897), requires of its members that they be graduates of approved colleges of osteopathy. Six colleges have been approved by the association.

State Support for Public Schools in Minnesota

by *Timon Covert, Specialist in School Finances*

★★★ Minnesota is now among the group of States which provides from State-wide sources one-third or more of the funds used for the current expenses of their public schools. For a number of years previous to 1933, when legislation was enacted in Minnesota which materially increased the amount of State aid for education, 20 percent or more of the funds for current expenses of the public schools had been coming from the taxpayers of the State as a whole; since that time the amounts of State funds for annual apportionment to the schools have increased from approximately 11 million to nearly 20 million dollars. This article shows the sources from which these funds are derived, the amount from each source, and the methods used by the State in distributing them to the local districts and schools.

Amounts by Sources of State School Funds for Distribution to Local School Administrative Units in Minnesota for the Year 1937-38

Source	Amount
Income from permanent State school fund... ¹	\$3,039,535.35
Proceeds of State 1-mill general property tax...	1,325,090.45
Proceeds of State income tax..... ¹	5,921,281.15
Legislative appropriation from general State fund..... ²	7,374,000.00

¹ Does not include balances from preceding year.
² Estimated.

Of the 48 States Minnesota has the largest permanent investment fund for the public schools. On June 30, 1938, this fund amounted to \$76,283,778. In addition the State has another investment fund amounting to more than 12 million dollars and allots one-half of the annual proceeds of it to the current needs of the public schools. These funds have been developed from the following sources: (a) Proceeds of the sale of lands granted to the State by the Federal Government, (b) annual yields of the unsold portions of such lands, (c) proceeds of taxes on royalties on ore mined in the State, and (d) profits on the sale of bonds. The permanent school fund also receives 40 percent of the annual proceeds of a 6 percent ad valorem tax on ores mined within the State. Income from these two funds for the public schools amounted to \$3,039,535.25 for the year 1937-38.

A State-wide general property tax of 1 mill on each dollar of the assessed valuation is levied annually for the public schools. This tax yielded \$1,325,090.45 for the year.

An income tax both personal and corporate has been levied since 1933 especially for the public schools. The amount available for the

public schools (the net proceeds), including a balance of \$3,693,544.95 on July 1, 1937, for 1937-38 was \$9,614,826.10.

Authorizations for appropriations from the State's general fund are included in the biennial appropriation acts to supplement the funds derived from the three sources indicated in the foregoing paragraphs. The amount available for the year ended June 30, 1938, was approximately \$7,374,000.

The total amount of State funds available for apportionment to the public schools for the year, including balances from the preceding year, exceeded \$20,000,000.

Apportionment of State Funds to Local School Administrative Units, 1937-38

The State revenues for the public schools are provided for three main purposes: To assist localities in meeting school costs, to promote certain education activities or phases of the education program, and to equalize school costs among the districts of the State. These are sometimes called general, special, and equalization aids, and they will be listed under these headings below.

I. General aids.

(a) The income from the State's permanent school fund (including that part of the income from the second permanent State fund mentioned in the preceding section, which is allotted to the schools) and a part or all of the proceeds of a State 1-mill general property tax for schools form one fund for apportionment. It is apportioned on the basis of average daily attendance during the preceding school year to districts which maintained not less than eight months of school. Amount apportioned on this basis, \$4,006,395.24.

(b) The net proceeds of the State income taxes are apportioned to the respective school districts on the basis of the school census. Funds from this source in the first place must be used by the local districts to retire indebtedness, if any, and the remaining amount then may go to meet current expenses. Amount apportioned on this basis, \$7,808,512.75.

Total general aids, \$11,814,907.99.

II. Special aids

The fund for special aids is derived from legislative appropriation, from the State's general fund plus an amount not to exceed \$500,000 annually which the State Board of Education may transfer from the proceeds of the State one-mill tax for the public schools.

Special aids are provided for a large number of purposes. The law under which these aids

are authorized states that they are to assist in establishing certain minimum standards to assist local taxpayers, to stimulate educational progress, and to provide teacher-training departments in high schools. The various specific purposes and amounts of these aids¹ are as follows:

(a) Classified schools—

1. Ungraded elementary, \$100 per teacher employed for 8 months and \$125 per teacher employed for 9 months. (Limited to \$200 and \$250, respectively, per school per year.)
2. Graded elementary, \$300 and \$400 per school annually depending upon length of term and grades maintained.
3. High schools, amounts vary from \$300 to \$600 depending upon the number of grades offered and other factors. Total, \$1,356,536.*

(b) Vocational education—

1. Agriculture, not to exceed \$500 per school.
 2. Industrial training, not to exceed \$400 per school.
 3. Home training, not to exceed \$400 per school.
 4. Commercial training, not to exceed \$400 per school.
- Total, \$321,166.23.*

(c) Special classes for—

1. Deaf children, \$250 per resident pupil and \$400 per nonresident pupil.
 2. Blind children, \$300 per pupil.
 3. Subnormal children, \$100 per pupil.
 4. Defective speech children, \$1,500 per teacher of such children.
 5. Crippled children, \$250 per pupil.
- Total, \$534,235.*

(d) Superior ungraded elementary schools— \$50 per school maintained (to stimulate progress and achievement in educational work not yet generally achieved). Amount appropriated included under (a) 1 above.

(e) Transportation of pupils—

1. Not to exceed an average of \$36 per pupil transported or boarded in consolidated and certain other districts. Total, \$1,220,768.*
2. Not to exceed \$150 per crippled pupil transported or boarded, total not to exceed \$40,000 per year.

¹ The Minnesota law provides that when sufficient revenue is not available in the State treasury for meeting the full amount of obligations due according to the terms of the program, certain aids are to be prorated; these sums are marked in this article with an asterisk and indicate the amounts of the State's obligations. The amounts apportioned were approximately 60 percent of the obligations.

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New Government Aids FOR TEACHERS



by MARGARET F. RYAN, Editorial Assistant

FREE PUBLICATIONS: Order free publications and other free aids listed from agencies issuing them

COST PUBLICATIONS: Request only cost publications from the Superintendent of Documents, Washington, D. C. enclosing remittance (check or money order) at time of ordering

(The free supply is usually too limited to permit of furnishing copies for all members of classes or other groups)

● Traveling exhibits on *How Prints Are Made*, illustrating the various processes of the graphic arts, such as silk-stencil printing, etching, lithography, mezzotinting, rotogravure, and water-color printing, are maintained by the Division of Graphic Arts of the United States National Museum for the use of schools, colleges, public libraries, museums, and other organizations. One of the exhibits includes the picture of the printing press shown on this page which was used by Benjamin Franklin in London in 1726.

Each exhibit may be borrowed for a month. The only expense to be borne by the exhibitor is the shipping cost from the previous exhibitor.

For information regarding routing, exhibit dates, etc., write to the Division of Graphic Arts, United States National Museum, Washington, D. C.

● All farm houses should provide shelter and space for cooking, eating, sleeping, child care, leisure activities, storage, household tasks, and certain kinds of work that are more or less peculiar to farm life, according to a recent study of the Department of Agriculture, *Housing Requirements of Farm Families in the United States*, in which the general requirements of farmhouses and regional variations in housing requirements are discussed. 10 cents.

● At the request of Senator David I. Walsh, of Massachusetts, Chairman of the Naval Affairs Committee, a bulletin was prepared on the history of the United States Coast Guard Academy, the entrance requirements, course of instruction, and service after graduation. For a copy, send 20 cents to the Superintendent of Documents, Washington, D. C., and ask for Senate Document No. 81, 76th Congress, 1st Session.

● The *Index* to Volume V of the *Consumers' Guide*, April 1938-March 1939, is available free from the Consumers' Counsel Division of the Agricultural Adjustment Administration, Washington, D. C.

● Trade with India during the twentieth century and its part in the development of the people of India is outlined in *The United States in India's Trade*, Trade Promotion Series No. 200, of the Bureau of Foreign and Domestic Commerce. 20 cents. The unique features of the Indian market are pointed out, and a folded map of India showing the railroads and trade routes is enclosed with the bulletin.

● Shirts for men and boys vary so little in style that most of the differences in quality are in the material, accuracy of cut, workmanship, and comfort of fit. The Department of Agriculture has prepared a bulletin *Cotton Shirts for Men and Boys*, Farmers' Bulletin No. 1837, in which these points are taken up. Copies are available free.

● Most families spend between 25 and 40 percent of their income for food, according to *Diets of Employed Workers*, a recent study made by the Department of Agriculture of the expenditures for food by families of wage earners and low-salaried clerical workers, of the quantities of different kinds of food purchased, and of the nutritive adequacy of diets. Circular 507. 15 cents.

● A summary of laws passed by States and by Congress pertaining to dependent and neglected children, adoption, marriage, child labor and compulsory school attendance, mental defectives, etc., has been prepared by the Children's Bureau under the title *Child-Welfare Legislation, 1938*, Children's Bureau Publication No. 251. 10 cents.



Early Printing Press.

● Up to 1937, minerals to the value of more than \$749,000,000, or more than 100 times the purchase price of the Territory of Alaska, have been produced from the mines of Alaska, according to *Mineral Industry of Alaska in 1937*, Geological Survey Bulletin 910-A. 35 cents.

The bulletin summarizes current and past conditions and indicates trends in the production of gold, silver, copper, lead, platinum, metals, tin, coal, and other miscellaneous mineral products in Alaska.

A folded map of Alaska is enclosed in a pocket at the end of the bulletin.

● The history, vulcanization, production, manufacture, statistical record, and social uses of rubber are to be found in Trade Promotion Series No. 197, *Rubber Industry of the United States, 1839-1939* (10 cents).

● Dry skim milk, according to a free 8-page folder issued by the Bureau of Home Economics, has practically the same food value as fresh skim milk. It provides the protein, calcium and other minerals, milk sugar, and vitamins B and G of milk. Only the fat, vitamin A, and water are removed from whole milk in the preparation of dry skim milk. Recipes are given for using dry skim milk in soups and chowders, creamed and scalloped dishes, for hot and cold cereals, in yeast bread, rolls, and cake, in quick breads and cookies, and in desserts and beverages.

● Addresses and informal discussions at the initial session of the Fourth White House Conference on Children, held in Washington, D. C., April 26, 1939, may be had for 20 cents. The other three White House Conferences were held in 1909, 1919, and 1930.

● The United States produces more than 75 percent of the world's total production of sulphur. The Bureau of Mines has prepared a two-reel motion-picture film visualizing the production and uses of this mineral. Copies of the film in both 16- and 35-millimeter size may be had for exhibition by schools, churches, colleges, civic and business organizations, and others interested. Applications for the film should be addressed to the Bureau of Mines Experiment Station, 4800 Forbes Street, Pittsburgh, Pa., and should state the width of film desired. No charge is made for the use of the film, although the exhibitor is expected to pay transportation charges.

Children in a Democracy

by *Olga A. Jones, Editor in Chief, U. S. Office of Education*

★★★ Educational aspects of the recent White House Conference on Children in a Democracy¹ centered for the most part around "Education Through the School," 1 of the 11 major subjects with which the conference dealt.

The 10 other subjects included democracy as it concerns the family, economic resources of families and communities, housing, economic aid, social services, children in minority groups, religion, health and medical care, child labor and youth employment, and leisure time services.

The education report set forth that the public school must acquaint the child with the responsibilities and privileges of living in a democracy. It urged "education for citizenship, for family life, for health, for leisure, for a vocation, and for responsible living." It further emphasized that such education is possible since good teaching and good school administration are "purchasable commodities" as are adequate school facilities.

The conference went on record to the effect that follow-up work be started at once and that responsibility for national leadership be placed in a National Citizens' Committee of approximately 15 to 25 members and a Federal Inter-Agency Committee. The conference chairman, Frances Perkins, Secretary of Labor, has announced appointment of five persons to take responsibility for organizing the National Committee, as follows:

Homer Folks, secretary, State Charities Aid Association, New York City; Mrs. Saidie Orr Dunbar, president, General Federation of Women's Clubs, Washington, D. C.; William G. Carr, secretary, The Educational Policies Commission, National Education Association, Washington, D. C.; Rev. Bryan J. McEntegart, director, Division of Children, Catholic Charities of the Archdiocese of New York, New York City; and Henry F. Hehnholz, M. D., professor of pediatrics, Graduate School, University of Minnesota.

The general conference report stated, in regard to schools: "The fundamental purposes of the American schools are sound. Their successes and shortcomings in attaining these purposes are well known. The Advisory Committee on Education, the Educational Policies Commission, the United States Office of Education, the American Youth Commission, and many other agencies have revealed the present situation and recent changes. Of the

75,000,000 adults in the United States, about 36,000,000 did not finish elementary school. Nearly a million children of elementary school age are not in school. The school opportunities of hundreds of thousands of children of migrant and rural families and of Negroes are often deplorable or entirely absent.

"National resources for increasing opportunities and for reducing inequalities in education are not lacking. Nevertheless, there are

Our Personal Concern

You, all the members of the Conference, have charted a course, a course for 10 years to come. Nevertheless, the steps that we take now, in this year of 1940, are going to determine how far we can go tomorrow, and in what direction.

I believe with you that if anywhere in the country any child lacks opportunity for home life, for health protection, for education, for moral or spiritual development, the strength of the Nation and its ability to cherish and advance the principles of democracy are thereby weakened.

I ask all our fellow citizens who are within the sound of my voice to consider themselves identified with the work of this Conference. I ask you all to study and discuss with friends and neighbors the program that it has outlined, to study how its objectives can be realized. May the security and the happiness of every boy and girl in our land be our concern, our personal concern, from now on.

You, the members of this Conference, this Conference on Children in a Democracy, you are leaders of a new American Army of peace.

From the address of President Roosevelt broadcast from the White House in connection with the White House Conference on Children in a Democracy.

communities in this country that compared with other communities, have twice the child population in proportion to adults but only one-fifth the amount of income per school child. The resources of many school districts and even of entire States and regions cannot keep pace with the needs of the school population or provide suitable standards of educational efficiency."

Conference Proposals

The conference proposed that:

1. Units of local school attendance and administration should be enlarged in order to

broaden the base of financial support and to make possible a modern school for every child at a reasonable per capita cost.

2. Substantial financial assistance should be granted by every State to its local school systems for the purpose of equalizing tax burdens and reducing educational inequalities.

3. An extended program of Federal financial assistance to the States should be adopted in order to reduce inequalities in educational opportunity among States.

4. The supreme educational and social importance of individual traits should be recognized throughout the educational system. An educational system which truly serves a democracy will find no place for the philosophy or the methods of mass production.

5. Teachers and other workers in all branches of education shall be selected and retained in service on the basis of professional qualifications alone and they should be adequate in number to permit them to give attention to the needs of each individual child.

6. The professional education of teachers should be enriched by study of the principles of child development, the role of education in an evolving social order, and the significance of democratic procedures in school life.

7. School systems should provide nursery school, kindergarten, or similar educational opportunities for children between the ages of 3 and 6.

8. School systems should provide educational opportunities for youth up to 18 or 20 years of age, either in preparation for higher education, in basic and specialized vocational training, or in general educational advancement.

9. Schools should provide systematic personal and vocational guidance and organized assistance in job placement.

10. School health supervision and health education should be made more effective.

11. Schools should assume further responsibility for providing wholesome leisure-time activities for children and their families.

12. Education for civic responsibility should be emphasized in order to develop a firm, active, and informed loyalty to democratic ideals and institutions. To do this effectively, the child's learning experiences should include participation in the activities of community life, on a level appropriate to his degree of maturity.

13. Schools should give increased attention to the needs of children who are physically handicapped or mentally retarded.

14. Schools should cooperate with other community institutions and agencies that

¹ The conference report to be published in the near future will incorporate additions and revisions made during the conference, and editorial changes made by the staff and report committee.

serve the child. Close cooperation with parents is especially important.

Included in the summary of recommendations on education is the statement that "Continued progress necessitates research and planning for the better education of the child." In this part of the report it is asserted that there is need for establishment of research divisions by local school systems, wherever possible, and by all State departments of education; increased budgets for the United States Office of Education to permit the extension of research and related services; and planning of educational policies and programs at all levels based on the findings of research.

Democracy Challenged

In speaking before the conference Mrs. Franklin D. Roosevelt said: "Democracy is being challenged today, and we are the greatest democracy. It remains to be seen if we have the vision and the courage and the self-sacrifice to really give our children a chance all over the Nation to be really citizens of a democracy. If we are going to do that we must see that they get a chance at health, that they get a chance at an equal opportunity for education. We must see that they get a chance at the kind of education which will help them to meet a changing world. We must see that as far as possible these youngsters when they leave school get a chance to work and get a chance to be taken in and to feel important as members of their communities.

"I think there is nothing else as developing as responsibility, and for that reason I think it is well for us to try to bring home to every one of our citizens the fact that our young people must be given an opportunity to feel a real responsibility in their communities.

"I always feel that it's a pity we don't see some of us retire from some of our responsibilities and turn them over to younger people in our communities. We learned by doing and they will learn by doing, too, and I hope that from this conference there will come a knowledge throughout the country of the needs of young people and willingness on the part of more and more people to take a national point of view and a national sense of responsibility for the young people of the Nation who will some day make the Nation."

Previous White House Conferences

Three previous White House Conferences on Children have been held—the first in 1909, the second in 1919, and the third in 1930. The initial conference, according to Mrs. Saidie Orr Dunbar, president, General Federation of Women's Clubs, who presented plans for Nation-wide consideration and action of the 1940 conference, gave impetus to the mothers' pension movement and the movement for the establishment of the United States Children's Bureau. The 1919 conference adopted child-welfare standards and stimulated efforts for health protection,

child-labor regulation, and protection of children suffering from individual or social handicaps such as the physically handicapped, the dependent, and the delinquent. The 1930 conference adopted the Children's Charter, constituting a declaration of the rights of American children, and laid the foundations for developments in many fields.

The recent conference was attended by representatives of more than 150 national organizations. Its officers included:

Honorary Chairman, The President of the United States; Honorary Vice Chairman, Mrs. Franklin D. Roosevelt; Chairman, Frances Perkins, Secretary of Labor; Vice Chairmen, Milburn L. Wilson, Homer Folks, Frank P. Graham, Henry F. Helmholz, M. D., Rt. Rev. Msgr. Robert F. Keegan, Jacob Kepees, Josephine Roche; Executive Secretary, Katharine F. Lenroot; Assistant Secretary, Emma O. Lundberg; Research Director, Philip Klein.

Heavy Enrollment



One Thousand Three Hundred and Eighty Men Assembled in the School Auditorium to Enroll in Night Courses.

Like the New York City Board of Education the Buffalo board decided not to open its evening schools in the fall because of a shortage of funds. However, on January 2 the evening school was opened and 1,380 men swarmed into the auditorium of the Burgard Vocational High School to register for courses which will run for the next 12 weeks. Registration also was held at 23 other school buildings in the city with a total enrollment reported of 5,519. This large enrollment was interpreted by R. Pratt Krull, associate superintendent in charge of extension education, as reflecting the popularity of the work being offered especially in vocational subjects.

In the October issue of *SCHOOL LIFE* was published an article entitled "A Busy Day at Burgard," by J. C. Wright, Assistant Commissioner for Vocational Education. In this article a first-hand description of enrollment day for Buffalo boys over 14 years of age who wished to enter the school in the fall was presented. On that occasion 1,100 boys began lining up at 3:30 a. m. so as to

be first in line since word had gone out that the school would have room for only 400 freshmen.

"One could safely say that probably 80 percent of the faces of those registering for the evening classes are those of men young enough to have experienced the hardships of unemployment during the depression. Many of them have faced the difficulty confronting all youth trying to get a job, but who are untrained for the kind of work which employers have to do," Dr. Wright points out.

According to William B. Kamprath, principal of the Burgard Vocational High School, an analysis of the firms represented by the employers of these young men shows that the school is serving 485 different industrial organizations in the city of Buffalo. Of the 1,231 who were finally enrolled in evening classes all but 209 were permanently employed. The average age of those attending is 24 years. To accommodate those on a long waiting list additional classes have been opened up from 5 to 7 p. m., in which several hundred have been enrolled.

Control of Higher Education

by John H. McNeely, Senior Specialist in Higher Education

★★★ The development of State supported higher education in the United States has been characterized by a gradual multiplication in the number of State-supported institutions. Recent changes in methods of control in the different States for the most part represent an endeavor to integrate the institutions into a coordinated higher educational system within the State.

In the early days when the State first ventured into a higher educational field, only a single institution, such as a State university, was established in the case of many of the States. Control of the university was vested in a governing board of trustees or regents. Later, additional institutions were founded in response to public demands and educational exigencies. In general, the new institutions were of different types and were established to perform different functions than the already existing State university. Among these institutions were agricultural and mechanic arts colleges, normal schools, teachers colleges, technological schools and the like.

With the establishment of these different types of institutions, the common practice of the States was to create a separate board of control for each of them. The result was that the States gradually developed a multiplicity of boards governing a large number of higher educational institutions. A further outcome was that the various institutions, although originally established to perform different functions, expanded over the period of years until many of them were conducting in part at least the same or similar functions. Hence, duplication and overlapping came into existence among the State-supported institutions.

Movement to Modify

Within the past two decades, this situation has become so acute that a strong movement has manifested itself among the States to modify their methods of control of the institutions. This movement has been especially accentuated during the industrial depression. The modified methods adopted by the States consisted of the establishment of either complete or partial unified control of the institution. Where complete unified control was established all the State higher educational institutions were placed under a single governing board, the existing separate boards for each institution being abolished. In establishing partial unified control a single board was designated to govern institutions of certain types in the States while the other institutions were continued under separate boards.

The policies of the States in adopting complete or partial unified control vary from State to State. Similarly, where the States have established partial unified control, the types of institutions placed under a single board differ. In the accompanying diagram are shown the existing methods of control found in the several States including States which have made no changes in recent years as well as those which have.

The results of the complete or partial unified control under a single board have not been as fruitful as was expected in eliminating duplication or overlapping and in effecting a coordinated State higher educational system. This may be attributed in part to the fact that the fundamental methods of controlling the institutions were not materially altered. The single boards governing all or some of the State institutions consisted of lay members unacquainted with the details of educational administration. Presidents of each of the institutions continued to make recommendations to the single central board in much the same manner as they had previously reported to their separate boards. In governing the affairs of each institution the single board was naturally required to depend upon the recommendations of their presidents.

Financial Support

There was little or no change in the procedure of obtaining financial support from the State. The budgets of the several institutions were submitted separately to the single board by their presidents. In revising the budgets it was again necessary to depend upon the advice of the presidents. The budgets of the institutions were then usually submitted

separately to the State legislature by the board. Friends of each of the institutions then proceeded to exert influence and pressure on the legislature to secure its particular appropriation just as when they were controlled by separate boards.

In order to overcome these difficulties, further steps toward a more complete unification of control have been taken in a number of States. These steps provided for:

(1) An executive officer or chancellor of the State higher educational institutions appointed by and serving directly under the single board. This officer is vested with central executive authority in administering the State's program of higher education as a whole and serves as an intermediary between the presidents of the several institutions and the board. He possesses the necessary powers after approval by the board to coordinate the activities of the institutions.

(2) A lump-sum appropriation made by the State legislature to the single board for the support of all the State higher educational institutions rather than individual appropriations to each of them. The board is empowered to allocate or distribute the appropriation to the several institutions. Under this arrangement the board is in a position to control the functions performed by each institution through the granting or withholding of funds.

The States having an executive officer or chancellor of State higher education are Georgia, Montana, New York, North Carolina, North Dakota, and Oregon. In North Carolina the executive officer is the president of only three of the State's institutions, the

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Existing methods of control of State institutions of higher education in several States

All State institutions governed by single board	All State institutions except State university governed by single board ¹	All State teachers colleges or normal schools governed by single board	All agricultural and mechanic arts colleges governed by single board	State university, agricultural and mechanic arts college, and woman's college governed by single board	All State junior colleges governed by single board	Each State institution governed by separate board
Florida Georgia Idaho Iowa Kansas Mississippi Montana Nevada ³ New York ⁴ North Dakota Oregon Rhode Island South Dakota Wyoming ³	California Connecticut Illinois Louisiana Maine Maryland Minnesota Nebraska New Hampshire Pennsylvania Tennessee Vermont West Virginia	Alabama ² Colorado Indiana Massachusetts Michigan New Jersey Oklahoma ² Texas Virginia ² Wisconsin	Oklahoma Texas	North Carolina	Utah	Arizona Arkansas Delaware Kentucky Missouri New Mexico Ohio South Carolina Washington

¹ The only institutions other than the State university in Connecticut, Illinois, Maine, Maryland, Minnesota, Nebraska, New Hampshire, Pennsylvania and Vermont are teachers colleges or normal schools.

² The single board also governs the State's Negro college in addition to the teachers college.

³ Nevada and Wyoming have only one institution, a State university.

⁴ In New York divided responsibility exists between the single board and other special boards in governing certain State colleges or schools operated in conjunction with privately controlled institutions.



THE VOCATIONAL SUMMARY



by C. M. ARTHUR, *Research Specialist, Vocational Division*

Intensive but Comprehensive

"One of the problems with which those responsible for promoting vocational education in a new field are confronted," says Louise Bernard, assistant State supervisor of distributive education for Virginia, "is that of finding teachers who are trained to give instruction in the field. This is particularly true in the case of distributive education. The only persons equipped to train teachers in this field are those who are already employed in personnel divisions of the larger retail stores."

Virginia is solving its teacher-training problem in the distributive education field, Miss Bernard points out, through a course for prospective teacher-trainers started in 1937 at the School of Store Service Education, Richmond Professional Institute, College of William and Mary. This school offers a highly specialized, concentrated course of 9 months' duration to graduates of accredited colleges and to persons with a wide background of experience in retail stores. The organization of the course, Miss Bernard explains, is such that graduates are fully qualified to teach in the State program or to hold an executive position in the field of distribution.

Students attending the institute are taught store organization and management, personnel administration, planning and control, display, promotion, advertising, and merchandise information, with special emphasis upon textiles. Experts in these fields from Richmond stores talk with students from time to time and students use these stores as laboratories. They spend several hours each week observing specialized selling and nonselling departments in the stores, and during a 5-week period preceding Christmas in which all classroom work is suspended, they occupy temporary positions as junior executives in merchandising or nonselling divisions in the stores.

With this experience as a background students are ready to concentrate on teacher-training experience. For this experience they go back again into the stores as teachers in training departments. They hold classes for store employees during store working hours in which they teach merchandise information and other phases of retailing in which stores feel their employees need training. In addition, they have the unusual opportunity of doing practice teacher-training work as temporary employees of the distributive education division of the Virginia State Board of Education.

Through Miss Bernard, who is assistant supervisor of distributive education in the State as well as director of the School of Store Service Education, arrangements are made for students to work directly with teachers of evening classes for workers in distributive occupations, established by the State board for vocational education in Richmond. Student teachers

help collect and organize teaching material, participate in demonstrations of different phases of retail-store work, and take charge of attendance records, physical arrangement of classrooms, and similar matters. Added to all this, also, is the experience Store Service School students get in teaching cooperative class pupils in the high schools under the supervision of the coordinator of the Richmond Public Schools.

Five graduates of the School of Store Service Education are now employed as coordinators of distributive education courses in various sections of the State, and one is a teacher-trainer at the Store Service Education School.

No Need to Look

That vocational schools over the country are doing efficient work in training persons for various occupations and that they are being called upon to supply workers for specific trades is attested by reports which reach the United States Office of Education from time to time. A recent report from the Wyoming State Trade School at Laramie, Wyo., brings additional evidence of the effectiveness of such training and the need for it.

The Laramie school offers a 2-year course in auto mechanics, Diesel engine mechanics, and welding to young men from various sections of the State who desire to become proficient in these occupations. Evening classes are offered, also, for those already employed in these three types of work.

Road construction companies and freight trucking concerns, Wyoming vocational educational authorities report, are asking for Diesel mechanics trained by the school. A Minneapolis construction firm has offered to take Diesel mechanics as soon as they have finished their training.

The school has established a library which provides up-to-date service information on all cars, trucks, and tractors manufactured in the United States. Manufacturers of different materials pertaining to the three trades taught in the school are asked to hold their shows and clinics at the school so that those enrolled in the trade classes may become familiar with various materials and parts and the companies with the type of service and training offered in the school.

"It will be unnecessary," the Laramie report says, "to look for jobs for graduates of our school, as trades and industries are constantly asking for their services."

At present, the school has a considerable waiting list, some of those included on the list being from States other than Wyoming.

It Set Them Thinking

The history of livestock breeds and farm crops, the botany of plants, how flour is made,

and similar subjects may be interesting, but they are not essential in the high-school vocational agriculture course, Montana farmers believe.

Vocational agriculture courses for farm boys, these fathers of boys feel, should be confined to those subjects the practical farmer makes use of in his farming operations. These opinions were expressed by farmers reached through a study made recently by D. L. MacDonald, assistant supervisor of agricultural education in Montana.

"The object of the study," Mr. MacDonald explains, "was to discover what farm operators and managers believe to be the most essential skills to be taught in vocational agriculture classes in Montana."

In making the study, a questionnaire covering 136 skills and managerial jobs that a farmer has to do in the daily and seasonal operation of his farm, was used. Included in this list, also, were a few exercises commonly taught in the vocational agriculture classroom. The questionnaires—387 of them—were sent to 29 vocational agriculture departments in high schools of Montana, for distribution to farmers whose sons were attending vocational agriculture classes. Two hundred and eighty-two questionnaires were returned. Nine of these were discarded because of irregularities in filling them out, leaving 273, or 70.5 percent of the number sent out, to be used in the study.

Replies to these questionnaires are interesting. Veterinary jobs, it seems, are considered important by nearly all Montana farmers, as is shown by the fact that they place 12 of the 15 jobs of this type at the head of their recommendations. Treatments for bloat, lice, milk fever, worms, footrot, and vaccinating against various maladies are jobs which farmers think should be taught in vocational agriculture courses.

Other jobs in the order of importance attached to them by Montana farmers are: Selecting male and female breeding stock; feeding livestock; sheep jobs of various kinds, not including castrating and docking, which most farmers seem to think should be done by specialists; hitching large teams of horses; jobs involved in live-at-home programs, including butchering, curing pork, gardening, and storing garden truck and potatoes; farm crop production, which includes farm machinery adjustment, control of weeds and insects, selection of crop varieties, identification and control of crop diseases, maintaining soil fertility, and types and properties of soils; conservation jobs of various kinds—irrigating, operation of farm level, and soil and water conservation; marketing; and farm management.

The findings secured from Mr. MacDonald's

study have set Montana vocational agriculture teachers thinking. Out of it, also, have grown definite recommendations regarding the subject matter to be included in vocational agriculture courses.

Cashing in

What home economics training can do in helping girls to earn a livelihood is illustrated by the experience of a group of seniors who pursued a special course in the Wilcox County (Ala.) High School last year. These girls, it should be explained, had already completed 3 years of the regular homemaking course offered in the school. The objective of the special course was to enable the girls to capitalize on a dollar-and-cents basis on their homemaking courses.

The first week of the course was spent in studying vocational opportunities for home economics students to earn a livelihood or to supplement the family earnings. Following one of the leads obtained in this study, the instructor gave a special course in making fancy jellies from apples and pears, which were plentiful at the time, and putting them up in attractive containers. These jellies sold.

There followed in succession instruction in dressmaking, as a part of which the students made fall clothing for themselves out of both new and old materials; in making Christmas decorations, toys and confections; in making slip covers, pine and reed baskets, woven materials; in crocheting rugs of various materials; in knitting sweaters; and in planning and putting on banquets.

Each girl was required to elect a 150-hour project in some activity in which she was interested. Dressmaking, preparing salable foods, and handicrafts were among the projects chosen.

The Advisory Committee Again

Additional evidence of the value of the counsel of advisory committees in planning, establishing, and operating trade and industrial training programs appears in the annual report of the State director for vocational education for Missouri, Lloyd W. King, to the Office of Education. In this report Mr. King says:

"The combination of opinions of advisory committees from 4 city schools and 24 other centers, formulated our plans for the State trade and industrial program. The trade and industrial program is designed to teach boys and girls how to earn a living. The advisory committee and teachers or administrator in charge of local programs have endeavored to keep these programs from losing their way and becoming simply additional units in the school system. Only by constant evaluation from within and periodic examination from without can a program become vocationally sound."

Agent for Women Appointed

Louise Moore, who has had a wide experience in teaching and executive work as an

educator, in personnel work, in welfare work, and in research, has been appointed special agent for women and girls, Trade and Industrial Service, Office of Education, succeeding Mrs. Anna Lalor Burdick, retired.

Miss Moore was born in Iowa, received her early education in the public schools of that State, and was graduated from Wellesley College with the degree of bachelor of arts. She holds the master of science degree from Simmons College also.

Immediately after her graduation from college, Miss Moore served as principal of



Louise Moore—Recently Appointed Special Agent for Women and Girls, Trade and Industrial Service, U. S. Office of Education.

the Dexter, Iowa, High School, and later as a teacher in the West Des Moines, Iowa, High School. Subsequently she engaged in research as a fellow and assistant director in the research department of the Women's Educational and Industrial Union, Boston. Her research work in this position involved a study of Massachusetts' trade schools for girls and a follow-up study of pupils trained in these institutions. These studies were made for the United States Department of Labor on behalf of groups sponsoring the Smith-Hughes National Vocational Education Act, then under consideration by Congress.

After completing her work with the Women's Educational and Industrial Union in Boston, Miss Moore came to Washington as library research assistant in the United States Department of Labor and later became

child labor inspector for the Children's Bureau of the Department under the first Federal child labor law. During the World War, she acted as assistant in the State council section, Council of National Defense.

Miss Moore's work in the field of personnel began with her appointment after the war as personnel director of a manufacturing concern in Poughkeepsie, N. Y., where she developed various methods for selecting employees and training them for their work. Her service with the New York firm was followed by service in a similar capacity with a prominent manufacturing company in Kansas City, Mo. From this position she returned to Poughkeepsie as assistant to the city director of public welfare there, in which position she helped to organize the work in emergency relief.

Miss Moore came to Washington from a position with a New York industrial engineering firm, where she was responsible for the organization and development of personnel and training activities for foremen and workers.

The Roster Grows

New names are being added to the roster of States which have formulated plans for State divisions of occupational information and guidance or have appointed supervisors in this field.

The plans drawn up for programs of occupational information and guidance under Federal reimbursement in Georgia, Maine, Maryland, Massachusetts, Michigan, North Carolina, Pennsylvania, and the Island of Puerto Rico have already been accepted by the United States Office of Education; other States which are considering plans for a guidance service are: North Dakota, Rhode Island, and Missouri.

Two States—New York and Vermont—had set up programs of guidance not reimbursed from Federal funds and had appointed State guidance supervisors prior to the establishment of the Occupational Information and Guidance Service in the United States Office of Education.

Kansas and Wyoming have recently set up nonreimbursed programs.

The first State to appoint a supervisor of occupational information and guidance was Maryland. R. Floyd Cromwell has been appointed to this office with headquarters at the State department of education, Baltimore. Following are the names of those who have been appointed supervisors of occupational information and guidance, the States they represent, and their addresses:

S. Marion Justice, State Department of Education, Raleigh, N. C.

Carl M. Horn, State Department of Education, Lansing, Mich.

Winston Riley, Insular Board of Education, San Juan, Puerto Rico.

George P. Haley, State Department of Education, Boston, Mass.

A Modern English Program

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the classroom teacher is that of repeating experiments carried out by others, using the same techniques. Take, for example, the experiment carried on in a city school system in which the 50 language errors most commonly heard in that community were organized into written tests given at the beginning and end of a 4-week experimental period to groups of elementary children divided, as the experimenter says, into groups of "approximately equal size and ability." In the interval between tests the following types of methods were used: In the first group the errors made were explained but no specific work was done upon them. In the second group correction of errors was intensified in relation to the regular work of the grade. Drill games were used in the third group. The fourth group attacked errors by dramatizing them in plays, and by devising and carrying out programs. In the fifth group pupils and teachers reported and listed errors observed and placed the correct forms on the blackboard. In the sixth group pupils were furnished with lists of the errors made by their group, and with the teacher they planned remedial projects. A census of opinion taken among the reading audience would perhaps result in the selection of the method used in group 6 which brought best results as measured by the differences between scores on the tests given at the beginning and end of the experiment.

A Basic Experience

A challenge to elementary teachers as embodied in *A Modern English Program for Modern Schools* resolves itself into an analysis of current practices, and recommendations for further study. It is necessary to recognize certain factors which influence the success of English teaching such as present standards of use, the tendency to make English a "common carrier" for all school experiences, the present needs and interests of the children, the provision for individual differences, and the use of scientific studies. The classroom teacher may measure the extent to which she uses the "common carrier" by keeping an informal record of the diary or chart type on which she lists as they occur the situations in which English makes a contribution to the school program, together with some estimate of the further needs for practice in the skills involved, on the part of the children in her group. It is by such concrete means that teachers can reach a higher level of effectiveness in making English function in the whole school program.

Some 1939 Publications in the Field of Elementary School English

Brueckner, L. J. Language: The Development of Ability in Oral and Written Composition. *Child Development and the Curriculum*,

pp. 225-240. Thirty-eighth yearbook of the National Society for the Study of Education, Part I. Public School Publishing Co., 1939.

Hartman, Gertrude and Shumaker, Ann. Editors. *Creative Expression*. E. M. Hale & Co., 1939. Second edition. 350 p.

Leonard, J. Paul. The Language Arts-English, pp. 118-127. *The Implications of Research for the Classroom Teacher*. Joint Yearbook of the American Educational Research Association and the Department of Classroom Teachers. N. E. A., 1939.

McKee, Paul. *Language in the Elementary School*. Revised. Houghton Mifflin, 1939. 500 p.

National Conference on Research in English. *Handbook of English for Boys and Girls*. Scott Foresman, 1939. 128 p.

Rasmussen, Carrie. *Choral Speaking for Speech Improvement*. Expression Co., 1939. 93 p.

Seegers, J. Conrad. *Vocabulary Problems in the Elementary School*. Scott Foresman, 1939. 60 p.

The Elementary English Review. Vol. XVI.



Education in Turkey

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of a change of script and it has rendered a similar service to the European students studying the euphonious speech and literature of Turkey. The Turkish people at large benefit enormously by having to study the simple Latin alphabet instead of spending so many hours mastering the difficulties of the old script.

Last, but not least, of all the reforms instituted is the emancipation of the women of



Physical education for girls.

Turkey, who have now won political and social equality with men and have proved their capacities in many fields.

The Children's Reading Room and Library (Çocuklar Okuma Odasi) at Istanbul is open to children from primary schools after their school hours, where they read, study, and often hear lectures dealing with reading and health. It is the only children's library in Turkey, but there is a project to establish such libraries throughout the country.

The Municipal school called Refuge for Young Boys (Çocuklar Kurtarma Yurdu) at Galata, Istanbul, is founded for homeless boys, many of whom were tobacco fiends and opium addicts.

Prior to 1923 the population was largely illiterate and the effort to reduce illiteracy has taken an important place in the educational program. Primary instruction and training in trades have been given to conscript soldiers. In 1932 there were inaugurated throughout the country "People's Houses" (Halk evleri). These are institutions of mass education, supplementing the schools and aiming to eliminate illiteracy. They are well equipped with libraries. In the course of the last year more than 8,000,000 persons took part in the courses, conferences, concerts, and theatrical performances organized by the "People's Houses."

Summarized below are the statistics on education in Turkey for the school year 1938-39.

Types of schools	Number of—				
	Schools	Students		Teachers	
		Total	Women	Total	Women
Kindergarten.....	9	1,810	762	63	63
Elementary.....	8,133	823,057	277,450	16,987	5,458
Middle.....	148	97,274	24,653	3,201	1,065
Lyceums.....	69	25,569	5,824	1,577	359
Continuation.....	196				
Normal.....	17	2,550	1,539	262	114
Professional.....	46	8,908	2,798	675	198
Universities and special schools..	13	12,779	1,960	709	60
Total.....	8,631	971,947	314,986	23,474	7,317



Medical Inspection

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ated process but the essential for good nutrition is good feeding, and the feeding should be done in the home in order that all the family may benefit.

For the reduction of communicable diseases in school we have to depend, as we have always had to depend, on the teacher, for no one else sees the child daily and hourly. We have already mentioned the need for her preparation for noting the signs that something is wrong with the child.

Lastly, to make the most of our health service we should study our methods and their results for there is much that we need to learn.

We should not try to do too much and we should do well what we try to do.

Cooperation of Schools, Colleges, and State Departments

by Howard W. Oxley, Director of CCC Camp Education

★★★ The educational program of the Civilian Conservation Corps is a natural extension of the philosophy inherent in the work camp. Therefore, the program has tended to develop, in many cases, its own techniques and procedures. These techniques and procedures, however, are closely allied to prevailing methods obtaining in the schools and colleges, and in many phases of the program the work of the corps and the schools and colleges dovetail conveniently together.

During the 7-year life of the Civilian Conservation Corps there has developed a growing realization on the part of the officials of the corps and of the educational institutions that the two groups have a common mission. The enrollees of the corps come from the local schools and will, very largely, return to these same communities, where they will again attend school or endeavor to earn a living. There is a growing effort on the part of all concerned to discover common objectives and to work toward their accomplishment.

While the major objective of the educational program in the CCC is occupational training, there are many boys who lack only a small amount of work which would permit them to secure grammar-school certificates or to graduate from high school or college. During the month of October 1939, the latest month for which figures are available, 8,097 enrollees from the camps were attending classes in nearby schools. Seven hundred and eighty of these were receiving such facilities free of charge, while the remaining 7,317 were being provided for through the federally financed plan provided for in the budget of the CCC. Two hundred and sixty-three different schools were operating under contracts through this program. Schools adjacent to camps have provided many additional services. During the month of October 1939, 1,389 teachers from public schools were teaching courses in CCC camps.

The colleges of the country have aided the camp program in various ways. These have been chiefly: Provision of scholarship and other direct aid, furnishing of instructors, the furnishing of facilities such as shops, laboratories and libraries to enrollees, the provision of facilities and faculty for training of advisers, and the conducting of teacher-training programs for the instructors in the camps.

Exceptional Enrollee

The colleges and schools of the country have been especially alert to the needs of the exceptional enrollee. During the academic session



Checking Home Study Courses, CCC (Located at College of Forestry, Syracuse University, Syracuse, N.Y.) to See That They Are Complete Before Sending to the Enrollees Registered.

1938-39, 189 different colleges and schools granted scholarships to 763 enrollees. To date, during the current session of 1939-40, 208 different colleges and schools have granted scholarships to 640 enrollees. Civilian Conservation Corps regulations permit an enrollee to secure leave of absence without pay for the purpose of attending an institution of college grade. Many boys, however, secure discharges from the corps in order to return to school.

An example of a special type of college cooperation is found at Syracuse University where the College of Forestry furnishes personnel, space, light, heat, and janitor service to the Second Corps Area home study course program. Another type of special service is that offered by Virginia Polytechnic Institute, Blacksburg, which provides five members of its faculty as directors of research programs carried on by Third Corps Area advisers. The Universities of North Dakota, Nebraska, and Oklahoma, with the aid of WPA funds granted for the purpose, operate large-scale correspondence-school programs for CCC enrollees. Prof. E. S. Baird, of Iowa State College, Ames, heads a correspondence-course study program for camp advisers which the extension division of that college sponsors.

Many enrollees of camps closely adjacent to

colleges and universities have been enabled to carry on college work. Many have attended the regular day classes, although the majority enter evening classes. Ninety-seven enrollees were thus enabled to secure college degrees during the year 1938-39.

State departments of education early recognized the function of the Civilian Conservation Corps as a medium through which boys from families in economic straits might receive additional training. When the educational program in the camps was being inaugurated early in 1934, committees from State departments aided in the selection of personnel, courses of study, and the like. Since that time, State departments have cooperated in those phases of the work which are closely coordinated with the State programs.

The State departments have worked most closely with the corps in the following ways: Promulgation of regulations covering the granting of credit for work done in the camps, the issuance of eighth-grade-equivalency certificates and diplomas and high-school diplomas, the fostering of cooperating school arrangements. Vocational divisions in the States, utilizing George-Deen funds, have furnished teacher trainers, instructors, course materials, and the like.

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State Support

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Amount apportioned for the year, \$21,381.

(f) Tuition for nonresident high-school pupils. Not to exceed \$7 per pupil per month. Amount apportioned for the year, \$1,988,411.

(g) Teacher training in high schools. Total authorized for apportionment not to exceed \$255,000 or \$1,500 to any school. Amount for each school determined on basis of number of teachers employed for such work. Amount apportioned for the year, \$54,300.

(h) Evening schools for persons over 16 years of age who are not in attendance in regular day schools. Under rules of State board of education, State funds equal to one-half of salaries of teachers in such schools. Amount apportioned for the year, \$5,327.

(i) Summer schools for crippled children. Total authorized for apportionment \$10,000; not to exceed \$50 per pupil or \$7,000 to any one school. Amount apportioned for the year, \$7,957.

(j) School libraries. Not to exceed one-half amount expended for purchase of library books or 50 cents per pupil in average daily attendance during preceding year for the first 500 pupils and not to exceed one-fourth amount expended or 25 cents for each additional pupil. Total, \$50,230.17.^{1*}

(k) All others including special appropriations, rehabilitation, and adjustments. Amount apportioned for the year, \$192,859.13; total special aids apportioned (partly estimated), \$4,534,000.

III. Equalization aids

(a) In order to equalize the costs of a foundation school program among the several school districts, State equalization funds are provided to take care of the difference any school district cannot pay between the cost of such program and the proceeds of a local 30-mill² general property tax levy plus all funds which it receives from the State in general and special aids, with the exception of transportation aid. The foundation education program is defined in the law as one which costs³ \$60 per resident elementary pupil and \$100 per high-school pupil, resident or from another district for whom State tuition funds are paid, in average daily attendance. Total, \$5,514,865.64.*

(b) State funds for equalizing purposes are provided for any school district whose prop-

¹ The Minnesota law provides that when sufficient revenue is not available in the State treasury for meeting the full amount of obligations due according to the terms of the program, certain aids are to be prorated; these sums are marked in this article with an asterisk and indicate the amounts of the State's obligations. The amounts apportioned were approximately 60 percent of the obligations.

² Exceptions are made in the law to lands upon which the maximum levy for school purposes is less than 30 mills.

³ The cost of the foundation school program in unorganized territory is considered as \$1,000 per classroom unit.

erties include those exempt from local taxation to the extent of 20 percent of the district's valuation. The State funds are used in such cases to pay the loss the district suffers due to tax-exempt properties. Amount apportioned for the year, \$139,575.31; total equalization aids apportioned (partly estimated), \$3,340,000.

Grand total of State apportionments (partly estimated), \$19,814,908.



Control of Higher Education

(Concluded from page 183)

State university, the agricultural and mechanic arts college, and the woman's college. In Montana the office of chancellor, although authorized by law, is at present vacant due to the failure of the State legislature to make the necessary annual appropriation covering his salary. While not having a chancellor, the single board governing all State higher educational institutions in Mississippi is authorized to employ an executive secretary. This officer is empowered to conduct surveys, studies, and inquiries into the organization, management, and other affairs of the institutions upon a basis of which he may make recommendations to the board for changes to increase efficiency and economy in their operation.

A lump-sum appropriation is made by the State legislature to single boards to be allocated to the institutions under their control in Georgia, North Carolina, and Oregon. It will be observed that the latter three States have so unified their control as to have both an executive officer or chancellor serving directly under the single board and a plan for allocating lump-sum appropriations by the board. While the results achieved in the States where these more complete unified plans of control have been adopted cannot be fully appraised, there are evidences of positive significance. Unnecessary duplications to a large extent have been eliminated, programs coordinated, and institutional competition greatly reduced.

In summary, a strong movement has developed among the States to modify their methods of control of State higher education for the purpose of integrating the institutions within the State into a coordinated system. This consists of establishing either complete unified control under which a single board governs all the State institutions, or partial unified control whereby a single board governs institutions of certain types. Further steps have been taken in some States toward greater unification by providing for a single executive officer or chancellor of State higher education and by making lump-sum appropriations to the single board to be allocated or distributed to the institutions under its control.

Three FREC Contributions to Radio Education

The three new publications described below offer an interesting variety of helpful information for those whose interests or service are related to the rapidly expanding field of educational radio. Each is based on extensive study and research and the material presented is authoritative.



Forums on the Air

by Paul H. Sheats

A survey of radio forums throughout the Nation which shows and analyzes many techniques for forum operation. It should give valuable aid to those directing or participating in radio forums as well as to those who contemplate such a program. Price 25 cents.



Local Station Policies

by Leonard Power

The authentic and detailed story of a representative radio station, how it has developed, and its plan for successful cooperative broadcasting in its community. Broadcasters should find this study helpful. Price 15 cents.



College Radio Workshops

by Leonard Power

One of a series of reports on successful cooperative effort between broadcasters and leaders of local civic groups using radio-station facilities. The four workshops described in the report are located at Syracuse University, Indiana State Teachers College, University of Kentucky, and Drake University. All programs produced in the workshops mentioned in the report are broadcast over commercial stations. Price 15 cents.



These publications are available through the FEDERAL RADIO EDUCATION COMMITTEE, U. S. OFFICE OF EDUCATION.



New Books and Pamphlets

School Safety

Checklist of Safety and Safety Education. Prepared by the Safety Education Projects of the Research Division. Washington, D. C., National Education Association of the United States, 1939. 30 p. 25 cents.

Designed to help improve the safety program in a single elementary or secondary school unit; the checklist may be used in many ways with various groups. Includes a bibliography of special interest to school administrators, for it suggests the key individuals, agencies, and national sources that may be consulted for technical advice, information, and material.

One Thousand School Fires. Boston, Mass., National Fire Protection Association (60 Batterymarch St.) 1939. 72 p. illus. 35 cents.

Emphasizes the importance of school fire safety. School fires since 1928 are tabulated according to cause, type of building, kind of school (i. e., public, private, college, etc.), causes of loss of life in school buildings, construction of buildings involved, loss per fire, room in which fire started, and the effect of automatic sprinklers.

Guidance

Guidance in Public Secondary Schools; a Report of the Public School Demonstration Project in Educational Guidance. Edited by Arthur E. Traxler. New York, N. Y., Educational Records Bureau (437 West 59th St.), 1939. 329 p. (Educational Records Bulletin no. 28.) \$2.

A demonstration of the functioning of measurement and record keeping in a guidance program at the junior-senior high school level. The project was carried out through the cooperation of seven selected centers.

The Dean of Boys in High School, His Qualifications and Functions, by Joseph Roemer and Oliver Hoover. New York, American Book Company, 1939. 94 p. \$1.

A fact-finding study of conditions and current practices. The material is organized to provide a comparison with conditions in the field of the dean of girls.

Occupational Information

Medical Occupations for Girls, Women in White, by Lee M. Klinefelter. New York, E. P. Dutton & Co., Inc., 1939. 320 p. illus. \$2.

Describes the more important medical occupations open to women, with special emphasis on the position of women in each.

Social Studies

The Future of the Social Studies. Proposals for an experimental social-studies curriculum, James A. Michener, editor. Cambridge, Mass., The National Council for the Social Studies (13 Lawrence Hall, Kirkland Street) 1939. 178 p. \$1.50.

A symposium on the social-studies curriculum, a com-

parative study of the suggestions should furnish a basis for discussion for national and local meetings during the year.

Teacher Load

The Teacher Looks at Teacher Load. Published by the Research Division of the National Education Association of the United States. Washington, D. C., 1939. p. 223-270. 25 cents, single copy. (National Education Association Research Bulletin, November 1939.)

A survey of teacher opinion, an appraisal of present teaching conditions as seen by classroom teachers themselves. The study represents a cooperative enterprise shared by the Research Division of the National Education Association and 188 affiliated local teachers organizations.

Congress on Education for Democracy

Education for Democracy. The Proceedings of the Congress on Education for Democracy, held at Teachers College, Columbia University, August 15, 16, 17, 1939. New York, Bureau of Publications, Teachers College, Columbia University, 1939. 466 p. \$2.50.

A conference of laymen and educators devoted to the discussion of a basic problem—education for democracy.

Secondary Education—Great Britain

Great Britain. Board of Education. Report of the Consultative Committee on Secondary Education, with special reference to grammar schools and technical high schools. [Mr. Will Spens, C. B. E., chairman.] London, H. M. Stationery Office, 1939. 477 p. 3s. 6d. net.

A comprehensive report with recommendations involving many changes in the present system. The purpose of the committee was "To consider and report upon the organization and interrelation of schools, other than those administered under the Elementary Code, which provide education for pupils beyond the age of 11+; regard being had in particular to the framework and content of the education of pupils who do not remain at school beyond the age of about 16."

Business Education

A Survey of Needs and Trends in Book-keeping. Results of questionnaire published in The Balance Sheet, December 1938. Cincinnati, South-Western Publishing Co., 1939. 14 p. (Monograph 46.) Free to commercial teachers and school officials.

A tabulation and interpretation of the replies to the questionnaire showing (a) the trends in the teaching of book-keeping, (b) the criticisms of teachers, (c) the desires of teachers.

SUSAN O. FUTTERER

Recent Theses

A list of the most recently received doctors' and masters' theses in education, which may be borrowed from the library of the Office of Education on interlibrary loan follows:

ARATA, MANNING N. A study of the organization and administration of the small high schools in Maine. Master's, 1939. University of Maine. 91 p. ms.

BAILEY, FRANCIS L. A planned supply of teachers for Vermont. Doctor's, 1939. Teachers College, Columbia University. 88 p.

BERGSTROM, EVELYN A. A proposed program of graduate study at Syracuse University for the prospective training supervisor. Master's, 1939. Syracuse University. 123 p. ms.

BONNEY, MERLE E. Techniques of appeal and of social control. Doctor's, 1934. Columbia University. 372 p.

BORGESON, GERTRUDE M. Techniques used by the teacher during the nursery school luncheon period. Doctor's, 1937. Teachers College, Columbia University. 214 p.

CLARKSON, GLADYS M. A survey of consumer education as given in 15 State courses of study, 1934-38. Master's, 1939. George Washington University. 61 p. ms.

CLEMENT, MATILDA. The classics through dramatics. Master's, 1939. Boston University. 223 p. ms.

DOUGLASS, HERBERT M. A study of the professional improvement of elementary teachers in service in Chautauqua and Cattaraugus Counties of New York State. Doctor's, 1938. New York University. 112 p. ms.

EGGERT, WALTER A. The legal basis and present status of short-term borrowing for school purposes. Doctor's, 1939. University of Chicago. 247 p.

FUDGE, HELEN G. Girls' clubs of national organization in the United States: their development and present status. Doctor's, 1938. University of Pennsylvania. 349 p.

GARBER, ELIZABETH L. A study of traffic accidents to children 16 years of age and under, Washington, D. C., September 21, 1935, to September 21, 1937. Master's, 1939. George Washington University. 127 p. ms.

GREENE, MAURICE M. Physiological factors in music education. Master's, 1938. Boston University. 75 p. ms.

HAGGARD, WILLIAM W. The legal basis of the organization and administration of the public schools of Illinois. Doctor's, 1937. University of Chicago. 81 p.

HALL, EGERTON E. The Negro wage earner of New Jersey. Doctor's, 1933. Rutgers University. 115 p.

JAMES, MAY H. The educational history of Old Lyme, Conn., 1635-1935. Doctor's, 1936. Yale University. 259 p.

MAXWELL, MARION B. The vocational consequences of failure to graduate from the secondary school. Master's, 1939. University of Maine. 90 p. ms.

MORRISON, VERA E. History of higher education under Maryland Protestant denominational auspices, 1780-1860. Doctor's, 1939. George Washington University. 389 p. ms.

NOTT, MILDRED. Field trips in junior business training. Master's, 1939. George Washington University. 43 p. ms.

ORMSBY, PERSIS. A survey of extracurricular activities in the high schools of eastern Connecticut. Master's, 1938. University of Maine. 56 p. ms.

SOLIS-COHEN, ROSEBUD T. A comparative study of the history program in English and American secondary schools. Doctor's, 1938. University of Pennsylvania. 198 p.

TERRELL, BERNECE E. Historical development of the public schools in Rawlins County. Master's, 1938. University of Kansas. 99 p. ms.

TIMMONS, WILLIAM M. Decisions and attitudes as outcomes of the discussion of a social problem: an experimental study. Doctor's, 1939. Teachers College, Columbia University. 106 p.

TYLER, I. KATH. Spelling as a secondary learning: the extension of spelling vocabularies with different methods of organizing and teaching the social studies. Doctor's, 1939. Teachers College, Columbia University. 116 p.

WADE, NEWMAN A. Post-primary education in the primary schools of Scotland, 1872-1936. Doctor's, 1938. Teachers College, Columbia University. 275 p.

WILLIAMS, THOMAS C. Legal justification for Virginia public schools and the development of authority of Virginia local school boards. Master's, 1939. George Washington University. 77 p. ms.

ZIMMER, Brother AGATHO. Changing concepts of higher education in America since 1700. Doctor's, 1938. Catholic University. 139 p.

RUTH A. GRAY



In Public Schools

Graduation Requirement

An experimental course in traffic safety for the past 2 years proved so effective in the high schools of Seattle, Wash., that it has been made a requirement for high-school graduation. The course, which includes safe driving habits, traffic laws, stopping distances, danger of carbon monoxide, and so on, is given to high-school juniors as that is the age at which most young people begin to drive. The lessons prepared and used so successfully by George W. Muench in pioneering this work have been revised and published as *A Course in Highway Safety* for use in these classes.

Issues and Problems

The Sixteenth Annual Junior High School Conference of New York University will be held on March 15 and 16, 1940. The theme of this year's conference will be: *Issues and Problems in Junior High School Education*. The conference will include a general program and numerous panel sessions. An exhibit of junior high school work in actual classrooms will be a significant feature of the conference.

High-School Forums

The *North Carolina Public-School Bulletin* reports that "the programs which Dr. Elbert K. Fretwell has been conducting with high-school students at the various district meetings of the North Carolina Education Association have emphasized the importance of the forum technique in the discussion of local problems with high-school students. Those who have attended these forum discussions have been impressed by the intelligent participation on the part of these high-school pupils.

"A number of our high schools have made provision for discussion groups. In several instances the discussion groups are designated as forum clubs. The name of the group is not important but the idea is important. Discussion groups in high school may be taken care of in one of the three following ways:

1. As a regular part of the academic program;
2. As a part of the extracurricular program;
3. In connection with other school programs designed to train for civic responsibility.

"In connection with forum groups the following suggestions may be helpful: (1) The most competent teacher in the art of promoting discussion should be placed in charge of the program; (2) the size of discussion groups should not, as a rule, exceed 75 or 100 persons; (3) the teachers of the social studies should meet with the forum groups to insure the integration of the forum

experience with the classroom work; (4) all students in the groups should be given opportunity for active participation and for free questioning of the speaker or leader."

Personality Records

Recommendations regarding personality records and reports to parents for the early elementary department of the Grand Rapids, Mich., schools have been made by committees of teachers for the school year, 1939-40. Based upon a 7-month study, the committee on personality records summarized its report under headings of values and dangers of such records, desirable record forms, and the training needed by teachers who attempt to record children's personalities. A study of current literature was supplemented with opinions of outstanding school and college people, of parents, and of business executives. The committee's conclusion favors more study, a flexible program of experimentation in keeping records, and a critical analysis of the results.

The committee on reports to parents also favored delayed decisions and more experimentation, but recommended conferences with parents or informal letters to them with a uniform method of checking procedure as a future guide in constructing a new report card. A summary of committee work is given in the form of answers to various specific aspects of three general questions: 1. What purpose should report cards serve? 2. What type of reports can best achieve these ends? 3. What should be included in a conference with or a report to parents?

One-sixth of State

"Rural agricultural school districts in Michigan have continued to increase in number until today there are 136 such districts covering a total area of 9,600 square miles—approximately one-sixth of the area of the State," says the *News of the Week*, a publication issued by the Michigan State Department of Public Instruction. "These schools have an assessed valuation of \$154,000,000. The enrollment has grown in 20 years from 920 to 45,000 pupils. There are 1,568 teachers employed in the elementary and secondary departments. Twenty-three thousand pupils are transported daily on bus routes that have gradually lengthened from 4½ to 12½ miles. Capacity bus loads have grown from 20 to 50 pupils. With continued emphasis on a broad instructional program including, in most cases, music, art, homemaking, general shop, and agriculture, the future of the rural agricultural school in Michigan is exceedingly bright."

Independent Adoptions

The State textbook law of Oregon, according to a recent issue of *Oregon Educational*

Journal, was modified by the last legislature to permit school districts under certain conditions to make independent adoption of textbooks. Three conditions were stipulated in the law: (1) The district must have as its executive school officer a person holding a superintendent's credential; (2) The local school board must adopt a resolution approving the independent adoption; and (3) A course of study for the subject for which the text is proposed must be approved by the superintendent of public instruction. In addition to this the law provides that the State board of education must prepare rules and regulations to be followed by districts making such adoption.

W. S. DEFFENBAUGH



In Colleges

Expands Music Activities

With the objective of treating music at Cornell as part of a cultural education on the same basis as the study of English literature, mathematics, or any other subject, the offerings have been expanded so that 23 courses are now being given with facilities for a major in music for the B. A., M. A., or Ph. D. degrees. This is in contrast to most large universities which have professional schools of music in the nature of conservatories or departments for the training of music teachers and concert artists.

The major emphasis aside from the scholastic one is the encouragement of a large number of students to listen to music and to participate. Many organized groups which have been developed for participation in all phases of musical activity are now at their peak. These groups include the men's glee club of 100 voices, the women's glee club of 120 voices, the Sage Chapel Choir of 115 voices, and several smaller choral groups interested in such specialized types of music as the madrigal literature. In the instrumental field there are two large cadet bands, the university symphony orchestra of 85 students with complete symphonic instrumentation, the instrumental club of 45 students, the women's string ensemble of 30 students, the string sinfonietta consisting of 30 graduate students and faculty members, and several chamber-music groups of differing instrumentation.

Christian Higher Education in 1940

This is the title of the fourth edition of the Handbook on Christian Education, which will be issued early in 1940. Other editions appeared in 1928, 1931, and 1934. The number of inquiries encouraged the Council of Church

Boards of Education to authorize the preparation of another edition. The editors are Gould Wickey and Ruth E. Anderson, 744 Jackson Place, Washington, D. C.

Some 300 pages in the handbook will give:

Statistics for Protestant and Catholic universities, colleges, junior colleges, theological seminaries, and religious-training schools.

Comparative statement of standards of accrediting associations.

Information concerning religious work with students, and lists of workers with students in the various denominations.

Lists of educational and religious foundations and organizations.

Data concerning the various church boards of education. These, together with the other material, will present a comprehensive view of Christian higher education in America in 1940.

WALTON C. JOHN



In Libraries

For Mutual Understanding

Librarians and publishers, at the invitation of the Department of State, assembled at the Library of Congress recently to discuss the part which books and libraries could play in effecting a better mutual understanding by the United States and the Latin-American countries of their respective cultures and creative ideas.

The first day of the conference was devoted to a description of the contributions which could be made by books, general periodicals, newspapers and scholarly and scientific journals. Specialists in Latin-American affairs presented the various factors involved in furthering better cultural relations between the Americas. On the second day, the conference divided into two discussion groups; one to consider specific problems of production and marketing of printed materials and the other to study the questions of acquisition and use.

Missouri Added

Missouri has been added to the list of States which now have an official specifically designated to further the development of school libraries. F. G. Stith has recently assumed duties as supervisor of school libraries in the Missouri Department of Public Schools.

Its Fourth Year

The Suburban School Librarians League, composed of the school librarians and teacher librarians from nine suburbs and cities near Milwaukee, is now on its fourth year. This group meets regularly twice a year to discuss mutual problems and to observe library equipment and organization. One meeting was held with the superintendents and principals of the district in order to consider jointly a

survey of libraries. Another matter under discussion has been the ways of aiding the new State school library supervisor.

Virginia Reports

In Virginia, the director of school libraries and textbooks reports that \$242,402 was expended for public-school library books during the year 1938-39, an amount seven times as great as that in 1932-33. In the allocation of the State aid library fund, the board of education arranged for a more even distribution of books to all parts of the State than ever before. According to the State director of school libraries, there are now in Virginia 128 junior and senior high schools which contain 2,000 or more volumes. It is stated also that 447 accredited junior and senior public high school libraries in the State reported a total circulation of 2,889,234 books. Of these secondary school libraries, 70 percent serve elementary pupils also, and 20 percent remain open for library service during the summer.

Indiana Survey

The Board of Education for Librarianship of the American Library Association has just published a survey of library personnel and training agencies in Indiana. Among the aspects considered are: Library services actually rendered at present; potentialities of additional library service; qualifications of the present library personnel; the number of trained librarians needed; their prospects for professional growth and advancement; and the existing Indiana training agencies for library service. On the basis of these facts and the estimated annual turn-over in library personnel, the board makes specific recommendations regarding the number and type of library training agencies needed in Indiana for all types of libraries.

Radio Tour

The book selection class of the University of Wisconsin Library School is taking the listeners of radio station WHA on a tour of America by means of books. Various sections of the United States are being depicted in a series of broadcasts prepared by the students, who are selecting for their scripts the dramatization of pertinent incidents and the reading of excerpts from novels dealing with a specific region. Requests for bibliographies prepared in connection with the broadcasts have come from schools, housewives in rural areas, women's clubs, and local libraries.

Master Catalog

The Westchester (N. Y.) Library Association announces the completion of a master catalog of the 250,000 books contained in 40 libraries of the county. By means of this union catalog, every library book in the county will be made available to all residents. Under this system of intercommunity lending, it will be possible for a person by applying at any library

to obtain a special book by mail, or after consulting the master file in the White Plains County office building to travel to the library possessing the desired volumes.

It is expected also that this pooling of resources will prevent unnecessary duplication of books and at the same time will permit specialization in certain fields without increasing the total book budget.

Role in Community Life

The latest annual report of the Albany (N. Y.) Public Library shows the role played by a modern library in the life of a community. One important activity has been the work with young people, undertaken with a view to preventing the serious decline in reading between childhood and early adulthood. Another service has been that of helping lay readers plan their study courses in parent education. Cooperation with the schools has been advanced, book lists have been prepared for teachers, and school classes brought to the library.

In addition to the regular service rendered individuals, library aid has been given to 56 different organized groups in Albany, such as boys clubs, civic and social associations, churches, and hospitals. Members of the library staff have been active on community committees and on the Council of Social Agencies.

RALPH M. DUNBAR



In Other Government Agencies

National Youth Administration

The Nation-wide program of marking and identifying airports carried on by the National Youth Administration in cooperation with the Civil Aeronautics Authority calls for the installation of standard airport range and boundary markers, standard airport corner markers, and a standard airport wind sock at all airports and landing areas where such facilities are not already available, on condition that a public agency sponsor the projects. The equipment will be made in NYA workshops by needy youth working under supervision, provided that the sponsoring agency furnishes the necessary raw materials. Much of the installation work will be done by NYA youth with the technical assistance of CAA representatives and local airport personnel.

* * *

Charles Allen Prosser, one-time head of the Federal Board for Vocational Education, has been appointed consultant on vocational work to the National Youth Administration. Dr. Prosser will advise the NYA on further development and betterment of its work program for out-of-school unemployed youth, which now employs nearly 300,000, and the NYA student work program which employs about 450,000 high-school and college students.



Buffalo Hunt by Velino Herrera—Mural in the New Interior Department Building.

Office of Indian Affairs

Six young Indian artists, all of whom attended Indian Service schools, are under contract to paint the murals in the cafeteria and recreation room of the New Department of the Interior Building. The Buffalo Hunt, one of the murals in the recreation room, is shown on this page.

Department of Commerce

A plan of cooperation with University Schools of Business and Bureaus of Business Research and the Department of Commerce has been announced by Harry L. Hopkins, Secretary of Commerce, as part of his program to vitalize the services of Government to business.

Coordination of the Department's research program with those of the University Schools of Business was agreed upon in a conference between Commerce Department officials and a committee of deans representing the Conference of State University Schools of Business.

In the voluntary cooperative program contemplated, the following steps will be taken:

(1) To increase the availability of existing business research facilities by ascertaining what facilities are now available, what research projects are now in progress, and by setting up a clearing house in the Department of Commerce for business research activities throughout the Nation.

(2) To strengthen the business research program of the Department and of the University Schools of Business by establishing, whenever possible, cooperative arrangements on specific studies, and by utilizing the part- or full-time services of trained research personnel from the universities whenever available.

(3) To reduce duplication of effort and thereby promote economy and efficiency in business research.

(4) To encourage decentralization of research projects and to make regional and local research more effective by having it done in the universities by local men familiar with local conditions, at the same time making

available to the local research workers information on new techniques and methods developed by the Department of Commerce and by universities.

(5) To aid the small business man by making available to him a closer source of information on conditions affecting his business.

MARGARET F. RYAN



Cooperation

(Concluded from page 187)

A recent survey of the 48 States and the District of Columbia indicates that 40 States and the District recognize work done in the camps and have promulgated special regulations in cooperation with the administrative divisions of the corps governing the accrediting of this work. Typical cooperative arrangements are those of Kentucky and New Mexico, which are illustrated by the following regulations which are here quoted in summary.

KENTUCKY—"Credit for High-School Subjects Completed in Civilian Conservation Camps.

"When the educational adviser of any Civilian Conservation Corps camp certifies that an enrollee has completed satisfactorily one or more high-school subjects, the enrollee may be given credit for same, provided he passes an examination given by the teacher of such subject or subjects in an accredited high school. In the event that the enrollee passes such examinations successfully, the credit or credits given for such subject or subjects may be recognized by the high schools of this Commonwealth."

NEW MEXICO.—"Upon completion of the course of study for eighth-grade students, CCC enrollees may take the examination prescribed by the county school superintendent of the county in which the CCC camp is located. Upon recommendation of the county superintendent, eighth grade diplomas are granted these boys through the State department of education."

Under the authority of such regulations issued by the respective States, 5,176 enrollees received eighth-grade certificates and 1,048 enrollees received high-school diplomas during the year 1938-39.

Certain States furnish special types of aid which are worthy of mention. The New York Department contributes 14 instructors to the home study course program conducted by the Second Corps Area. The State Department of Massachusetts carries on the teacher-training program for all the camps of that State. New Jersey has established three special teacher-training centers for the camps of the State. In Virginia, 28 instructors are furnished by the division of trade and industrial education.

The State Department of Pennsylvania contributes \$8,200 for the support of vocational training centers for enrollees in six Pennsylvania high schools. South Carolina furnishes one teacher for illiteracy removal to each camp in the State. The State Department of Education of Georgia, through its vocational division, has made available one full-time agriculture teacher for work in the camps of the State.

The State Department of California established the correspondence course program for the Ninth Corps Area, and continues to provide funds for its personnel and operation. In addition, the State has extended the operation of its Union high-school law to the camps. Under this arrangement, a particular camp is recognized as a branch of the nearest school. The State department reimburses the school for the average daily attendance of the enrollees. In this way, work in general education is closely integrated with the public-school system of the State.

The cooperation of the schools and colleges of the country and of the State departments of education has contributed greatly to the efforts of the Civilian Conservation Corps to organize and continually strengthen its program and to enable that program to take its place in coordination with the other major youth-training institutions of the Nation.

***Some* CURRENT PUBLICATIONS of the U. S. OFFICE OF EDUCATION**

Order from the Superintendent of Documents, Government Printing Office, Washington, D. C.

BULLETINS

1940

1. Educational directory, 1940. (4 parts.)

Part

- I. State and county school officers. (In press.)
- II. City school officers. 5 cents.
- III. Colleges and universities. 10 cents.
- IV. Educational associations and directories. 10 cents.

1939

2. Accredited secondary schools in the United States. 20 cents.
3. Higher educational institutions in the scheme of State government. 15 cents.
4. The school auditorium as a theater. 10 cents.
5. Bibliography of research studies in education, 1937-38. (In press.)
6. Education in Yugoslavia. 25 cents.
7. Individual guidance in a CCC camp. 10 cents.
8. Public education in the Panama Canal Zone. (In press.)
9. Residential schools for handicapped children. (In press.)
10. The graduate school in American democracy. 10 cents.
11. 500 books for children. (In press.)
15. Clinical organization for child guidance within the schools. (In press.)
16. A review of educational legislation, 1937 and 1938. 10 cents.

1938

14. Teaching conservation in elementary schools. (In press.)
15. Education in Germany. 20 cents.
16. Accredited higher institutions, 1938. 20 cents.
17. Hospital schools in the United States. 15 cents.

1937

2. Biennial survey of education, 1934-36.

Volume I

Chapter

- I. Elementary education, 1930-36. (In press.)
- III. Higher education, 1930-36. 15 cents.
- V. Review of conditions and developments in education in rural and other sparsely settled areas. 10 cents.
- VI. Effects of the depression upon public elementary and secondary schools and upon colleges and universities. 10 cents.
- VII. A survey of a decennium of education in countries other than the United States. 15 cents.
- VIII. A review of educational legislation, 1935 and 1936. 10 cents.
- IX. Parent education programs in city school systems. 10 cents.

Volume II

Chapter

- I. Statistical summary of education, 1935-36. 10 cents.
- II. Statistics of State school systems, 1935-36. 15 cents.
- III. Statistics of city school systems, 1935-36. 10 cents.
- IV. Statistics of higher education, 1935-36. 30 cents.
- V. Statistics of public-school libraries. 20 cents.
- VI. Statistics of special schools and classes for exceptional children. 20 cents.
29. Not issued.

MISCELLANY

1. Choosing our way. 35 cents.
 2. To promote the cause of education. 20 cents.
 3. Education in the United States of America. 15 cents.
 4. La educación en los Estados Unidos de América. 15 cents.
 5. A educação nos Estados Unidos da América. 15 cents.
- Handbook and Directory of the U. S. Office of Education, 1939. Free.

PAMPHLETS

84. Safety and sanitation in institutions of higher education. 10 cents.
85. Salary and education of rural school personnel—Status and trends. 5 cents.
86. Per pupil costs in city schools, 1937-38. 5 cents.
92. Are the one-teacher schools passing? (In press.)

LEAFLETS

47. Know your board of education. 5 cents.
48. Know your superintendent. 5 cents.
49. Know your school principal. 5 cents.
50. Know your teacher. 5 cents.
51. Know your school child. 5 cents.
52. Know your modern elementary school. 5 cents.
53. Know how your schools are financed. (In press.)
54. Federal funds for education, 1937-38. 10 cents.

VOCATIONAL EDUCATION BULLETINS

194. Duties and responsibilities of the general household employee. 10 cents.
195. Homemaking-education program for adults. 15 cents.
196. Farm forestry—Organized teaching material. 15 cents.
197. Training for the police service. 15 cents.
198. Conference topics for the retail grocery business. 20 cents.
199. Vocational training for firemen. 10 cents.
200. Related instruction for plumber apprentices. 15 cents.
201. Conserving farm lands. (In press.)
202. Minimum essentials of the individual inventory in guidance. (In press.)

MONOGRAPHS

19. Agricultural education program. 10 cents.
20. Studies in agricultural education. 5 cents.

LEAFLETS

3. Teaching the control of loose smuts of wheat and barley in vocational agricultural classes. 5 cents.
6. Instruction in poultry in secondary schools. 5 cents.

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A new visual aid from a recent **WORLD IS YOURS** booklet on *Our Debt to the Indians*. Each week a printed, illustrated booklet supplements the week's broadcast.



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THE **WORLD IS YOURS** is a series of radio programs on the exhibits and scientific investigations of the Smithsonian Institution. Heard Sunday afternoons at 4:30 EST, 3:30 CST, 2:30 MT, and 1:30 PT, over the Red network of the National Broadcasting Company.

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SCHOOL LIFE



April
1940

VOLUME 25
NUMBER 7

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WASHINGTON, D. C.

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WRITE
The U. S. Office of Education,
Federal Security Agency,
Washington, D. C.

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ON:**

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SCHOOL LIFE

Official Organ of the U. S. Office of Education

Volume XXV

APRIL 1940

Number 7

SCHOOL LIFE is published monthly (except in August and September) during the school year, by the U. S. Office of Education, Federal Security Agency.

Its purpose is to present current information concerning progress and trends in education; report upon research and other activities conducted by the U. S. Office of Education; announce new publications of the Office, as well as important publications of other Government agencies; and to give kindred services.

The Congress of the United States, in 1867, established the Office of Education to "collect such statistics and facts as shall show the condition and progress of education in the several States and Territories"; to "diffuse such information as shall aid in the establishment and maintenance of efficient school systems"; and "otherwise promote the cause of education throughout the country." SCHOOL LIFE serves toward carrying out these purposes. Its printing has been approved by the Director of the Budget.

The subscription rate is \$1 per year in advance; to foreign countries in which the mailing frank of the United States is not recognized, \$1.50. Club rate; For orders of 100 copies or more to be sent in bulk to one address within the United States, the Superintendent of Documents allows a discount of 25 percent. Subscriptions may also be entered through magazine dealers. Subscription orders with remittances should be sent to the Superintendent of Documents, Government Printing Office, Washington, D. C.

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Publication offices:

U. S. OFFICE OF EDUCATION
FEDERAL SECURITY AGENCY
Washington, D. C.

Editorial

Freedom of Choice

FROM THE STANDPOINT of educational psychology, many are convinced that the essential condition for a complete educational experience is *the moral condition of a free choice of alternatives*. Habit formation alone falls far short of including complete educative experience.

Education consists in helping individuals to define their purposes, to make plans for the achievement of their freely chosen objectives, and to evaluate their success in carrying out their plans.

The schools, therefore, must seek to arrange things for children to do, in the doing of which they will learn to do the things they will need to do as citizens, as workers, as consumers. In connection with their activities, education helps young people to find the information, to develop the understandings and attitudes, to acquire the skills which will enable them to accomplish their purposes. Education embodies activity that is meaningful to the learner.

As a concrete illustration, school savings in order to be an educational force must be adapted to this conception of education. Youngsters may be helped through proper contacts to learn about the important services rendered by financial institutions. School savings should serve as a springboard for launching helpful instruction concerning modern economic society. Among other things such instruction should help to make clear to pupils the importance of saving as a method by which this Nation has built up a fund of capital which has made more abundant production and consumption possible. This the child may dimly begin to perceive when he is induced to postpone immediate consumption of an attractive candy bar in order to save for the purchase of a tool of locomotion, such as the bicycle. Through these educational experiences he learns something of self-control; something of the relation of means to ends; something of planning or foresight. And not the least of his learning is that the anticipation of a pleasure deferred, and the personal discipline he undergoes for the sake of his larger purpose, bring a satisfaction which is uniquely human.

The moral condition of a free choice of alternatives is therefore the foundation for a complete educational experience.

John W. Studenaker
U. S. Commissioner of Education.

This Month's Authors Say:

It is emphasized that industrial arts work accords with the modern ideas of an experience curriculum and with the basic assumption that the school is a social institution of the community providing educational activities in fundamental human experiences on the developmental level of its pupils. In such a situation, the industrial arts teacher is in a unique position to develop a desirable and effective school-community interest.

* * *

With the schools as the teaching units, it seems to me that there is no better way to have a close integration of health instruction, physical and recreational activities than a tie-up in an educational department. Since all of these services should head up under the superintendent, in the same way all would feel that they were on a par to carry out any of the services which necessarily have a bearing one upon the other. There are greater opportunities for the heads of these departments to confer from time to time and to better work out programs which will fit in each with the other.

* * *

Health education has of late become an important part of any school health service with a progressively widening scope of subjects studied. Whether the public health officer or nurse is better qualified to instruct pupils in this subject than the classroom teacher is at best a debatable question. The writer has simple ideas on the matter of health education. In the elementary schools, it should be in the form of group instruction with drills or demonstrations at frequent intervals in the classroom on the ordinary fundamental rules of health. In the secondary schools, it should be personal private interviews with the physician or nurse in the school, according to the needs of the individual pupil as found by physical examination.

* * *

An outstanding aspect of the NYA's work program for out-of-school youth is its rotation of workers from job to job. No youth is allowed to specialize too much—at least, not in the beginning. The purpose of this procedure is to give each young person a chance to explore and to acquire a knowledge of the basic skills required by various jobs. This exploratory work experience also enables young people to find out their own aptitudes and interests in relation to such jobs.



On This Month's Cover

SCHOOL LIFE is indebted to the Commission of Fine Arts for the picture of the Capitol at night shown on this month's cover.

Conference Called by U. S. Office of Education

Representatives of residential schools for the mentally deficient and of the American Association on Mental Deficiency met in conference, January 26 and 27, at the United States Office of Education in Washington, D. C.

The conference was called by the Commissioner of Education, John W. Studebaker, for the purpose of assisting the Office in: Formulating plans for its periodic statistical study of residential schools for the mentally deficient; advising the Committee on Education and Training of the American Association on Mental Deficiency in regard to its project of studying educational practices for the mentally deficient; and discussing other problems related to residential schools.

Among those who participated in the conference were the following: Meta L. Anderson, vice president, American Association on Mental Deficiency; Harry V. Bice, State Institution for the Feeble-minded, Frankfort, Ky.; Helen Braem, State Demonstration and Practice School, Craig Colony, Sonyea, N. Y.; Mitchell Dreese, George Washington University, Washington, D. C.; Charlotte Grave, The Woods Schools, Langhorne, Pa.; Norma Hallett, State Training School, Clinton, S. C.; Thorlief G. Hegge, Wayne County Training School, Northville, Mich.; George A. Johns, M. D., Rosewood State Training School, Owings Mills, Md.; James Lewald, M. D., District Training School, Laurel, Md.; Charlotte Steinbach, State Colony for Feeble-minded Males, New Lisbon, N. J.; Harry C. Storrs, M. D., Letchworth Village, Thiells, N. Y.; E. A. Whitney, M. D., secretary-treasurer, American Association on Mental Deficiency.

Elise H. Martens, senior specialist in the Education of Exceptional Children, of the Office of Education, was in general charge of the conference sessions. Others of the Office staff who participated included Commissioner Studebaker, Assistant Commissioner Bess Goodykoontz, Mrs. Katherine M. Cook, Chief of the Division of Special Problems, and Emery Foster, Chief of the Division of Statistics.



"Fair" Education Department

In order that teachers, elementary and high-school pupils, college students, and graduates working in specialized fields may find, among the thousands of exhibits at the World's Fair of 1940 in New York, those things which most closely touch their special interests, a department of public education has been established at the fair. This department will offer various forms of service, it is stated.

The exhibits of art and modern architecture, child welfare, youth activities, the functions of government, and the application of science to industry, all bring the American scene into definite focus. The young person who has seen the fair intelligently will have a clearer idea of his country and of the world in general than he could gain from months of reading. But to see the fair intelligently, he needs guidance; the department of public education is expected to furnish that guidance.

Under Rudolf Kagey, assistant professor of philosophy at New York University and director of the fair's department of public education, the thousands of exhibits are being studied in the light of the special interests of teachers and pupils, and aids for such visitors are being prepared.

One form of aid will be a series of leaflets. Two of these, *The Fair's Themes: A General Introduction and Science at the Fair* have already been issued. Four others, *Art at the Fair*, *Exhibits for the Elementary School Child*, *Social Studies at the Fair*, and *Food, Decoration and New Products* will soon be available.

Teachers and school administrators may obtain copies of these leaflets by writing to the assistant director of public education at the fair. Being intended for the use of educators, they cannot be sent in great quantities to pupils, though guides for student use will be issued later, it is reported.

The department of public education also maintains an information service. Teachers and pupils are invited to ask questions about exhibits, or send requests for itineraries suitable for various subjects and age groups. After the fair opens, guide material will be issued covering all special fields of study in which general interest has been shown.



Convention Calendar

AMERICAN ACADEMY OF POLITICAL AND SOCIAL SCIENCE. *Philadelphia, Pa., April 12 and 13.*

AMERICAN ASSOCIATION FOR ADULT EDUCATION. *New York, N. Y., May 20-23.*

AMERICAN ASSOCIATION FOR HEALTH, PHYSICAL EDUCATION, AND RECREATION. *Chicago, Ill., April 24-27.*

AMERICAN ASSOCIATION OF COLLEGIATE REGISTRARS. *St. Louis, Mo., April 23-25.*

AMERICAN LIBRARY ASSOCIATION. *Cincinnati, Ohio, May 26-June 1.*

ASSOCIATION FOR CHILDHOOD EDUCATION—NURSERY, KINDERGARTEN, PRIMARY. *Milwaukee, Wis., April 29 to May 3.*

NATIONAL CONGRESS OF PARENTS AND TEACHERS. *Omaha, Nebr., May 5-9.*

NATIONAL UNIVERSITY EXTENSION ASSOCIATION. *Ann Arbor, Mich., May 15-18.*

An Adequate Education Program for Youth

by *Frederick J. Kelly, Chief, Higher Education Division*

★★★ When unemployment among youth first became so serious at the depth of the depression it was generally hoped if not believed that the distressing condition would be short-lived. Emergency measures were thought to be in order to take up the slack. Young people were asked to be patient with the assurance that they would not have to wait long for the return of employment opportunities.

With the passing of years these hopes for the return of a chance to work are beginning to dim. Unemployment among youth is seen as one phase of a condition that has its roots deep in the economic life of the country. Even when industry and agriculture run at full productive capacity they need fewer employees than formerly. Adjustments are slow to materialize. Therefore emergency measures are not enough. Fundamental adjustments in the whole program of education are needed. Youth must have a different experience than formerly in the process of induction into adult life. Close integration must be worked out among educational institutions, industry, agriculture, and labor.

As one approach to this problem a representative group of National and State leaders interested in education attended a conference in behalf of our Nation's youth held in the United States Office of Education, January 29-30. Chief consideration was given to the discussion of plans by which local communities, States, and the Federal Government might more adequately serve America's thousands of out-of-school and out-of-work youth, through education.

In preparation for the conference, an Office of Education committee on youth problems appointed sometime ago by United States Commissioner of Education John W. Studebaker considered questions bearing upon the educational needs of youth not in school or in employment and compiled statements which formed the basis for much conference discussion. These statements touched upon the present secondary schools, college preparation, vocational training, readjustment of vocational aims, the forgotten graduate, the forgotten drop-out, junior high school and elementary school, the junior college, and Federal programs such as the CCC and the NYA.

Questionnaire Presented

As a basis for conference discussion an extensive questionnaire was prepared. The questions were grouped under six headings: The secondary education program of today; nature



Conferees in session.

and scope of the needed educational program for youth 14 to 20 years of age, inclusive; how the needed program for youth should be organized and administered; what the basis of financial support should be for the educational program; how students in this needed program are to be helped to meet their own financial needs in such a way as to enable them to avail themselves of the educational opportunities; and other fundamental questions of policy respecting education for youth in the United States.

The questionnaire was formulated in such a way that not only did these questions form the basis of discussion but each member of the conference filled out the questionnaire at the conclusion of the conference, thus making possible a compilation of judgments to issue as a part of the report of the conference.

Administrator Speaks

In greeting the members of the conference, the Administrator of the Federal Security Agency, Paul V. McNutt, said:

"We of the Federal Security Agency have been conferring with many people during these past few months, people like yourselves, in an effort to reach conclusions on some of our problems by joint thinking, and since coming to this job as Federal Security Administrator the most continuously pressing problems have revolved about training young people for jobs. I have become increasingly convinced that one spot, and I suspect it is the spot which needs to be attacked first, is

our educational system. In many places secondary school education has not been responsive enough to the needs of the young people today, especially to the young people who are not going to college. The Federal Security Agency is especially conscious of the twin problems of educational and vocational opportunity for youth because within the agency are brought together three youth-serving organizations of the Federal Government—the Office of Education, the Civilian Conservation Corps, and the National Youth Administration.

"Many people do not realize it but more than a third of our unemployed today are youth between the ages of 16 and 24. The distressingly large percentage of these youth have no vocational skills and therefore have been unable to get jobs. Another distressing feature of this is that they have no opportunity to obtain vocational skills. To correct this problem we need to have your best thinking and our best thinking as to how to change the emphasis in our secondary school system programs to make our young people better able to take their place in the adult world where a job is the key, if not the foundation, of security.

"Of course, this whole agency is devoted to the problem of obtaining security for the entire family but I must confess that the two problems which concern me most at this time are, first, the problem of the young people, and second, the problem of the unemployed employable over the age of 40. The young people will determine the direction in which we as a

List of Conferees

people go during the next generation. What happens to them will in a large measure be an indication of what will happen to all of the rest of us. I am anxious that they be able to take their place in the adult world. As one who has devoted most of his life to the educational process, I am anxious that education do its part in fitting them to do that and then I want to see them have the necessary morale to carry on. That is the beginning and that in my mind is the first and most important problem.

"The second problem has to do with the man who has skills but has not employment; the man who still carries the same responsibilities as all of us in the prime of life. He is the head of a family, he has children of his own to educate, and when he is out of work his failure to obtain employment is reflected not only in his group but likewise in the younger groups as well.

"I think much good is to come out of meetings of this kind. You have the background of experience and knowledge. You have the abiding interest in this thing and the time has come for perfect frankness. The time has come for candor and if something is wrong with the way in which we have been handling our secondary education, now is the time to say so and to take steps toward corrective measures.

"May I assure you that this agency stands ready with all of the resources at its command to assist you in solving the problem; in reaching proper conclusions and likewise to assist in carrying out any program which may in the end be adopted.

"I am grateful to all of you for being here and I hope this is just a beginning of a series of such conferences."

Commissioner Introduces Subject

Commissioner Studebaker introduced the subject of the conference in these words: "The first purpose of this conference is to enable this very representative group of men and women to pool their thinking about this important and persistently serious problem of how we can really develop in this country an adequate program of education for youth. We have defined youth for the purposes of this conference as young people between the ages of 14 to 20, inclusive. The second purpose is to enable this office as a result of the pooling of your thought to know better what it can do to play its part in solving that really great problem.

"I will occupy a few minutes to give some background facts. We suggested some of these in the communication recently sent to you, so I will spend but a little time on it. Between the ages of 14 and 18 there are about 10 million young people. About 6½ million of them are in high schools. About a million of them graduate every year, and about 30 percent of the million go to college. A large proportion of the remainder were

(See column 3)

Those who attended the conference and participated in the discussion and planning were:

Paul V. McNutt, Administrator, Federal Security Agency, Honorary Chairman;

John W. Studebaker, U. S. Commissioner of Education, Chairman;

L. R. Alderman, Education Program, WPA;
Helen Judy Bond, president, American Home Economics Association;

Anna L. Burdick, formerly special agent, Women and Girls' Vocational Division, U. S. Office of Education;

Doak Campbell, dean, Graduate School, George Peabody College for Teachers;

K. J. Clark, principal, High School, Mobile, Ala., and president, National Association of Secondary School Principals;

M. D. Collins, State superintendent of schools, Georgia;

Paul L. Cressman, director of instruction, State Department of Public Instruction, Pennsylvania;

L. H. Dennis, executive secretary, American Vocational Association;

J. B. Edmonson, dean, School of Education, University of Michigan;

Willard E. Givens, executive secretary, National Education Association;

Katherine Glover, author of books in social studies;

Ralph Hetzel, unemployment director, Congress of Industrial Organizations;

George Johnson, director, Department of Education, National Catholic Welfare Conference;

Charles H. Judd, director of educational program, National Youth Administration;

Leonard V. Koos, professor of secondary education, University of Chicago;

Warren K. Layton, director of guidance and placement, Public Schools, Detroit;

Edwin A. Lee, professor of vocational education, Teachers College, Columbia University;

John Lund, Training Program, WPA;

M. D. Mobley, State director of vocational education, Georgia;

Judith Clark Moneure, associate in education, American Association of University Women;

Howard Oxley, Educational Director, CCC;

Mrs. J. K. Pettengill, president, National Congress of Parents and Teachers;

Sanford Sellers, Jr., Sixth Corps Area, CCC educational adviser;

R. O. Small, State director of vocational education, Massachusetts;

A. J. Stoddard, superintendent of schools, Philadelphia, and chairman, Educational Policies Commission;

George D. Strayer, professor of education, Teachers College, Columbia University;

Florence C. Thorne, head, Research and Information Service, American Fed. of Labor;

Harry E. Wood, director of fine and practical arts, Public Schools, Indianapolis;

George F. Zook, president, American Council on Education.

prepared to go to college but didn't go. A very large number prepared to do something that they won't do. That simple fact is one that I think we are all aware of.

"Let me call your attention to a few statistics with reference to the CCC camp enrollments. Nearly 87 percent of all of the boys in the CCC camps are under 21 years of age. In other words, practically all of them are under 21 years. Thirty percent are 17 years of age. A third of them almost. Only one-seventh of the boys in the CCC camps have finished high school. They are young. They are under the age of employment for all practical purposes. They don't stay in school.

"Fifty-four percent of those CCC boys come from rural areas—places of 2,500 or less—and the other 46 percent come from urban areas. A large number come from towns of from 2,500 to 5,000. Of the 54 percent who come from rural areas, one-third come from nonfarm rural areas. On the basis of those statistics it is clear that many of the break-downs in youth education in this country are in those small places. I think you are familiar with the various reports on this subject, but I am going to take the liberty to quote from one of the studies of secondary education, the one made by Dr. Spalding as a part of the New York Regents Inquiry. I think if I hurriedly put before you some excerpts from that report they will be quite typical of most States in the Union. Here is one having to do with Content and Methods of Teaching the General Subjects:

"Most of the teaching of general subjects in the high schools consists of drill on technical skills, and memorization of a kind of factual material which is significant to pupils chiefly because it is useful in passing examinations."

"Under Vocational Guidance and Placement I quote:

"Interviews with boys and girls who had recently left school showed that for the majority of these young people the problem of getting and keeping a job is paramount. The fact that certain boys and girls failed to get appropriate jobs seemed to account as much as any other single factor for cases of maladjustment and misguided or antisocial behavior. But if the guidance programs reported by the 62 academic high schools visited by the inquiry staff furnish a fair sample of those throughout the State, nine-tenths of the academic high schools assume no active concern for their pupils' vocational adjustment when they leave school.

"The academic high schools do even less about helping pupils to get jobs than about helping them to make up their minds as to the kinds of jobs they want. When a pupil leaves school, his going is usually the end of the matter so far as the school is concerned. The law requires each pupil to stay in school till he has reached a certain chronological age. It does not, however, require him to complete any well-rounded program; and nearly twice

(Concluded on page 221)

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New Books and Pamphlets

Adult Education

Books for Adult Beginners. Compiled by the staff of the Readers' Bureau of the Cincinnati Public Library. Pauline J. Fihe, Margaret Egan, Helen H. MacLean. Chicago, American Library Association, 1939. 64 p. 65 cents, single copy.

A suggested list of books for adult beginners in reading—those whose reading ability is below the level of the sixth-grade child. The list is arranged for the use of the librarian and the adult educator, classified and annotated.

Curriculum Adjustment

That All May Learn, by B. L. Dodds. A handbook of information published by the implementation committee for the use of American secondary school principals and teachers who are trying to adjust the programs of their schools to the educational needs of all youth. Chicago, National Association of Secondary School Principals of the National Education Association, 1939. 235 p. (Bulletin of the National Association of Secondary School Principals, v. 23, no. 85) \$1.10. (Order from: H. V. Church, Executive Secretary, 5835 Kimbark Avenue, Chicago.)

A summary and interpretation of the best thought, research, and practice dealing with the problem of the "non-academic" pupil.

Commencement Manual

1940 Vitalized Commencement Manual. Washington, D. C., The National Education Association of the United States, 1940. 96 p. illus. 50 cents, single copy.

The principal features of a large number of programs are summarized under various classifications and several complete texts are presented. An annotated bibliography is included.

Child Welfare

Children in a Democracy, reporting the White House Conference. A special number of the Survey-Midmonthly, February 15, 1940. Gertrude Springer, editor, Beulah Amidon and Kathryn Close, associates. Order from: Survey Associates, Inc., 112 East 19th Street, New York City. 30 cents, single copy. 4 copies, \$1. Special rates on quantities.

Report on a Nation-wide program directed to the needs of the whole child and of all the Nation's children. Topics of discussion: Families, resources, services, health, education, religion, employment, recreation.

Safety Education

Safety Education Methods, Elementary School. Chicago, published by Education Division, National Safety Council, Inc. (20 N. Wacker Drive), 1940. 95 p. illus. 50 cents.

Describes methods and activities successfully used in the elementary school. Includes horizontal activities for primary grades, intermediate grades, upper grades; vertical activities, junior safety council, school safety patrol, special interest groups, and bibliography.

Vocational Information

Handbook of Aeronautical Vocations, by Walter Van Haitma. Zeeland, Mich., Zeeland Record Company, 1939. 47 p. 25 cents.

A vocational guide for careers in all phases of aviation. Contains practical information for vocational counselors and for high-school and college students interested in this field.

Nursery School Teaching, an Occupational Brief. Pasadena, Calif., Western Personnel Service (30 N. Raymond Ave.), 1939. 10 p. 25 cents.

The brief has been compiled by Dorothy B. Jones of the staff of Western Personnel Service, a research association of western colleges and universities.

Youth Program

A Program of Action for American Youth. Recommendations of the American Youth Commission of the American Council on Education. Washington, D. C., American Youth Commission (744 Jackson Place), 1939. 20 p. Free.

Specific recommendations are made with reference to employment, health, and education. The statement is addressed to the immediate situation in which the American people find themselves as the result of the war abroad. It was adopted by the Commission on October 9, 1939.

Social Studies

Selected Test Items in American Government, by Howard R. Anderson and E. F. Lindquist. Cambridge, Mass., The National Council for the Social Studies (13 Lawrence Hall, Harvard University), 1939. 68 p. (Bulletin no 13.) 50 cents.

Carefully prepared test materials which may be used to measure the extent to which pupils have acquired a reasoned understanding of the subject matter commonly included in the high-school American Government course.

Personnel Services

Personnel Enhancement in School and Industry, by John D. Beatty. Pittsburgh, Pittsburgh Personnel Association, 1939. 24 p. 50 cents.

Presents the developments in personnel service going on in school and industry. Topics discussed include: The growth of personnel work in schools, the value of personnel work to schools, the types of organizations used in personnel work, growth of cooperative attitude between school and industry, etc.

SUSAN O. FUTTERER



Recent Theses

A list of the most recently received doctors' and masters' theses in education, which may be borrowed from the Library of the Office of Education on interlibrary loan follows:

ADERHOLD, OMER C. The needs for vocational education in agriculture in Georgia: a problem in educational research. Doctor's, 1939. Ohio State University. 117 p.

AGNEW, DONALD C. The effect of varied amounts of phonetic training on primary reading. Doctor's, 1936. Duke University. 50 p.

ANDERSON, MIRIAM S. History of secondary education in Waldo and Piscataquis counties in Maine. Master's, 1939. University of Maine. 111 p.

BELL, JOHN W. The development of the public high school in Chicago. Doctor's, 1939. University of Chicago. 210 p.

BENDER, JAMES F. The personality structure of stuttering with special reference to college male stutterers. Doctor's, 1939. Teachers College, Columbia University. 169 p.

BENITEZ Y. TIRONA, Helena. Federal aid to home economics education through teacher training. Master's, 1939. George Washington University. 87 p. ms.

BENNETT, RAYMOND T. The relationship between the physical examination and the physical fitness index test. Master's, 1939. Boston University. 71 p. ms.

BROWN, KENNETH G. A study of the conditions, problems, and needs of Pennsylvania public schools in the use of educational motion pictures. Master's, 1939. Pennsylvania State College. 67 p. ms.

CAREY, RACHAEL A. A preliminary investigation of the relation of visual, auditory, intellectual factors and inventory of learning habits to reading achievement of children in grades 1 through 4. Master's, 1939. Syracuse University. 136 p. ms.

COXE, CHARLES. A study of special education for mentally handicapped children in third class school districts in Pennsylvania. Doctor's, 1939. Pennsylvania State College. 94 p. ms.

ENDICOTT, FRANK S. Selection, advisement and teacher placement in institutions for the education of teachers. Doctor's, 1938. Northwestern University. 47 p.

FOY, M. JUNE. A preliminary evaluation of controlled reading exercises projected upon motion-picture films. Master's, 1939. Syracuse University. 80 p. ms.

HANSBURG, HENRY. An experimental study of the effect of the use of the print shop in the improvement of spelling, reading, and visual perception. Doctor's, 1939. Teachers College, Columbia University. 84 p.

HIPP, FREDERICK L. An application of democratic principles to American education. Doctor's, 1939. Syracuse University. 165 p. ms.

HOBAN, JAMES H. The Thomistic concept of person and some of its social implications. Doctor's, 1939. Catholic University of America. 97 p.

KORNITZER, HENRIETTA G. Sight conservation in the United States. Master's, 1939. George Washington University. 72 p. ms.

LEWIS, ROSE. An experiment in the teaching of American history to a group of maladjusted pupils in the eighth grade. Master's, 1939. George Washington University. 98 p. ms.

LINDSEY, A. MARGARET. A comparative study of the educational achievement and personality development in progressive and traditional schools. Master's, 1939. Pennsylvania State College. 51 p. ms.

MALLORY, VIRGIL S. Relative difficulty of certain topics in mathematics for slow-moving ninth-grade pupils. Doctor's, 1938. Teachers College, Columbia University. 179 p.

PARKE, GEORGE H. Comparative cost of vocational industrial education in certain second class school districts in Pennsylvania. Doctor's, 1939. Pennsylvania State College. 113 p. ms.

RICE, HAROLD A. The financing of education in West Virginia. Doctor's, 1938. New York University. 446 p. ms.

ROSENBERG, R. ROBERT. A modernized presentation of the law of contracts for secondary schools. Doctor's, 1938. New York University. 227 p. ms.

STEINHAEUER, MILTON H. Fire insurance on public school property in Pennsylvania. Doctor's, 1939. University of Pennsylvania. 124 p.

TUNICK, STANLEY B. Study of the articulation of high-school bookkeeping and first-year college accountancy. Doctor's, 1938. New York University. 236 p. ms.

WHITLOW, CYRIL M. The high-school graduate and his school. Doctor's, 1931. Colorado State College of Education. 220 p. ms.

WORTHINGTON, EDWARD H. Vocational and educational choices of high-school pupils in relation to their subsequent careers. Doctor's, 1938. University of Pennsylvania. 233 p.

YURKEWITCH, J. T. Changes from local to State control in Pennsylvania public education as revealed by legislation and litigation. Doctor's, 1939. Pennsylvania State College. 187 p. ms.

RUTH A. GRAY

Change in Public-School Enrollment

by Emery M. Foster, Chief, Statistical Division

★★★ In the six bienniums from 1917-18 to 1928-30, the enrollments increased in both elementary and secondary school grades each biennium (fig. 1). This meant a continuous increase in the grand total enrollment in the public elementary and secondary school system. Since 1929-30 enrollments in the elementary grades have actually decreased each biennium. Enrollments in the high-school grades continued to increase in greater numbers through 1933-34 than the elementary decreased and, therefore, the grand total enrollments for the public elementary and secondary schools continued to increase.

Turning Point

The turning point came between 1934 and 1936, during which biennium the elementary decrease became greater than the high-school increase and grand total enrollments for the public-school system began to drop.

During the biennium 1936-38 these trends continued at an increasing rate, the numerical decrease in elementary enrollments being approximately three times as great as the numerical increase in high-school enrollments, resulting in a decrease in the grand total for elementary and secondary schools of over 390,000 pupils which is a little less than the total public-school enrollment of the State of Kansas for 1937-38.

Some Comparisons

In the 20 years from 1918 to 1938, the net increase in enrollments in elementary grades was approximately 854,000 pupils, which is a little less than the total public-school enrollment in North Carolina in 1937-38. The increase in the same 20 years in the high-school grades was about 4,269,000 pupils, which is a little more than the combined total public-school enrollment in the two States having the most pupils, New York and Pennsylvania, in 1937-38.

20-Year Period

The logarithmic graph (fig. 2) shows the change in enrollments in elementary and high-school grades over a 20-year period. The relatively level nature of the trend line for elementary enrollments shows the very slow rate of change in this field. The sharp slope of the trend line for high-school enrollments shows the rapid rate of increase in this field.

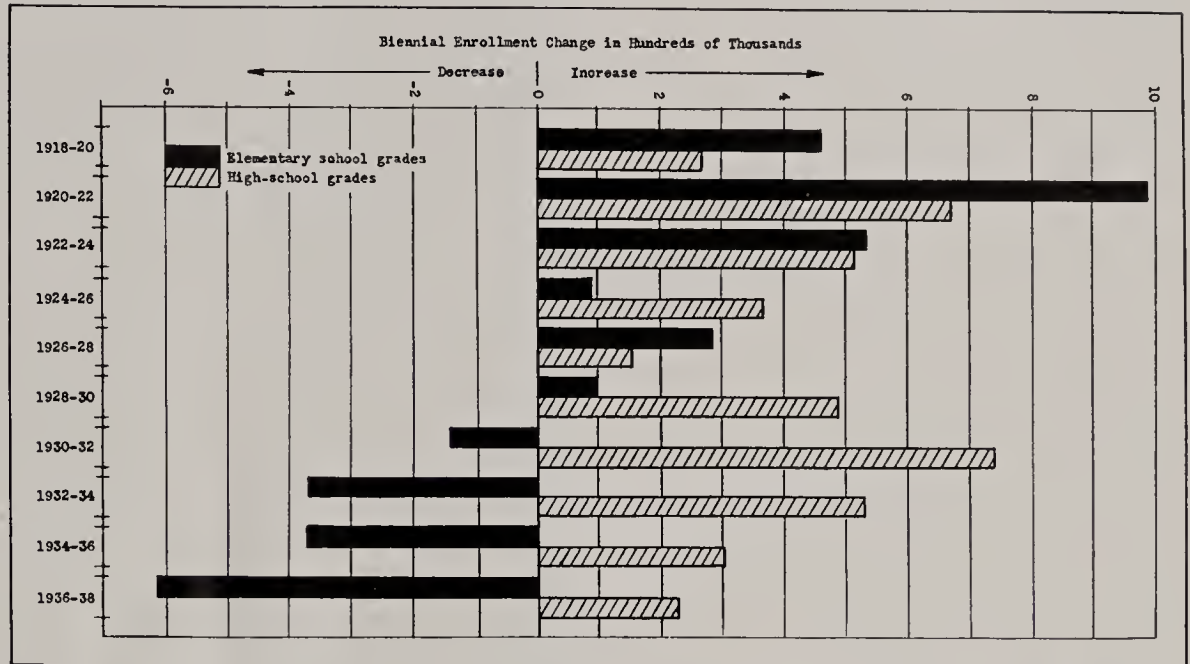


Figure 1.

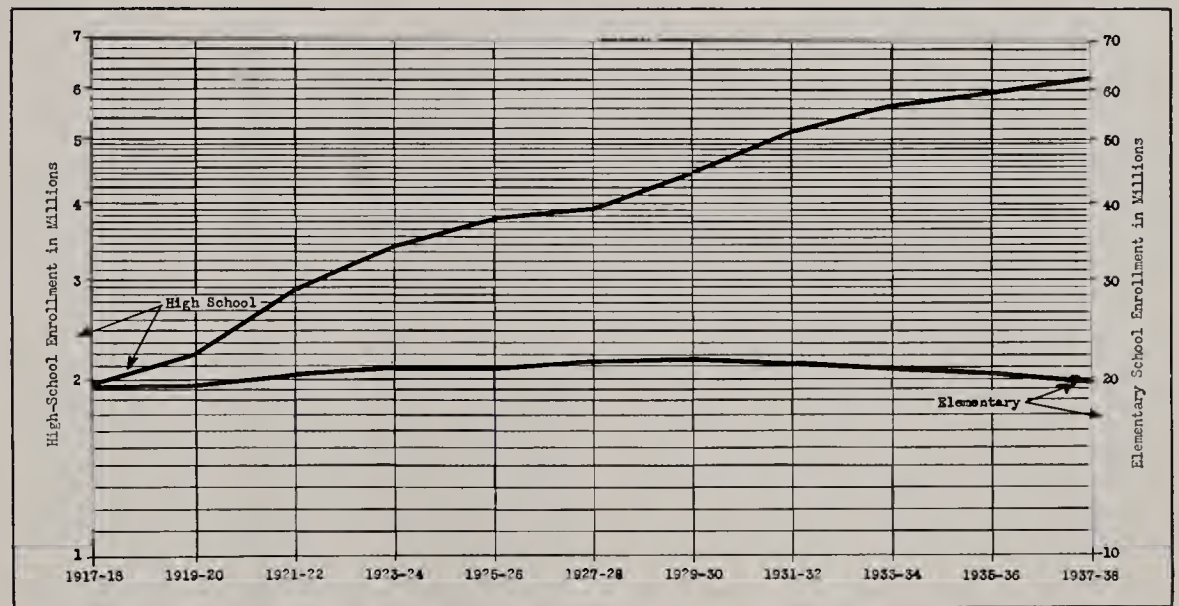


Figure 2.

Public Elementary and Secondary School Enrollments

Year	Elementary	High
1917-18	18,919,695	1,933,821
1919-20	19,377,927	2,200,389
1921-22	20,366,218	2,873,009
1923-24	20,898,930	3,359,878
1925-26	20,984,002	3,757,466
1927-28	21,268,217	3,911,279
1929-30	21,278,593	4,399,422
1931-32	21,135,420	5,140,021
1933-34	20,765,037	5,669,156
1935-36	20,392,561	5,974,537
1937-38 ¹	19,773,611	6,202,695

¹ Data for 1938 subject to slight change in final checking.

Changes in Public-School Enrollment

Periods	Elementary	High
1918-20	+453,232	+266,568
1920-22	+988,291	+672,620
1922-24	+532,712	+516,869
1924-26	+85,072	+367,588
1926-28	+284,215	+153,813
1928-30	+10,376	+483,143
1930-32	-143,173	+740,599
1932-34	-370,383	+529,135
1934-36	-372,476	+305,381
1918-38 ¹	-618,950	+223,159
1931-38	+853,916	+4,269,874

¹ Data for 1938 subject to slight change in final checking.

National Youth Administration

by Aubrey Williams, Administrator

★★★ The National Youth Administration entered its fifth year of operation on June 26, 1939. Within a few days it was officially separated from the agency within whose general sphere of operations it had been established back in 1935—the Works Progress Administration—and was placed in the Federal Security Agency together with such agencies as the United States Office of Education and the Civilian Conservation Corps. This was a singularly significant step as it has provided the beginnings of even more active and profitably cooperative efforts than heretofore among major Federal agencies which have youth as their principal concern.

The fifth year of operation also finds the National Youth Administration with an increased appropriation which has made possible a considerably expanded program. As compared with approximately 620,000 young people in the year, 1938-39, it is expected that nearly 775,000 NYA workers will be employed during the peak month this year. Over 500,000 of these will be students and 275,000 will be out-of-school youth.

Important Changes

The last few years have seen a number of important changes in the general NYA program—particularly in the work program for out-of-school youth. The purpose of this latter program is to provide the young people with part-time employment, work experience, and related training of such a type that their chances of getting a job in private industry are increased. In achieving this purpose the National Youth Administration has been free to experiment as to the best method or methods. Assistance to rural youth, for example, presented several decided difficulties. Sometimes only four or five youth over an extremely wide area were eligible for NYA employment, and setting up a special project for these few youth involved an unwarranted transportation expense and insufficient supervision. The best way to get around these difficulties, it was found, was to set up resident projects where the young people could remain continuously for varying lengths of time, under good supervision, and receive general instruction in subjects related to their work.

Many of these resident projects have been set up in cooperation with agricultural schools, vocational schools, and State teachers colleges. This arrangement makes it possible for the NYA youth to get their related classroom instruction from highly competent teachers. The knowledge thus acquired is put into practice almost immediately on their NYA job assignment. The farm boy who has been



Mounting pictures for art classes.

studying the theory of dairying goes out in the afternoon and earns his NYA wage milking and taking care of the cows. The farm girl who has been studying the basic principles of diet as well as the planning of well-balanced and inexpensive meals is to be found in the kitchen earning her NYA wage by actually preparing such meals for other workers on the project. And the urban boy—a limited number of resident projects have been set up to assist the urban group also—may be learning the theory of woodworking and the application or spelling of trade terms, while at the same time spending many hours in the shop getting a real working knowledge of this occupation.

These resident projects, numbering about 550, have been established in all but three States. They had an enrollment in October 1939 of over 26,000 young men and women. So successful have they proved, in fact, that in the past year we have developed a new type of resident project which is open to all youth in a general region rather than in one specific State. These regional centers, as they are called, provide a more technical and specialized work experience, chiefly in the mechanical occupations. Only the outstanding youth from the various projects in each region have been selected for enrollment in these regional centers, of which there are now eight in operation, with an enrollment of about 2,000.

Another change in the NYA program has been the shift in emphasis to projects that give youth work experience in the woodworking and mechanical fields. Hundreds of workshops have been set up throughout the country and are now employing over 25,000 young people. Some of these shops are located in city garages where trucks and autos are repaired. Others are to be found in space loaned by the school or park departments where the youth make and repair school furniture as well as park equipment. Still other workshops are turning out checkers and ping pong tables for recreation centers, though for several months prior to Christmas they concentrate on the renovation of old toys which are then distributed to children from needy families.

Rotation of Workers

An outstanding aspect of the NYA's work program for out-of-school youth is its rotation of workers from job to job. No youth is allowed to specialize too much—at least, not in the beginning. The purpose of this procedure is to give each young person a chance to explore and to acquire a knowledge of the basic skills required by various jobs. This exploratory work experience also enables young people to find out their own aptitudes and interests in relation to such jobs. At a regional center such as Quoddy Village in



Constructing community youth center.

Maine where there is a fixed term, rotation from one job to another takes place three times during the term at intervals of 6 or 7 weeks. On local NYA projects job rotation to give an exploratory work experience does not occur quite as systematically since the facilities are generally insufficient. At Quoddy, for example, which has a well-equipped plant, it is possible for a young man to get work experience in any one of some 25 occupations. A local project, on the other hand, is much more limited by the particular job that is being done—whether it be improving streets and roads, building youth centers, assisting in recreation activities, sewing clothes for needy families, or clerical work in a government office.

During the fiscal year ending June 30, 1939, approximately 253,800 young people left NYA projects for varying reasons—as many as one-fourth to enter private employment. This meant that each month 9.3 percent of the NYA employees were separated from the projects. At this turn-over rate the entire project load would be replaced in somewhat less than 11 months. It is estimated on the basis of such a turn-over and after allowing for the reemployment of youth who had left NYA projects that the National Youth Administration employed about 415,000 different young people on its work program in the year, 1938-39.

The problem and the challenge which these NYA employees present can be most clearly seen through a glimpse at their educational and work-experience backgrounds. Forty percent of the youth have never gone beyond the eighth grade, if a study of the youth on NYA projects in February 1939 be taken as

typical. Such a fact has a most important bearing on the kind of project to be initiated and on the level of the related information classes. Furthermore, three-quarters of the NYA project workers had never finished high school. As to the amount of previous work experience which these NYA youth have had, this same survey revealed that a little more than half had never held any kind of a job before getting NYA employment and that another 40 percent had received only the insignificant experience provided by jobs requiring little or no skill. NYA work projects,

Assisting in zoology department.



by providing a groundwork of basic work habits and skills, are thus improving considerably the young people's chances of getting a job in private employment.

For the youth who want to continue their education, the National Youth Administration's student-aid program opens up many work opportunities. As was pointed out in the beginning of this article, there will be about 500,000 NYA jobs available for students in the peak month of the 1939-40 academic year, as compared with a top figure of 386,000 last year. These students will be selected, as heretofore, by the school and college officials on the basis of need, bearing in mind the minimum requirement that all students must be able to perform satisfactory scholastic work while carrying three-fourths of a normal curriculum.

Besides selecting the NYA students, the school and college officials also assign them to various jobs and assume general supervision over their work. Student-aid jobs vary, as most educators know, from the repair of classroom equipment and the improvement of school grounds to the most important and exacting type of research work. In return for this work the NYA students will this year receive a monthly wage that must be set somewhere between a definite minimum and maximum. The minimum for school students is \$3 a month, and the maximum, \$6; for college students the limits are \$10 and \$20; and for graduate students, \$20 and \$30.

In connection with this phase of the NYA's program I would like to express my high opinion of the splendid work the educators have done in administering the student-aid program during the last 4 years. This work, which has been so intelligently performed on a voluntary basis, represents one of the finest achievements in the field of public service. It is the best and the most eloquent testimony to our educators' deep and unflinching interest in youth.

Guidance and Placement

Another aspect of the National Youth Administration's work which should be emphasized is its accomplishments in the field of guidance and placement. In the first place, there have been prepared and issued nearly 100 thoroughgoing industrial and occupational studies. These give a fairly detailed description of an industry or occupation, pointing out particularly the various types of jobs, the training requirements, the wages paid, and the possibilities of getting a job at the present time. Teachers interested in vocational guidance have found these studies especially useful; and NYA supervisors in at least 11 States have formed job-information or occupational classes where the studies have been analyzed and discussed. In the second place, weekly radio programs dealing with jobs have been initiated in 18 States. Then, in 12 cities, where technical and financial assistance have been obtained, special consultation services for youth have been set up to provide informa-

tion on training and job opportunities as well as to help analyze interests and aptitudes.

Finally, the National Youth Administration has been instrumental in setting up junior placement divisions in 144 cities of 41 States. Prior to the establishment of the first of these divisions in March 1936, there had been but one State—New York—which had a special junior division. Our function in this field has been to demonstrate the need for services that will give special attention to the inexperienced young job seeker who cannot intelligently register for a job since he has little or no idea as to the type of work for which he is suited. Many State employment services have seen this need and have placed the NYA placement counselors on their own pay rolls. Similarly, other States have been inspired to set up junior divisions of their own, using NYA technical assistance. The NYA junior placement services have, over periods varying from 2 to 44 months, registered approximately 600,000 young people and placed 242,000 in jobs in private employment.

Four and one-half years of operation find the National Youth Administration program still as broad and as flexible as ever. Its policy of local planning and of decentralized administration has kept the program sensitive to local needs and quick to make any adjustments necessary to fill these needs. Always we have sought the advice and assistance of those people in each community who were most interested in youth's welfare. Educators have thus cooperated in the program not only

in assisting students but also as members of the local and State advisory committees which contribute so much to the success of the work program for out-of-school youth. These cooperative enterprises will, I feel sure, be given renewed and ever-constant impetus by the fact that the Office of Education and the National Youth Administration are now within the same Federal agency. The year 1940 should see considerable advances in the extent and the methods of youth services.

Sewing project.



Art Students Exhibit

by *Walter J. Greenleaf, Executive Secretary, Art Gallery*

★★★ Every able young art student desires an opportunity to exhibit his pictures in a well-appointed art gallery. The college wing of the art gallery sponsored by the United States Office of Education offers such an opportunity to art students in colleges and endowed art schools. The gallery is located in the new Interior Building where out-of-town visitors on sight-seeing trips come to see the permanent murals and sculptures in the corridors, the museum, and other features of the modern building including the art gallery which is located on the seventh floor. Thousands of visitors from all parts of the United States and even abroad visit the gallery and register their names in the guest book that is provided.

Schools Invited

A group of university and endowed art schools are invited periodically to send their student paintings and drawings to this Washington gallery for exhibition purposes. The

schools, located in 24 States and the District of Columbia, include 29 architectural schools, 9 schools of landscape architecture and 48 schools of the fine arts. About every 2 months a new exhibition of pictures is hung in order to have a continuous and current display of paintings and drawings in various media done by contemporary art students. No awards are made and no exhibition is judged on a competitive basis. Pictures are all selected by instructors in the different schools, shipped to the Office of Education at the schools' expense, and returned e. o. d. when the exhibition ends.

Pictures are hung in the gallery so that visitors may individually observe the kind of work modern art students are producing and examine the techniques and methods used in one school in comparison with those used in another. When exhibitions include large framed pictures or murals, the gallery is hung with a view to producing the most pleasing effect for the gallery as a whole and to bring out the works of individual student artists.

When the exhibitions are devoted to unframed pictures however, the general effect in hanging the gallery as a whole is sacrificed in order to present pictures in school groups. A visitor may then observe and compare 8 or 10 examples from one school with a similar group of pictures from another school. Exhibitions of this type generally find more visitor-interest particularly among art students and others who are more interested in the type of work that a school produces than in the individual artist.

The recent winter show of oil paintings was pronounced by some to be the best of the several exhibitions sponsored since the opening of the gallery 2 years ago. States represented in the exhibition were California, Illinois, Iowa, Kansas, Maryland, New York, Ohio, Oklahoma, Pennsylvania, Rhode Island, Washington, and the District of Columbia. The "schools of painting" represented varied all the way from the extreme modernistic to the ultra conservative.

A few examples of pictures that were hung in this exhibition are shown in photographs on the opposite page. Also shown are some examples of the current black and white exhibition which includes pencil sketches, charcoals, etchings, lithographs, pen and ink sketches, brush work, and other forms of the graphic arts.

As in any art gallery, the oil exhibitions attract attention on account of their color and beauty and the more permanent atmosphere that they seem to take on. Student paintings, however, are more often studies than masterpieces—studies of different modes of expression for rendering the values of cloth, paper, glass, compositions both indoors and out of doors, and figure painting. For sincere interest and appreciation, however, visitors often study more carefully the techniques shown in exhibitions of graphic arts and water colors. Perhaps this interest may be reflected in the fact that many are students or teachers of students who are doing similar work. The public schools, for instance, seem to sponsor much more work in black and white and water colors than they do in oil. For that reason perhaps the layman is more familiar with drawing and water-color painting than with work in oil on canvas.

Favorable Comment

The exhibitions shown so far have received favorable comment through the press, and have been examined critically by both laymen and artists. Teachers have brought their art classes to the gallery for careful study of pictures in different media.

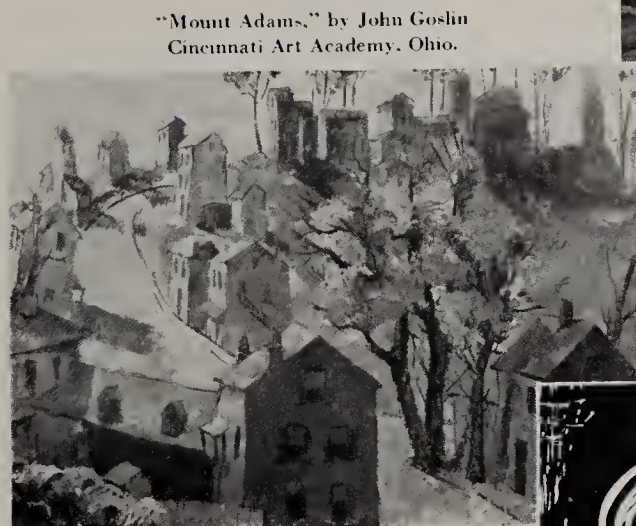
Certain pictures in every exhibit appeal to individuals with varying degrees of worth. Frequently connoisseurs desire to purchase favored pictures. The gallery has no means of negotiating the sale of a picture, but on occasion the name and address of an artist are supplied in order that a private sale may be consummated through direct correspondence.



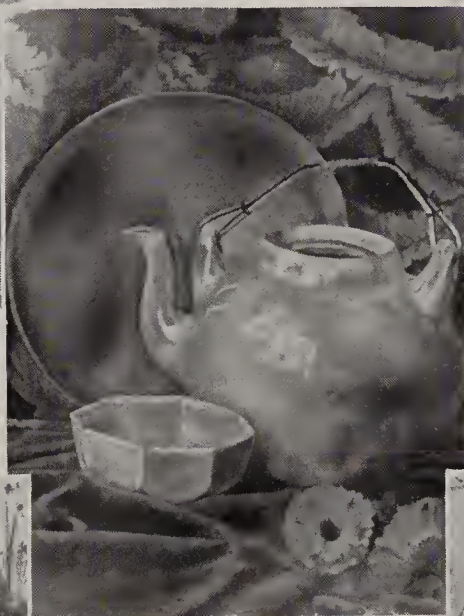
A corner of the Art Gallery sponsored by the U. S. Office of Education, in the new Interior Department Building. The winter exhibition of framed oil paintings by students is on display.



"Steel Mills," by Charles Haworth
State University of Iowa.



"Mount Adams," by John Goshin
Cincinnati Art Academy, Ohio.



"Still Life," by Elizabeth Minnes
Mills College, California.

"Still Life," lithograph by Effie Rogers
Columbia University.



"The Printer," by Calvin G. Diehl
Grand Central School of Art in New York City

"Outdoor Sketch," by Lydia Rewis
Moore Institute of Art, Philadelphia.





A class in French, broadcasting.

Twenty-Two Rungs of the Radio Ladder

by William Dow Boutwell, Chief, Radio, Publications, and Exhibits

★★★ Congress envisioned for our Nation a strongly decentralized radio system in the United States. This is the sense of the law of 1927 setting up the rules by which the publicly owned wave lengths may be used by licensed operators. Thus most of our 815 radio stations are expected to render a service as local as a local newspaper.

Yet I believe that I am correct in saying that no local station is adequately staffed to create a battery of high-grade local community service programs. For this reason, the local station manager must rely more and more on local institutions for his local program resources. He turns to the schools, to local civic organizations, to community theater and other civic groups.

From all over the Nation the Office of Education has received a wide variety of reports on methods and patterns of cooperation between stations and local civic and educational organizations. These new developments are reported in the *Federal Radio Education Committee Service Bulletin* from month to month.

The advances begin to fall into a radio parade of progress. A city adds a school

radio director 1 year—2 years later gives him two helpers. A station appoints an

education director—then establishes a local school of the air. Below are listed the steps which are being taken to establish local public service radio programs, or series of programs. The steps are arranged roughly in an order ranging from easy steps to more difficult steps. It should be possible to use this list as a measuring rod of local civic and educational radio progress. The list may also help leaders to identify the next steps to take in developing radio in the service of our American communities:

The Rungs

1. Establish radio committees in local civic groups. Many Parent-Teacher Association groups have such committees. School boards often begin at this point.
2. Equip schools for radio reception. One station collected radios donated by local dealers and put them in local schools.
3. Establish education directors on local radio station staffs.
4. Encourage talented teachers to take college radio courses in order to prepare themselves for organizing and managing school radio producing units.
5. Secure the cooperation of the radio departments of local colleges for creating community service programs.
6. Publish a weekly radio log to guide teachers and civic leaders in selection of radio programs on the air.
7. Develop plans for allowing students credit for listening to certain programs, commensurate with credit received for reading selected books.
8. Set up radio workshops in schools to practice and eventually produce local programs.

Broadcasting an electrolysis demonstration



9. Establish a radio director in the school system.
10. Establish a radio staff for the school system with part-time and full-time assistants to the school radio director.
11. Set up recording equipment in the schools—build libraries of important recorded programs and special events for use by teachers.
12. Develop radio production units in local community theater groups.
13. Develop instruction for teachers in classroom utilization of radio.
14. Establish a local school of the air.
15. Develop local forums of the air for the discussion of civic problems.
16. Undertake careful planning of educational and civic programs far in advance of a schedule for presentation.
17. Set up "machinery" for checking on the effectiveness of community programs.
18. Develop plans for coordinating city-wide promotion of community service programs.
19. Establish studios in schools and colleges with lines to stations.

20. Develop close cooperation with newspapers. Work out plans for regular publicity and for printed listener aids.

21. Establish a community council to plan and advise on the development of local radio service.

22. Establish a short-wave station under the management of the school board for programs especially designed for the classroom and for general adult education.

Some of these steps can be undertaken

THANKS

The photographs with this article are reproduced through the courtesy of *The Washington Evening Star*. They were taken during a series of educational broadcasts sponsored by *The Star* with the cooperation of the National Broadcasting Co. and the Washington Board of Education.

without cost. Many can be undertaken at very small cost. Certainly the cost of many of these steps is infinitesimal when measured by the influence of radio in a community. Possession of a radio wave length is a valuable civic asset. Having a local radio station is almost as important as having a post office. Station managers and civic leaders alike are becoming more aware of the preciousness of their heritage of the ether and are organizing their resources to make maximum use of local radio wave assignments for the maximum benefit of local citizens. This is the democratic way of using radio; this is the American way. To promote this development, the United States Office of Education stands ready to loan without charge any of the 510 scripts in our Radio Script Exchange; to supply free manuals of production and sound effects; and to answer inquiries on other sources of help. The Office of Education and the Federal Radio Education Committee stand ready to advise, to counsel, and assist station managers and civic and educational leaders as they work to extend the frontiers of radio service.

Industrial Arts

Building School-Community Interest

by *Maris M. Proffitt, Educational Consultant and Specialist in Industrial Education*

★★★ A school is a social institution organized for and serving the community in which it is located. It is evident that its proper functioning can take place only where there is an intelligent interest on the part of the school in the community and the community in the school. The importance of this reciprocal interest has become a recognized principle in education as is evidenced by the often-heard phrase "the community school." While it is reasonable to assume that a school-community interest is always present, in practice the extent to which it exists and functions in an effective way is dependent upon the objective efforts of some individuals. Among those who may contribute to the building up of a proper community interest, the teacher is the key person. He it is who renders the services of the school to the people of the community. He deals directly with the pupil and carries out the school program. For him and his instructional program all other personnel and functions of the school are provided.

Among the practices employed by industrial arts teachers in creating and maintaining an adequate and satisfactory school-community interest, the following are of frequent occurrence:

Addresses

Industrial arts teachers frequently find and accept opportunities to speak before organizations and meetings sponsoring a community interest. The nature of the address made on such programs varies somewhat with the purpose of the meeting, but in general the industrial arts teacher finds it desirable and appropriate to give the audience a presentation of his school program, especially those phases of it that may contribute to the realization of the objectives of the organization, before which he appears. For example, if it is a parent-teacher association meeting he takes advantage of the occasion to speak of industrial arts as a means of providing in the school curriculum opportunities for self-expression in material media, emphasizing this pupil activity as a fundamental principle in education. If he is to speak before a civic or service group interested in the promotion of a safety campaign, he will tell not only of the efforts made in his shop to safeguard the pupils from accidents, but will suggest ways and means by which and through which his program may be made to contribute to the safety in the home and the community in general. If he is to participate in a meeting concerned with home improvements, he points

out the activities in his program of value for this specific purpose. In addition to addresses made at local meetings, industrial arts teachers in some places have succeeded, with the assistance of local community effort, in putting broadcasts on the air which set forth the work of the industrial arts department and interpret its contribution to the realization of desirable educational objectives.

Newspaper Reports and Notices

The wide-awake industrial arts teacher contributes a fair proportion of the material going out from the office of the superintendent of schools for the purpose of affording desirable publicity that will make for the furtherance of the school-community interest. In such cases the teacher is careful to prepare his part of the material so that it fits well into the plan and objective the superintendent has for keeping the public well and accurately informed regarding the schools. In addition the industrial arts teacher is often successful in getting newspaper publicity for special phases of his program and also for particular events. For example, toy making, kite flying, club work, exhibits, and participation in the preparation for community pageants and festival occasions. Feature articles pertaining to

industrial arts work, prepared for the daily and Sunday papers, are often illustrated with photographs of pupils at work and with projects made by the pupils.

Participation in the Work of Local Organizations

There are usually local organizations that are interested in promoting some special phase of welfare in the community. Such organizations and persons are influential. They prepare the way for desirable practices in the community and constitute an energizing force for the development and improvement of community conditions. As a member of the community the industrial arts teacher aligns himself with the work of the civic, service, educational, and other kinds of clubs and organizations and cooperates with them for the accomplishment of their respective objectives. With a view to strengthening his own program in the community schools, he never fails to show how his own work contributes toward the aim of the organization with which he is cooperating and also to indicate some needs of his department in order that it may function more effectively toward the goal of the agency with which he is working. He makes plain to such an agency that he is dealing with the young citizens of the community, who before long will be in control of the problem in which the agency or organization is interested. Such agencies include those working in the fields of civic improvement, business and professional work, health, recreation, scouting, camping, hobby fairs, community-center work, and amateur theatricals, including stagecraft. Through participation in the work of agencies sponsoring such local activities, the teacher enlists strong support for his industrial arts program.

School Exhibits

Under this heading a great variety of activities planned by the industrial arts teacher may be grouped. Some schools have an annual exhibit of their work sponsored by the chamber of commerce or the merchants' association. A community center is a favorite place for exhibiting projects from the industrial arts department. Some schools have found it desirable to display their industrial arts work at a local university. This has resulted in commanding respect of higher educational institutions for the work done in the school shop and its educational value. In turn, it has been a factor in influencing public opinion in behalf of the school's industrial arts program.

Open house and parents' night at the school have proved valuable for the purpose of getting acquainted with the parents of the community and of getting the parents acquainted with the industrial arts work. On such occasions there are not only exhibits of the work completed by the pupils, but also demonstrations by the pupils of the work they are doing in a regular shop period. Some industrial arts teachers have reaped a profitable re-

ward, in the way of a community interest, in their work, from rented rooms in the business district where pupils may be seen working on their projects as they do in school. There is a strong psychological appeal resulting from seeing pupils in action, especially when such actions involve the manipulation of materials and tools.

Sponsorship of Clubs

In some cities industrial arts teachers maintain an extensive extracurriculum program. They often organize and conduct school clubs and frequently sponsor clubs organized outside of the school. Sometimes they give direction, leadership, and assistance to activities carried on by outside organizations and by pupils outside of school hours in the school shops and in out-of-school places. Many schools are developing community interest through the encouragement they give to home workshops in which not only the pupils themselves but their parents may become interested. An example of a school club that attracts the interest of fathers, and in some instances, mothers, is the fisherman's club, organized by pupils and sponsored by teachers in the industrial arts departments of schools, located favorably for fishing excursions. This kind of club undertakes to develop information relative to the selection and purchase of fishing tackle, and its members devote considerable time to the repair of fishing equipment, much of which belongs to their fathers.

The following examples of club names reflect to some degree, at least, the interest sponsored by the club: Camera, Ampere, Architectural, Book Mending, Boat Building, Craft, Drafting, Electricity, Electronics, Handy Man, Home Repair, Leather, Model Railroad, Pied Pica (printers), Airplane, Ship Modeling, Stage Hands, Surveying, Toy Shop, Whittlers, and Yacht. More than one-third of all high schools in the United States having any kind of club, have industrial arts clubs.

In some places groups made up of out-of-school persons or in-school persons meeting out-of-school hours hold their meetings at the school either for the discussion and study of the problems in which they are interested or for construction work for which purpose special arrangements for materials and tools have been made. For example, some schools sponsor aviation clubs meeting in the evening. This practice of the teacher and his school is for the purpose of giving encouragement to and material assistance in industrial arts work as an avocational and leisure-time activity. Testimony is to the effect that in many instances such work has led to the development of a strong community interest in the school program.

In some communities there are leagues or clubs for conducting handicraft work and for displaying and merchandizing it. Those participating in the activities of such leagues are usually adults, a considerable percentage of whom are skilled workers, but some of whom

are novices needing instruction. Industrial arts teachers have found in these league activities opportunities for both rendering and receiving services which tend to strengthen and enlarge the industrial arts programs in the school and to increase interest and appreciation in it on the part of the general public. Cooperation between schools and leagues in handicraft work may result in developing talent that could be drawn upon by the schools for providing additional activities, especially extracurriculum activities, and by the leagues for providing instruction.

Visits to Industrial Plants

Visits to industrial plants, planned and directed by the industrial arts teacher, have frequently been an important factor in the development of a mutual interest between the school and local industrial enterprises. The pupils take a lively interest in plant operations and make their visits a subject for school and home discussions. When well planned and directed, the local industries welcome such visits as a means for the furtherance of a favorable public opinion. This is especially true of utility companies that are dependent upon keeping the public educated to the quality of services they render. A program of visits usually includes power and electric light plants, plants for garbage disposal, filtration plants, and telephone exchanges. Visits to industrial plants develop an interest on the part of the pupils in local enterprises and at the same time tend to promote the interest of such agencies in the institution the local community has provided for the education of its future workers, consumers, and citizens.

Seasonal Activities

The industrial arts teacher, who attempts to build organizations and to cooperate with existing ones having for their purpose seasonal activities of a community interest, always finds abundant opportunity for attracting favorable public attention. A few examples of construction activities carried on by such organizations are: Kite making, building model airplanes, construction and repair of sport equipment, building and repairing playground equipment, building model boats, and soap-box racing cars. For some of these construction projects the school usually sponsors competitive operating contests on a community-wide basis, which attract a considerable following and secure much publicity in the local papers.

The construction of bird houses for the parks and for the home yards is another seasonal activity of community interest. Making and repairing toys for distribution at the Christmas season is also an activity in which the public is greatly interested. In some cities this work is carried on in cooperation with another agency sponsoring a Christmas toy campaign. Sometimes it is a local paper; again it is a welfare or character building

(Concluded on page 221)

Financing the State of Washington's Public Schools

by Timon Covert, Specialist in School Finance

★★★ The public schools of the State of Washington had for the year 1937-38 a total of \$28,196,765 of State, county, and local school district revenues for the education of 339,977 pupils. This amount, approximately \$83 for each pupil enrolled was about a million dollars less than the sum available for the preceding year when 2,489 fewer pupils were enrolled in the public schools of the State. These facts are revealed by the State superintendent of public instruction in his biennial report for the period ended June 30, 1938.

The decrease in school revenues for the second year of the biennium, it is explained in the superintendent's report, was due in part to underestimating the amount of State funds needed by the schools in meeting the State's legal obligation that year and in part to insufficient revenue in the State's general fund for distributing the full amounts authorized for apportionment to the schools.

This article explains the details of the State's present plan for public-school support using data for the school year 1937-38 to show amounts of State school revenues as to sources and amounts of State funds apportioned for various school purposes.

Sources of Revenues

A. From the State.—Funds which the State of Washington distributes to the public schools for their current expenses are derived from (1) a permanent school fund, leases of school lands, and certain fines, penalties, etc.; (2) the proceeds of taxes on business activities, a part of which is allocated to the schools; and (3) the proceeds of taxes on motor vehicles. Receipts from the first two of these sources are placed in the State's "current school fund" and those from the third source are placed in the State's "school equalization fund."

1. The State has a permanent fund which is invested for the benefit of the public schools. This fund in 1938 amounted to approximately 29 million dollars. The State also has a large acreage of unsold school land which is leased and otherwise administered so as to produce revenues. Incomes for the year from these two sources and from fines and penalties were as follows:

Permanent school funds.....	\$1, 157, 346. 61
School lands.....	124, 767. 41
Fines, penalties, etc.....	32, 596. 96

2. The net proceeds of excise and business taxes levied by the State are allocated to the public schools, to State institutions of higher learning, and to the State's general fund.

Under the terms of the 1937 revenue act the public schools received 49 percent, the State institutions of higher learning 3.23 percent, and the general fund of the State 47.77 percent. The amount for the year from this source for the public schools was \$12,248,298.40.

3. Legislation enacted in 1937 provides for the allotment of the proceeds of taxes on motor vehicles (which is at the rate of 1½ percent of their assessed valuation) to a new State school fund designated the equalization fund. However, the law creating this fund limited it to a total of 3 million dollars (2 million dollars for local school districts and 1 million dollars for counties) for the biennium and provides that it shall be pro-rated among the school districts and counties entitled to receive equalization aid if these amounts are not sufficient to meet the State's obligation. In discussing the State's equalization fund, the superintendent reports:¹ "Through a miscalculation in the amount necessary to provide sufficient funds to carry out its provisions, only about 50 percent of the necessary amount was appropriated . . . only \$600,000 of the 2 million dollars appropriation was actually made available for equalization purposes."

B. From the county.—The county may levy a general property tax for the public schools of the county not to exceed 1¼ mills on the dollar of assessed valuation. In addition, the proceeds of certain fines and penalties collected by the county are placed in the county school fund.

C. From the local school district.—The school district may levy a tax for school purposes not to exceed ten mills on the dollar of assessed valuation of the general property in the district without a special vote for a higher rate.

Apportionment of State and County School Funds

A. State funds.—The State's "current school fund" is distributed to school districts in the form of (1) general aids and (2) special aids and the "equalization fund" in the form of (3) equalization aids and (4) pupil-transportation aids.

1. General aids are distributed on attendance basis. The law provides for the apportionment from the State's "current school fund" to each county an amount equal to 25 cents² per pupil-day of attendance in the

¹ Biennial report of the superintendent of public instruction of the State of Washington for the years 1937-39.

² Funds were insufficient for the full amount; consequently, the amount was prorated at 22.34 cents for a day's attendance.

public schools during the preceding year, but not to exceed 180 such days a year.

For purposes of computing the amount of funds for apportionment to a county an actual day's attendance by one pupil is defined in the law as meaning: in an elementary school, 1 day; in a junior high school, 1½; in a senior high school, 1½ days (with two-fifths of a day added for each day of actual attendance in approved vocational classes); in a parental school, 3 days; and in a school for the handicapped, 2 days. The law also defines 2 hours' attendance in a night school or a kindergarten as one-half day of attendance; 4 hours per week in a part-time school as 1 day; and 1 day's attendance in a State public school by a pupil from a Federal Government territorial reservation as 1½ days, and specifies that each school is entitled to at least 2,500 days of attendance.

2. Special aids. The use of State funds are authorized for vocational education and rehabilitation. An extra two-fifths of a day, as already indicated, is added to the total for a high school for each day's attendance in approved vocational classes in such high school. A specified amount of State aid for rehabilitation is provided in the regular appropriation act and is used in accordance with the rules and regulations under which rehabilitation education is administered.

3. Equalization aids. As already indicated, the use of definite amounts are authorized for the purpose of equalizing school costs among the school administrative units of the State. There are three bases upon which equalization aids are distributed to localities:

Any county in which the proceeds of a county-wide general property tax at the rate of 1¼ mills on the dollar of assessed valuation does not equal 5 cents for each pupil-day of attendance during the preceding year is entitled to receive equalization aid equal to the difference between the two amounts.

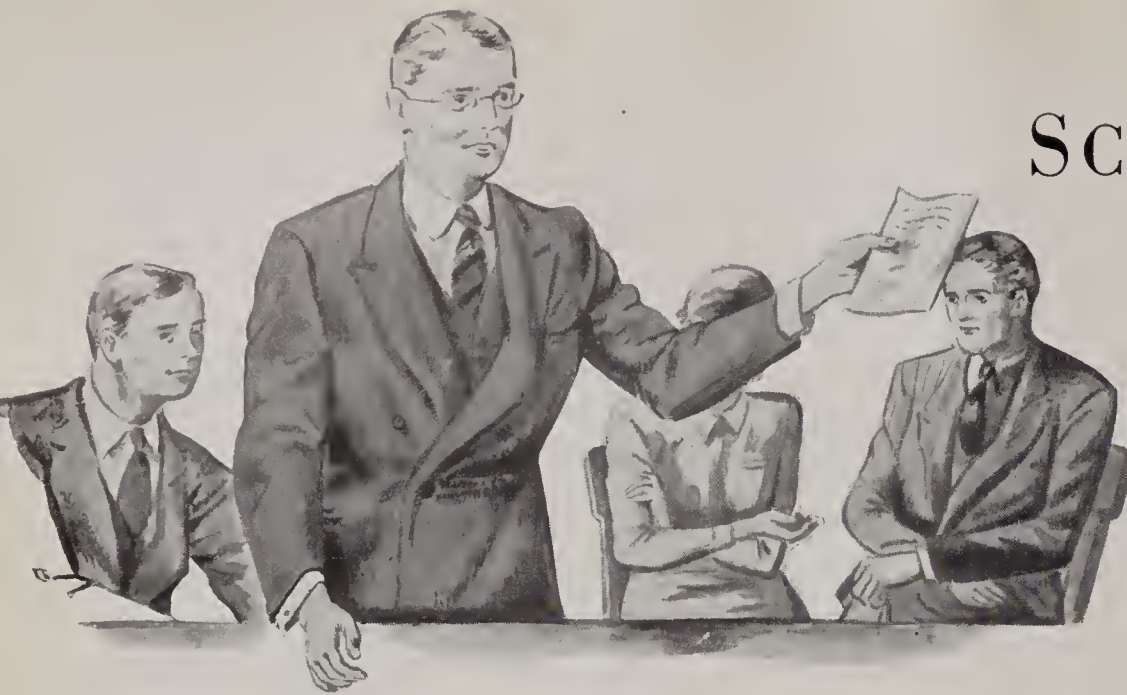
Any local school district in which the proceeds of a general property tax at the maximum rate, in most cases 10 mills, on the dollar of assessed valuation does not equal 15 cents for each pupil-day of attendance is entitled to receive equalization aid equal to the difference between the two amounts.

4. The cost of pupil transportation where necessary is considered an item of expense to be equalized by the State; consequently, the State school officials may authorize the use of equalization funds up to 80 percent of the approved cost of this service in any school district.

B. County funds.—County funds are distributed to the schools at the rate of 5 cents per day of attendance as defined in the law.

THIS MONTH'S SUBJECT

Should the School Health Service be Administered by Departments of Education or by Departments of Health?



The Affirmative (Departments of Education)

by CHARLES L. OUTLAND, M. D.

*Medical Director of City Schools,
Richmond, Va.*

★★★ When one discusses this controversial subject and realizes the fact that his opinion is based upon intimate knowledge of both arrangements, he is likely to find it difficult to make a definite distinction. However, when we go into the field and find in cities of 100,000 or more in population that 60 percent are definitely under the board of education and that 14 percent more are under a joint arrangement with the board of education and the health department and see that a satisfactory job has been done, it seems that there is no necessity for lengthy arguments on this point. In cities of from 30,000 to 100,000 population

78 percent are under the department of education and 8 percent under joint supervision. Again the advantage of this arrangement is shown.

There are many reasons why the school health service should be administered by the board of education, among them are such outstanding ones as:

1. The close integration of health instruction, physical and recreational activities with other school services.
2. Greater influence in what is apt to be neglected in an overcrowded public health program.
3. Closer supervision of teacher and child health is made possible.
4. Better supervision of lunchroom personnel, janitorial, and other nonteaching staff.
5. More funds and more certainty of funds, less political change, better normal supervision.
6. Chances for higher educational qualifications of staff.
7. The tendency of teachers to leave all things medical to the health department, with a failure to observe certain important conditions, which might readily be sent to the medical department which is a part of the educational system.

There must, whichever way the work is divided, be careful joint planning and coordination of effort and a good health service in schools which should help bring about a good public health department from both points of view.

With the schools as the teaching units, it seems to me that there is no better way to have a close integration of health instruction, physical and recreational activities than a tie-up in an educational department. Since all of these services should head up under the superintendent, in the same way all would feel that they were on a par to carry out any of the services which necessarily have a bearing one upon the other. There are greater opportunities for the heads of these departments to confer from time to time and to better work out programs which will fit in each with the other.

It is a well-known fact that the average health officer has so many things pertaining mainly to welfare, as the various venereal diseases, prenatal and postnatal, preventive, and other clinics, that school health work is often crowded out. Then too, a nurse would always be available in a set-up under the board of education and not tied up with an emergency, which might arise in general health department practice.

The close supervision of teacher and child health with the exchange of ideas and information each with the other, can only be done where there is a close rapport between nurse and teacher. The child also has a better chance to see, know, and understand the nurse and her functions. He will be willing to discuss with a person known and closely associated with him and his work, the school and its work, any of the important problems of childhood. The medical service under the board of education has representation on the councils of the teachers, as teachers' leagues, discussion and study groups.

The close association of the medical department with other school employees brings about a better supervision of all the personnel. The school nurse has a ready contact with all of these employees and an opportunity to become better acquainted personally and to put over a program of health education, as well as to observe certain signs and symptoms of disease, such as colds or other possible infections. Then, too, the workers themselves are willing to discuss certain ailments with a person who knows and understands their situation.

Usually there is a certain percent of the tax dollar set up for the schools and they are not dependent upon politicians. The personnel has an opportunity to carry on unhampered by political change or the necessity of spending many days or months every few years getting votes for a particular candidate, who may fail of election, and then to have the person who is elected immediately use his power of office to get rid of anyone who may have opposed him, thus hampering the service

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Charles L. Outland, M. D.

Controversial Issues in Education

Discussions of timely controversial issues in education by noted authorities in their respective fields are being presented in *SCHOOL LIFE*, during the school year, as *SCHOOL LIFE's Forum Panel*. In presenting the series, *SCHOOL LIFE* in no way attempts to make decisions upon these controversial issues. It seeks only, through forum technique, to throw light on such issues and to inspire careful thinking on subjects that concern the present and future of education endeavor throughout the Nation.

The Negative (Departments of Health)

by H. WARREN BUCKLER, M. D.

Chief, Division of School Hygiene, Department of Health, Baltimore, Md.

★★★ The question, Should the school health service be administered by departments of education or by departments of health? has long been a controversial one, for the simple reason that certain features of an adequately designed and properly maintained school health service are of vital importance to both these branches of government.

The writer, who has had over 30 years' experience both as a field worker and director of the school health service in the Baltimore City Health Department, has long recognized the validity of the claim of the department of education for participation in the health service and has outlined the scope and plan of this work to meet their needs. To facilitate description, the service will be considered under the following headings:

(1) A system that has for its objective the control of communicable diseases; (2) A system that has for its objective the detection and correction of certain defects or deficiencies that may have a bearing upon the health and growth of the child and his progress in studies; (3) Health and physical education.

Surely no one can dispute the fact that the control of communicable diseases is essentially the duty of the department of health as regards the establishing and maintaining of quarantine regulations of the pupils infected and the contacts; to decide the length of absence for both groups from school and to readmit to the classroom when such regulations have been fulfilled. In those communities where the school health service is under a department of education with a separate corps of doctors and nurses, there is bound to be a duplication of effort, a conflict of authority, and a loss of time in establishing necessary quarantine, which under no circumstances should be tol-

erated. The health department must see to it not only that the school does not become a focus of infection to the community, but, vice versa, that the community be protected against those children in school with a reportable communicable disease. It must be the duty of the health department to notify principals on forms prescribed for this purpose of all their actions regarding exclusions from school, and no child may return to school without a certificate from an accredited representative of the health department. Certificates of family physicians and attendance officers should not be accepted.

Clinics for vaccinations, diphtheria prevention, and tuberculin testing are vital factors in a well-organized school health service and can only be properly administered by a department of health.

The second phase of the school health service, namely, routine or special physical examinations of pupils seems always to have been a bone of contention between the health and educational departments. Briefly stated, these examinations include defects of nose and throat, teeth, eyes, ears, heart, lungs, orthopedic deformities, mental impairment, functional neuroses, nutritional studies, and communicable filth diseases. For example, the detection and correction of visual and hearing defects, physical factors associated with retardation, are of more interest to a department of education than to a department of health. The removal of diseased and infected tonsils and adenoids is of interest to both, as neglect of this condition may make the child a potential carrier of infection or act as a physical factor in retardation of studies or irregular attendance. The study of the causes and remedies of the undernourished is of interest to both departments of government. From an etiological standpoint, it is the duty of the department of health to exclude the possibility of some deep-seated focus of

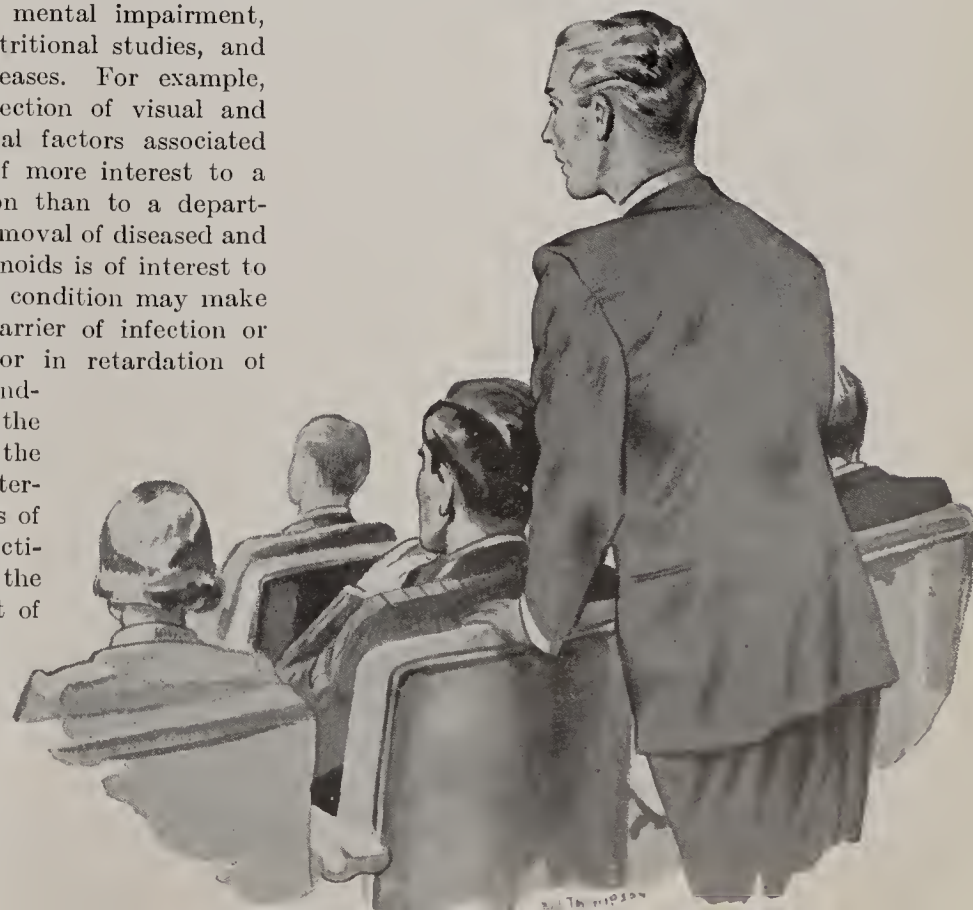


H. Warren Buckler, M. D.

infection, such as tuberculosis and of the department of education to select such children from this group who may be benefited by special open-air classes or school lunches. Correction of defects can best be accomplished by home visits on the part of the nurse. A nurse who has been a welcome visitor to the family, literally from the cradle to the grave, will have far more influence upon a parent than a nurse who enters the home as a stranger at the beginning of school life.

Special clinics for the exclusive use of school children are far more satisfactory and reliable when maintained by some form of government than by private means. It must be admitted that clinics for eyes and ears and dental defects can be maintained as well by a department of education as a department of health, but clinics for the treatment of infectious diseases, such as tuberculosis and venereal diseases can only be maintained properly by a department of health.

Health education has of late become an important part of any school health service with
(Concluded on page 210)



The Affirmative

(Concluded from page 208)

and in many instances almost completely disorganizing it with resulting carelessness or entire lack of the ability of the department to function.

Under a system sponsored by the board of education, there is always an opportunity for higher educational qualifications and a desire on the part of the personnel to attain this objective. One who is constantly thrown with those of higher learning is bound to receive a stimulus for more advanced work. Physicians, nurses, and other medical department personnel have availed themselves of opportunities for special courses in school health supervision, public health courses, and similar subjects, many leading to degrees and certificates.

All of us who have had experience in both types of departments are aware of the fact that often a teacher fails to call attention to certain children because of lack of ready accessibility to the health department, whereas with a medical service as a part of the school system she knows that she will see some member of the personnel usually each day, hence she does not forget or neglect to make these facts known to them. This is most helpful and usually a suggestion from which results may be expected when recognition and early follow-up have been had.

The facts as presented here tend to show that a personnel, the teaching and the non-teaching, who have close and continued access to a medical service under the same general supervision as their own will use and cooperate with that service to a much better advantage, which in turn should be a better all around service for the children who are the wards of the school during the teaching hours.

The Negative

(Concluded from page 209)

a progressively widening scope of subjects studied. Whether the public health officer or nurse is better qualified to instruct pupils in this subject than the classroom teacher is at best a debatable question. The writer has simple ideas on the matter of health education. In the elementary schools, it should be in the form of group instruction with drills or demonstrations at frequent intervals in the classroom on the ordinary fundamental rules of health. In the secondary schools, it should be personal private interviews with the physician or nurse in the school, according to the needs of the individual pupil as found by physical examination.

Some consideration should be given to certain general factors. First, the type of locality in which the service is carried on. In rural or sparsely settled communities, where the personnel of the health department may be nil or wholly inadequate, it is felt that the department of education could best be qualified to assume jurisdiction over the work, but in larger and more closely settled communities

with a population of over 100,000, the health department is best qualified. Secondly, pupils of denominational schools should be given the same protection as those in public schools.

After all, possibly the best solution of this problem is the type of program at present in vogue in Baltimore City. The health service should vary somewhat in pupils of elementary school age as compared with those of high-school age. The incidence of communicable diseases is naturally higher among children in elementary schools whereas emphasis on physical and health education in the high schools is of greater import. In Baltimore this is the line of division, the elementary schools are under the jurisdiction of the department of health and the secondary or high schools under the department of education. Let me emphasize, however, that with such a policy in effect there must be the closest cooperation and mutual give-and-take agreement between the two departments.



Dr. Outland's Rebuttal

Dr. Buckler in his masterful way has made out an excellent case for the placement of the school medical services directly under the health department. He has, however, failed to answer certain of the points brought out in my original discussion relative to the merits of the medical department of schools being controlled by the board of education, and has set up a system which apparently presupposes a close relationship if not entirely guided by the health department. I want to stress again, and in this I agree with Dr. Buckler that under whichever system the medical department of schools is to function, there must be a close cooperation with each organization.

Dr. Buckler implies that only the health department would be eligible to detain a child with contagion. He is quite right, but is there not a close tie-up and does a child return to school without a certificate and does not the school physician or nurse O. K. this certificate before the child goes to his classroom? This to my mind is a double check and less chance of a slip in this control.

He also feels that probably the health department could better control tuberculosis contacts. One of the great functions of school nurses is to visit the homes and in this function she has ample opportunity to see and observe, not only cases and contacts of tuberculosis but other possible contagion. Is it possible that he believes that only a health department nurse has a ready access to the home? Has not the school nurse probably the greatest reason for going since this entree is directly through a child who knows and is known by the nurse?

Since health education is an important part of any school health service, it would seem that a service closely associated with other school personnel and under the board of education has a better opportunity to function effectually. Also that any condition relating

to the training of a child naturally is a board of education responsibility, let it be a medical, physical, or other problem. Therefore, I believe that a closer cooperation of all services under the same general direction will in the end produce better results.



Dr. Buckler's Rebuttal

I have read with a great deal of interest Dr. Outland's original article and also his rebuttal and it seems to me that we agree upon the salient principles of a health service and that whatever matters on which there may be a disagreement could be easily ironed out according to the set-up of the program.

The argument that a school health service under a department of health may be neglected owing to the overcrowded schedule of the district health officer and nurse is dependent entirely upon the local program. While a resident nurse is justifiable to take care of minor ailments, accidents, and emergencies in schools where the population is 1,500 or more, such a plan is not practical in a community where the schools vary in population from a few hundred to over a thousand. If the nurse or doctor under a department of education had to cover several of the smaller schools, there would be no guarantee that they could render more prompt and efficient service than under a department of health where the nurse is continually in a small district adjacent to the school. One must not confuse the duties of a field health officer, school work included, with that of a clinic health officer in venereal diseases, tuberculosis, prenatal and postnatal hygiene, and child welfare.

I cannot agree with Dr. Outland's argument that the desire or opportunity for higher educational qualifications is greater among the personnel of a department of education than a department of health. What right has one to assume that the standards of a health department are not equal to those of a department of education? If promotion is dependent upon a degree or certificate, the incentive should be just as great among one group as the other.

The old argument that a department of education is free from political influence while inferring that all other branches of government are subservient to such is amusing, to say the least. Anyone who has had the experience of visiting legislative bodies at the time of budget-making and has witnessed the well organized teacher-groups threatening political oblivion to those failing to grant their demands can appreciate the falsity of this argument.

In conclusion, let me emphasize this fact. Health and education departments can work in perfect harmony and accord, no matter under whose jurisdiction the health service may be.



See next month's issue for another
Forum discussion



New Government Aids FOR TEACHERS



by MARGARET F. RYAN, *Editorial Assistant*

FREE PUBLICATIONS: Order free publications and other free aids listed from agencies issuing them

COST PUBLICATIONS: Request only cost publications from the Superintendent of Documents, Washington, D. C.

enclosing remittance (check or money order) at time of ordering

(The free supply is usually too limited to permit of furnishing copies for all members of classes or other groups)

● When the choice of foods is limited, the diets customarily followed cause inefficiency, sickness, even premature death, according to data presented in *Food and Life*, the 1939 Yearbook of the Department of Agriculture, in which the statement is also made that there are many kinds of "hidden hungers" which the experienced person can read in the faces and attitudes of the undernourished. One-third of the book is devoted to human nutrition and two-thirds to animal nutrition. This 1,165-page, bound, illustrated volume sells for \$1.50.

● A recent issue of *Public Health Reports* carries the following articles: Summary of Current Health Conditions in the United States, pp. 2269-2270; and Trends, Geographical and Racial Distribution of Mortality from Heart Disease Among Persons 5-24 Years of Age in the United States During Recent Years (1922-1936), pp. 2271-2297, Vol. 54, No. 52. (5 cents.)

● The latest technical advances in the manufacture of gasoline and lubricating oils are illustrated in three silent motion-picture films recently revised by the Bureau of Mines, U. S. Department of the Interior: No. 99, *The Story of Gasoline*; No. 120, *The Story of Lubricating Oil*; and No. 151, *Automobile Lubrication*.

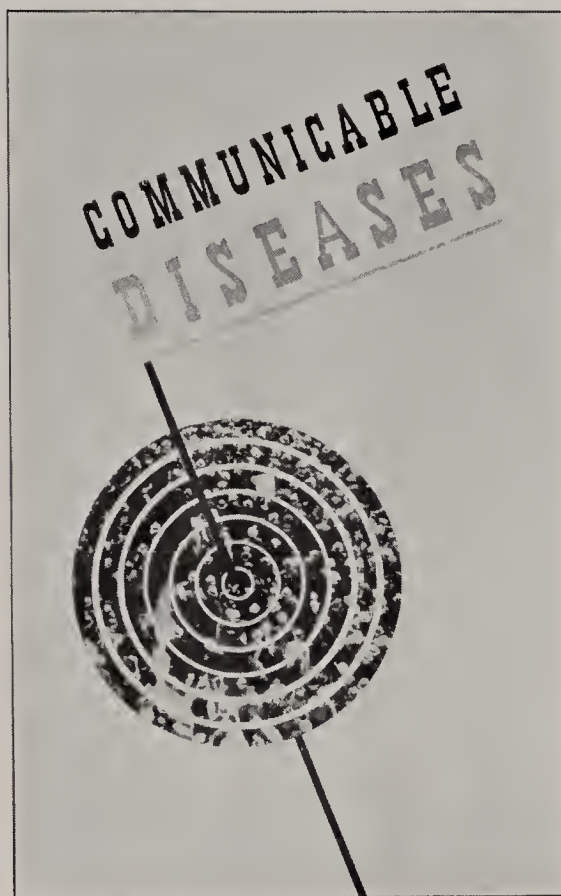
Copies of these films are available in 16-millimeter size for exhibition by schools, churches, colleges, civic and business organizations, and others interested. Applications should be addressed to the Bureau of Mines Experiment Station, 4800 Forbes Street, Pittsburgh, Pa. No charge is made for the use of films, but the exhibitor is expected to pay the transportation charges.

● The United States Housing Authority has answered in *What the Housing Act Can Do For Your City* three of the questions usually asked about the public housing program: What is it? Do we need it? and How does it work? 5 cents.

A later pamphlet will set forth some of the conclusions reached by Federal and local technicians as to site selection, community planning, dwelling design, and management.

● Wildlife is the subject of two new Department of Agriculture publications: *The Wildlife Restoration Program Under the Pittman-Robertson Act of 1937* (Miscellaneous Publication No. 359) and *Wildlife of the Atlantic Coast*

Salt Marshes (Circular No. 520). Price, 5 cents and 10 cents, respectively.



● James Frederick Rogers, M. D., consultant in Hygiene, of the U. S. Office of Education, in the foreword to *Communicable Diseases*, a new publication of the Public Health Service, describes a communicable disease as "a chemical warfare in which the laboratories of the body are set to work making appropriate munitions to check the rapid multiplication of the invaders and to neutralize the effects of their weapons."

The main purpose of the booklet, intended as a source of dependable information for students in high schools and junior colleges, is to preserve and improve health. It gives the cause, symptoms, prevention, and treatment of 65 diseases and offers suggestions to teachers for utilizing the material. (Miscellaneous Publication No. 30.) Price, 25 cents.

● Another in the series of bulletins of the Women's Bureau on the *Legal Status of Women in the United States of America* is available: *That for North Carolina*. (Women's Bureau Bulletin 152-32.) 5 cents.

● Recent outstanding measures, trends, and developments in air, rail, water, and highway transportation in foreign countries are discussed in *Transport Control Abroad*, Trade Promotion Series No. 196, of the Bureau of Foreign and Domestic Commerce. Price, 40 cents.

● *Judging Fabric Quality* will aid the shopper to know the earmarks and some of the practical tests for each of the principal fibers, including cotton, linen, silk, wool, rayon, and synthetics. Ask for Farmers' Bulletin No. 1831. 5 cents.

● A series of weekly 15-minute broadcasts of child-welfare problems is presented by Katharine F. Lenroot, Chief of the Children's Bureau, and occasional guest speakers, over the National Broadcasting System, blue network, every Saturday at 10:45 a. m., eastern standard time.

● The official *Congressional Directory of the Seventy-Sixth Congress, 3d session*, corrected to December 19, 1939, is now available from the Superintendent of Documents, bound in cloth, at \$1.25 per copy. Biographical sketches of the President and Vice President and of the Senators and Representatives from each State; members of the standing committees of the Senate and House of Representatives; official duties of each of the Government departments, bureaus, and independent offices and commissions are included, as well as a list of foreign diplomatic and consular offices in the United States and in the foreign service.

● A limited number of copies of *Indians at Work*, a monthly publication of the Office of Indian Affairs, are available for the use of teachers and school officials. Those wishing to be placed on the mailing list should address their requests to *Indians at Work*, Office of Indian Affairs, Washington, D. C.

● The Division of Office of Government Reports of the United States Information Service has prepared a *Digest of the Purposes of Federal Agencies*, copies of which are available free upon request. The United States Information Service is a service agency for both the Federal Government and the general public. It will answer your questions on any phase of Government activity or direct them into the proper channels.



WASHINGTON—Symbol of America

THOUSANDS of students from all over the Nation will visit Washington this spring, especially during cherryblossom time, to glimpse some of its many outstanding beauties. A new Government publication *Washington—Its Origin and Development*, written especially for the use of students, particularly those in high-school civics classes, should add to the enjoyment of the visit.

"Washington, the seat of Government of the greatest Nation in the world," to quote the author of the publication, H. Paul Caemmerer, "was laid on a broad, firm foundation . . . and the twentieth century has seen it transformed into a city in keeping with the dignity, power, and wealth of a great Nation."

Eight different cities were used by the Continental Congress prior to the establishment of

the Federal city on the banks of the Potomac. In making the choice, great stress was laid on the importance of a site that would place the seat of government "on a navigable stream far enough from the sea to be safe from hostile attacks."

Pierre Charles L'Enfant, a name inseparably associated with the plan and development of

Above: THE MAKERS OF THE CONSTITUTION

Below: THE SIGNERS OF THE DECLARATION OF INDEPENDENCE

Two murals by Barry Faulkner displayed at each end of the Exhibition Hall of the National Archives Building. They were first executed on canvas and then affixed to the walls. Each is 13 feet 10 inches high by 34 feet 10 inches long. The figures are taken from authentic pictures and busts.

Washington, was commissioned by the first President of the United States to design the Federal city. He envisioned a city in which the reciprocal relations would be maintained among public buildings, allowing for vistas and axes, sites for monuments and museums, parks and pleasure gardens, and fountains and canals. Leading artists of the country—architects, sculptors, painters, and landscape architects—have engaged in the task of beautifying the Nation's capital.

Back in 1791, it was decided to name the streets of the Federal city alphabetically one way and numerically the other, starting with the Capitol. The city was also divided into four sections: Northeast, Northwest, Southeast, and Southwest—with the Capitol as the center and North and South Capitol Streets



dividing the east and west sections and East Capitol Street and the Mall, the north and south sections.

These and other facts are to be found in this new publication which may be used as a textbook for a year's work. The 25 chapters of which it is comprised are of such interest that 1 hour a week may profitably be devoted to each chapter, with the chapters on public buildings and monuments requiring two or three periods for effective presentation, the author suggests.

Bound in buckram, the book is available from the Superintendent of Documents, Government Printing Office, Washington, D. C., for \$2 a copy. Ask for *Senate Document No. 178, 75th Congress, 3d Session*.

Some of the 212 illustrations included in this 365-page volume are reproduced on this and on the facing page.

MARGARET F. RYAN



(1) **THE ADAMS MEMORIAL**—World-famous monument of a veiled female figure in bronze by Augustus Saint-Gaudens in Rock Creek Cemetery. Although it bears no inscription, it has come to be known as "Grief." The artist preferred the title "The Peace of God." The architectural features were designed by Stanford White.

(2) **DUPONT MEMORIAL FOUNTAIN**—Designed by Daniel Chester French, sculptor, and Henry Bacon, architect, the top bowl, in one piece, is 13 feet in diameter. Three figures support the fountain, representing The Sea, The Wind, and the Stars. The one shown here typifies The Sea.

(3) **UNITED STATES SUPREME COURT BUILDING**—In classic style, in harmony with the architecture of the Capitol and adjacent buildings, this structure is located in the square east of the Capitol, north of the Library of Congress, and facing the United States Senate Chamber. The portico is of the Corinthian order, with a low pilaster treatment around the building.

(4) **ABRAHAM LINCOLN**—A statue by Daniel Chester French in the center of the Lincoln Memorial, representing Lincoln as the great war President. He is seated in a great armchair 12½ feet high, over the back of which a flag has been draped. The figure of Lincoln is 19 feet high from the top of his head to the sole of his boot which is 3½ feet long.

(5) **NATIONAL GALLERY OF ART**—Created a bureau of the Smithsonian Institution by Congress as a result of a gift of Andrew W. Mellon to the Nation of his art collection of masterpieces valued at \$50,000,000. He also gave \$10,000,000 to erect a building to house it. This monumental marble building, designed by John Russell Pope, is now under construction on the north side of the Mall between Fourth and Seventh Streets.



Post Office Department

by *Walton C. John, Specialist in Higher Education*



James A. Farley.

★★★ The Post Office Department conducts a number of educational services for the improvement of its personnel. A part of this educational work and training has been in the form of personal tutoring in the smaller post offices. In a number of the larger post offices *schools of instruction* have been organized depending upon the needs of the individual office.

In this article¹ especial attention is given to the School of Instruction for Post Office Inspectors as this service has a general bearing on the work of the Post Office Department as a whole.

The head of the Department is the Postmaster General, a member of the President's Cabinet, who is assisted by four Assistant Postmasters General, the Chief Post Office Inspector, the Solicitor, the Comptroller, and the Purchasing Agent.

Personnel

The Post Office Department in Washington has a personnel of 1,835 employees and in the field there are 44,400 post offices with as many postmasters, in addition there are 4,871 contract stations commonly known as substations. The total field personnel numbers 309,704.

The School of Instruction

Selection of Students

The methods used in the selection and training of post office inspectors have been

¹ Acknowledgment is made to the Post Office Department for the material which has been especially prepared in connection with this article.

highly developed. The applicant must have had at least 4 years experience in the Postal Service and his age must be between 25 and 35 years.

In a recent selection, out of approximately 7,000 applicants about 500 were selected for further examination. Each of the 500 men was then given a personal examination by an experienced post office inspector. This preliminary examination and investigation involves, among other items, tests to show mental alertness, vocabulary, mathematical ability, general knowledge, logical thought, and correct conclusions. Of the 500 only 139 men qualified to take the civil-service examination. Only 71 passed. The names of these men are on a register of eligibles and before another register is set up it is possible that 50 of the candidates will receive their appointments as inspectors.

The Training Program

The first 2 years of an inspector's life after appointment are looked upon as a training period. With other appointees the inspector is first brought to the Post Office Department in Washington for class instruction. Through lectures over a period of a month he has impressed upon him the traditions, ethics, and responsibilities of his position. He is warned against habits and conduct, personal and official, which might prevent his success. He is instructed in the fundamentals of civil and criminal investigative work; the gathering of evidence, relations with the public and with other departments, and on such other subjects as are pertinent. He meets the

officers of the Department and they instruct and counsel him.

The young inspector then reports to the inspector in charge of the division to which he is assigned. After preliminary instruction at the division headquarters, he is sent to a field territory and placed under the personal guidance of an experienced inspector with whom he travels and in whose work he takes part as his increasing ability warrants. That he may secure experience in all kinds of investigative work, he is transferred to from two, to four inspectors for periods of about 1 month with each. As his ability increases he is given minor cases to handle alone, reporting back to his instructor as to his methods of procedure and the results accomplished. His work is reviewed, any deficiencies pointed out, and necessary instructions given. Each of the instructing inspectors makes a report to the inspector in charge of his division, stating whether or not he believes the pupil will make a suitable inspector. Should they report favorably, the inspector is called in to division headquarters where he is given a written and oral examination to determine whether he is familiar with the *Manual of Instructions* and the various orders issued for his guidance.

The oral examination is to test his initiative, resourcefulness and his ability to meet emergencies intelligently. This test is in the form of questions setting forth problems with which an inspector might be confronted. His answers show his alertness of mind, resourcefulness, correctness of thought and his aptitude for doing the right thing at the right time. Should he pass the examination

School of instruction for post office inspectors at Washington, D. C.

In the front row reading from left to right, third from left: Assistant Chief Inspector Joseph F. Gartland; Chief Inspector Kildroy P. Aldrich; Inspector in Charge, Washington Division, William J. Satterfield.



successfully, the division inspector in charge recommends to the Chief Inspector his permanent appointment. Should the Chief Inspector be satisfied, after examining his record, the quality and quantity of his work and the opinions of his instructors, that he compares favorably with the high standards expected from inspectors throughout the United States, he approves the recommendation. After receiving permanent appointment he cannot advance in the six grades of the service until he has passed a written and oral examination to test his ability to determine if it is commensurate with that expected of inspectors of his length of service. Should it be found that during the first or second year the inspector does not give promise of becoming better than an average inspector, he is dropped from the Service and returned to that branch of the Postal Service from which he originally came.

Instruction of Clerks at Inspection Headquarters

Clerks in the Bureau of the Chief Post Office Inspector in the Department, as well as in the several division headquarters, are trained by a combination of methods. The function of such clerks is a special one, and the methods are adapted to meet the peculiar needs.

All appointments are made initially to the rank of stenographer. Each new clerk is provided with such personal tutoring as is necessary to enable him to perform the more elementary operations, and he is supplied with copies of the instructions which govern inspectors and clerks. In order to facilitate his study of these instructions he is furnished with a set of questions touching upon their every phase with citations to facilitate study. In the lower grades clerks are given certain groups of questions involving portions of the instructions with which they must be familiar, and upon these they are required to stand written examination. In the higher grades they are required to make preparation without receiving definite advance assignment, and their examinations cover the instructions generally.

Oral Examinations

In all but the lowest grades the clerks are given, in addition, oral examinations to test whether they have the initiative, resourcefulness, tactfulness, and judgment to discharge successfully such portions of their assignments as involve meeting the public, answering the telephone, and dealing with other Government employees, superior officers, and employees in lower official positions. In all but the lowest grades the written examinations include tests in writing original compositions after study of assigned source material. Promotions to supervisory positions are also made as the result of examination.

Rotation of assignments is practiced among clerks in the Inspection Service to the fullest



U. S. Post Office Department Headquarters.

extent practicable. To minimize disruption of work incident to such rotations and to improve efficiency, supervisory employees have prepared lectures on various phases of office work and these lectures are attended voluntarily by over 90 percent of the personnel.

Another in-service training activity consists of tours through post offices. Small groups of employees are taken under the guidance of a post office inspector and an officer of the post office and the various mail handling and financial activities are carefully examined and explained.

Training in Other Departmental Services

The Railway Mail Service depends upon *personal tutoring*. When a man enters that service the clerk in charge of his crew or a colleague advises and instructs him from day to day in actual work until he becomes competent.

Railway postal clerks, in addition to tutoring, are also required to study and pass examinations to test their knowledge of transportation systems, connections, junction points, and distribution offices that they may so distribute mail that it is delivered without delay. Their work is a continuous study.

Guides and Instructions

All postal employees are supplied with guides and instructions concerning their work.

While there is no integral instruction system throughout the Postal Service, yet each branch of the service has its own methods of instructions and these are being improved upon constantly. These schools have instructors in mail handling in all its phases including the best ways to face and postmark mail; make primary and secondary distribution; how to bundle, dispatch, and make carrier distribution and delivery. Lectures on public relations and official conduct are given as well as lectures on financial accounting, care of public funds, and the sanctity of the mails.

Interesting Inscription

The Post Office Department, created an executive department in 1872, operates the Postal Service of the United States providing communication and other aids for the facilitation of business for the use of all citizens in their relations within or without the country. This service is fundamental to the social and business structure of the Nation as indicated in the following inscription found on the United States Post Office at Washington.

Messenger of sympathy and love
 Servant of parted friends
 Consoler of the lonely
 Bond of the scattered family
 Enlarger of the common life
 Carrier of news and knowledge
 Instrument of trade and industry
 Promoter of mutual acquaintance
 Of peace and goodwill
 Among men and nations.



THE VOCATIONAL SUMMARY



by C. M. ARTHUR, *Research Specialist, Vocational Division*

A New Course for Girls

Prospective medical secretaries—10 of them—last year received training in the Essex County (N. J.) Trade School for Girls. According to the report of the State directors for vocational education for the year 1938-39, prospects for placing these girls at a wage of about \$20 a week were good.

The medical secretary, the New Jersey report explains, "does not replace the trained nurse often employed in physicians' offices; in fact, she is not given the professional training provided for trained nurses. She can, however, supplement the work of the office nurse and where a nurse is not employed can assist the doctor in such matters as caring for office equipment and supplies; sterilizing; making solutions; elementary laboratory work such as urinalysis, hemoglobin blood counts, and metabolism tests. In addition to these technical jobs the medical secretary can perform the secretarial work necessary in a medical office such as answering the telephone, typing, stenographic work, simple accounting and case report work."

To enable them to work more intelligently, prospective medical secretaries are given a course in anatomy and in medical terms.

Surprising Omissions

Instruction in science is recognized as a basic part of the training of prospective teachers of vocational agriculture, a study made by the United States Office of Education shows.

This study, the details of which are presented in *Teacher Training Release No. 10*, recently issued by the Agricultural Education Service of the Office of Education, shows that chemistry is required in 66 teacher-training institutions, but left optional in 2; botany is required by all institutions; zoology and entomology are required in 61 programs but omitted from 7; bacteriology is required in 46 programs but omitted from 22; physics is required in 27 but omitted from 41; genetics is required in 18 programs but omitted from 50; geology is required in 12 programs but omitted from 56; and only one each of 68 programs require either physiology or meteorology.

The Office of Education study brings out many interesting facts with regard to the instruction in science provided for prospective vocational agriculture teachers. One of the most important of these is that although the majority of the prospective teachers receive instruction in chemistry, botany, and zoology, many of them receive no instruction in bacteriology, physics, genetics, and other sciences related to agriculture. Many of the science courses pursued by prospective agriculture teachers, moreover, are offered in science departments and their objective is primarily to

train chemists, botanists, and zoologists, rather than to prepare the teacher of agriculture and others working with farm people to apply the sciences in their teaching activities. One of the surprising facts brought out, also, is that several institutions do not require the prospective teacher to take courses in sciences which have such an important bearing on agricultural practice, as chemistry, geology, and bacteriology.

There is a need for studies designed to reveal the nature and amount of science necessary in the training of the teachers of vocational agriculture, the Office of Education believes.

A copy of the release on *Studies in Science Included in the Preparatory Curriculum for Teachers of Vocational Agriculture*, may be secured by writing to the United States Office of Education, Federal Security Agency, Washington, D. C.

Play Schools as Laboratories

Play schools are taking an increasingly important part as a device for providing home economics students in Oregon high schools with experience in planning and guiding child activities, as a part of their studies in child guidance.

Reports show that play schools, which increased in number 100 percent last year, were conducted in Corvallis, Philomath, Albany, Junction City, Pendleton, Oregon City, Klamath Falls, Cottage Grove, Bend, and Grants Pass.

A regular nursery school, conducted daily during the school year, is maintained for the observation and participation of the home economics students enrolled in the Jane Addams School in Portland.

Taking cognizance of the fact that many teachers are hesitant about using the play school as a device for teaching their students the principles of child guidance, because they lack confidence in their ability to make the tie-up between theory and practice, the State board for vocational education cooperated with the Oregon State College in setting up a summer course for teachers in the teaching of child development through the play school in 1938 and again in 1939.

A group of teachers who enrolled for the course in 1939 made an outline of the subject matter and the methods and materials used in teaching it which is available in mimeographed form to homemaking teachers of the State who are interested in a play school program.

Opportunities for Negroes

A total of 438 Negro youths are employed by 384 factories covered in a recent survey of industrial opportunities for Negroes, in Philadelphia. This survey, which was conducted

by the board of public education in that city in collaboration with the Pennsylvania Department of Public Instruction, revealed many pertinent facts.

It showed that of the 438 Negro youths employed, 267 were females and 161 males. It showed that in the 11 different types of factories represented in the study, the largest number of Negroes was employed in the tobacco and tobacco products industry. It showed that very few Negro youths are employed in the laundry industries, although Negroes comprise approximately 50 percent of the total number employed in this industry.

It brought out some of the reasons for non-employment among Negroes, among them limited opportunities for apprenticeship training in factories. It showed that employers who employ Negroes want those who have had an elementary or high-school education; who are trained in the use of tools; who are trained in specific trades; who are strong and healthy; who are steady, adaptable, energetic, and versatile; and, in some instances, who have potential ability to manage other workers.

Of particular interest from the standpoint of the school is the information concerning the types of training or education for Negroes suggested by employers. Some employers were frankly "skeptical of the kind of training the schools could offer" in the way of preemployment training.

Employers in the metal products industries suggested preemployment training in traffic work, smelting, sheet-metal work, painting, plant maintenance, geometry, metal work, hand and machine molding, freehand drawing, printing, and in other skills.

Employers in industries manufacturing paper and textile products, chemical and allied products, glass, clay, and stone products, food and kindred products, leather and rubber goods, lumber and miscellaneous products, suggested that Negro youths be given training in simple chemistry, trade cooking, chemistry of color, upholstering, carpentry, woodworking, meat merchandising, cement finishing, and general laundry work. For prospective Negro employees in routine work employers suggested training in knowledge of fabrics, use of pressing machines, traffic work, painting, printing, hand ironing, general machine work, dressmaking, use of power sewing machine, and work intelligence.

The report of the survey, which was conducted under the supervision of C. F. Bauder, director of vocational education in Philadelphia schools, is incorporated in a mimeographed circular issued by the city's school system. It contains information on the work of the junior employment service of the school system in placing applicants for employment,

possibilities for advancement of Negro workers, annual labor turn-over among Negroes, causes for dismissal of Negro workers, and on employment of Negroes in industries other than the production industries.

For Filling-Station Workers

A training course for Negro filling-station employees set up in Atlanta, Ga., last year, proved successful. The plan for the course was worked out by prospective Negro teachers in cooperation with the Georgia Petroleum Dealers Association, and was checked by successful white service-station operators.

A successful Negro school principal who had had a fairly extensive experience in automobile servicing and sales work was employed to start the experimental course in lubricating. This principal was particularly successful in teaching those enrolled in the course how to meet and please those who patronize the filling station and also the mechanical principles and manipulations involved in auto lubrication.

Classes were held in one of the large, downtown filling stations. Lesson sheets containing informational charts and pictures supplied by various oil companies were used as the basis for the lesson sheets. At each classroom meeting of the group enrolled, four members of the class demonstrated the way to meet the customer and the method of lubricating his car, while the rest of the class, under the guidance of the instructor, discussed the good and bad points of each demonstration.

Something New

It is not often that county vocational agriculture and home economics departments collaborate in publishing their own house organ, printed as a newspaper and containing news items, advertisements, editorials, and all the other features of a regular newspaper. A striking example of such an enterprise is the Coffee County Vocational Farm and Home News, published quarterly by the vocational agriculture and home economics departments of the Elba, Kinston, Enterprise, and New Brockton High Schools in Alabama.

Headquarters of this publication are in Elba, but news of the activities of the other communities represented in the paper-publishing enterprise are given space in the columns of the "News." Well-chosen illustrations accompany the news items and feature stories, which cover activities of both an educational and community nature, in homemaking and agriculture.

Through their joint newspaper the communities represented in the paper-publishing project are building up an invaluable county-wide spirit of interest and cooperation in agricultural and homemaking activities as well as in activities in other fields.

"Conveyors"

The possibility of cooperation between teachers of home economics and teachers of

academic subjects in presenting instruction in consumer buying is brought out in committee reports on a course in consumer buying for teachers given at the Florida State College for Women last summer.

This report, the distribution of which is limited to home economics teachers who enrolled in the Florida summer course, calls attention to methods of using such subjects as art, chemistry, commerce and economics, English, home economics, mathematics, physical education, general science, social science, and shop work as "conveyors" for teaching various phases of consumer education in separate courses.

The report brings out the fact that consumer education may be tied up with an art course by pointing out the value of an appreciation of beauty in selecting pictures, vases, furniture, or other art objects and of the ability to differentiate hand-made from machine-produced objects. Chemistry classes, it is brought out, might spend some time analyzing such articles as face creams, tooth pastes, hair preparations, soaps, shoe polishes, varnishes, ink, floor and furniture polishes, leather and rubber goods, and everyday products used in the home. Such analyses might disclose not only the contents but also the quality of such articles. "The subject of chemistry" the report states, "could just as well be taught by using some of the well-known products of the home for experiments, rather than the abstract compounds used in many school laboratories."

Consumer buying facts that could be taught in connection with a course on commerce and economics are legion. They include: The use of banking services of different sorts, methods of distribution and marketing, property contracts, simple accounting and bookkeeping, and the selling and buying practices which lead to the return of goods.

The study of English may include writing themes and reports on various aspects of consumer buying, writing articles for publication on consumer buying problems, oral presentation of facts of interest to the consumer buyer, and finding and using reference material on buying.

The report suggests that instruction in mathematics could very well include a comparison of the relative costs of insurance of different types, costs of installment or other deferred payment plans, and a comparison of the cost of renting with the cost of owning.

As part of its instruction, a class in general science, the Florida report brings out, could very well study the principles involved in the operation of different makes of household equipment, the effects of different cleaning agents on different types of fabrics and utensils, and tests of the efficiency of "germicides."

Workshop classes, likewise, could study the identification and selection of furniture woods, the advantages and disadvantages of different types of construction materials, and the reading of drawings, diagrams, and blue prints.

There are few subjects, the Florida report

states, in connection with which consumer education may not be taught as part of an integrated program of instruction. The report is very clear, moreover, with regard to the specific phases of consumer problems which should be stressed in the regular homemaking courses.

In More Ways Than One

Cooperative programs of training, under which students spend part of their time in classroom instruction and part in actual employment in local industries, business establishments or professional offices, are carried on in a number of States. It remained for Wyoming, however, to set down what it terms the "philosophy of school and occupation training."

According to the viewpoint of the vocational division of the State department of education in Wyoming, such programs are an advantage in more ways than one in that:

"They cause the school and the community to work together in training local boys and girls.

"Give young people training in the work and life of the community in which most of them will become the future citizens.

"School subjects are integrated with occupational experiences and community life.

"The training facilities are extended to the limit of the resources of the community. Business institutions and trained men and women—lawyers, doctors, bankers—become part of the educational set-up for training boys and girls.

"The desire for activity inherent in every normal youth is satisfied and directed in fruitful and remunerative endeavors.

"School subjects are enlivened by becoming immediately applicable; useful learning is increased as youth sees its relation to life."

Consider, also, the following appraisal of the value of cooperative training work, appended to a discussion of method or organizing such work in Wyoming:

"Such a program of educating youth requires a great deal of work in planning and carrying out, and continuous supervision. All agencies must work together in the program. The simple old-time textbook teaching has no place in this type of education and the task of the teacher becomes difficult. But education becomes vital, alive with meaning, when a close relationship is established between the problems of life which the boy and girl are experiencing and the problems studied and discussed in the classroom. The entire program means work—cooperative work by all concerned—but the results will be worth every effort which can be put forth. It produces boys and girls who are prepared to earn their own living, to take over the responsibilities of citizenship, and to make their contributions toward the betterment of society, instead of just being filled with some knowledge which they will never use, and turned loose to get such training as they may find in the school of hard knocks."

Custodians and Health of Teachers and Pupils

by James Frederick Rogers, M. D., Consultant in Hygiene



The custodian is much concerned with the safety of the pupils and teachers whom he serves, but it may not be so evident that he is also a sanitarian. The extent to which he will minister to the health of those under his care will depend on the school plant of which he is caretaker and on his own knowledge and interest in his task.

Writing, in 1840, on school sanitation, William Alcott remarked, "One element of health is general cheerfulness." Anything that the custodian can do to render the school a more habitable and attractive place is worth doing and many a school needs such doing. Cleanliness and neatness have their effect and realizing this, not a few schools have laid down the law with reference to the custodian himself, making him quite aware that personal cleanliness and tidiness are expected, and that unsanitary personal practices will not be tolerated.

Coming down to his more specific role in the realm of health the custodian ministers chiefly: (a) By seeing to it that clean and comfortable air is furnished for breathing and for absorption of body heat; (b) by assisting as he may in the drying of wet clothing in inclement weather; (c) by rendering the illumination of the schoolrooms as effective as their structure and fixtures permit; (d) by keeping the water supply uncontaminated; (e) by such care of the sanitary contrivances of the school that they will prove the least possible source of infection, either directly or through the medium of insects; (f) by adequate care of baths and pools; and (g) by making the school and its equipment an object lesson in healthful and aesthetic housekeeping.

Controlling the Atmosphere

It goes without saying here that the custodian will be trained to make use of the equipment of the school according to the purpose intended and in the most economical fashion. This applies especially to the heating and ventilating plant. Given this technical knowledge and skill, he will need to know that the room air should be kept at about a certain temperature for the comfort of the average student. All pupils are not most comfortable at this temperature but it is the teacher's business to seat children or move them temporarily to other parts of the room according to special needs if different temperatures exist in that room as is the case with those heated by stoves or fireplaces or radiators. Always the danger from drafts should be considered and the custodian will see that they do not occur.

But air at a comfortable temperature is not enough. There is something to "fresh" air,

and air that is odorous to one who enters a room is not fresh and should not be tolerated. It may not produce ill health but it has been proven depressing. If it exists the custodian will suggest an investigation of the means of air exchange. The matter of dust in respired air has assumed significance lately and the custodian will do his cleaning and dusting long before the school assembles and never when the pupils or teacher are present.

The degree of moisture of the air takes care of itself in some systems of ventilation but where there is evident dryness this will need to be remedied.

As a means to comfort (and with it the prevention of infections) and also economy, it is to be hoped that the schoolroom floors are as warm as they can be. A few trowels of cement applied to faults in the foundation of a school will often prevent much pupil absence from sickness and, in addition, will save tons of fuel.

Where children walk some distance they sometimes are exposed unpreparedly to rain or snow, and they arrive at school with wet clothing or shoes. In a warm dry room the rapid evaporation from these garments lowers the body temperature at a rate which may lead to chill and a disturbance of the circulation which results in an infection of the nose or throat. Many schools arrange for the prompt drying of wet shoes and clothing and, it is the function and privilege of the custodian as hygienist to see that the equipment for this purpose is in working order and possibly to see that it is used.

Illumination

The amount of light and its direction may have nothing to do with illness or premature death but faulty illumination is a source of discomfort, of needless expenditure of energy, and retarded work. There is also the possibility in a few cases of reflex physiological disturbances. Knowing these possibilities, the custodian will make the most of the lighting and shading facilities of his school. He will at least keep the windows, walls, and ceiling clean and remind the proper officials when fresh coats of suitably colored paint should be applied in the rooms, or to the walls of adjacent buildings from which reflected light is needed. He will appreciate the difference between the well-defined characters on a clean blackboard and those on one which is grayed by smeared crayon.

Drinking and Sanitary Fixtures

The one source of spread of bacterial infection with which the custodian is concerned above any other is the drinking fountain and

this is often anything but a sanitary dispenser. He will see to it daily that these much used contrivances are safe and if they cannot be made so, they should be reported for replacement.

Lavatories will, of course, be supplied with individual towels or towels which can be used in a sanitary fashion. All fixtures which, at best, are not above reproach, will be kept as clean as possible, with actual cleaning methods and not by resort to the use of deodorants. The wise and resourceful custodian will make the most of what the board of education supplies. It will often be his assigned duty to teach the pupils how to use this equipment in the most cleanly fashion and with the welfare of others in mind. In this and in other ways the custodian becomes an important member of the health education staff of the school.

The custodian will, of course, see that his school, and especially its kitchen and lunchrooms, are free from insects for he will be fully aware of their role in the transmission of some diseases. Breeding places for insects or rodents will not be found on the premises of a well-kept school.

Baths and Pools

Shower baths, pools, and locker rooms put the knowledge, skill, and vigilance of the custodian to the test. He is largely responsible for freedom from skin infections and for a malodorous atmosphere, both of which are all too common. He is especially responsible for the condition of floors and of equipment which is used in common.

The water of the swimming pool must be above reproach, and unless the responsibility is placed elsewhere it is the business of the custodian to know its bacterial index and to see that the apparatus for cleaning, sterilizing, or renewal of the water is in perfect order. Gymnasias should be kept as nearly dustless as possible, but for this condition the use of special shoes and clothing is a first requisite. The custodian must have the wise cooperation of the director of physical activities.

An Object Lesson

If the custodian does all these things he will perforce have made his school an object lesson in health protection and promotion for those who come within its walls. Even if he gets no special credit for so doing he has done not more than is his duty in the very responsible position which he holds.

The Custodian's Training

It is evident that before assuming his duties

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Superintendents and Parent Education

by Ellen C. Lombard, Associate Specialist in Parent Education

★★★ What do superintendents of schools think about parent-education programs in city school systems?

This is a question that has been answered by many superintendents.

Superintendent Kelly of Binghamton, N. Y., says: "Parent education is entitled to first rank among the many modern movements in education for in the last analysis it is making the outstanding contribution to the welfare and stability of our schools."

"The parent education program with its demonstration nursery schools seems to be our best method of helping young parents to become informed upon the problems of school life," states Superintendent Spinning of Rochester, N. Y. "We think that as the parent-education program broadens and strengthens, more young parents will realize that they need to study the facts and principles of child rearing just as they would find it necessary to prepare themselves for any other vocation."

Trained Specialists

In 1937 there were at least 38 cities in which trained specialists were employed as directors of parent education under public school funds. Active cooperation of parent-teacher associations characterizes the program of the parent-education work in all of these cities. In some, three types of study groups are receiving instruction: Groups of potential leaders, groups of lay leaders, and groups of parents.

Specifically the programs of parent education are designed to give leaders better techniques in guiding groups of parents, to increase their knowledge of subject matter and of human relationships, to point out sources of authoritative information, and to give these leaders a definite understanding of the schools' program. The program of parent education is to help parents get an objective view of themselves, and a better view of family relationships; to show them helpful ways of guiding their children, to inspire them to read books which will help them solve their daily problems.

Many activities center around parent education programs such as establishing and conducting play groups of children, summer playgrounds, hobby shows, arranging and supervising trips for school children, and making exhibits of group work.

Methods Used

As to methods of conducting parent education study groups Superintendent Ramsey of Fort Smith, Ark., says: "The usual procedure in our city has been a 15- to 20-minute intro-

ductory talk by the leader, emphasizing the subject chosen for the day's discussion. This is generally followed by comments, personal illustrations, pivotal questions asked by the leader, and a summary by the leader at the end of the hour."

It is usually agreed that the method in study groups depends a great deal upon parents' need; upon the ability of the leaders to awaken response in the groups they lead; upon availability of facilities for learning; and upon many other factors.

Bulletin Available Parent-Education Programs in City School Systems

by Ellen C. Lombard, Associate Specialist in Parent Education

(Bulletin 1937, No. 2, Vol. 1, Chapter IX)

ACTIVITIES in parent education have sprung up to meet new needs in education during the past several years and the United States Office of Education has followed the trend of the parent-education movement and has issued reports and descriptions of some of the activities from time to time. This new report, it is hoped, may be suggestive to superintendents of schools who expect to start programs of parent education, and to others who are working for the development of improved methods of child care and training, home-school cooperation, and better family relationships.

Parent education is conducted in the school systems as a part of adult education programs, of home economics departments, and of other departments especially the nursery school and kindergarten.

Range in Costs

What does it cost? This is a pertinent question for superintendents to ask since they must give the answer to the board of education. In 21 cities having trained experts as directors to supervise a full-time program the cost ranged from \$1,050 to \$5,060 per year. In one city the budget was \$14,429. This however, covered expenses of adult education as well as parent education.

Positions of leadership as director in parent

education are held by qualified persons who have taken advanced studies in one or more of such fields as education, sociology, psychology, or home economics. The director needs organizing ability, good personality, and an aptitude for work with adults. She must be well oriented in education and in the policies of the schools in order to be able to interpret the school to the parents.

Lay Leaders

There is also the problem of finding and training lay leaders and the question of meeting qualifications for certification. In California parent education lay leaders are certificated and are paid at the same rate per hour as other adult education leaders. In New York State lay leaders receive no remuneration but they are under instruction during the 2 years or more in which they lead the study groups or classes.

Superintendent Sexson of Pasadena, Calif., says that "the effect of the study group upon parents and their attitudes toward the rearing of children is almost beyond belief. The whole attitude toward the problem of child nurture changes under the influence of the courses with the result that the children are brought along to their school age entirely free from many of the handicaps which children acquire due to unwise and unthinking parental influence during the preschool period."



Custodians and Health

(Concluded from page 218)

and indeed before receiving his technical training he should receive adequate instruction in the principles of sanitation involved in his work. This will include the theory of ventilation in all its phases, an elementary and first-hand knowledge of bacteria and their methods of transmission by dust and by contact with objects used in common and by insects. He will need a knowledge of the relation of illumination to vision and to school work. With such a foundation, he should profit more by his technical training, and through definite knowledge of the importance of his work he should prove the worthy school official which hygienists have long considered him. He will be less of a robot than his predecessors and will not only make the most of his opportunities for furnishing sanitary surroundings for teachers and pupils but will dare to suggest, or even demand, such improvements in the school plant as are needed to make it a healthful place in which to live and work.

Basis of Curriculum Planning

by Howard W. Oxley, Director of CCC Camp Education

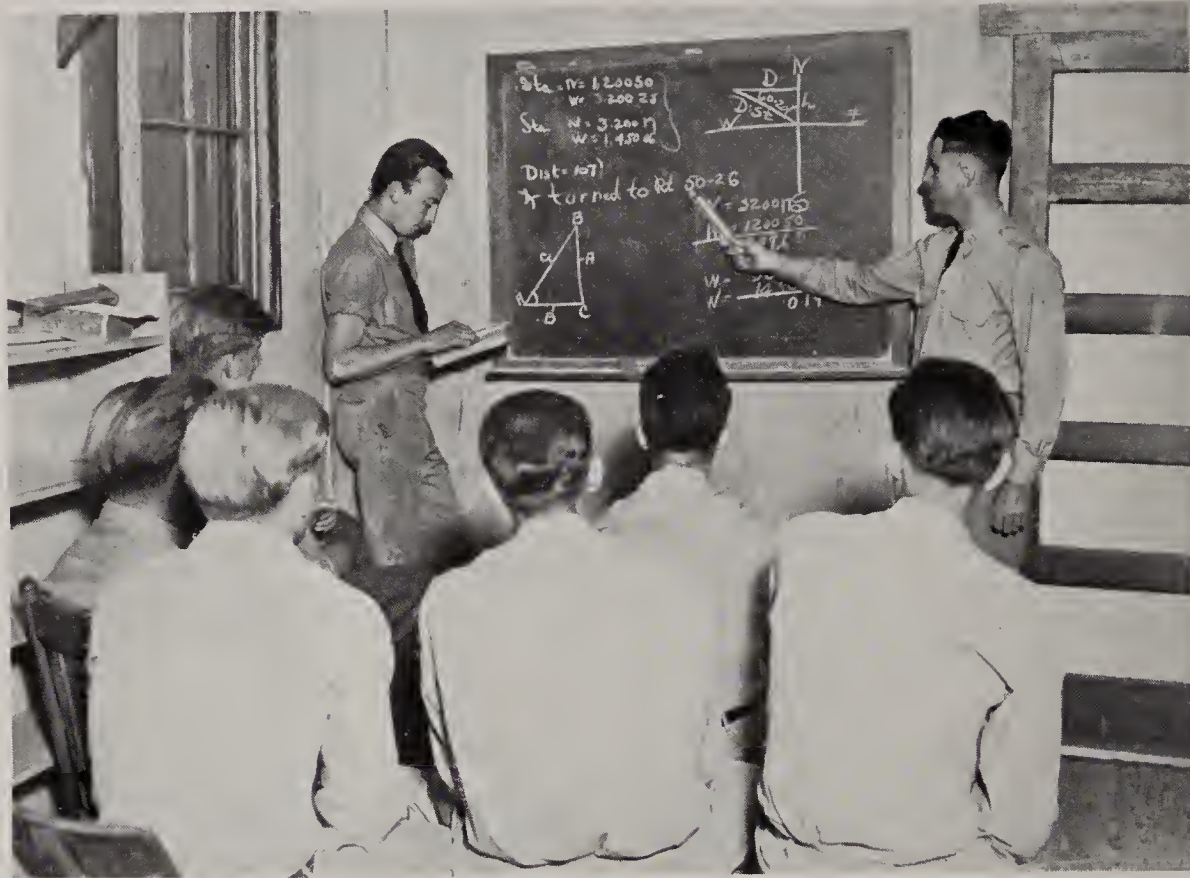
★★★ It may be said that the school day in a CCC camp lasts 24 hours. All of the camp buildings and area—the mess hall, barracks, recreation hall, and work project, as well as the educational building, comprise the classrooms and laboratory. The faculty includes not only the educational adviser and instructors but the work foremen, engineers, technicians, camp officers, and certain enrollees. Likewise, the curriculum broadly conceived, includes work activities, the ordinary duties of camp life such as sleeping, eating, and playing, as well as the organized classes.

What better way to acquire proper work habits than to work 8 hours a day under expert supervision? Where can one acquire good table manners better than while dining? How can one learn obedience better than under strict discipline? How can one learn better to get along with others than in the rough-and-tumble atmosphere of a camp with 200 other young men? In brief, how better can a young man learn to live well than by living well under wise guidance? The point that the CCC curriculum includes all of these activities needs reemphasis again and again, for many of us who have been brought up in our present school system and who speak a certain type of educational jargon are reluctant to accept it and are inclined to narrow our concept to the more formal training activities.

Three Zones

It is the function of the CCC educator to aid in the direction of the camp activities so that the maximum training values for each enrollee will be obtained from them. Camp officials are gradually developing techniques of accomplishing this. A well-known educator has said: "It is not the activities themselves which produce learning; it is their quality, their content, their aim, their meaningfulness." Many devices are used in the camps to squeeze the utmost in training from the camp experience.

For purposes of training, we may think of CCC life as roughly divided into three phases or zones—administrative, production, and pure training—each of which is inextricably interwoven with the others, insofar as the development of the individual enrollee is concerned. Administration includes feeding, clothing, housing, and managing the enrollees. Production includes the accomplishment of work results on the camp projects. The field in which activities are undertaken solely for the sake of training the men may be termed "pure training." What are the mechanics by which the administrative and production activities are used in the development of the



Junior officer of Co. 1276, Camp S-62, Hackettstown, N. J., teaching a class in surveying in the new educational building.

enrollees and how do they culminate in or how are they interwoven with the pure training activities?

A few specific instances may be of interest. One of the administrative activities of the Army, for example, is the housing of enrollees. This involves not merely the construction of adequate buildings but also the assignment of enrollees to quarters, the maintenance of quarters, and the requirement of sanitary practices. Various devices are utilized for capitalizing on these situations. The camp buildings are regarded as the home of the members. Responsibility for the maintenance and beautification of their home can be reasonably expected of them. Thus, in many camps the immediate responsibility for inspection of camp buildings is delegated to enrollee committees. This does not, of course, dispense with the periodical inspection by Army officers. In other cases, barracks' leaders may rotate responsibility among the men for the inspection of quarters. Often rewards may be granted an especially vigilant committee, such rewards taking the form of show tickets or canteen books given to individual members, or the entire group as a unit may be given an award such as a flag to fly from their barrack. The returns of such devices in their effect on the individual

members as well as improved camp administration insure their continuance.

Further examples may be cited under the division listed as assignment of enrollees. The assimilation of new enrollees may be accelerated by use of the buddy system, by making the enrollee leader groups responsible for the rookies, or by interspersing the new arrivals systematically among the older enrollees. It follows, then, that true training values may be pointed out for the boy by the selection of simple tasks which can be brought into the experience of all enrollees by organizing them on a group-sharing basis and by directing them toward the development, in the greatest possible number of enrollees, of qualities essential, to satisfactory group membership and potential social growth.

Within the production zone, training may have several objectives: (1) The training of the enrollee for greater efficiency in his assigned task; (2) the training of the enrollee for greater efficiency leading toward outside employment; (3) the creation of a satisfactory attitude on the part of the enrollee toward his function as a working member of the camp. The training of the man on the job offers a unique opportunity to give fundamental vocational training and to inculcate sound working habits. For example, in many camps

every effort is made to assign the individual enrollee to a task which will provide training in the field which he has selected as a possible future source of employment. In such a specific instance, the training objective of greater efficiency on the job will coincide with the objective of providing training for future employment.

The zone of pure training in the camps signifies activities set up solely for the training values they foster. It stresses as of first importance activities which complement training carried on in the administrative and production zones. Further, it attempts to meet training needs for which there can be no provision in these latter two zones. It includes remedial and related academic work on the elementary and high-school level, and occupational and vocational training not related to production jobs, where needs of enrollees and the possibility of offering the training has indicated its desirability. The following table summarizes the major curriculum offerings in this field in the camps for the month of May 1939.

Academic Courses

	Number of courses	Attendance
Literacy courses.....	1, 126	10, 748
Elementary courses.....	4, 271	73, 259
High-school courses.....	4, 051	44, 642
College courses.....	420	2, 211
<hr/>		
Vocational courses:		
Agricultural.....	1, 226	15, 827
Business.....	2, 367	22, 516
Trade and industrial....	4, 480	54, 040
Guidance.....	242	5, 292
Miscellaneous.....	4, 222	55, 533
<hr/>		
Total.....	12, 537	153, 208
Informal activities.....	3, 781	52, 028
<hr/>		
Professional training:		
Foreman training.....	844	10, 167
Leader training.....	1, 243	25, 458
Teacher training.....	968	8, 598
<hr/>		
Total.....	3, 055	44, 223
<hr/>		
Miscellaneous activities (first-aid, safety, health, lifesaving).....	3, 103	271, 352

This brief article indicates that the entire camp experience, the common everyday actions incident to living and working, is the basis of the CCC curriculum. The effects of this type of training on the enrollees have been vividly described by Dr. Henry C. Link in his book, *The Return to Religion*, in these words: "The men who emerge from the rigid discipline of these camps, it is widely agreed, have not only experienced an abundant life, but are better equipped to achieve a more abundant life. Through their enforced contacts they have learned to respect and like people whom they would never voluntarily have chosen as friends. Having learned, often,

to think more highly of their fellow workers, they have also acquired greater confidence in themselves—the latter is a byproduct of the former. Through the pressure of mass action they have come to appreciate a day's work at jobs which, left to themselves, they would have spurned at three times the pay. Life in the barracks, in tents and on army fare, has given them an inkling of the fact that the more abundant life lies, not in the American standard of living or in \$2,500 a year, but in themselves. Under a discipline which did not consult their whims, they have learned that action is more self-satisfying than introspection, physical exhaustion sweeter than self-indulgence. They emerge from these camps better equipped to give their energies and attention to others and, therefore, more likely to receive a satisfying compensation for themselves. In short, they have become extroverted."



Program for Youth

(Concluded from page 196)

as many pupils drop out of school without having completed any such program as remain to graduate. Yet it is the rare school which makes any systematic effort to find out just when each of its pupils is likely to leave, or what he will do when he gets out of school. Not knowing when pupils will leave, the school is in no position to make sure that it has done all it can do for a given boy or girl before he goes. And not looking to see what happens to its pupils after they leave, the school is neither ready to help them make a satisfactory adjustment outside of school (except as it may occasionally give some former pupil's name to an employer who telephones for a boy or girl to fill a particular job), nor is it prepared to judge from their experience whether its educational program has been appropriate and effective.'

"Another terse statement—'Actually, a majority of the secondary schools in New York are too small to provide either the range of subjects or the thoroughness of teaching that an effective program of secondary education requires.' The programs which small high schools manage to provide are determined in considerable measure by convention. One feature of current convention is the expectation that except in the large cities, every individual secondary school, regardless of its size, will serve as a comprehensive high school. A few of the cities have established separate schools offering specialized academic, fine arts, and vocational programs to meet the needs of special groups of young people. In the majority of school systems programs of this sort, if they are offered at all, are provided in one general secondary school which must be responsible for all high-school pupils in the local school system."

Prior to adjournment the conference voted to request the Commissioner of Education to

set up a subcommittee to assist in organizing the report of the conference and to aid in carrying out any activities which the conference had recommended. The membership of this committee is as follows: Commissioner Studebaker, chairman; Mr. Campbell; Mr. Collins; Mr. Dennis; Mr. Givens; Ben Graham, superintendent of schools, Pittsburgh, Pa.; Mr. Hetzel; Rev. Johnson; Dr. Judd; Mr. Oxley; Dr. Strayer; Miss Thorne; and Dr. Zook.

Steps are now being taken to formulate a statement based upon the discussions of the conference, and embodying the answers to the questionnaire. When the statement is ready it will be distributed widely in the hope that leaders all over the country may be stimulated to give consideration to this urgent problem.



Building School-Community Interest

(Concluded from page 206)

agency. In one large city, 125 industrial arts teachers directed 15,000 boys in the construction of toys to be distributed by the Junior Red Cross at Christmas time.

A High Quality Program

The kind and quality of the work included in the industrial arts program has much to do with the creation of a community interest in this phase of education. Included in the items frequently listed by industrial arts supervisors as characteristic of programs conducive to the development of a school-community interest are: Late afternoon and evening craft classes for adults; quality of products turned out in the shop; industrial motion pictures and lectures on industry and art, open to the public; informational material sent home by pupils that will keep parents informed as to what is going on in the school shops; assignments of home work in the way of readings and studies that have for their objective the development of industrial intelligence, including the effect industry and its products have upon our social-economic life; and a course in drawing for house planning and construction to develop knowledge and acquire skills necessary for reading understandingly articles in general literature and for making sketches that will portray ideas and serve as a basis for or in lieu of architectural plans.

It is emphasized that industrial arts work accords with the modern ideas of an experience curriculum and with the basic assumption that the school is a social institution of the community providing educational activities in fundamental human experiences on the developmental level of its pupils. In such a situation, the industrial arts teacher is in a unique position to develop a desirable and effective school-community interest.



In Public Schools

Elementary School Problems

"Conferences on elementary education," according to a recent issue of *The Colorado School Journal*, "will be held in each of three Colorado Education Association Divisions this winter. These conferences are being planned and directed by the Colorado Association of Elementary School Principals. The program of the conferences will deal with problems common to the elementary school and its administration.

"Elementary school principals in Colorado," says the above-named publication, "heretofore unorganized, are making headway in meriting the existence of their new State association, The Colorado Association of Elementary School Principals, by promoting such worthwhile conferences on elementary education."

Fused Courses in Science

"In order to determine just how far the movement to fuse courses in physical science had developed in the high schools of California," according to a recent issue of *California Journal of Secondary Education*, "Donald R. Watson of the Citrus Junior College sent a questionnaire in 1939 to all the high schools in the State. There were 328 replies, of which 116 indicated that such a course was being given. When the size of the enrollment is considered, the results show that better than 46 percent of the pupils in the high schools of California were attending schools last year where a course in fused physical science was offered."

Principals' Conferences

"The regional conferences of elementary school principals in Oregon," says the *Oregon Education Journal*, "now entering upon their fourth year, have become well established in the educational life of the State. Two special features of the program for this year will be (1) consideration of the responsibilities of the elementary principal for the improvement of instruction in his school and (2) how to report the progress of pupils to parents."

School Gardens

According to a recent issue of *News Items from Knoxville, Tennessee*, "School gardens and home gardens have been organized by the principals of two of the Knoxville elementary schools with the hope that they may operate to reduce the relief burden, to reduce juvenile delinquency, to increase the tie between parents and child, and to give training in nature study. One school has a hotbed and coldframe from which tomato plants and sweet potato sets can be given to patrons."

Nebraska Information

Some Current Information Relative to Miscellaneous Practices and Materials used in Nebraska Schools is a mimeographed publication recently compiled by L. M. Hauptman, unit supervisor, W. P. A. Adult Education, Teachers College, University of Nebraska. The circular contains information regarding pupil accounting, board of education meetings, curriculum and instructional practices, supervisory practices, extracurricular activities, etc.

Constitutionality Upheld

"In a decision rendered December 11," according to *The Journal of Arkansas Education*, "the Arkansas Supreme Court upheld the constitutionality of an act which provides that no existing school district may be included in a new consolidated district unless a majority of the voters voting in a special election favor the consolidation. The case was from Cleveland County and involved a proposed consolidation of three districts. The majority of electors in two districts and enough in the third district approved the union to make a majority of all voting on the proposition, but a clear majority was not given the proposal in one district."

Fewer One-Room Schools

In 1939-40, there were 1,081, or 24.5 percent, fewer one-room schools in West Virginia than in 1931-32, according to an article by J. V. Roberts, which appeared in a recent issue of the *West Virginia School Journal* on What's Happening to One-Room Schools. He says: "Those persons who believe that consolidation makes for improved learning opportunities for girls and boys can cite, optimistically, the calculation which reveals that if elimination of this type unit continues at the accelerated rate averaged since 1932, in less than 25 years one-room schools will be entirely nonexistent in West Virginia."

School Board Data

According to a recent issue of *The Illinois Teacher*, "the last session of the Illinois General Assembly appropriated \$15,000 to the Illinois Association of School Boards, the money to be used during the next biennium for the salary of a research director and for publications. The director has been appointed. He plans to study school problems from the point of view of school boards and from the data secured formulate a program for legislative action."

Teacher Education

"The rising tide of teacher education," says the director of Teacher Education and Certification of the State Department of Public Instruction of Pennsylvania, "is reflected in

the increased number of elementary teachers who have completed 4 years of preparation beyond the secondary schools. Approximately 8,000 of the 38,721 teachers employed in the elementary schools of Pennsylvania are college graduates."

W. S. DEFFENBAUGH



In Colleges

Fraternity Experiment

The Los Angeles campus of the University of California, beginning July 1, will inaugurate a 3-year experiment with fraternities which will be closely watched by colleges and universities all over the United States.

At that time a fraternity advisory system, under the direction of a full-time fraternity adviser, will be put into operation.

Its purpose will be to give financial advice, to help with management problems, to help improve scholarship, to foster a comprehensive program of pledge training and orientation, to emphasize the cultural aspects of fraternity life, to cooperate with the planning and building of chapter homes, and to encourage more active participation in the Interfraternity President's Council and the Alumni Fraternity Advisory Council.

Each of the 27 national fraternities on the Los Angeles campus is contributing \$150 yearly toward the experiment, giving the fraternity advisory system a budget of more than \$4,000 yearly.

The new fraternity experiment was presented to the National Interfraternity Council last December by Hurford E. Stone, acting dean of undergraduates at U. C. L. A. The National Interfraternity Council liked the idea and authorized a 3-year trial on the Los Angeles campus.

Study of Junior Colleges

The American Association of Junior Colleges has received a grant of \$25,000 from the General Education Board, of New York City, to finance a series of exploratory studies in the general field of terminal education in the junior college. Approximately 500 accredited junior colleges are now found in the United States besides another hundred which are not yet thus recognized.

About two-thirds of the 175,000 students enrolled in these institutions do not continue their formal education after leaving the junior college. The new study will be concerned particularly with courses and curricula of a semiprofessional and cultural character designed to give this increasing body of young

people greater economic competence and civic responsibility. There is increasing evidence that existing 4-year colleges and universities are not organized adequately to meet the needs of a large part of this significant group.

It is anticipated that the exploratory study will reveal the need and the opportunity for a series of additional studies and experimental investigations and demonstrations which may cover several years of continuous effort.

Special Examinations

Special examinations designed to give Brown University and Pembroke College students an "intellectual audit" of their educations will be given at the university in connection with a movement to encourage individual student development.

The tests have been prepared by the Carnegie Foundation for the Advancement of Teaching, and are known as the General Record Examinations. Differing from examinations given immediately after a student has completed the work of a course or field, when knowledge has been freshly acquired, the Carnegie tests have been created to reflect "permanent working knowledge," according to President Henry M. Wriston.

Questions will show students not only what they have retained from their formal educations in school and college, but what they have learned from varied out-of-class experiences, associations, and interests during their lifetimes.

Although only first-year graduate students and seniors will be required to take the examinations, volunteers from the freshman, sophomore, and junior classes will lift the total of inventory-seekers to 1,064. Seniors first had their mental audits taken 2 years ago in a pioneering venture at Brown. Five hundred students, including volunteers, were tested last spring.

"The tests will allow you to measure yourself," said President Wriston, "not in terms of what I think you ought to know, or what some professor thinks you ought to know, but in terms of what other students know. You can come to your own conclusions as to your present status. Each of you will be given a chart of your results, showing where you are strong and where you are weak in relation to other students."

Seniors, the president added, will get an "intellectual inventory" which will show them just what resources they have to use in the world beyond college. Regardless of whatever programs of study they have been taking at Brown, the quality of their achievement at the university is the best index of success in late life—"what you do now you will do then," he said.

As for lower classmen, President Wriston declared that in determining their field of concentration and mapping out their study program in general, it is of major importance to know "whether you have a reasonable grasp

upon the wide range of subjects essential to life in the modern world."

Questions in the first three parts will cover verbal aptitude, knowledge of a foreign language, mathematics, the physical sciences, biological sciences, social studies, and literature and the fine arts. Students will choose a test book related to their own field of interest or concentration for the fourth part of the examination.

Dean Samuel T. Arnold made it clear that results will not affect academic standing, nor have any bearing upon graduation in the case of seniors. There will be no idea of pass or fail. The tests will be scored, graphed, and put into a form, however, so that each student may see his own individual strength and weakness in relation to the average student.

WALTON C. JOHN



In Libraries

Reading Interests

In a recent number of its *Branch Library Book News*, the New York Public Library has issued the annual revision of the list, "Books for young people." This compilation has been made by a standing committee composed of members of the library staff closely associated with older boys and girls. Emphasis has been placed on the reading interests of the younger high-school boys and girls, approximately between the ages of 14 and 16 years.

Vocational Guidance Added

To its other activities the St. Paul Public Library has added a special vocational guidance service for youth. A guidance specialist, lent by the city school system, has regular office hours in the central library two afternoons a week. During this time, young people inquiring about possible careers are interviewed and tests are administered. With the findings of the vocational expert in mind, the librarian is in a better position to suggest definite books and other reading material bearing on the contemplated career.

Twenty-fifth County Library

According to *Texas Libraries*, the quarterly publication of the Texas Library and Historical Commission, the recent opening of the Wharton County Library in Texas marked the twenty-fifth county library to be established in the State. In addition to the central library at Wharton and a branch one at El Campo, a specially constructed bookmobile will be available for service to the entire county. According to the present plans visits will be made to each school and community once every 2 weeks and to East Bernard, the largest town, once a week if possible.

Librarianship for Negroes

In a special memorandum prepared for the American Library Association Board of Education for Librarianship on the need in the

South for a library school or schools for Negroes, Dean Tommie Dora Barker of Emory University states: "There is evident need in the South for agencies of education for librarianship for Negroes offering training of two types: Semiprofessional courses of 12 semester-hours or more for teacher-librarians, and a full 1-year curriculum, offered in a professional library school." This study also found that the Hampton Institute Library School had graduated 183 librarians, of whom 135 were in positions in the spring of 1939; outside the South, 21 library schools had graduated a total of 66 Negroes, of whom 41 were employed.

Only Agency Authorized

A recent issue of the *Colorado State Library News Bulletin* points out the fact that the State library is the only agency authorized to extend library service to the 319,434 people in Colorado who are not reached by public or school libraries. According to the report, however, with its present appropriation, the State library is able to extend service adequately to only 20,000 of this number.

Special Exhibitions

Labor and trade unions formed the subject of special exhibitions at four branches of the New York Public Library from January 15-31. These displays included books, pamphlets, and documentary material, supplemented by charts, sample agreements, and banners from the locals in the neighborhood. A special book list, *Here Is Labor*, was prepared in the office of the readers' adviser. In the effort to acquaint labor with the services of the library, attention was called not only to books available, but also to the fact that in 22 branches there were librarians who give individuals advice about reading and help any adult plan his reading in accordance with his own needs and interests.

New Books Published

Publishers' Weekly, the journal of the American book trade, reports that 293 new books on education were published during 1939 and 22 new editions, making a total of 315. The number of new books, all classes included, was 9,015 and new editions 1,625, a total of 10,640 titles. Of the 23 classes, fiction with 1,133 new titles formed the largest single one; juveniles were next with 830 titles; sociology and economics, another high group, followed with 773 titles. Other leaders were history with 708 and religion with 669 new books.

RALPH M. DUNBAR



Census Circular

Teachers—Are your pupils ready for the coming of the census man? A four-page multi-graphed circular prepared by the Census Bureau for the use of teachers, is available free upon request to the Director of the Census, Washington, D. C.

In Other Government Agencies

National Park Service

Nation-wide recreational demonstration areas, developed and administered by the National Park Service during the past 4 years, offer every type of camping facility, including campground sites, organized camps, trailer camps, tent camp sites, trailside camp sites, and shelters for the use of hikers.

Located in 23 States and within the range of population centers, these areas are open to the public, and in most instances families or individuals may spend a day or week end picnicking, fishing, boating, hiking, swimming, and camping. Social welfare and recreational agencies, such as the Boy and Girl Scouts, YMCA, YWCA, and 4-H Clubs, may secure seasonal permits for organized camps with a capacity of from 24 to 120 campers.

A new nine-page illustrated folder issued by the National Park Service entitled *An Invitation to New Play Areas*, gives the location of these areas, addresses of persons to whom to write for permits, rates, etc.

Camp Life—Movie Snapshots of Recreational Demonstration Areas in Pennsylvania and New England, a one-reel, silent motion-picture film, 16-mm. size, is also available for use by groups and organizations.

For further information, write to J. F. Kieley, National Park Service, Washington, D. C.

National Youth Administration

Auditions for the All-American Orchestra of 109 persons being recruited through the 51 State NYA offices for Leopold Stokowski's Latin-American good-will tour next summer and fall, were given up to March 15.

Applicants had to be between 15 and 25 years of age and must "possess great ability and good technique as orchestra players." There were no restrictions regarding race, color, or sex.

Three separate auditions will be held, the first to be conducted by local and State committees in cooperation with the National Youth Administration; the second, or regional auditions, will be conducted by expert musicians chosen by Mr. Stokowski; and the third auditions will be conducted in April in 14 American cities by Mr. Stokowski in person.

The first concert of the tour is tentatively planned for July 4th, in Washington, D. C., at the Watergate near the Lincoln Memorial.

Office of Indian Affairs

Preliminary plans of the Office of Indian Affairs call for two summer sessions for in-service training to be held in 1940—one at Chemawa, Oreg., and the other at Santa Fe, N. Mex.

The session at Chemawa will place emphasis upon training needs of the northwest States



Courtesy of National Park Service

In a recreational demonstration camp, Lake of the Ozarks, Mo.

and the Territory of Alaska. A 6-week session, from June 20 to July 31, will be operated for Alaska personnel and teachers who are expecting transfer to Alaska. A 4-week session will be held July 5-31 for teachers from the northwest area and the Pacific coast. Special attention will be given to training needs of public-school teachers of Indian children.

At Santa Fe, the session will be held from August 5th to the 30th, with particular emphasis placed on curriculum planning and arts and crafts. Special provision will be made for visiting points of historical, scientific, and geographic interest in the surrounding area.

Work Projects Administration

As part of a State-wide campaign conducted in Louisiana by the WPA to provide the rudiments of education to any interested adult, several hundred high-school students in Baton Rouge have been organized as a volunteer corps of "teachers."

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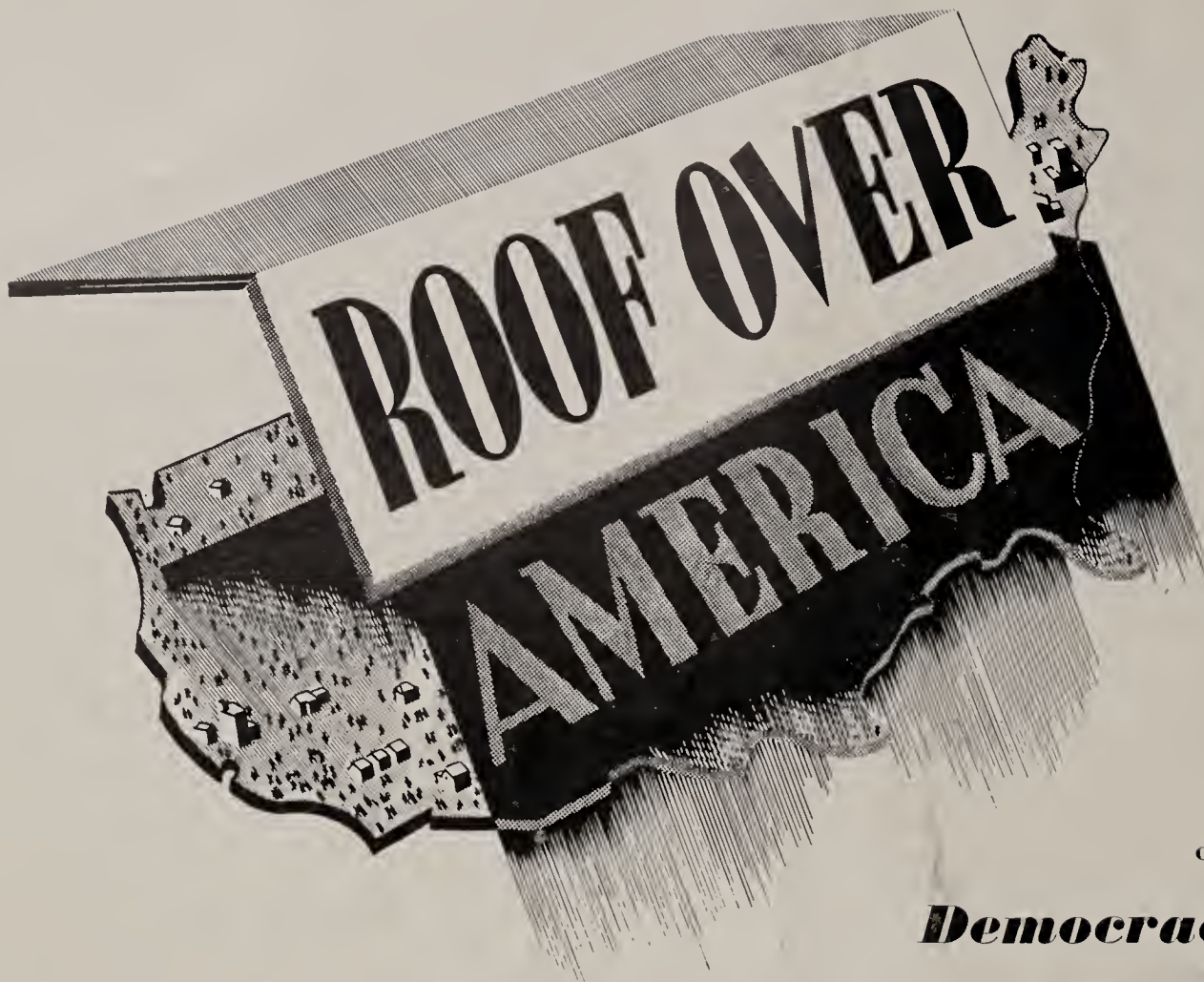
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SCHOOL LIFE



May
1940

VOLUME 25
NUMBER 8

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SCHOOL LIFE

Official Organ of the U. S. Office of Education

Volume XXV

MAY 1940

Number 8

SCHOOL LIFE is published monthly (except in August and September) during the school year, by the U. S. Office of Education, Federal Security Agency.

Its purpose is to present current information concerning progress and trends in education; report upon research and other activities conducted by the U. S. Office of Education; announce new publications of the Office, as well as important publications of other Government agencies; and to give kindred services.

The Congress of the United States, in 1867, established the Office of Education to "collect such statistics and facts as shall show the condition and progress of education in the several States and Territories"; to "diffuse such information as shall aid in the establishment and maintenance of efficient school systems"; and "otherwise promote the cause of education throughout the country." SCHOOL LIFE serves toward carrying out these purposes. Its printing has been approved by the Director of the Budget.

The subscription rate is \$1 per year in advance; to foreign countries in which the mailing frank of the United States is not recognized, \$1.50. *Club rate:* For orders of 100 copies or more to be sent in hulk to one address within the United States, the Superintendent of Documents allows a discount of 25 percent. Subscriptions may also be entered through magazine dealers. Subscription orders with remittances should be sent to the Superintendent of Documents, Government Printing Office, Washington, D. C.

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U. S. OFFICE OF EDUCATION

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Washington, D. C.

Editorial

Freedom for Education

THE SCHOOL'S PECULIAR FUNCTION is to provide well-organized and well-balanced instructional service designed to develop understanding, habits, and attitudes which will be helpful to the individual in meeting his personal and social needs, including the need for ability intelligently to criticize his government in general. It follows that the schools must be protected against the encroachment of partisan politics, of special-interest groups, and of propaganda agencies, each seeking to control the schools for its own particular purposes. It follows also that boards of education whose clear responsibility is to protect the right of the learner to learn should be set up independently of other local governmental agencies in order that such boards may be held accountable for the discharge of their unique and indispensable educational responsibility. Democracy connotes freedom to learn; the schools are the chief bulwark of that freedom; therefore the schools must themselves enjoy the largest practicable measure of freedom.

At best, the schools are answerable solely to the general public opinion as registered in votes of citizens at separate school elections in which the essential issues connected with the freedom of the learner to learn are not hidden by extraneous partisan considerations. This relationship to the public is difficult if not impossible when the public schools are made a department in the city or county government, when their various services are distributed among several departments of the local government, or when State educational authorities are subject to periodic raids by political spoilsmen.

No doubt many governmental agencies have certain educational responsibilities with respect to the particular services which they render. They must engineer that public consent which is based on understanding; they must disseminate or induce other agencies to disseminate the ideas necessary for the efficient operation of their own programs. Education in this sense is essential for any coordinated endeavor; but as with private business organizations which have need for the education of their own employees and for good public relations, it is obvious that the central and *controlling purpose* of most governmental agencies is not education.

By contrast, the controlling purpose of organized education is the development of the individual through well-selected and carefully guided experiences. Schools in general may sometimes find it necessary to provide some children with food and clothing, others with medical and dental care, for example. But these welfare services insofar as they are provided by the schools are to be justified only as emergency measures necessary in the absence of welfare agencies. Where the appropriate agencies for public-health and public-welfare services are otherwise provided, the schools should relinquish these noneducational functions. There is substantial agreement that the schools should "stick to their knitting." It is also generally agreed that if we are to avoid unnecessary difficulties and the duplications and inefficiency growing out of a muddled structure of administrative authority, and if we are to avoid the chiseling away of educational functions by agencies whose primary function is not a well-rounded educational program, the public must insist upon placing the educational program in charge of educational authorities.

John W. Studenaker
U. S. Commissioner of Education.

NATIONAL MUSIC WEEK

This Year, May 5-11

Schools Stood Highest

★★★ The schools led all of the participating groups in the report of last year's Music Week activities, according to information compiled by the National Music Week Committee.

In an analysis of the participation of the leading groups, as reflected in the press publicity, the schools, with 2,751 press clippings, stood highest in the list, and in addition, it was pointed out, their work in music received commendation in a large proportion of 334 editorials on Music Week which appeared in newspapers throughout the country. The report is only a partial reflection of the widespread interest in school music. The committee emphasizes that many schools as well as other groups did not give specific publicity to their efforts.

Historical Background

National Music Week originated as a series of local observances, following the example of New York's first Music Week in 1920, which was widely publicized. It was subsequently learned, the National Committee states, that

Music Week is a city, county, State, and Nation-wide celebration in honor of music. It is a spontaneous participation, through performance or listening, in the most democratic of the arts. It is a 7-day "drive" by the friends of music, to make more widespread the enjoyment of music by the general public, and to extend the recognition of its value as an individual and a community asset.

Boise, Idaho, had held a Music Week in 1919.

Music Week was organized as a national celebration in 1924. The first week in May was chosen as the date for the celebration. The first chairman was the late Otto H. Kahn, noted patron of music, who was succeeded at his death by David Sarnoff, president of the Radio Corporation of America. The late Calvin Coolidge was the honorary chairman at the inception of the centralized observance, and each of the Nation's Chief Executives since that time, including President Roosevelt,

has accorded his moral support by the acceptance of this office. The honorary committee is composed of the governors of every State and Territory in the Union.

Organizations Participating

Among organizations represented on the National Music Week Committee which have adopted the advancement of American music as a year-round objective, accentuated during the observance in May, are the National Federation of Music Clubs, WPA Music Program, General Federation of Women's Clubs, Daughters of the American Revolution, Metropolitan Opera Guild, Camp Fire Girls and Kiwanis International. Thirty-three leading civic, educational and religious organizations are in the active section of the National Music Week Committee.

Further information about National Music Week may be obtained by writing the National Music Week Committee, 30 Rockefeller Plaza, New York City.

Exploratory Study

That Federal agencies have drained from universities and colleges so many scholars qualified to teach rural social subjects as to threaten a shortage of future personnel in this field, has been pointed out by George F. Zook, president of the American Council on Education, in announcing an "exploratory study" to search out competent new personnel.

The study is in charge of a special committee headed by Director E. G. Nourse, of the Institute of Economics of the Brookings Institution, and has as its immediate purpose planning ways to bring relief particularly to schools in the South, where the situation is described as critical. T. W. Schultz, of Iowa State College, has been appointed director of the study.

According to Dr. Zook, the extraordinary increase in Federal action programs serving agriculture, such as the AAA, FSA, SCS, REA, to list only a few, together with the expanded activity of the Bureau of Agricultural Economics and similar Federal and State research agencies, has created a demand for trained personnel that exceeds the supply.

The effect on educational institutions, Dr. Zook pointed out, has been threefold:

1. At a time when first-rate teachers and scholars are needed in colleges and universities to train increased numbers for responsible Federal and State positions, many have left to take Government posts.

2. In turn, large numbers of the most competent students who otherwise would have increased their future usefulness by continuing post-graduate work, have been tempted to accept positions of great responsibility, without completing their formal training.

3. Further complicating the situation, State universities have been forced to compete with each other for the services of competent faculty members with the result that salaries, rank, and assignments have been thrown out of line in the scramble to obtain the services of desired individuals.

Dr. Nourse, in commenting on the study, explained that while it "must be definitely concerned with the present and prospective needs of trained personnel," the problem also calls for a consideration of methods of over-

(Continued on page 242)

On This Month's Cover

From the Corvallis, Oreg., family and community relationships unit of the high school comes the activity photograph used on SCHOOL LIFE's cover. These boys are putting into practice what they have learned in their home economics class about making friends and comrades of younger boys.

Annual Meeting

The thirty-third annual meeting of the American Home Economics Association will be held in Cleveland, Ohio, from June 23 to 27, 1940. This organization, founded in 1908, now has over 12,000 members scattered through 51 affiliated home economics associations in the United States, Puerto Rico, and Canada, besides about 1,700 affiliated home economics student clubs in colleges and high schools.

Further information about sessions may be obtained from association headquarters, 620 Mills Building, Washington, D. C.

The U. S. Office of Education

by *John W. Studebaker, Commissioner*

★★★ It seems fitting that the 1939 annual report of the Office of Education should review progress not for 1 year alone, but at least briefly, for the entire period from 1869 to 1939. The former year marked the placing of the Office of Education with the United States Department of the Interior; the latter year marked the transfer of the Office to the newly created Federal Security Agency. The transfer, effective July 1, 1939, was a part of the President's Reorganization Plan.

Reorganization

In his message of April 25, 1939, to Congress the President said:

"Because of the relationship of the educational opportunities of the country to the security of its individual citizens, the Office of Education with all of its functions, including, of course, its administration of Federal-State programs of vocational education, is transferred from the Department of the Interior to the Federal Security Agency. This transfer does not increase or extend the activities of the Federal Government in respect to education, but does move the existing activities into a grouping where the work may be carried on more efficiently and expeditiously and where coordination and the elimination of overlapping may be better accomplished. The Office of Education has no relationship to the other functions of the Department of the Interior."

The President's Plan also affected the Office of Education in that it transferred the Radio and Motion Picture Divisions of the National Emergency Council to the Office.

Record of Effort and Progress

Thus with the passing of 1939, the 70 years of association of the Office of Education with the Department of the Interior were concluded. And thus the 1939 report is the concluding chapter under the Department, in a long series of chapters which have recorded educational effort and progress throughout the United States and other countries.

First Time Suitably Housed

During the past 2 years the Office of Education, for the first time in its history, has been suitably housed for effectively and economically carrying on its wide range of educational activity. The Office during 1939 received thousands of visitors who hold important positions in the States and in many foreign

countries. The offices in the new Interior Building have most creditably served the need. The library of some 250,000 volumes—one of the largest of its kind in the world—has during these 2 years been adequately housed and is serving the largest clientele it has ever served.

Other facilities that the Office has available in the new Interior Building include the art gallery, conference rooms, museum, and auditorium. Their availability has added greatly to efficiency not only for the staff but for conferees and others coming to the Office on important educational missions.

* * * * *

Some Major Projects

During the year the Office of Education undertook a comprehensive study of the organization and functioning of State programs of education. Since the study of the States' relation to higher education has been under way for several years and certain aspects of the study have already appeared in print, the present series of studies serves to round out the picture of the ways in which the States function in providing public education for their citizens. Library service, an outstanding part of a State's educational program, is included in the study.

Every State in the Union has established at least one State agency for administering its educational program—the State department of public instruction, or a department of similar name. Every State has established at least one State board or commission with educational functions either of a general or of a special nature. In each of these aspects of the programs of education, however, the States vary greatly. They also change greatly over a period of years.

These changes represent continuous efforts on the part of State departments of education to increase the efficiency of State services in improving educational conditions and in keeping such services in step with changing conditions. Each State recognizes that the experiences of other States in organizing and maintaining educational services are of value in planning its own services. Therefore the United States Office of Education is frequently asked for information as to practices current in the various States, and particularly those in which State departments of education are engaged.

Consequently, the series of studies includes careful analysis of (1) the wide variety of ways in which State departments of education and State library departments are organized to

perform their functions, (2) their powers and duties, (3) the extent of their personnel, and (4) their relation to other departments of the State government. Included also is a study of the several State boards of education, their organization and functions. The chief State school officer, as the responsible administrative officer for the State's educational program, is the subject of another part of the study. All of these studies will attempt to bring the history of State school programs up to date, and to describe the current status of each aspect of their organization and operation.

* * * * *

International Intellectual Cooperation

The Office of Education worked in cooperation with the Department of State in considering various invitations during the year to the United States from the governments of other countries to participate in international meetings and activities as follows:

Fourth World Congress of Workers for Cripples, London, England.

Eighth International Conference on Public Instruction, Geneva, Switzerland.

Fifteenth International Congress of the History of Art, London, England.

Thirty-first Congress on Esperanto, Bern, Switzerland.

Twenty-second International Congress against Alcoholism, Helsinki, Finland.

International Exposition of Rural, Family, and Household Documentation, Liège, Belgium.

International Family Days, Liège, Belgium.

Twenty-seventh Congress of Americanists, Mexico City, Mexico, and Lima, Peru.

Seventh International Congress of Genetics, Edinburgh, Scotland.

Fifth International Congress of Linguists, Brussels, Belgium.

International Film Festival, Cannes, France.

Eighth Pan-American Child Congress, San José, Costa Rica.

Nominations of suitable delegates were made in case of acceptance.

* * * * *

Planning with State Department

It has been the policy of the Office of Education to seek wherever possible to coordinate its activities with related activities in other departments of government. The new Division of Cultural Relations in the State Department was charged with administrative

responsibility over the program of government fellowships established by the Buenos Aires Pan-American Congress in 1936.

To select these students and professors, and to make the necessary contacts with the universities in this country and in the Latin-American republics, is primarily an educational job. The Division of Cultural Relations had optional procedures from which to choose. It could establish these educational contacts itself, and thus in considerable part duplicate the machinery which has already been established and must be continuously maintained in the Office of Education, or it could enter into an agreement with the Office under which the work would be done by the Office of Education according to plans previously agreed upon by the Division of Cultural Relations and the Office.

After a series of conferences, the latter alternative was adopted, and a memorandum of agreement signed by the Secretary of the Interior and the Secretary of State which divides the responsibility between the Division of Cultural Relations and the Office of Education.

This agreement is itself significant as a measure of economy and efficiency in government, but it is even more significant as a type of relationship which can be worked out successfully in many educational areas which lie within the interests of the several departments of government.

Assistance to Foreign Students

Considerable help is given to foreign students who come to this country and Americans who study abroad by interpreting the studies taken in other countries in terms of the education systems of the United States. This service of the Office is rendered mainly to admissions offices of colleges and universities and its purpose is to place such students so that they can work here to the best advantage to themselves and the satisfaction of the institutions they enter. Such a service should be a potent factor in promoting better intellectual cooperation. How widely its effects can be felt is shown by the fact that during the year credentials came from 30 European countries, 11 Asiatic, 4 African, 16 Latin American, 5 other American, Australia, New Zealand, and 3 of the outlying parts of the United States, making a total of 71 different political areas in all parts of the globe. The requests numbered 1,040.

One hundred fifty-five cases that had previously been handled were for one reason or another reviewed.

This wide representation from abroad also scatters widely in the United States. The 1,040 requests for evaluations came from 40 of the States, the District of Columbia, and the Philippine Islands.

The admissions officers of 167 colleges and universities and 13 high schools requested information of one kind or another regarding the placing of foreign students.

Adult Civic Education Forums

Forum demonstrations under direction of the Commissioner of Education were continued during the 1938-39 season in some of the smaller communities of the country.

* * * *

The cooperative demonstration centers, as they were named, were in 15 areas of the country, each area serving from 5 to 10 communities. They were centered at: Santa Ana, Calif.; Atlanta, Ga.; Kalamazoo, Mich.; Minneapolis, Minn.; Gulfport, Miss.; Trenton, N. J.; Schenectady, N. Y.; Santa Fe, N. Mex.; Fargo, N. Dak.; Portland, Oreg.; Columbia, S. C.; Providence, R. I.; Ogden, Utah; Seattle, Wash.; Milwaukee, Wis.

* * * *

The emphasis of the 1938-39 program was placed on the problem of organizing and administering forums in smaller communities with populations of 1,000 to 25,000. The objective of the demonstration was to plan and administer a program in areas where several independent school systems of limited resources might cooperate and pool their funds to provide educational forums under qualified leadership. The cooperative forum programs sought to demonstrate a practical means by which a leader may be shared by several school districts.

* * * *

Cooperation with Public-Service Groups

The Office of Education cooperates with many and various types of organizations. During the past year the American Association of University Women requested the Office to prepare a series of discussion outlines for the use of study groups of its local branches. Thus far, seven such outlines have been prepared.

Most of these were first mimeographed and sent to members of more than 100 local branches. Demand for the outlines was so great not only from members of that organization but from other organizations and from individuals interested in studying the public-school system that the supply was soon exhausted. In view of this interest the Office of Education printed the outlines as a series of leaflets under the general heading Know Your School. The titles of the outlines published during the year are Know Your Board of Education, Know Your Superintendent, Know Your School Principal, Know Your Teacher, Know Your School Child, Know What Modern Elementary Schools are Doing, and Know How the Schools are Financed.

* * * *

Educational Broadcasting

The radio project of the Office of Education began the fifth year of demonstration and service in educational broadcasting with an attendant growing interest in radio education by schools and colleges, civic groups and mass audiences generally. To serve the needs of

these groups and audiences the following major activities have been carried on: National educational radio programs presented in cooperation with national chains, local radio stations, Government agencies such as the Smithsonian Institution and national associations such as the National Congress of Parents and Teachers; during the past year the Educational Radio Script Exchange continued its work as a "clearing house" for recordings, scripts, production aids, and other information to help promote more effective use of radio for educational purposes.

* * * *

Operating under a Works Progress Administration allotment, the radio project has carried forward the aims of the Federal Government to give work to persons in need of work and to help restore them to normal employment. The project has given employment to 245 workers per month in 17 States. Many of these were able to return to private enterprise.

Two coast-to-coast radio series dramatized and emphasized democratic ideals:

Americans All—Immigrants All, a series of 26 half-hour broadcasts, was presented during the year in cooperation with the Columbia Broadcasting System and the Service Bureau for Intercultural Education. These programs told of the gifts men and women from many nations brought to our national life and culture. The series was carried by 107 stations and prompted 85,000 written responses from listeners. The Women's National Radio Committee singled out the series as the "most original and informative program of 1939."

Democracy in Action is the title of a series of half-hour programs interpreting the Federal exhibits at the New York World's Fair and dramatizing government at work. This series presented in cooperation with the Columbia Broadcasting System, continues into 1940. Transcriptions of the broadcasts will be made available through the Script Exchange.

Two other network series were produced in 1939 by the project:

Wings for the Martins, in a series of 26 half-hour broadcasts, dramatized problems confronting a typical American family in its attempt to educate its children.

The World Is Yours continued into the fourth year its half-hour dramatizations of history, exploration, and science, depicting the exhibits and fields of activity of the Smithsonian Institution. Listener response to this series, presented in cooperation with the National Broadcasting Co., continues to be heavy, with 152,450 letters for the year.

* * * *

Educational Radio Script Exchange

The Script Exchange designed as an aid to school and civic groups interested in the study and production of educational broadcasts attained a new level of service in 1939, when 72,000 copies of scripts were requested.

(Concluded on page 251)



School administrators at St. Louis.

Courtesy of St. Louis Public Schools.

The American Association of School Administrators

Educational Progress Encouraged

★★★ A spirit of encouragement permeated the seventieth annual convention of the American Association of School Administrators recently held in St. Louis. The more than 12,000 educators assembled had their attention focused upon *What is right with the schools?* Summarizing, they were encouraged, throughout the many sessions, to hold fast to that which is good in our educational efforts, and to press forward with improvements that are necessary and desirable to meet changing conditions.

Outstanding achievements in practically all educational fields were reported and as President Ben Graham put it, "excellent work is being accomplished in most of the schools of these United States." In line with the convention theme, the following resolution was adopted:

"The association commends the emphasis given to 'What is right with the schools' and encourages further efforts to provide proper recognition of the worthy tradition and progressive evolution of the American public school; the power exercised by the public school in preserving and transmitting the best traditions of American Democracy; the comprehensive reach of the public school in providing educational opportunity to an increasingly large percent of youth and efforts made to provide wider training in work-education courses for secondary youth."

Credit Side

On the credit side of education's ledger it was pointed out from the platform that—

The American public school is a school for all the people.

Approximately 26 million boys and girls are enrolled in our public elementary and secondary schools. This represents nearly 85 percent of the total population between the ages of 5 and 17, inclusive.

Colleges and universities, public and private, enroll approximately 1,400,000 students.

Advances in the elementary field have been largely: (1) Acceptance of the results of scientific experimentation in the common-school subjects; (2) advances in understanding of child nature and the learning process; (3) comparative freedom from external pressures and controls, thereby permitting adaptations to new conditions without asking permission from subject-minded specialists; (4) acceptance of supervision as an integral part of the elementary school organization, not imposed by higher authority; and (5) modern training and point of view of teachers who are trained to teach children—not subjects, to deal with life situations as well as with books, to cut across subject-matter lines.

On the secondary level the schools have (1) helped make America a nation of readers—consumers of newspapers, magazines, and current books; (2) promoted higher standards of living through the use of such modern developments as labor-saving devices, the services of hospitals and physicians, the reproduction of paintings by the masters, and music recordings of great composers; (3) developed wholesome physical habits and active participation in and liking for sports; and (4) helped to minimize class distinctions and to keep social lines fluid

by bringing together rich and poor and by recognizing accomplishment rather than background.

1940 Yearbook

The yearbook of the association, presented at the convention, deals with safety education. Industrialization of society, development of machinery, and the increase in automobiles, have emphasized the need for specific instruction in safety. Notable results already have been achieved. The yearbook states:

"Between 1922 . . . and 1938 the traffic fatalities to adults increased 160 percent; during the same period the traffic fatalities to children of school age decreased 25 percent. There has been a saving during this period of the lives of 62,000 children of school age over what would have happened if the fatalities had followed the same trend as adult fatalities. These results must be largely due to education."

A New Note

In presenting the subject of safety education, Superintendent Henry H. Hill, of the Lexington (Ky.) schools, and chairman of the association's safety commission, said: "We walk fast or run, talk fast, read fast, continually rush, lest we might slow up, enjoy our family and friends, and make safety easier for all. Can't we make these streamlined machines—the car, the radio, the telephone, and all the others—our servants? Their purpose is to give us leisure, and I respectfully submit there is no leisure and no real safety in hurrying."

Deploing our readiness to let machines be masters instead of servants, the chairman



Carroll R. Reed, president, American Association of School Administrators.

pointed out that the automobile killed in 1939 more than three times as many as did the Indians during 150 years. He held that safety as one of the major problems of the community should be considered a part of general education. "What difference does it make," he asked, "whether a child is taught under ultra-progressive or conservative methods if he is to be killed in an accident which could have been prevented by safety instruction?"

Driver-education and actual road training were emphasized as the most recent development and the most encouraging trend in safety work.

Newly elected officers for the coming year include: Carroll R. Reed, Minneapolis, Minn., president; Ben G. Graham, Pittsburgh, Pa., first vice president; Hobart M. Corning, Colorado Springs, Colo., second vice president; Homer W. Anderson, Omaha, Nebr., executive committee member.

The president, Mr. Reed, is superintendent of the Minneapolis public schools. He is a former vice president of the National Education Association and has served several years as a member of the executive committee of the American Association of School Administrators.

Representatives at the convention voted down a proposal to change the name of the association back to its former one—the Department of Superintendence. It will thus remain the American Association of School Administrators.

Unemployment Problem

Recognition of the problems of unemployment came to the forefront and are reflected in some of the resolutions of the convention:

"EQUALIZATION OF EDUCATIONAL OPPORTUNITY

"The association reasserts its belief that all the children of the Nation are entitled to a well-rounded educational experience. We recognize that equality of opportunity is the right of every child, and urge that this educational experience be provided in terms of each child's needs and abilities. Moreover, we deplore any attempt to interpret the equalization of educational opportunities as a process of leveling down. Rather we urge that there be a statement of a minimum educational experience to be provided for every child, that these minimum standards be raised as rapidly as possible, and that States and communities be encouraged to expand this basic minimum program as far as their financial resources permit.

"WORK AND EDUCATION

"The association recognizes that because of the difficulties which young people experience in finding employment there has been an unprecedented increase in enrollments of secondary schools and that there is urgent need for the enrichment and differentiation of the educational program now that pupils with a great diversity of interests are continuing their schooling.

"The association is convinced that training in habits of work and in a sympathetic desire and willingness to perform useful service is an essential phase of the education of every young person. To the end that every child may be properly equipped to carry out his responsibilities as a useful citizen, we urge upon all schools the development of an adequate program of child guidance.

"This association favors assistance by the Federal Government to the several States in providing funds, thru their State educational authorities, for youth who would otherwise be unable to continue their education.

"To accomplish these ends we solicit the earnest cooperation of all educators and other individuals, agencies, or organizations interested in the welfare of youth in providing work-study programs.

"SECURITY

"The association is convinced that security is a fundamental factor in maintaining the morale and effectiveness of the teaching personnel. It, therefore, recommends that administrators continue to work for security and improved standards for teachers."

Other Resolutions

Among other resolutions submitted by the resolutions chairman, Superintendent G. E. Roudebush, Columbus, Ohio, and adopted by the convention were the following:

"THE EDUCATIONAL POLICIES COMMISSION

"The association commends the policy of formulating a cross-section of the goals, purposes, structure, and procedures of American education as a rallying point for all educational organizations as in the case of the present Educational Policies Commission. The association urges that the national procedure represented by this effort be continued by the National Education Association.

"FEDERAL AID

"Ever since the founding of the Republic, the Federal Government has voiced its belief that the enlightenment of the people is of such primary importance in the development and preservation of the Nation's democratic purposes that public education shall forever be encouraged.' From time to time, and in various ways, the Federal Government has evidenced its sincerity in this belief through material support to public education.

"The association commends the Federal Government for this support. It also recommends a generous expansion of Federal aid with a view to equalization of educational opportunities among the several States under such controls as the educational authorities of the several States may determine. It commends especially the favorable consideration of Federal support of public education for capital outlay purposes.

"PRESSURE AND SPECIAL-INTEREST GROUPS

"The association recognizes that in every era pressure groups seek to exert some influence over the schools, but that the present is fraught with extraordinary dangers. From innumerable groups come demands that the educational program serve some special or selfish interest. Hence, now, more than ever before, we must defend the integrity of our schools and keep them free from the control of all special-interest groups.

"The schools must be free to exercise their responsibility in developing and putting into practice the best possible educational program based on the soundest available scientific thought and usage; and to select and promote their personnel on the basis of merit and merit only.

"CHILDREN'S CRUSADE FOR CHILDREN

"The association expresses sympathy for a program of assistance to children made homeless in many lands by the exigencies of war and the hope that the schools will cooperate with the 'Children's Crusade for Children' in a manner and to such extent as may be consistent with local laws, policies, and regulations.

"RADIO

"The association believes that the promise of radio for education in a democracy has been

tremendously enlarged and recommends the retention of the present allocation of frequencies for the use of public-school systems, with as rapid development in their use as circumstances will allow.

"APPRECIATION

"The 1940 convention of the American Association of School Administrators commends with deep appreciation the leadership of Pres. Ben G. Graham.

"We also extend to the St. Louis public schools, the board of education, and the local convention organization our thanks for the gracious hospitality extended by the entire community to the association. We further commend those in charge and all who participated in the two special programs, namely, *Musica Americana* and *On Our Way*.

"To the local and national press, the Columbia Broadcasting System, the Mutual Broadcasting System, and the National Broadcasting Co., and all other agencies of public information, we record our gratitude for intelligent and generous cooperation.

"The convention recognizes that the service rendered by these and all others will be translated directly in terms of continued improvement and deepened significance of education throughout the United States."

Other Professional Groups

In addition to the association itself more than 50 other professional educational groups, of national scope, together with many com-

mittees, held meetings in St. Louis during the convention week. The final general session was devoted to the subject, *Should Controversial Subjects Be Discussed in the Schools?* The program was broadcast on America's Town Meeting of the Air. President Graham presided; George V. Denny, Jr., was moderator; the affirmative was presented by John W. Studebaker, United States Commissioner of Education, and the negative by C. Harold Caulfield, president of the San Francisco Board of Education.

What They Said

Brief excerpts from a few of the many addresses and reports given at the convention are herewith quoted:

George D. Strayer, professor of education, Teachers College, Columbia University: "Our public schools will receive adequate support only if the service which they offer is worthy and contributes significantly to the welfare of all our people, and only if the general public understands completely the necessity for the program of the schools. If our democracy is to persist, it must be based on intelligent consideration of our common problems by all of the people. Our ideal demands that all of us sacrifice in order that we may make our contribution to the common good. Whatever disaster may for the time being interfere with our economic well-being, nothing can in the long run prevail against a society which is made up of citizens who work and live sympathetically, intelligently, and cooperatively."

Edgar G. Doudna, secretary of Wisconsin State Board of Regents of Normal Schools: "The transition from the old to the new has, of course, resulted in some losses, and every change hasn't been a synonym for progress. But the net result amounts to little less than revolution. The best of today is far better than the best of the other days, and the average is far ahead. The worst are still terrible, but they are relatively fewer."

J. Cayce Morrison, assistant commissioner for research, New York State Department of Education: "A new pattern is evolving. The days when the courses of study and curriculum were synonymous terms, are gone. Now the curriculum is being conceived as the sum total of the child's experience used by the school in guiding his growth. Gradually, the attention of the curriculum makers is being focused on the fundamental questions. In what kind of a society do these children now live and what changes will they face during the generation that lies ahead? What are their needs now and in the years to come? To the degree we answer these questions we shall satisfy the aspirations of those who believe that the curriculum should keep pace with human needs."

Paul V. McNutt, Federal Security Administrator: "I wish to make it clear that education alone, however well conceived and well planned it may be, however adequately supported, will hardly usher in the millennium during the 1940's. Perfection is a counsel of despair. But education, reorganized, revitalized, and adequately supported, can do this: Having found its own bearings, it can point the way to a happier and fuller life for the masses of youth born into a world which threatens to lose all sense of value and direction."

John J. Lec, general adviser, department of special education, Wayne University, Detroit: "We can truly say that special education is recognized as a fundamental and as an essential service in public education. Through 40 years of experience in the education of more than 370,000 children annually we can justifiably claim that we have passed the stage of experimentation. But the education of exceptional children is still a pioneer field in public education. Our present philosophy, our scientific knowledge, and our present concept of social and educational responsibility all combine to indicate that opportunities must and will be extended for handicapped and gifted children. When school administrators and boards of education are able to obtain economic resources to provide for the remaining 2,400,000 in need of special educational opportunities education will have moved a long step forward. Democracy will become more adequate and the ravages of the plagues which threaten will be driven farther back. These are some of the developments which we look toward in the future."

Worth McClure, superintendent of schools, Seattle: "The new education for children must be simple in organization. It dare not accept mere amplification of educational machinery as remedies for educational ills, mistaking much whirring of bearings and purring of gears for educational effectiveness, in the hopeful assumption that there can be devised a foolproof school machine which will automatically do the job."

John K. Norton, professor of education, Teachers College, Columbia University: "The human resources of a nation constitute its primary wealth. Nations have grown rich and powerful in the absence of outstanding physical resources by developing their human assets. Others have remained poor and backward in the presence of unusual natural resources. It is human intelligence which gives resources value. To a savage, coal is black rock and a waterfall merely a physical danger to be avoided. To an intelligent man they are sources of energy for power-driven industries of fabulous productivity."



One of the many exhibit booths visited by thousands at the St. Louis convention.



Charles Edison.

★★★ The Department of the Navy has established a number of schools and other educational and training agencies for the purpose of maintaining the efficiency of its personnel.

The Department was established by act of Congress in 1798. Its principal object is to maintain a Navy adequate in strength to support the policies of the Government, to guard its commerce and to protect its possessions wherever they may be.

The head of the entire Naval Establishment is the President of the United States who is the Commander in Chief of the Navy as well as of the Army. The President administers the Department through the Secretary of the Navy, a member of his Cabinet. The Secretary who is a civilian has for his principal advisers the Assistant Secretary, the Chief of Naval Operations, the chiefs of the eight bureaus, the Judge Advocate General, Chairman of the General Board, the Director of Shore Establishments, the Budget Officer, and the Major General Commandant, United States Marine Corps.

The Educational Agency

The agency of the Department which is mainly concerned with the educational work of the Navy is the Bureau of Navigation, one of the eight bureaus of the Department. It is responsible for the procurement, education, training, discipline, and distribution of officers and enlisted personnel of the Navy, including the Naval Reserve and the Reserve Officers Training Corps, except the professional education of officers, nurses, and enlisted men of the Medical Department. Among its many other functions, the Bureau is charged with

Schools Under the Federal Government

The Department of the Navy

by Walton C. John, Specialist in Higher Education

the upkeep and operation of the following schools.

Officers' Schools

The officers' schools under the Bureau of Navigation include the following:

The United States Naval Academy, Annapolis, Md.

The Post Graduate School, Annapolis, Md.

The Naval War College, Newport, R. I.

The Submarine School, New London, Conn.

Heavier-than-Air Training, Pensacola, Fla.

Lighter-than-Air Training, Lakehurst, N. J.

Periods of Instruction

The officers' training program of the United States Navy covers four periods of instruction or training. It is planned as a general rule that an "instruction or training period precedes the employment of the officer in an advanced phase of usefulness."

The four instruction and training periods are:

I. *The Naval Academy* (initial instruction period of 4 years), preliminary and preparatory to commission and readiness for first phase of usefulness—inferior subordinate.

II. *The Post Graduate School* (1 or 2 years' course between the fifth and tenth years of commissioned service), preparatory to second phase of usefulness—superior subordinate.

III. *The Junior War College course* (1-year course between the tenth and twentieth year of commissioned service), preparatory to third phase of usefulness—commanding officer.

IV. *The Senior War College course* (1-year course after twentieth year of commissioned service), preparatory to final phase of career—flag officer.

The United States Naval Academy

The United States Naval Academy was opened October 10, 1845. It is located in Annapolis, Md., at the junction of the Severn River with Chesapeake Bay. Its main campus and grounds contain 184 acres on which are located 140 buildings. The value of the entire plant is estimated at about \$28,000,000. The head of the United States Naval Academy is Rear Admiral Wilson Brown.

The principal objective of the academy is to teach the basic naval theory along with mili-

tary training through general and professional studies of college grade. This is to prepare the graduate known as a midshipman for the duties of a watch and division officer. The development of military and personal character is considered of first importance. It is beyond the scope of the academy to train a midshipman for higher command.

Admission to the Academy

Candidates for appointment as midshipmen must be citizens of the United States not less than 16 years of age nor more than 20 years of age on April 1 of the calendar year in which they enter the Naval Academy. They are required to have a good moral character and must satisfactorily pass a rigid physical examination.

The following ways are available for meeting the scholastic admission requirements for those who have been nominated either as principals or alternates: "(a) By submitting accepted certificates from an accredited secondary school and from a university, college, or technical school of collegiate standing accredited by the United States Naval Academy, and entering the Academy without examination; (b) by submitting acceptable certificates from a secondary school accredited by the United States Naval Academy, and passing a substantiating examination in English and mathematics; and (c) by passing the regular entrance examinations in the following subjects—algebra, plane and solid geometry, English composition and literature, United States history, chemistry, and physics."

However, these three methods of qualifying mentally for admission may vary from year to year in standards and requirements. Persons interested in these requirements should obtain the latest edition of the *Regulations Governing the Admission of Candidates into the United States Naval Academy as Midshipmen and Examination Papers*. Address the Bureau of Navigation, Navy Department, Washington, D. C.

Appointments by President

The appointments to the Naval Academy are made by the President of the United States subject to the nominations indicated as follows:

The majority obtain appointments through designation by a Senator or Representative. Each Senator, Representative, and Delegate in Congress is allowed five midshipmen attending the Naval Academy at the same time, but the number is limited from year to year

by the appropriation act. At present (1940) the number in effect is four.

"Five are allowed from the District of Columbia (limited at present to four by the appropriation act), and 15 each year from the United States at large. These appointments are made by the President, and it is customary to give appointments of midshipmen at large to the sons of officers and enlisted men of the Regular Army, Navy, and Marine Corps for the reason that officers and enlisted men, owing to the nature of their duties, are unable to establish permanent residence and thus be in a position to secure nominations for their sons from their Senators and Representatives."

Additional appointments are also made from the following bodies:

The regular Navy and Marine Corps.

The enlisted men of the Naval Reserve and the Marine Corps Reserve.

Honor graduates of honor schools and members of the Naval Reserve Officers' Training Corps.

A limited number of appointments are also made from Puerto Rico and the Philippine Islands.

The Curriculum

The course of study at the Naval Academy is 4 years in length. The academic year begins about October 1 and continues to the last of May with practically no interruption except for a few days of Christmas leave.

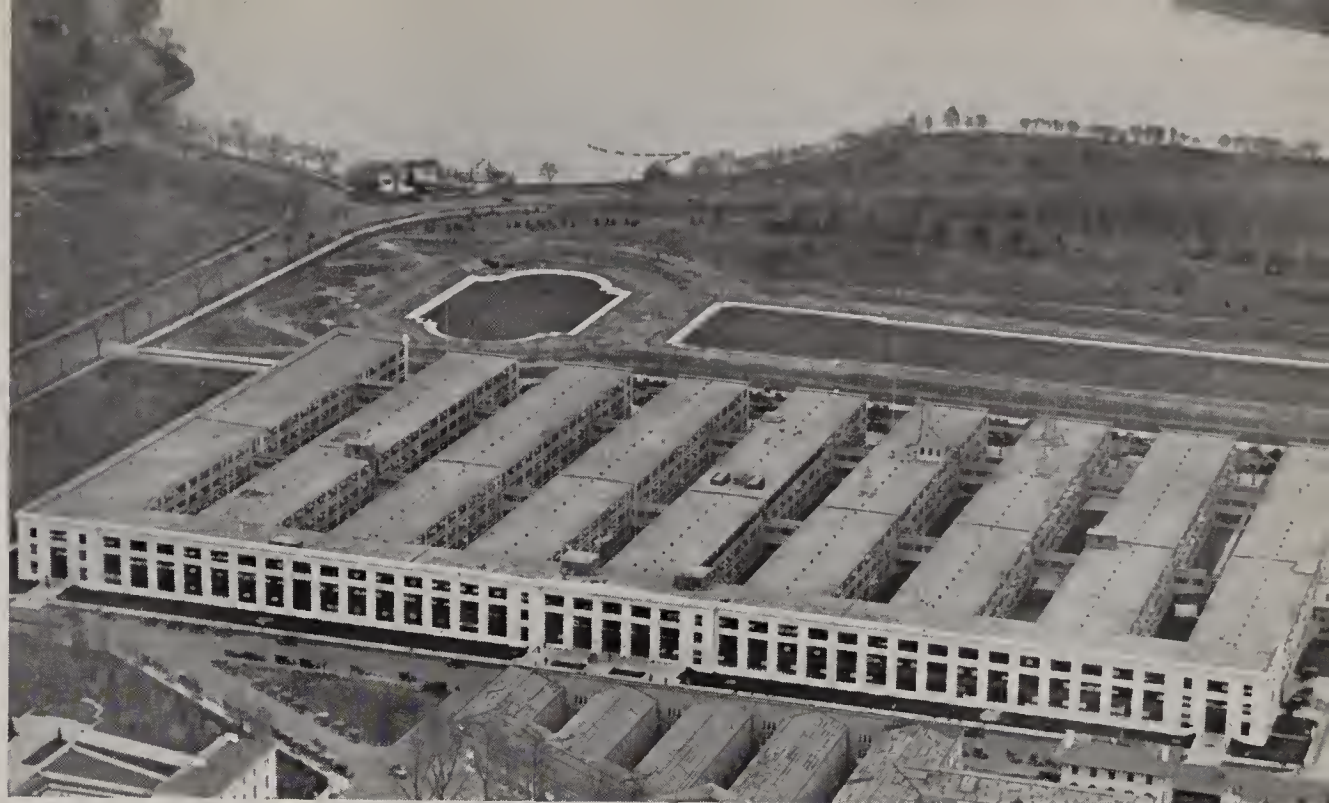
Ten Departments

There are 10 departments of study; namely, executive; seamanship and navigation; ordnance and gunnery; marine engineering; mathematics; electrical engineering; English; history and government; languages; hygiene; and physical training. At the present time about 22 percent of the academic program is devoted to professional subjects, 51 percent to mathematics and the sciences, pure and applied, and about 27 percent to other subjects.

Each year the new class enters during the first part of the summer and receives during the first 3 months practical instruction in infantry, boat handling, and the rifle range. Lectures and a reading course are given by the departments of English, history, and government throughout the summer. During September preliminary academic work is carried on in order to acquaint the students with the methods of recitation and study in use at the academy.

At the end of the first academic year the midshipmen, now members of the third class or second year, embark in a squadron of battleships for a summer practice cruise.

At the close of the second academic year the class remains at the Naval Academy during the summer and receives practical instruction in aviation, navigation, and seamanship, and participates in a month's coastal cruise in destroyers.



U. S. Navy Department Building.

At the end of the third academic year the midshipmen of the new first class (fourth year) again leaves for a summer practice cruise, this time in the battle squadron that carries also the third class (second year) but their duties may follow more closely those of commissioned officers. When the midshipmen of the first (4th year) and third (second year) classes return from the battleship cruise the latter part of August, and those of the second class (third year) that have been occupied with aviation and the destroyer cruise end this duty, they are granted a month's leave.

Graduation

"Upon completing the 4-year course at the Naval Academy, the midshipman is awarded his diploma and the degree of bachelor of science and is then given a commission as an ensign in the Navy. A few graduates each year are commissioned as second lieutenants in the Marine Corps to fill existing vacancies. For the 7 years following graduation, the ensign is in a probationary status, and his commission may be revoked by the Secretary of the Navy in the event of misconduct or inefficiency. He may not marry until 2 years after graduation. Only those graduates who show an aptitude for the naval service are commissioned as ensigns."

Reports to Vessel

After a month's leave the newly commissioned ensign reports to a vessel of the fleet for his first tour of sea duty. "Thus begins his experience as an officer of the United States Navy."

The Post Graduate School

The second period of instruction involves attendance at the Post Graduate School. This is located on the grounds of the Naval Academy at Annapolis, Md. The officers selected for this school are divided into two groups, as follows:

(a) *School of the line.*—All students following curricula whose primary objective is the development of command, operative, and administrative ability, are assigned to a 1- or 2-year course at the Postgraduate School of the Line. The curriculum is divided into three groups covering general line duties, naval engineering (operating), and applied communications. As many officers as can be made available are assigned to this instruction.

(b) *Technical school.*—All students following curricula whose primary objective is the development of specialists in designing, inspection, and installation of material, with attendant research problems are assigned to the technical school for a 1- or 2-year course at the Postgraduate School, and a second or third year at a civilian institution, the total period of instruction in no case exceeding 3 years. The various curricula followed by these students are naval engineering (design), petroleum engineering, radio engineering, ordnance engineering (fire control), ordnance engineering (aviation), ordnance engineering (metallurgy), ordnance engineering (explosives), ordnance engineering (torpedoes), ordnance engineering (mine specialist), aeronautical engineering, and aerology.



The U. S. Fleet.

The Naval War College

The third period of instruction takes the student through the Naval War College junior course which gives him a thorough grounding in the minor operations of war. Only a limited number of officers are assigned to this instruction.

The fourth period of instruction takes the senior officer through the Naval War College senior course and gives him training in handling and maintaining large fleets over extended theaters of war and in fleet engagements. It embraces a study of strategy, tactics, logistics, command, policy, and international law. As many officers as can be made available are assigned to this instruction while in the rank of commander and above.

The Submarine School

Approximately 50 officers are assigned each year for submarine training at the Submarine School, New London, Conn.

The H.T.A Training School and the L.T.A Training School

Around 150 officers are assigned each year to the "Heavier than Air" Training School at Pensacola, Fla. Approximately six officers annually receive "Lighter than Air" instruction at Lakehurst, N. J.

Instruction of the Staff Corps

Each year a limited number of officers of from 2 to 3 years' commissioned service are assigned, on their own application, to instruction preparatory to transfer to the Construction Corps, Civil Engineer Corps, and Supply Corps. The applicants for the Construction and Civil Engineer Corps are given 3 years'

instruction at civilian institutions, and those for the Supply Corps are given 9 months' instruction at the Naval Finance and Supply School, Philadelphia, Pa. A few officers of the Staff Corps attend the Naval War College and some of the Army and Marine Corps schools. A few officers of the Supply Corps are given courses of instruction at civilian institutions in business administration and textiles. The Bureau of Medicine and Surgery conducts independent courses of instruction for officers of the Medical Corps.

Reserve Officers' Training Corps

The United States Navy maintains a corps dedicated to the peacetime training of young college men to become officers of the Naval Reserve, in order to provide for rapid naval expansion during national emergency.

Units of the Naval Reserve Officers' Training Corps are located at nine of the country's prominent universities or colleges. The operation of this corps now consists of a voluntary 4-year enrollment of about 1,700 students under the close and personal instruction of line officers of the regular Navy. Each student devotes at least 4 classroom hours per week to the study of naval science, in addition to much outside preparation time. He participates in one or more summer sea cruises in a combatant ship, where he converts into practice the theories of his winter studies, which in the main are scholastic.

The student learns seamanship, gunnery, ordnance, nautical astronomy, and navigation. He gains knowledge of law, communications, tactics, naval history, and administration. And to a lesser degree he familiarizes himself with naval aviation, marine and electrical engineering.

These men are required to pass the Naval Academy physical examination. They voluntarily sacrifice about one-quarter of their college hours and much of their recreation and

vacation time to prepare themselves for the national defense. In return for this, the Federal Government provides the uniforms, textbooks, equipment, a small compensation for juniors and seniors, and transportation to and from the cruising ships, with subsistence while on board for all students.

Naval Reserve Officers' Training Corps Units are maintained at the following institutions:

Yale University, New Haven, Conn.
 Harvard University, Cambridge, Mass.
 Northwestern University, Evanston, Ill.
 Georgia School of Technology, Atlanta.
 University of California, Berkeley.
 University of Washington, Seattle.
 University of California at Los Angeles.
 University of Minnesota, Minneapolis.
 Tulane University of Louisiana, New Orleans.

Schools for Enlisted Men

Work in the United States Navy involves almost continuous operation and care of complicated machinery of all kinds, consequently there is need for well-trained men who can operate the machinery and look after the repairs. There are four training stations for recruits; namely, Newport, R. I.; Hampton Roads, Va.; Great Lakes, Ill.; and San Diego, Calif.

The selection of men who desire to enlist involves a number of factors. First, every man must have a good physique; second, normal intelligence; third, a good character. The candidate must pass a physical examination. The applicant's life is investigated. References are checked and efforts made to ascertain the truth regarding the qualifications of the candidate. An intelligence test is given. If successful, the candidate's name is placed on a waiting list and eventually he may be sworn in and sent to the training station for recruits. The principal source of recruits is from the high schools, although a high-school education is not prescribed.

The course at the training station is 12 weeks in length. Everything is done to make the recruit acquainted with the new program, its drills, disciplines, and other activities that will occupy his time for the 6-year period of enlistment. At the end of the 12 weeks the recruit, except those who are selected for further training at a class A school, is sent to a ship to begin his naval service.

The enlisted man during his enlistment is given the opportunity to enter one of the several service schools which are located in different parts of the country. These are of three classes:

(a) Class A schools are those designed to assist the forces afloat by giving such elementary instruction to recruits as will make them more immediately useful and give them

the ground work necessary for the lowest petty officer ratings.

These are the only schools to which men are eligible on completion of recruit training, and before going to sea, except the stenography school, to which qualified recruits may be assigned to complete the quota if not filled by the fleet. There are nine class A schools.

(b) Class B schools are those designed to supplement the training afloat by giving enlisted men advanced instruction when such instruction can be more advantageously given ashore.

Men are sent to these schools from the ships of the fleet and on completion of the course are usually returned to the ships from which received. There are 29 class B schools.

(c) Class C schools are those designed to meet the needs of the service by giving advanced training for particular duty assignments to enlisted men in special subjects not normally a part of shipboard instruction. There are 26 class C schools.



In the Electrical School at Hampton Roads.

Classification of Class A Schools

GROUP I SCHOOL (16 WEEKS COURSE)

Ratings for which trained

- I (a) Electrical school..... Electrician's mates, fire controlmen.
I (b) Ordnance school..... Gunner's mates, torpedo-men, aviation ordnance-men.

GROUP II SCHOOL (16 WEEKS COURSE)

- II (a) Communication school.... Radiomen.
II (b) Communication school.... Quartermasters, signalmen.
II (c) Clerical school..... Yeomen, storekeepers.

GROUP III SCHOOL (20 WEEKS COURSE)

- III (a) Machinists school..... Machinist's mates, aviation machinist's mates.
III (b) Metalworkers school.... Boilermakers, molders, metalsmiths, shipfitters, aviation metalsmiths.
III (c) Woodworkers school.... Carpenter's mates, pattern-makers.

In addition there are the following class A schools: The Bugle School; the Hospital Corps School; and the Navy School of Music.

The Class B Schools

The following schools are included in the B category:

Primary Aviation School, Cooks and Bakers School, Diesel Engine (Surface) School, Electrical Interior Communication School, Advanced Fire-Control School, Primary Fire-Control School, Ford Fire-Control School, Gyrocompass School, Officers' Cooks and Officers' Stewards School, Optical (Range Finder) School, Sound Motion Picture Technicians School, Stenography School, Submarine Periscope School, Advanced Torpedo School, Elementary Torpedo School.

The Class C Schools

The following schools are included in the C category:

Advanced Aerographers School, Primary Aerographers School, Airship Training School, Advanced Aviation Mechanics School, Aviation Pilot-Training School, Aviation Instrument School, Aviation Mechanics (Metalsmith School), Aviation Ordnance School, Bugle-masters School, Deep Sea Divers School, Dental Technicians School, Naval Academy Preparatory School, Optical School, Parachute Material School, Pharmacists Mate School, Photographers School, Photographer (Slide Film) School, Radio Material School, Recruiting Training School, Submarine Training School, Welders School.

Training Courses

Special training courses are also available for the Navy personnel for the purpose of developing skill and efficiency of individuals. These include what are known as rating courses, general technical courses and general training courses for petty officers. The courses are handled through instruction books with tests somewhat in the form of an advanced catechism. These training courses are furnished to the enlisted men by the Navy Department free of charge, but are not available to the general public.

Marine Corps Schools

Officers of the Marine Corps are appointed from three groups: Graduates of the Naval Academy, meritorious noncommissioned officers of the Marine Corps, and from civil life. Each year around 25 are appointed from the Naval Academy, 5 come from the ranks, and the others from officers of the Marine Corps Reserve and honor graduates of selected colleges and universities who have taken advanced training with R. O. T. C. units of the Army or Navy.

All newly appointed second lieutenants attend the Basic School at the navy yard, Philadelphia, Pa., for 1-school-year course in the duties of a lieutenant of marines at sea, in the field, or in garrison. Later in their careers they are sent to the Marine Corps schools in Quantico where they are given 2 years of more advanced instruction. In addition to the instruction received at Marine Corps schools, a number of selected Marine officers are sent annually to Army and Navy service schools such as the Naval War College, Army War College, Army Command General Staff School, Infantry School, Signal Corps School, Coast Artillery School, Army Air Service Tactical and Technical School. The ranks of officers in the Marines correspond to those of the Army and their pay is similar to the pay of officers in the Army and the Navy of relative rank and service.

The enlisted men of the Marine Corps receive their beginning training at the Marine Barracks, Parris Island, S. C.



Convention Calendar

- AMERICAN COUNCIL ON EDUCATION. Washington, D. C., May 3-4.
AMERICAN ASSOCIATION ON MENTAL DEFICIENCY. Atlantic City, N. J., May 22-25.
AMERICAN LIBRARY ASSOCIATION. Cincinnati, Ohio, May 26-June 1.
AMERICAN SCIENTIFIC CONGRESS. Washington, D. C., May 10-18.
NATIONAL CONGRESS OF PARENTS AND TEACHERS. Omaha, Nebr., May 6-9.
NATIONAL UNIVERSITY EXTENSION ASSOCIATION. Ann Arbor, Mich., May 15-18.
RELIGIOUS EDUCATION ASSOCIATION. Buffalo N. Y., May 5-7.



New Books and Pamphlets

Secondary Education

The Emerging High School Curriculum and Its Direction, by Harold Spears. New York, American Book Co., 1940. 400 p. illus. \$2.50.

Emphasizes that the present time is the turning point in secondary education, points out the factors to be considered in the reorganization and gives a detailed review of promising experiments now under way.

Reading

Teaching Reading to Slow-Learning Children, by Samuel A. Kirk, with an introduction by Marion Monroe. Boston, Houghton Mifflin Co., 1940. 225 p. \$1.50.

Discusses the problems and techniques of helping the slow-learning child acquire skill in reading. Includes an annotated bibliography of children's books suitable for slow-learning children and a list of reading tests applicable to mentally retarded children.

Negro Educators

Five North Carolina Negro Educators, Prepared under the direction of N. C. Newbold. Chapel Hill, The University of North Carolina Press, 1939. 142 p. illus. \$1.

The biographies of five North Carolina Negro educators: Simon Green Atkins, James Benson Dudley, Annie Wealthy Holland, Peter Weddie Moore, Ezekiel Ezra Smith. Published under the auspices of the Division of Cooperation in Education and Race Relations, cooperating organizations: State department of public instruction, University of North Carolina, Duke University.

Educational Research

Educational Research, Its Nature, Essential Conditions, and Controlling Concepts. Washington, D. C., American Council on Education, 1939. 189 p. (American Council on Education. Studies. Series I. Volume III, No. 10.) \$1.

Prepared by a committee of distinguished workers in educational research: Henry W. Holmes, Mark A. May, Paul R. Mort, George D. Stoddard and Goodwin Watson, and published as a guide for research workers.

Radio in Education

Schools of Democracy. Six radio scripts based upon the report: "The purposes of education in American democracy" reprinted from Secondary Education. Educational Policies Commission. Washington, D. C., National Education Association of the United States, 1939. 29 p. 10 cents, single copy.

The scripts of six radio programs sponsored by the Commission November 16 to December 21, 1938, reprinted in pamphlet form to make them available to schools for local use and adaptation.

How Schools Can Use Radio. New York, Educational Division, National Broadcasting Co., 1939. 36 p. Free.

A guide for school and out-of-school listening, suggestions to the teacher on how to use the educational programs to enrich the curriculum.

Safety Education

Units in Safety Education—Grades I and II. Prepared by the Safety Education Proj-

ects of the Research Division. Washington, D. C., National Education Association of the United States, 1940. 68 p. illus. 25 cents.

Designed to give elementary school teachers a quick approach to safety instruction based on local interests and needs. Each unit has been tried out in selected schools and revised on the basis of classroom experiences.

Problems and Topics in Safety Instruction. Prepared by the Safety Education Projects of the Research Division. Washington, D. C., National Education Association of the United States, 1940. 32 p. 25 cents.

An analysis of practices in present courses of study.

Visual Aids in Safety Education. Prepared by the Safety Education Projects of the Research Division. Washington, D. C., National Education Association of the United States, 1940. 32 p. 25 cents.

Lists films and slides advertised as dealing with safety education or driver training issued previous to December 15, 1939, with reviews; also gives Sources of Safety Posters. These publications are issued to supplement material contained in the 1940 Yearbook of the American Association of School Administrators.

Child Health

The Physically Below-Par Child; changing concepts regarding his care and education. Report of the Committee on the care and education of below-par children, National Tuberculosis Association. New York, National Tuberculosis Association, 1940. 20 p.

The report contains a review of the origin of the open-air class; a brief analysis of changing concepts in the fields of tuberculosis, nutrition, the physically below-par child, and special classes; a discussion of the present problem and conclusions and recommendations.

Occupational Information

Americans at Work. Produced by the Columbia Broadcasting System Department of Education, published by Columbia University Press, Morningside Heights, New York. Printed copies of these broadcasts are available in pamphlet form at 10 cents each.

Occupations described include: The newsreel cameraman, the model, the test pilot, the shoemaker, the tugboat worker, the secretary, the musical instrument maker. For complete list apply to publisher.

SUSAN O. FUTTERER



Recent Theses

A list of the most recently received doctors' and masters' theses in education, which may be borrowed from the Library of the Office of Education on interlibrary loan, follows:

BARDEN, HAROLD E. The social adjustment of California Civilian Conservation Corps enrollees as determined by a critical analysis of their school, camp, and post-camp records. Doctor's, 1939. University of Southern California. 410 p. ms.

BENDER, PAUL F. A study of some factors affecting the appointment of prospective teachers of physical education. Doctor's, 1939. New York University. 125 p. ms.

BIRD, LOIS E. A study of certain visual characteristics of

high and low achievers in reading at the fifth-grade level. Master's, 1939. Pennsylvania State College. 65 p. ms.

BOYER, LEE EMERSON. College general mathematics for prospective secondary school teachers. Doctor's, 1939. Pennsylvania State College. 106 p.

BURKE, FRANCES M. Educational opportunities in commercial schools in the District of Columbia. Master's, 1939. George Washington University. 143 p. ms.

CALLAGHAN, THOMAS A. A survey of guidance practices and instruments among 48 public secondary schools in Connecticut. Master's, 1938. University of Maine. 73 p. ms.

CHAFFEE, CHARLES E. The evolution of school supervision and administration in Pennsylvania under the county superintendent. Doctor's, 1939. New York University. 165 p. ms.

FITZPATRICK, GORDON H. Improvement of the study habits of secondary school pupils with special reference to provisions made in junior and senior high schools of Massachusetts. Master's, 1939. Boston University. 119 p. ms.

GILLESPIE, MARY ANN. A survey of journalistic practices in small high schools in the United States. Master's 1939. Syracuse University. 93 p. ms.

HOPKINS, WILFRED C. Ratio of training costs to service rendered by graduates of Pennsylvania State teachers colleges. Doctor's, 1938. University of Pennsylvania. 177 p.

HOWE, SARAH RUTH. The creative use of play materials by the preschool child. Master's, 1939. Pennsylvania State College. 29 p. ms.

HULL, FERN L. Rural education in Cuha. Master's, 1939. George Washington University. 71 p. ms.

JOHNSON, CHARLES A. Survey of school districts in Cavalier County, N. Dak., with special reference to financial and population aspects and library facilities. Master's, 1939. University of North Dakota. 151 p. ms.

KINDLEY, MADGE H. An investigation of five widely used American history textbooks at the junior high school level. Master's, 1939. George Washington University. 62 p. ms.

KUNKEL, PAUL VANCE. The vocabulary of high school algebra: a study of the technical and semitechnical words and phrases most commonly used in certain recent elementary and intermediate algebra textbooks. Doctor's, 1939. Teachers College, Columbia University. 168 p.

LEWIS, HAZEL M. An investigation of facilities for vocational adjustment and proposals for a guidance program for out-of-school young women in Boston. Doctor's, 1939. Harvard University. 303 p. ms.

MEYER, CLARENCE E. The public junior colleges in the North Central Association. Doctor's, 1939. University of North Dakota. 301 p. ms.

MORRIS, ROBERT C. A study of the comparative effectiveness of the biographical method and the topical method of approach in teaching United States history. Master's, 1939. Pennsylvania State College. 26 p. ms.

NEWTON, CLARENCE A. A limited survey of elementary and secondary educational facilities in tuberculosis sanatoriums in the United States to which children are admitted. Master's, 1939. Syracuse University. 171 p. ms.

PENCE, OWEN E. The Y.M.C.A. and social needs: a study of institutional adaptation. Doctor's, 1939. Teachers College, Columbia University. 360 p.

PETERSON, ELLEN I. A comparison of some common experiences in the lives of two groups of women college students. Master's, 1939. Syracuse University. 153 p. ms.

RODERICK, EDWARD E. Elementary teacher preparation policies in Maine normal schools. Master's, 1938. University of Maine. 132 p. ms.

TARBOX, FRED A. A study of administrative practices in selected secondary schools of Maine. Master's, 1939. University of Maine. 73 p. ms.

VEON, DOROTHY H. The determination and the evaluation of an experimental in-service training program for Government typists. Master's, 1939. George Washington University. 134 p. ms.

WATERBURY, KENNETH B. Ruling case law definitions of certain teacher tenure terms. Doctor's, 1939. Pennsylvania State College. 103 p. ms.

WISE, HARRY A. Motion pictures as an aid in teaching American history. Doctor's, 1937. Yale University. 187 p.

RUTH A. GRAY

Special Service Agencies in City School Systems¹

by Katherine M. Cook, Chief, Division of Special Problems

★★★ What is "Special Education"

The term "special education" has different connotations among different groups and in different situations. It is sometimes used to refer to educational activities not included in the regular day school program—parent education, Americanization and other types of adult education classes; continuation education; vocational rehabilitation, among others. Or it may refer to education in special fields of interest or ability such as music, art, drama. To the largest number of persons, however, it means the education of special groups of children, particularly the handicapped group. It is in this connection that the term is here used. The title "Special Service Agencies in City School Systems" is likewise interpreted to refer to agencies having particular references to services for exceptional or "deviate" children.

Growth of Special Schools and Classes

The policy of city school systems in the United States of making definite school adjustments for children deviating seriously from normal in physical, mental, or emotional traits, is of relatively recent origin. At the turn of the century scarcely a half dozen systems were following it. Less than 40 years later, in 1938, there were 800 cities in which special schools or classes had been organized for one or more exceptional types: The mentally retarded, the gifted, the blind or partially seeing, the deaf or hard-of-hearing, speech defectives, crippled children, delicate children, behavior problems. In that year, 314,000 pupils were at work in such special groups, approximately 285,000 of them in elementary schools, the others in secondary schools. This is the largest enrollment in special schools and classes that has ever been reported to the Office of Education. It seems that, even through the years of depression and consequent retrenchment and through the varying educational policies that have had their day, special educational provisions for handicapped children continue to take the form of separately organized groups in which, for a part, or all of the school day, adjustment can be more readily made in keeping with the demands of their respective handicaps.

Types of Special Service Agencies

The means through which a city school system operates or administers a special educa-

tion program of this type depends upon a number of factors, including the size of the city, the number of children to be served, and—naturally enough—the status of the city treasury. In some cities, unfortunately, the program has developed without conscious planning or foresight. A few special groups are organized in this school or that one to meet an immediate emergency, but there is no well-conceived systematic plan for reaching all of the hard-of-hearing children in the city or all of the crippled children or the mentally deficient or speech defectives. Even when a systematic plan is under way in a small city of perhaps less than 30,000 population, any adjustment procedures carried on for exceptional children usually become the responsibility of the same administrator or supervisor who has charge of the elementary school program. As the city grows in size, however, one is apt to find a division of the superintendent's staff responsible primarily or even exclusively for special services to exceptional children.

It is recognized that there are many agencies in city school systems performing special services of one kind or another, such as attendance bureaus, research divisions, health and physical education departments. However several types of divisions or agencies have been set up in different systems to serve particularly the deviates of the school population. Such divisions or agencies derive their functions from the requirements they are set up to meet. One of the first needs of every exceptional child—as of every normal child—is to be understood, and this necessitates a child study or psychological service in the school system. But understanding the child is not enough. One must act upon the basis of understanding. Hence there is the need to apply the findings of child study to the pupil's educational program through whatever special adjustments are deemed advisable. This need has brought into existence supervisors or groups of supervisors organized into bureaus of special education. In 1938, 86 city school systems reported special supervisors or supervising principals in charge of one or more groups of exceptional children, and some of the larger cities have a staff of several persons in this field under the general administration of a director of the entire program. Such persons are primarily concerned with problems of organization, curriculum, classroom management, and training of teachers in service, just as a general elementary supervisor is responsible for similar matters in regular elementary schools. Obviously the work of these two officials—general elementary supervisor and special education supervisor—must be closely coordinated, in order that

there may be no chasm between the program of regular classes and that of special classes.

There is a third general type of agency that should be considered in connection with exceptional children, namely, the service designed to adjust a personality or behavior difficulty that may or may not be related to educational maladjustment. In some school systems a psychologist is employed for this purpose; in others a visiting teacher. In others a clinical unit has been set up involving the coordinated services of school physician, psychologist, visiting teacher, or other case worker, and in a few instances a psychiatrist—all of these working in cooperation with the teacher and the parents of the child to bring about the desired adjustment. A so-called child guidance clinic is specifically organized for this purpose which uses medical, psychological, social, and educational services in studying a child and his problem and in making recommendations for treatment. Only a score of cities now have such clinics operating as integral parts of the school system but in more than 600 cities they have been established as community agencies, from which service is given to school children upon request of the proper authorities.

Some Examples

With these three general types of agencies in mind—the child study or psychological service, the supervision of special educational programs, and the child guidance clinic for the adjustment of behavior problems—let us look briefly at the programs of a few selected cities of varying size.

City A has a population of about 35,000. In its school system are a limited number of special classes for handicapped children, in which instructional adjustments are made to meet individual needs. This adjustment service is a part of the total program of child guidance, which is directed by a staff member who has had training in psychological and other aspects of child guidance service apart from its psychiatric phases. Working in or in close cooperation with the guidance organization are: One full-time visiting counselor, who has special home-visiting duties; one part-time school counselor for each of the 12 schools in the system, who has also part-time teaching responsibilities; one full-time and one part-time school physician. The child guidance department of the school system works with all cases of maladjustment in the schools, including those related to educational progress, personality, or behavior.

Child guidance conferences are scheduled regularly in each of the 12 elementary and

¹ Presented at American Association of School Administrators Convention, St. Louis, February 29, 1940.

secondary schools of the city, at which the problems of individual children are considered. Present at such conferences are the principal of the school, the child's teacher or teachers, the school physician, the school counselor, the director of child guidance, and occasionally a family case worker if the child is known to a social agency. In the high school the dean of girls and the boys' adviser are added to the group. Out of the conference come recommendations relating to physical, social, and educational treatment, which are passed on to those who are to put them into operation. It is reported that there is scarcely a case considered that does not involve the enlistment of help from some outside agency. It is further reported that the most significant value of the program is that it began with school personnel and is essentially part of an in-service program through which teachers develop in their understanding and treatment of pupil difficulties. Without any great amount of highly specialized service, this city of 35,000 is attacking its problems of pupil maladjustments through a well coordinated program of guidance that enlists the services of every one concerned with the child; and the results appear to show that the time and effort are well-spent.

City B is one with a population of somewhat more than 80,000. It reported in 1938 a supervisor of special education and two principals of special schools, one for the mentally retarded, and the other, interestingly enough, for the intellectually gifted. Sight conservation classes, and classes for hard-of-hearing, crippled, and delicate children are integral parts of the school program. Speech correction is offered by itinerant teachers. The provisions made through these special schools and classes served in 1938 about 850 children.

In addition to a supervisor of special education, city B has a director of guidance, who is assisted by one full-time psychologist, while school health specialists, attendance workers, and school counselors, principals, and teachers all contribute to the guidance program according to their respective functions. The child study and clinical service is centered in the guidance department, with cooperative relationships extending to these other officials within the school system as well as to numerous agencies outside the school system. A group has been organized in the community representing various social agencies which attempt to mobilize their resources for the interests of individual children. It is called the Coordinating Council Adjustment Committee, and its services are available to the schools in furnishing information and advice concerning any child that has come to its attention.

Another community agency in city B is a child guidance clinic which is sponsored by the local society for mental hygiene and is supported by the community chest. It has psychiatric specialists on its staff and accepts from the schools cases which appear to demand the psychiatric assistance it is prepared to give. This community child guidance

clinic supplements the psychoeducational clinical service which is an intrinsic part of the school program and which is intimately related to other phases of school activities affecting the lives of children.

City C has a population of 120,000. There is in the school system a unit called the Child Study Department, which is directed by a psychologist and in which is included a child guidance clinic for the study and adjustment of all types of pupil problems. This child study department is responsible also for the supervision of special schools and classes for handicapped children and for the administration of psychological examinations throughout the school system. Its professional staff consists of the psychologist-director; the supervisor of special education; and two visiting teachers, one of whom is assigned especially to the work of the child guidance clinic.

In 1938 city C reported approximately 1,200 children in special groups for handicapped children, including the mentally deficient, speech defectives, and various types of physically handicapped. It also reported 1,000 children referred for psychological study, of whom 89 demanded intensive clinical consideration for serious behavior or personality difficulties. To assist in the adjustment of such problems a psychiatrist comes from the State hospital 2 days each month and serves the school system without cost to the local district. The psychiatrist, visiting teacher, psychologist, school principal, teacher, parent, and sometimes other persons immediately interested cooperate in bringing about a desirable solution to the child's difficulty. Again, as in cities A and B, agencies both within and without the school system contribute to the total program, directed by one or more persons on the school staff.

In city D there is a population of more than 400,000. It has the distinction of having organized in 1924 the first psychiatric child guidance clinic in the country which functions as an intrinsic part of the city school system. In the present organization the clinic comprises one division of the child study department of the schools, the director of which is a psychiatrist who utilizes the services of school psychologists, visiting teachers, and attendance social workers employed by the school system.

The child study department includes among its activities the following: Diagnosis, advice, and treatment of emotionally and mentally disturbed children; neurological and physical examinations and advice; examination and decision as to placement in special classes for the retarded; examinations and advice in special problems of grade placement, promotion, demotion, curricular changes, application and effort of pupils, and other educational matters interfering with pupil progress. In a recent annual report of the department, its director says:

"The greatest service the Child Study Department can render to the schools and the children will be through the prevention of

maladjustment and not through aiding a small percentage of those who are becoming warped to a satisfactory state of mental health. This preventive service is called mental hygiene, and in its aims it is closely allied to if not identical with education itself."

In city D there is also a director of special education who has supervisory responsibility for the instructional program provided in all special schools and classes for exceptional children. In 1938, almost 4,000 handicapped children were enrolled in such schools and classes, including blind and partially seeing, deaf and hard of hearing, speech defectives, crippled, delicate, mentally deficient, and truants or behavior problems. The program of special education has been carried into the junior high school, in order that adolescents may work with others of their age, regardless of mental or physical incapacities. The entire program of special education and child guidance is coordinated with the health and social services of the schools, the visiting teachers, attendance workers, and school physicians contributing assistance so far as possible where needed. The entire school staff endeavors to work hand in hand for the greatest good of each child.

Some Significant Factors

Other examples might be cited illustrating types of special service agencies functioning for the welfare of exceptional children. There is the city of 12,000 inhabitants, for example, which employs a full-time psychiatrist as a child guidance specialist because those in authority believe that this is the type of service most needed for the mental health of children in school. There is the city of 80,000 which employs a part-time psychiatrist for the most serious behavior problems and in which the superintendent of schools is the chairman of a "coordinating council" made up of officials in various city departments who consistently attempt to make the facilities of all public agencies serve in a coordinated way a single child who may need them. There is the city of 300,000 which has in its school system six coordinate divisions of the superintendent's staff charged with various functions of individual guidance, namely: (1) the visiting teacher department; (2) the child study and special education department; (3) the department of educational and vocational guidance; (4) the attendance department; (5) the parent education and child development department; and (6) the physical education department.

A study of the diversified plans under way, as illustrated by cities A, B, C, and D, points to the conclusion that the schools are coming to accept more and more their responsibility for the welfare of the individual child, whether handicapped or gifted—or "just normal." The significant facts to which attention may be called and which might well constitute a summary are these:

(Concluded on page 242)

Certification of School Librarians

by *Edith A. Lathrop, Associate Specialist in School Libraries*

★★★ The importance of the library to the modern school has made it necessary for persons administering school libraries to be trained in the science of librarianship. To insure that only qualified persons are entrusted with the management of school libraries school certifying authorities have provided, in accordance with law, special certificates for school librarians.

With respect to the legal provisions governing the certification of school librarians,¹ the 48 States and the District of Columbia may be grouped into two main classes:

(1) States having legislation which expressly provides for the certification of such librarians.

(2) States providing for the certification of school librarians by reason of broad and general certification powers vested by law in State school officers.

Legislation for Certification

Legislation which expressly provides for the certification of school librarians is found in the following eight States: California, Minnesota, New York, Oklahoma, Oregon, Tennessee, West Virginia, and Wisconsin. The principal provisions of legislation on this subject may be characterized by the following four types:

(1) Legislation which specifies the kinds of certificates as in California and Minnesota.

(2) Legislation which gives teacher status to librarians as in California and Wisconsin.

(3) Legislation which authorizes local boards of education to issue certificates as county boards of education in California, and city boards of education in New York, Oklahoma, and Wisconsin.

(4) Legislation which expressly authorizes State school or library authorities to issue certificates or to prescribe regulations for the certification of school librarians as: The State board of education in California, Minnesota, and Tennessee; the State's chief school officer in Oregon, West Virginia, and Wisconsin; and the Oklahoma Library Commission in Oklahoma.

Digests of the principal provisions of State legislation governing the certification of school librarians for these eight States make up the concluding section of this article.

State Regulation

The general trend in legislation relative to the certification of school librarians is the same as that for teachers, namely, to give State boards of education or other State certifying authorities power to establish regulations for the certification of such librarians rather than fix them by statute. It has already been stated that seven of the eight States, expressly providing for the certification of

school librarians, have authorized State school or library authorities to pass upon the qualifications of such librarians. With the exception of Massachusetts, State certifying authorities in all of the remaining States and New York (in which the only legislation expressly provided relates to certification in cities), may adopt regulations for the certification of school librarians or issue certificates to them by virtue of certain legal authority vested in such authorities over all certification.

In order to determine the number of States in which State certifying authorities have adopted regulations for the certification of school librarians, the Office of Education solicited such information from State departments of education in the spring of 1939. The replies show that in addition to the District of Columbia 30 States have adopted such regulations; and 2 other States—Kansas and Tennessee—have taken steps in that direction. The 30 States that have adopted regulations are: Alabama, California, Connecticut, Delaware, Florida, Georgia, Indiana, Iowa, Kentucky, Louisiana, Maine, Michigan, Minnesota, Mississippi, New Hampshire, New Jersey, New York, North Carolina, North Dakota, Ohio, Oklahoma, Oregon, Pennsylvania, South Carolina, South Dakota, Utah, Virginia, Washington, West Virginia, and Wisconsin.

The State board of education in Kansas, which is authorized to make rules and regulations regarding the certification of teachers, reported that while the board does not require school librarians to hold librarians' certificates, it adopted on July 15, 1938, a ruling regarding the training of librarians in class A high schools. This ruling urged administrators of such schools to meet not later than September 1, 1943, a requirement that librarians have academic qualifications equivalent to those required of teachers in class A high schools and that the qualifications include not fewer than eight semester-hours of college credit in library science.

It has already been stated that Tennessee is one of the States having legislation which expressly authorizes the State board of education to prescribe regulations for the certification of school librarians. The law further provides, as shown in the concluding section of this article, for an advisory board of librarians whose duty it shall be to make recommendations to the board. The reply from Tennessee shows that this committee is engaged in making a study upon which it will make its recommendations.

An examination of the regulations for the certification of school librarians that have been adopted by State certifying authorities shows

that the amount of library training required varies generally with the size of the school. The minimum amount is usually found in small schools in which a teacher, who is commonly called a teacher-librarian, divides her time between teaching and library duties.

Local Authority

In the remaining 16 States it appears that the employment of persons as school librarians with training in library science, rests with local boards of education. The list of States in this group comprises: Arizona, Arkansas, Colorado, Idaho, Illinois, Maryland, Massachusetts, Missouri, Montana, Nebraska, Nevada, New Mexico, Rhode Island, Texas, Vermont, and Wyoming.

In one of these 16 States, Massachusetts, town school committees are authorized by law to pass upon the qualifications of teachers and other school authorities. The only certificates issued by the State are those for teachers in State-aided high schools and superintendents of schools in superintendency unions.

In States in which certification is State or largely State-controlled, local school boards have authority to decide upon the persons they wish to employ as school librarians, provided such persons meet the minimum academic and professional requirements set up by the State. Available data show that in this group of States, which do not include library science in their State minimum certification requirements, there are schools which do have librarians with such training, thus indicating on the part of school boards a recognition of its value. As one State in the group reported: "It is the practice to require training in library work but the same is not required by law."

Digests of State Legislation

CALIFORNIA.—No librarian shall be employed for more than 2 hours a day in any elementary or secondary school unless such librarian holds a valid secondary school certificate or a special teacher's certificate in librarianship of proper grade granted in accordance with law. Such librarians when employed full time as librarians or serving full time partly as librarians and partly as teachers shall rank as teachers.

County boards of education have power to grant special certificates "authorizing the holders to serve as librarians or to teach in the schools of the county such branch or branches of learning and in such grades as are named in such certificates."

The State board of education shall have power to prescribe by general regulations es-

(Concluded on page 256)

¹ In effect January 1, 1939.

THIS MONTH'S SUBJECT

Should Recreation Supported by Public Funds be Administered as a Part of Public Education?



The Affirmative

by N. S. LIGHT

Director, Bureau of Supervision, State Department of Education, Hartford, Conn.

★★★ The administration of funds for public recreation as part of the public education program is not only wise but necessary and for a variety of reasons.

First among these is that the same basic purpose controls both education and recreation, namely, stimulating and guiding the growth and development of children and adults. A play program planned for the community or for the individual without regard for effect upon behavior is unsocial at its best, and yet programs so planned are by no means rare.

From the time when play and education were regarded as antithetical, if not antagonistic, and when recreation was regarded as

merely games, amusement, and entertainment, we have moved a long way until now we find leaders in both fields claiming the same goals and indeed the same methods.

Both are reorganizing procedures as experiences in democratic living. Both are breaking away from mass programs and are directing attention to the individual. Both are still developing skills but greater emphasis is now placed upon attitudes.

We might extend the catalog of common basic elements to much greater length but this is perhaps sufficient to point out identical purpose and the growing identity of problems.

Identity in method tends to follow upon identity of purpose and not only is this happening but materials, organization for leadership and activities are becoming very largely the same.

Where leaders in the two fields get together for discussion of problems they find it increasingly easy to understand one another and correspondingly difficult to differentiate between their modes of thinking and doing, all this in spite of long established fears, some of them, I suspect, fostered for protection purposes.

The second reason is that with a converging development of programs communities are faced with competing programs out of which grow "cooperative agreements" which are often in fact agreements not to cooperate. They define respective "places in the sun" of community enterprises, culminating in friction when one or the other is forced into what has been regarded as the privileged domain of the other.

Unified Program

A unified program of education and recreation planned in terms of the whole community is needed and that can be obtained in the long run only by unified administration.

Recreation suffers today from lack of trained leadership. There is no satisfactory program for training recreation leaders and workers, indeed we might say that there is no program at all.

Education has numerous, probably too many, institutions for training leaders and workers and these might well be used to supply this lack. This move might well lead to establishing preparation and training standards for recreation workers, something badly needed in most areas.

Again, educational administration, in a comparative sense, is highly organized throughout the country. It functions in country and city alike. This machinery should be used, if it is in any way possible, and the creation of another governmental agency avoided. We have too many such agencies for effective community planning or administration. We are slowly reducing the number and no new ones should be created unless it can be shown that no existing agency is capable of performing the new functions.

Community Interests

Boards of education have under their control large plants which should be working in the interests of the community 24 hours a day. Buildings and playgrounds should be planned for such community use. That they are each year better planned is evidence of the increased community consciousness of boards of education.

That such plants can be better handled by one administration than by two or three should go without saying. In no other way can the problems arising from the use of machinery, tools, and supplies, for example, be solved from a long-term point of view.

To sum this up, two programs which have in philosophy and practice become so identical that good education is good recreation and good recreation is good education, require in the interests of the community, unity also in administration, and that can be achieved through administration by boards of education. This proposal has also the advantage of bringing to the recreation movement the resources of the education program in training institutions, plant organization, and prestige.



N. S. Light.

Controversial Issues in Education

Discussions of timely controversial issues in education by noted authorities in their respective fields are being presented in *SCHOOL LIFE*, during the school year, as *SCHOOL LIFE's Forum Panel*. In presenting the series, *SCHOOL LIFE* in no way attempts to make decisions upon these controversial issues. It seeks only, through forum technique, to throw light on such issues and to inspire careful thinking on subjects that concern the present and future of education endeavor throughout the Nation.

The Negative

by V. K. BROWN

Director of Recreation, Chicago Park District, Chicago, Ill.

★★★ The negative approves of schools promoting recreation. We welcome every experiment attacking leisure-time problems. We disagree only with universal educational administration of recreation.

Far from being dogmatic, our attitude is rather questioning. Has education everywhere proved so progressive that it becomes the only agency to be entrusted with recreation administration? That responsibility involves developing original inspirations, new devices, to bring quickly to adequate maturity a still embryonic social service. Recreation is escape from monotonous routine into adventure. Endlessly it demands novelties, fresh exploring, new undertakings, lest it becomes itself a monotony, requiring another escape. Conceding, for argument's sake, that progressive education could assure such creative climate, is every educational administration so progressive, and every other administration so reactionary, as to justify putting all the eggs into a single basket?

When did education attain that happy pre-eminence? The recreation movement originated, precisely because education was still failing to inspire leisure. That movement's originators, Joseph Lee, Luther Gulick, Jane Addams—was their creative genius that of educators? Are educators the outstanding contributors to recreation's operational progress today?

Granting that knowledge needs better relating to life, and that concept needs better translating into action—that training needs transfer. Even yet, James Mursell observes that present-day "lack of transfer is not a fiat of the Almighty. It is an indictment of of teaching!" Investigators still find no indication that education is "developing permanent interest in reading as a leisure-

time activity." In education's own traditional province, results remain questionable. May we not justifiably hesitate to surrender to educational administration, everywhere, society's last freedom to do as it pleases in its recreation—unstandardized? Is standardization always progressive, never arresting?

We are aware that a group of educators recently recommends that a new educational "Authority" take over education, recreation, libraries, and social services, into unified administration. But that word "Authority" itself is significant. It makes us pause! It may reveal the very frame of mind we most oppose. Do these distinguished gentlemen, representing the educators they propose to place in control, despair of voluntarily coordinated action, cooperatively functioning for the common good? Have they no solution to the problem of meeting the needs of the "whole child"—or of the whole body politic—save by authoritarian control, compelling adherence to what it conceives to be the ultimate plan? What becomes, then, of their protestations about a democratic society?

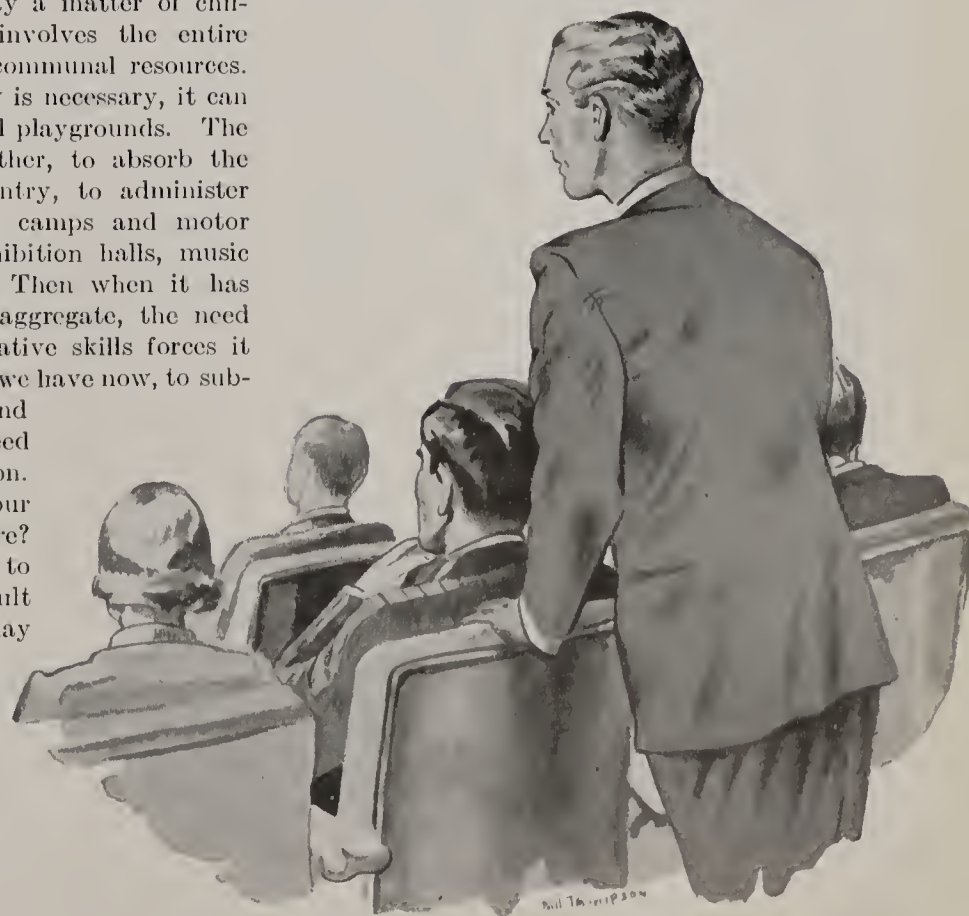
Recreation is not today a matter of children's play alone. It involves the entire community, and all its communal resources. If a centralized authority is necessary, it can not stop with schools and playgrounds. The same logic forces it further, to absorb the parks in town and country, to administer beaches and waterways, camps and motor highways, museums, exhibition halls, music pavilions, art galleries. Then when it has become an incongruous aggregate, the need for specialized administrative skills forces it again to the very pattern we have now, to subdivide all over again! And face anew the same need of democratic coordination. Are not we chasing our tails around a circle, here?

It seems only rational to assume that in an adult society, communities may be entrusted with the privilege of deciding for themselves where



V. K. Brown.

they will vest authority over recreation. Otherwise, we must despair of democracy. For example, Chicago has a socially minded park administration. Must we arbitrarily transfer our field houses from the park district to board of education control? Our staff is merit-test selected for specialized expertness in recreation—not operating overtime building uses because they happen to be principals of schools. Boards of education in numerous cities jettisoned facts and frills in the darkest depression days. Our park buildings stayed open, steadying public morale by enlarging programs. Would recreation, a newcomer in the curriculum, have been everywhere so secure, if educationally administered in those days of direst need for its cheering fellowships? Challenged by that need, our parks sacrificed in other departments to expand and reinspire



the recreation service, providing new attractions, reviving discouraged neighborhoods, regaling people around new interests, to a refreshed spirit of hopefulness. Are communities now to be denied the right to such noneducational administration?

Summarizing: Education's prescribed courses, classes, and companions, its compulsory attendance, its bell ringing, smack still too much of regimentation to take over our last freedom, recreation. It shows no reassuring universal genius for original inventiveness. Its own exponents speak in terms of "authorities;" and this proposal is rendered suspect since it denies communities the right to determine their own recreation policies in democratic home-rule freedom of choice.



Mr. Light's Rebuttal

Mr. Brown's concept of recreation as an escape from monotonous routine assigns recreation to a minor role. A concept of recreation as opportunity for self-realization through a wide variety of activities under competent guidance calls for leadership of a high order, and it also identifies recreation with education.

The first of Mr. Brown's arguments is an attack upon school administration common from recreation leaders. The attitude which begets these attacks virtually prohibits cooperative action in the interest of the community. It is one more reason why the two services must be unified.

Generally speaking, there are no preservice professional requirements in the recreation field and few opportunities to secure such training. The reverse is true in the education field. Unless he is prepared to maintain that superior professional preparation means a less liberal, less social, and more "standardized" administration, Mr. Brown's argument has no basis.

The democratization of all the allied social services, including recreation and education and local determination of program and policy, are major theses of the report of the Educational Policies Commission to which Mr. Brown refers. He should read them with the care they merit.

Mr. Brown's second argument is that common mask for a retreat from principle, expediency. Recreation, parks, and playgrounds have frequently provided the "respectable front" for gang politicians exploiting the community. The only explanation for recreation's acceptance of this situation is expediency. Perhaps Chicago's schools, to the plight of which in contrast with its parks and playgrounds Mr. Brown calls attention, would have lost far more if expediency, rather than principle, had controlled their administration.

Mr. Brown asserts that recreation is "our last freedom"; he fears its loss. If freedom of

religion has vanished with freedom of speech and education, then certainly freedom of recreation has not long to live. His fear for the loss of recreation freedom has no more basis than his fear of education. Freedom of recreation will not, however, survive loss of educational freedom.



Mr. Brown's Rebuttal

Play programs operated "without regard for effect upon behavior are by no means rare." No doubt. But educational programs actually demonstrating transfer in "effect upon behavior" are more than rare; they are nonexistent, by admission of education's own observers. Educational control does not commend its superiority by that argument.

The affirmative admits it, in its reference to cooperation which does not cooperate. Education teaches the concepts of cooperation, but behavior sadly fails to put concept into action. His cure? Authority! Make 'em love each other if you must break every bone in their bodies. But does that answer the revived necessity for cooperation, after authority gets so big it must subdivide, and start cooperating all over again? In the end we must have cooperation. And its essence is its voluntariness. Confession of present defeat does not alter that, nor can compulsion solve it. The sole path on which it can arrive is the pathway of democracy.

But are play and education equally "experiences in democratic living?" Compulsory attendance, class assignment, calendared progress, still characterize the one; freedom to choose hours, companions, activities, distinguishes the other. Perhaps here is "identity in purpose"—but "identity in method?" Why, that is the very thing we most fear! Let education demonstrate more general genius for liberating the spirit, before we are willing to bow to its universal control.

Deploring inadequate leadership, does not he see its significance? Present leadership is produced by present education. If education so comprehends the spirit of recreation as solely to merit its control, why is not it doing now a better training job? Why must recreation systems seek leaders taught by doing—why conduct in-service training programs? He thinks the product of education's numerous normal schools would be acceptable to educationally administered recreation. So do we. That's why we are opposed! We've seen—have had to reeducate—them, to develop recreational, rather than academic approaches.

He insinuates that this doubt of ours is to protect our jobs. Now, now! That's authoritarian attitude breaking through. We didn't say anything about education's greed for power, for control of the budget, did we?

Special Service Agencies

(Concluded from page 238)

1. Much can be done to serve the needs of exceptional children without a great outlay of money, providing there is cooperation and understanding on the part of school officials concerned with their welfare.

2. School and community agencies have much to give to each other, each supplementing the other's services; so also have the school officials working in various departments within the school system. The closest possible coordination of all available services is conducive both to economy of effort and effectiveness of results.

3. Three important types of special service agencies needed in a comprehensive program of special education for exceptional children are—(a) a child study or psychological service; (b) a supervisory service for the special instructional facilities needed by handicapped children; (c) a clinical service to assist in the adjustment of behavior problems.

4. The program of special service is not complete until every child with a physical handicap, a mental handicap, intellectual genius or talent, behavior difficulty, or any other type of deviation demanding special attention has become a subject of careful study, and has been given the type of educational program his condition requires.

5. To achieve successfully such a program, some one or more qualified persons should be definitely assigned to assume responsibility, in an administrative and supervisory capacity, for its continuous development.

Exploratory Study

(Continued from page 226)

coming the present lack of recognition of the importance of rural social studies, and of acquainting students with the opportunities open to specialists in the field.

"Our agricultural educational institutions were originally technical in character, devoted largely to crop management and animal husbandry," Dr. Nourse said. "Interest in rural standards of living, market problems, farm management, and farm tenancy led to the development, first of agricultural economics and then of rural sociology, shortly before the World War. During the post-war period, this interest quickened and served to focus attention on many social questions and eventually, during the depression, led to the establishment of agencies to deal with them.

"Today these Federal and State programs of service and research are going concerns. Though political changes may affect them somewhat, it seems quite likely that they will not be materially curtailed. Indeed, there are many indications that current programs will be expanded, and there is little likelihood that there will be any sudden decrease in the demand for competent personnel."

(Concluded on page 249)

Elementary Education of Negroes

by Ambrose Caliver, Specialist in the Education of Negroes



The most important educational problems of Negroes today are found in the elementary schools. They are important for the following reasons:

(1) A large percentage of Negro pupils attending school are in the elementary grades—(92 percent for Negro only as compared with 79 percent for all races). Not only is a larger proportion of Negroes, who are attending school, enrolled in the elementary grades than of other groups, but the Negro elementary school enrollment is decreasing at a slower rate. Since 1930 the elementary school enrollment for the country as a whole decreased about 7 percent, whereas for Negroes the decrease for the same period was about 2 percent.

(2) Problems which are common to all groups and levels of education are usually accentuated in the elementary schools for Negroes. The study and solution of these problems require relatively more thought, more time, more energy, and more money than are required in almost any other field of education.

(3) Thorough training in the essentials of elementary school subjects and the development of an appreciation of their relationship to each other and to life outside the school are fundamental to the personal growth of individuals and to the general welfare of society. This is particularly important for Negroes since the education received during elementary school years is all that the majority of them ever receive.

Status of Facilities

In 1937-38, in the Southern States, 2,214,462 Negro pupils, constituting about 85 percent of all the Negro children 6 to 14 years of age, were enrolled in approximately 25,000 elementary schools, 18,000 of which were one- and two-teacher schools.

The condition of the buildings which house these schools is gradually improving. During the 20 years prior to 1932 many communities were stimulated to improve old buildings and to build new ones through the Rosenwald school building program, which was responsible for the erection of 5,000 school buildings for Negroes. About the time this program was discontinued, the improvement of Negro schools received another impetus, this time from Federal emergency funds through the CWA, WPA, and PWA. Some States and local communities independent of outside aid are beginning to provide better schools for Negroes. However, especially in rural areas where more than half of them live, there are thousands of Negro schools being conducted in publicly owned buildings that are in poor repair, and still other thousands being con-

ducted in dilapidated churches, lodge halls, and cabins. More than one-third of the Negro schools in one State are housed in nonpublic buildings.

Many of the schools are lacking in equipment, such as blackboards, books, maps, and desks, and in such facilities as adequate water supply, toilets, light, and heat. Although, according to studies made by the Office of Education, a large proportion of the Negro children in rural areas must travel excessive distances over bad dirt roads in order to attend school, little transportation at public expense is provided. The percentages of Negro and white children of given ages living 3 miles or more from school are: Pupils 8 years of age and younger—Negro 18, white 2; pupils 9 to 12 years of age—Negro 20, white 2; pupils 13 years of age or older—Negro 26, white 10.

Elementary education for Negroes in urban areas is also inadequate, but the situation is much better than that in rural areas. While many classes are held in "portables," and the overcrowded conditions require double, and sometimes triple, sessions, there are relatively fewer buildings in disrepair with inadequate equipment and facilities. This advantage in recent years is partially due to the fact that most of the benefits derived from emergency funds have gone to urban centers.

The problems herein discussed are special, not because they are necessarily different in kind from those encountered by the majority group, but rather in degree.

Problems of Teaching and Learning

Since the teacher is one of the main props in the Negro's educational structure, the relative weakness of that structure can be understood by considering the elementary school teacher. While considerable improvement has been made in recent years in the preparation of Negro elementary school teachers (now numbering about 53,000), and while there are many exceptions to the following generalization, on the whole they are poorly prepared. A few years ago more than one-fifth of them had not advanced beyond high-school graduation, while among white elementary school teachers the corresponding proportion was one-twentieth. The majority of the Negro teachers having only 4 years or less of high-school training were in the rural areas (81 percent). In cities, the preparation of Negro elementary school teachers approximates closely that of the white elementary school teachers, and in some cities equals or surpasses it.

The preparation of teachers is closely related to their point of view, and their point of view greatly influences their teaching-learning situation, particularly what they teach, how they

teach, and their goals of teaching. In the main, Negro elementary school teachers have themselves been subjected to a narrow, traditional curriculum; and an atmosphere where subject mastery was emphasized rather than pupil development. In consequence, they teach what they were taught, in the way they were taught. As a result, the elementary education of Negroes is deficient in comparison with that of the majority group.

In addition to the problems which teachers present, there are also problems arising from the pupils themselves which greatly influence the teaching-learning situation. One problem is that of limited background and experience. The contacts in the home and in the community which a child has are related to his ability to form the proper concepts of words and numbers. The deficiencies which Negro children exhibit in standardized tests and in high-school and college work may be traced to a deficiency in reading and arithmetical processes, which may in turn be traced to a lack of experience with things, processes, and people. It is difficult for a teacher who has suffered from the same deficiencies as her pupils to cope with problems arising from these deficiencies. Such a condition calls for small classes and limited responsibilities, but instead, Negro elementary school teachers have overcrowded classes, and in many cases, four to eight different grades.

Administration and Supervision

Poor school attendance is a major problem among Negroes. Approximately a half million children, constituting more than one-fifth of the Negro enrollment, are out of school each day. The character of the educational facilities discussed in the preceding paragraph has some relation to the poor attendance of the pupils.

A study made by the Office of Education (*Availability of Education to Negroes in Rural Communities*) indicated that the size of schools influences school attendance. The children in the smaller schools attended fewer days than those in the larger schools. As school facilities for Negroes improve, attendance improves. Child labor is a factor which influences the school attendance of Negroes. One-fourth of all the children 10 to 15 years of age who are gainfully employed are Negro children, whereas Negroes constitute only 10 percent of all the children of that age group. Four-fifths of the Negro children of this age who are gainfully employed are employed in rural areas. Nearly one-fifth of those enrolled in school in rural areas, according to the study referred to, gave "working" as the reason for their absence from school, and more than a third gave "helping at home"

as the reason for absence. The poor attendance of Negro pupils becomes more serious than appears on the surface when the shortness of the school term is considered. More than a third of the Negro children attend schools having a term of 6 months or less. The average term length of Negro schools in 11 States in 1936 was 146 days and the pupils attended on the average only three-fourths of these days. The average term length in that year in the same States was 167 days for white children and they attended, on the average, 81 percent of the days provided.

Pupils who are overage constitute another major problem in the elementary education of Negroes. Approximately three-fourths of the Negro children in rural areas are overage as compared with less than one-fifth of the white children in rural areas. Some school officials are attacking the problem by discouraging the practice of having an excessive number of children repeat the first grade.

Poor attendance and overage pupils are no doubt closely related to the high pupil-mortality in Negro elementary schools. Sixty-eight percent of the Negro children never advance beyond the fourth grade, and only 8 percent enter high school. The implications of these facts are that the majority of Negroes are not remaining in school long enough to receive the elementary training necessary for personal, social, and civic development, nor the essential foundation for effective occupational adjustment.

Some Progressive Trends

In many States and communities the problems discussed here are being attacked with intelligence and vigor. Policies are being adopted, practices are being inaugurated, and experiments are being tried, the influence of which is already evident, and which give promise of greatly improved conditions in the near future.

Improvement of Supervision

During the past quarter of a century State supervisors for Negro schools have been maintained by the General Education Board. The major purpose of these supervisors has been to act in a liaison capacity in the promotion of interest and goodwill on the part of the dominant group. They have also directed the activities of the Jeanes teachers (introduced and largely supported by the Jeanes Fund), who carry on the detailed supervisory activities in rural elementary schools. In general, the State supervisors have made progress both in their professional preparation and outlook, and in their interest in and devotion to their special work. The continuity of their service and freedom from the uncertainties of change of administrations have enabled them to make and work toward the fulfillment of long-time plans.

As a result, in certain States methods and materials used in the Negro divisions have been adopted for the white schools by other

divisions of the department of education; and in some cases, members of the Negro divisions have been transferred to other important positions in the department. In many cases their qualifications are esteemed so highly that they are placed on important committees and are consulted frequently. The process of integrating the personnel of the Negro division into the whole department of education has had a salutary effect on the education of Negroes throughout the State. The Jeanes teachers have also improved in professional outlook and preparation. Ten years ago only about 15 percent were college graduates, now the percentage is more than 70; a great number have the master's degree. During the past few summers a special 6-weeks' course has been conducted at Hampton Institute for these teachers, and the number of institutes and conferences for their professional improvement is increasing rapidly within the States.

Improvement of Teachers

Measures adopted by the States are rapidly lifting the level of the teachers' education. Some of the States are adopting a minimum requirement of college graduation for the certification of new teachers, and few have a standard lower than 2 years of college training. Some have designated a time limit when all teachers must have attained a minimum amount of college training. The attainment of this higher standard is made possible by converting teacher-preparing institutions into 4-year colleges, and by establishing extension courses and summer schools.

One of the great obstacles to the improvement of Negro elementary teachers is their inadequate salary. In 1936 there was a slight improvement over 1931. The average annual salaries in the States reporting in each of the years were, respectively, \$439 and \$433. In some States the average salary is below \$300. While the salaries are still inadequate, their gradual upgrading in some States and communities has made it possible to select better qualified teachers, and has enabled those in service to improve themselves. As a result of repeated petitions by the Negro Teachers League, the Board of Education of Knoxville, Tenn., adopted a resolution, effective December 1, 1939, giving Negro teachers the same salaries as white teachers for the same type of work where they show equal preparation.

Curriculum Development

Progress has been made during the past few years in improving the curriculum in schools for Negroes. The improvement has been along the lines of three major objectives: (1) More effective relation between formal education and out-of-school activities; (2) fusion of subject matter; and (3) study of the Negroes' contribution to civilization. With respect to the first objective, Negro teachers are increasingly realizing that effective living is the goal of education, and that in order to

make education function it must be closely related to one's practical experiences. In regard to the second objective they are realizing that, since an individual reacts to a situation as a total personality, bringing to bear on it a fusion of all his knowledge and skill, so also must the things he is taught be taken out of neatly separated compartments and fused, if they are to be effective. Interest in the third objective is based on the assumption that, if Negro boys and girls are to function as loyal, self-respecting, and worthy citizens they must be taught the part their race has had and is having in the making of our Nation. Advancement in the directions mentioned has come about through improved supervision and training, and more particularly by Negro teachers having an opportunity to participate actively in State and local programs of curriculum development. Underlying this whole progressive development is the acceptance of the principles that curriculum differentiation and adaptation should be on the basis of needs growing out of social and economic conditions, and not on the basis of race, and that, in order to avoid the perpetuation of the *status quo*, the education of Negroes should be directed toward improving the social and economic conditions out of which present needs arise.

Research and Experimentation

In the past, many systems of public education have been unsympathetic toward research and experimentation. In recent years, however, many States and localities have begun to conduct research and experimentation, and Negroes are sharing in the results. In Virginia, for example, a State-wide research project is being conducted among Negroes for the purpose of improving their education. Findings of the study are being used as bases for teachers' and supervisors' conferences, and for suggesting improvements in administrative and supervisory practices to county superintendents. Good results may be seen as a result of the survey before it is completed.

Experimentation is definitely encouraged by some State departments. Louisiana's entire State program for the improvement of instruction is an experimental one. In instructions sent out by the State superintendent an invitation is extended to schools to carry on experimentation (under specified conditions and with the approval of the State department). In Georgia experimentation is being carried on among Negroes through a limited number of "demonstration centers" where every activity is planned with a view to effecting a closer relation between what is taught and the practical experiences of students. In Arkansas "key" schools are used for experimental purposes. The school and community are selected for intensive work and study on the basis of their potentialities for improvement and indication of progressiveness.

Advancement in the education of Negroes depends on the attitude of public officials.

(Concluded on page 249)

Visual Aids in the CCC Educational Program

by Howard W. Oxley, Director of CCC Camp Education

★★★ CCC camp instructors are making extensive use of blackboards; maps, charts and diagrams; specimens and models; motion-picture films and film strips, and collections of opaque pictures. Most camp shops and classrooms are equipped with blackboards and relevant maps, charts and diagrams, specimens and models. Eleven hundred of the fifteen hundred camps have motion-picture projectors, 1,108 have film-strip projectors, and 282 are supplied with opaque projectors.

These various aids are used to visualize or picturize subject matter so as to make it less abstract, make it more interesting, and to increase the retention of subject matter on the part of enrollees.

Maps, charts and diagrams, and specimens and models have been used for exhibit purposes in many camps. These exhibits, ranging from bulletin-board displays to fairly comprehensive camp museums, are to be found in the camp recreation hall, the library, the classroom and the shops.

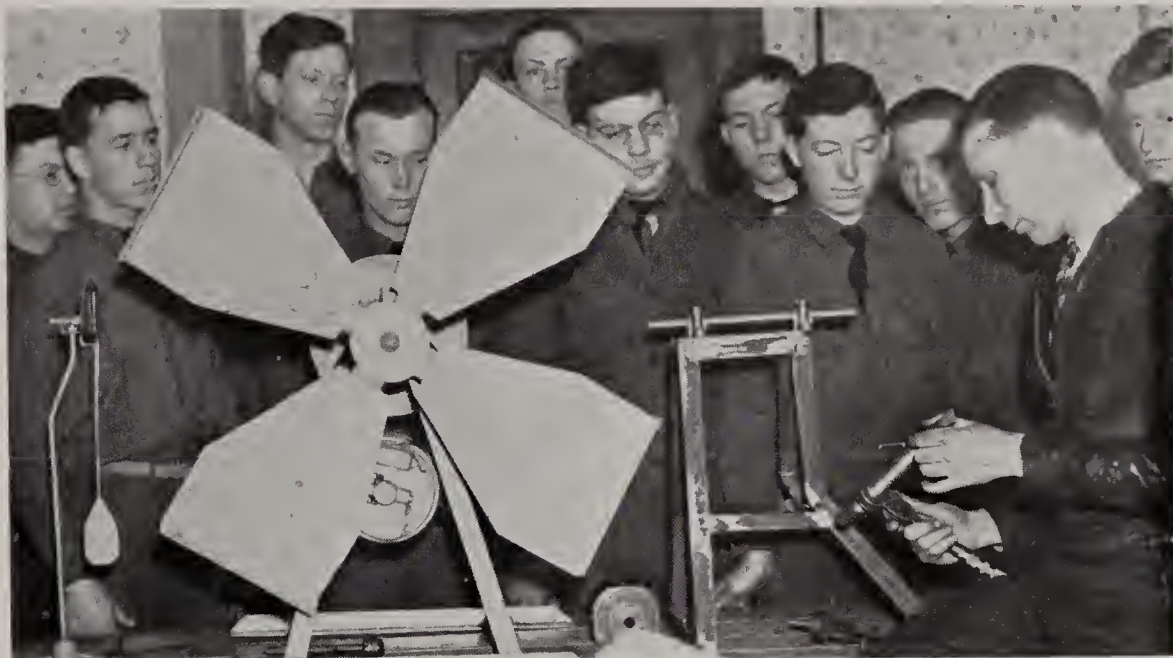
The 11 camps in the Chippewa, Minn., sub-district have made extensive use of visual aids for exhibit purposes. In February, these 11 camps prepared an exhibit of CCC life as a feature for the annual Paul Bunyan Carnival held at Bemidji, Minn., which drew 20,000 visitors.

Motion-picture films and film strips and organization charts depicting CCC camp life and work, and films and strips dealing with the general subject of vocational guidance have been used effectively in orienting new enrollees during their first 3 months in the corps.

During the past winter motion pictures on different industries were shown each week at Company 1195, Haddam, Conn., to acquaint enrollees with jobs and job qualifications. The instructor supplemented the films with facts concerning wages, working conditions, opportunities for promotion, and hours of work.

In Company 318, Camp ANF-1, Marienville, Pa., educational films are shown on the first three evenings of the week to a general group. The showing of the film is interspersed with an informal lecture and followed by group discussion. The Monday night films pertain to history, the Tuesday evening films refer to physiology, and the Wednesday evening programs are built around general science.

The philosophy adopted by camp instructors in connection with the use of films and strips is expressed in the following quotation taken from the 1940 issue of the journal published by the Missouri District: ". . . the value of most educational films will be



CCC men attend Owensboro Trade High School.

greatly increased if they are tied in with the classroom work in those courses where the subject matter is appropriate. This does not mean that educational films should not be shown to the entire company, but each film should be previewed carefully to see if it can be used to enhance the instruction in any particular course or courses offered in the training program."

This article, entitled *Films and Film Strips for Classroom Use*, points out that the companies in the Missouri District which are selecting those films and strips which supplement the training given in particular courses are obtaining the best results in their visual-aids program due to the fact that the pictures presented are of special interest to the group.

Several corps areas operate an entertainment film service which reaches nearly every camp within the corps area. Within the past 6 months, the entertainment service in the Fourth Corps Area has expanded by 100 percent, now reaching 179 of the 236 camps in the corps area. At the present time, each of the camps in the Fifth Corps Area is viewing 1 entertainment film per week. The Fourth Corps Area has been experimenting for about 4 years in the developing of appreciation for high-type motion pictures for entertainment purposes.

Company 1394 (veteran), Weikert, Pa., in a motion-picture survey for the calendar year 1939, reports as follows:

"1. Motion pictures were shown on 266 nights, 71 of which were for feature shows and 195 were for educational pictures.

"2. A total of 633 subjects were shown, of

which 53 were feature subjects and 580 were educational subjects.

"3. A total of 1,315 reels were shown, of which 424 were feature films and 891 were educational films.

"4. The total cost of the company for these shows was \$1,009, \$922 of which was for feature films, and \$87 for educational films.

"5. One hundred and two commercial companies supplied us with free educational films, while two companies furnished us with feature films.

"6. The total estimated attendance of all shows was 36,000 and was about equally divided between the feature and educational films.

"7. Four projector operators, John E. Hussey, George H. Hench, Clarence E. Poorman, and William Machunic assisted in the showing of this vast number of films with leader John E. Hussey showing the greatest number."

Most of the visual aids used in CCC camps other than motion-picture films and film strips are procured or developed by the individual camps. There are few subjects offered in CCC camps for which films are not available and in many instances film strips are also available. Due to the cost of these materials and the necessity of exploring the field to find the most suitable productions, corps area film centers have been organized. In each corps area, motion-picture films and film strips are distributed to camps directly by the corps area film center or through district film centers, on a definite booking schedule.

(Concluded on page 253)



THE VOCATIONAL SUMMARY



by C. M. ARTHUR, *Research Specialist, Vocational Division*

Together

The State supervisors of home economics and agricultural education, local teachers, and the school principal cooperated in organizing and operating a joint agricultural-home economics education program for girls at Volens, Va., last year.

The enrollment in this school, which until recently was the largest rural high school in the State, is made up entirely of rural boys and girls who are confronted with problems involved in farming and farm living. The need of a combined program in agriculture and home economics for the girls in this school has been recognized for several years, but because of the crowded conditions in the school it was impossible to work out such a program.

Last year, however, a young woman trained in agriculture was employed to assist in both the economics and vocational agriculture departments. She worked with the girls in an attempt to find satisfactory solutions to such problems as improving the farm grounds; raising pigs, chickens, or other animals to augment and diversify the family diet and to provide a money return; feeding and caring for the family cow with a view to getting more milk and butter; raising small fruits to use in improving the diet; making needed repairs in the farm home; storing fruits and vegetables other than by canning, drying, and preserving; and planting and caring for the farm garden.

The special teacher also devoted considerable time to supervision of home project work in home economics.

Consultant, Chief Appointed

Two new appointments to the staff of the United States Office of Education have been made recently. B. Frank Kyker has been appointed Chief of the Business Education Service and Muriel W. Brown has been appointed to a newly created position—Consultant in Home Economics Education.

Mr. Kyker has been on the staff of the Business Education Service for the past 2 years. He served for 1 year as special agent for research in business education and for the past year has served as acting chief of the service. Mr. Kyker who came to the Office of Education from the Woman's College of the University of North Carolina where he was head of the department of commercial teacher training, has had a broad background of training and experience.

Following the completion of his elementary and secondary education in Tennessee schools, he did undergraduate work in business administration, marketing, and education at the University of Virginia; at Berea College, where he received the degree of bachelor of arts; and at the University of Tennessee, where he received the degree of bachelor of

science. Mr. Kyker pursued graduate work at the George Peabody College for Teachers, Nashville, Tenn., from which institution he received the master of arts degree, and at Iowa State University where he pursued advanced courses in commerce and business education.

He has had practical business experience in banking, accounting, office management, and sales management work and in the field of education as teacher, principal, college department head, and director of business teacher training. He served as director of



B. Frank Kyker, newly appointed Chief of Business Education Service, U. S. Office of Education.

the department of business, Berea College, and as professor of graduate courses in business education in the summer sessions of the University of Tennessee, University of Iowa, and the Ohio State University. He is the author of numerous articles and monographs on business education, was at one time on the editorial staff of the *Journal of Business Education*, and was formerly the business education editor of the *High School Journal* and an associate editor of the *Business Education Quarterly*. He has held office in a number of local, regional, and national organizations of business educators, as well as in business and professional organizations.

Dr. Brown comes to the Office of Education from Tulsa, Okla., where she held the position of specialist in family life education for the

University of Tulsa and the Tulsa public schools. In the latter capacity she assisted in the development of a community program of education for home and family living. She served last year as one of the consultants to the Office of Education in conferences called for the purpose of considering the development of four demonstration programs in education for home and family life sponsored by the Office in centers in Utah, Ohio, Tennessee, and Kansas. She has been a State leader of conferences of home economics teachers in several States.

Dr. Brown has been a high-school teacher, an adviser in a trade school for girls, a supervisor of special classes in a State department of education, a director of the departments of child study and of mental hygiene in a large city school system, a research associate of the National Council of Parent Education, and a supervisor of parent education in a State department of education. She has taught summer courses at the University of Washington, Texas State College for Women, Colorado State College, and the Smith College of Social Work.

Her bachelor's degree was received from Wellesley College, her master's degree from Stanford University and the degree of doctor of philosophy from Johns Hopkins University. Her special interests have been in the field of family life education for adults and the application of mental hygiene principles to problems of family relationships.

Dr. Brown's work will supplement that of the regional and special agents in home economics education now associated with the Office of Education. She will assist the States: (1) In developing programs of education for home and family life to reach both sexes and all age groups; (2) in the further development of fundamental homemaking education for youth and adults and of community programs of education for home and family living; and (3) in developing means of evaluating progress in such programs. She will be available to the States for consultation on programs of teacher education for undergraduates and for teachers in service.

Teacher Training in New Form

An informal plan of training for trade and industrial teachers is now in operation in the Denver Opportunity School. It is known as teacher improvement rather than as teacher training.

Under this plan practically all the teachers of trade-extension courses in the school—those who teach but a few weeks and those who teach for much longer periods—attend conferences with coordinators at the school. At these conferences, problems encountered by teachers in their work are discussed and

means by which they may improve their instructional activities are suggested by coordinators.

The conferences are held after class or at other times that suit the convenience of instructors. Although the coordinator follows an organized procedure in carrying on this teacher-improvement program he does not follow the formal teacher-training pattern.

One of the most difficult problems faced by trade and industrial teacher trainers is that of providing training to trade-extension teachers, for many of whom teaching is a part-time job. Trade-extension teaching can be done successfully only by those who are experts in the fields they teach. Many persons in this category will take part in a trade-extension program only because they feel an obligation to be of service to the community, and not because of the small compensation paid for such work. They know what should be taught those who enroll for instruction in these fields but frequently do not know how to present it effectively.

Obviously, it is difficult to interest such individuals in an organized, formal teacher-training program—to get them to attend sessions held Monday evening, Friday afternoon, or Saturday morning. They can, however, be intrigued into participating in a teacher-training program of a less formal nature. The informal plan devised by the coordinators at the Denver Opportunity School, therefore, has worked out very successfully in providing teacher-improvement instruction for the type of teachers employed at the school.

“Smartening Up”

Merchants in small towns as well as in cities are taking advantage of the distributive education classes made possible through Federal appropriations.

Merchants in eight Michigan towns—Centerville, Onsted, Tecumseh, Plainwell, St. Johns, Allegan, and Mason—last year attended group conferences organized under the sponsorship of the business education division of the State board of control for vocational education. They discussed such questions as the following: How can we operate more profitably? What is our trading area? Can we make up in service what we lack in merchandise selection? How can we make our advertising pay? What's the matter with our window displays? Can we overcome the glamour of the shopping trip made by local people to nearby cities? Why can't we train our employees to be more efficient? Do we need to modernize ourselves and our methods before we put in new store fronts?

Each conference held under the program sponsored by the State board was in charge of a recognized leader in the merchandise field. The conference in one town, for instance, was led by the merchandise manager of a large department store in a nearby city, a former resident of the town who had “made good” in the city. The success of the conference program in this town, by the way, was due in

considerable measure to the local superintendent of schools who “sensed the value and benefit of such meetings to the schools, the community, and the merchants themselves,” presented the conference plan to the merchants, and secured their cooperation. According to the report on the conference program carried out in this town, the merchants who attended the conference not only “asked questions, but helped answer the questions asked by their fellow merchants. They became community-minded as well as customer-minded.”

Special care was exercised to secure for each group teacher or leader one who had had experience in stores in larger towns or cities, but who still retained the small town viewpoint.

It was the desire of the Michigan small town merchants to “smarten up” on modern retail methods, according to the Michigan report, that actuated them in flocking to these distributive education classes or conferences. And “with vocational education funds bearing a large share of the teacher's salary,” the report continues, “little or no difficulty was encountered in making up the balance through registration fees.”

A Farm-to-Store Project

A “new road to economic independence,” is the way Commissioner of Agriculture McLaughlin of West Virginia characterizes the “farm-to-store” cooperative enterprise operated by the Young Farmers' Association of Martinsburg, W. Va.

The Young Farmers' Association, it should be explained, is composed of farm boys taking vocational agriculture in the high school, young farmers enrolled in part-time schools, and adult farmers in evening schools.

The association was started several years ago under the direction of George Mullan, teacher of vocational agriculture in the Martinsburg High School, to assist farm boys enrolled in the vocational agriculture course to market the products raised by them in connection with their supervised practice programs, and also to assist farmers in the Martinsburg area, who have small quantities of farm produce of a varied nature to sell from time to time, in marketing their products locally.

Before undertaking the marketing project, Mr. Mullan went to the proprietors of Martinsburg neighborhood grocery stores to find out whether they would be willing to purchase sausage, eggs, fruits, vegetables, poultry, and other farm produce raised by vocational boys and farmers in the Martinsburg district. The storekeepers accepted the idea.

Mr. Mullan began by delivering the produce the farmers brought to assembling quarters set up in the farm shop at the school, after it had been graded, labeled, and packed in attractive containers by association members. Early in its history, the association purchased its own truck, which has been paid for out of the profits of its marketing business and which is used not only in delivering graded,

labeled, and packed products to local stores, but also in hauling produce from various farms to the assembling quarters in the school shop.

This cooperative venture, which is managed in connection with teaching duties, has proved so successful that it has been necessary for the Berkeley County Board of Education to employ a full-time agricultural teacher at Martinsburg to relieve Mr. Mullan of day-class instruction work at the school, and to assist in the activities of the Young Farmers' Association. This has left Mr. Mullan free to devote his entire time to out-of-school groups, youth and adults, in his teaching area and to develop further the activities of the cooperative organization.

The marketing facilities of the Young Farmers' Association are available to youth and adult farmers alike. Part-time, evening- and day-school pupils are given instruction in the production and marketing of farm products. Particular emphasis is given to crop varieties, quantity of various crops to be produced, and cost of production, in their relation to local market demands. Instruction is localized to include the production and marketing of crops grown by association members.

A small plant has been installed at the school assembling headquarters to process surpluses in such crops as tomatoes which are also marketed locally and elsewhere by the association.

To advise in planning and carrying on the activities of the Young Farmers' Association, an advisory committee has been set up, composed of two members of the Berkeley County Board of Education, the county superintendent of schools, the principal of the local high school, a local businessman, a banker, the editor of the local paper, the county agricultural agent, and two farmers in the area.

Guidance Must Begin Early

Records, to be of the greatest value to the vocational counselor, must be started at the kindergarten or first-grade level, a recent bulletin of the United States Office of Education brings out. According to Giles M. Ruch and David Segel, authors of this publication, information records on pupils' interests, achievement, aptitudes, intelligence, health, and social development should be started as soon as a child enters school and should be cumulative throughout the entire school period. Although counsel on the choice of an occupation is usually not given until the secondary or college level, much of the needed information must be secured earlier, or it cannot be secured at all.

The Office of Education publication, Vocational Division Bulletin 202, *Minimum Essentials of the Individual Inventory in Guidance*, attempts in 83 pages to gather together the basic information a counselor should have in assisting pupils in making satisfactory school, work, and life adjustments. It may fairly be described as a counselor's handbook.

Some Curriculum Trends

by Rall I. Grigsby, Educational and Technical Consultant in Curriculum Problems

★ ★ ★ An examination of the descriptive reports of State boards for vocational education covering the school year ended June 30, 1939, discloses some significant and interesting trends in curriculum activities in the States.¹

First to be noted is the trend toward cooperative development of curriculum materials. For example, in several of the Southern States teachers of vocational agriculture and of home economics are working together in the development of course of study materials which are suitable for meeting the common needs of boys and of girls on the farm and in the farm home. Another example of cooperative development of curriculum materials is between vocational teachers and lay groups and governmental organizations. Thus one important function of the more than 1,300 local advisory committees reported by the States has been to review course content in the several fields of vocational education. Teachers of vocational agriculture continue to cooperate with the Soil Conservation Service, the Rural Electrification Administration, the Farm Security Administration, the Agricultural Adjustment Administration, etc., in the development of course-of-study and subject-matter materials which will assist students in an understanding of the programs of these agencies. Teachers of vocational agriculture, farmers, and county agents have actively cooperated in a number of Midwestern States in surveying agricultural needs in the various localities, planning an agricultural program, and basing the instructional program thereon.

Another phase of the trend toward the cooperative development of curriculum materials is seen in the active part which is being played in a number of States by the teachers of vocational subjects in programs of curriculum revision being carried on under the leadership of the State departments of public instruction. Thus Michigan reports: "Curriculum revision for the improvement of education for everyday living, stimulated by the State department of public instruction, has contributed to the interest in strengthening the emphasis on homemaking courses for improved family living." California reports: "High-school principals are closely watching the activity program of the vocational agriculture teacher and attempting to build more nonvocational school programs around participating experiences."

The increasingly active part played by teachers of vocational subjects in State programs of curriculum revision is helping to break down departmental barriers and separatist tendencies within the high schools themselves; and is encouraging the development of educational programs which make practical life activities the focal point of learning experiences. It thus promotes greater unity of interests by the various educational services and the better integration of all educational efforts.

A second major trend which is evident from an examination of the descriptive reports of the States is that toward the upgrading of many forms of vocational education. The resultant of new social and economic factors, this trend is evident in all fields of vocational education. More and more attention is being paid to the development of vocational courses on the post-high school, junior college, or technical institute level. Typical is the report of Utah that "the building of new trade schools at the State junior colleges has increased enrollments in all day trade classes 300 percent." Again, the vocational agricultural services in a number of States indicate increased emphasis upon part-time or dull-season classes for young farmers, with the materials of instruction upon a post-high-school level.

Instructional Outlines

Under the leadership of State subject-matter specialists instructional outlines for many vocational courses are being developed. Oklahoma, Texas, Arkansas may be cited as examples of some of the States which have reported rather extensive lists of publications in this field. Outlines of related instruction for a wide variety of occupations in the part-time cooperative training program in diversified occupations have been reported from some Southern States.

The concern of vocational educators with the relatedness of instructional materials to the actual requirements of the job as disclosed by occupational and job analyses is evident as a fourth trend. In agriculture the instruction is definitely focused upon the problems of the farm and the farm home in the immediate patronage area. *Thus the supervised farming program becomes the integrating center of the curriculum in vocational agriculture.* Agricultural course sequences are more and more being determined by the farming enterprises conducted by the students themselves rather than by the logical organization of the subject matter under animal husbandry,

farm crops, farm management, etc. In industrial education there has been a critical examination in a number of States of the content of trade science, mathematics, and drawing to determine its relatedness to the actual requirements of the trade. As has been indicated in an earlier paragraph, the correlative problem of the relatedness to life in its broader phases of the materials of instruction in nonvocational courses pursued by students in vocational high schools is receiving increasingly careful attention from both vocational and general educators.

Occupational Adjustment

What is the responsibility of the schools for the occupational adjustment of all youth? The reports of the States indicate that this question is receiving increasingly serious study by vocational educators. Occupational adjustment is being recognized to require a proper emphasis upon occupational information, counseling, training, and placement. Several States have taken advantage of the ruling permitting the use of Federal funds for the partial reimbursement of the salaries of State supervisors of guidance. Guidance, conceived not solely in terms of policies of selective admission to vocational schools and classes but rather in terms of the best distribution of all youth to appropriate vocational training opportunities, is reflected in the activities of many States and may well be regarded as a major trend in that larger movement to adapt the curriculum to the individual needs of pupils of which vocational education is an important part.

If education is to meet the needs of youth in a modern world, we face the problem of providing a greater range of vocational training opportunities preparing for advantageous entry upon a larger number of industrial and business occupations, and adapted to a wider range of student abilities. The continued growth of part-time cooperative programs of training for diversified occupations, of cooperative programs of training for the distributive occupations, of junior occupational schools and classes preparing for the semiskilled and operative types of industrial employment are significant curriculum developments.

Closely related to curriculum trends are the guiding principles of curriculum development which are reflected in the descriptive reports of the States. First in importance is the principle that the criterion by which to judge the effectiveness of all course-of-study

¹ Copies of the *Digest of Annual Reports of State Boards for Vocational Education to the Office of Education, 1939*, may be obtained by writing to the U. S. Office of Education, Washington, D. C.

material is its functional or use-value. The objectives of vocational education should be near and clear. Does this skill, that information, actually function—is it used—in the occupation for which the training is designed? In order to ascertain the functional or use-value of the training given in each of the several fields of vocational education, frequent analyses of the activities of persons successful in the various occupations are essential. Thus Oklahoma reports, "Emphasis has been placed this year upon the development of instructional materials for general industrial schools in small communities. All shop instructors in the different trades have been definitely assigned through the itinerant teacher-trainers some definite contribution of instructional materials with further instruction to develop all materials through analyses with tradesmen in their communities." Many surveys of patronage areas and analyses of farming enterprises are reported in agriculture. Home-economics teachers study the immediate home problems of girls as the basis for supervised home projects and for school instruction.

Major Contribution

This principle of basing instruction upon a functional analysis, keeping it in close relationship to practical activities, stands as a major contribution by vocational education to the field of curriculum building. It bids fair to be more and more frequently utilized in the continuous revision of course-of-study and instructional materials in all fields.

A second principle of curriculum development which is much in evidence in the reports from the States is the principle that the actual curriculum as distinguished from the curriculum on paper is what the teacher and the students do in the carrying on of the learning enterprise. This principle is well exemplified in the planning together of home projects by pupils and teachers in home economics courses. Thus Arkansas reports, "Each home economics teacher now plans her year's work with the aid of pupils and suggestions from adults. Pupils in class under teacher guidance set up objectives for the units they select, deciding what they will need to learn in order to solve some of their homemaking problems." The same principle also appears in the planning together of a long-term farming program by pupils and teachers in vocational agriculture.

Integral Part

Vocational educators regard curriculum and course-of-study activity as an integral and important part of teacher-training activity. *In a very real sense the teacher is the curriculum.* Given a teacher with ability and imagination who has a clear sense of the objectives of vocational training, and such a teacher will select materials of instruction appropriate to the accomplishment of the objectives held. A realization of the crucial importance of such

teachers accounts for the continuing emphasis upon the in-service training of vocational teachers reported by State boards for vocational education. Except in larger communities the activities of course-of-study building as a phase of the development of teachers in service are carried on by individual teachers working in their individual capacities rather than as members of committees. In agriculture, the survey of the school patronage area to disclose farming needs, the planning of the students' farm practice programs, the building of instruction about the students' farming enterprises are illustrative of the way in which individual teachers plan their courses in terms of the individual needs of pupils in particular schools.

Some Outstanding Problems

In conclusion of this brief summary of curriculum activities in the States, attention is called to some of the outstanding problems in the area of curriculum development which are thought to be deserving of continued study and research by the States.

1. Are there families of occupational skills, basic to a number of occupations, which may be learned and to some extent generalized?

2. What are the appropriate materials of instruction in the area of occupational adjustment for the slow-learning, or nonacademically minded pupil?

3. What can be done to vivify and functionalize the teaching of English and social studies in the vocational schools and courses?

4. How shall we keep related subject materials continuously related to the actual needs of the occupation?

5. What are the relative merits of so-called "technical courses" as compared with "vocational courses" in the development of occupational intelligence and skill?

6. How can the educational experiences of evening extension students be given progressive sequential organization?

7. How can we provide the diversification of curriculum offerings in small town and rural areas which will assure greater equality of vocational educational opportunity?

8. What is the best arrangement for the guidance and counseling of students in the selection of a personal vocational objective?

9. To what extent should industrial and practical arts subjects be made the core of the curriculum for all students who are not college bound?

10. How can the needs of the evening extension teacher for course outlines be most effectively met?

11. What are the comparative values, in the training of teachers for each of the various fields of vocational education, of general education in the socio-civic area and of courses in educational methods?

12. To what extent are courses, the controlling purpose of which is to prepare for useful employment, effective in developing problem-solving ability or the scientific habit of thinking?

Elementary Education of Negroes

(Concluded from page 244)

There are two indications of a changed attitude on the part of these officials that seem especially worthy of mention. The first is the increase in the proportion of the salaries of Jeanes teachers which comes from public funds. In 1909, when the Jeanes work was first begun, the total salaries were paid by the fund. Gradually, year by year, as the value of the work was realized in county after county, more and more of the salaries have been paid from public funds until now, with 464 Jeanes teachers in 491 counties, 87 percent of the salaries are paid from public funds and only 13 percent from Southern Education Foundation (formerly Jeanes and Slater funds) funds. The following States are paying more than 87 percent: Louisiana, Oklahoma, Georgia, North Carolina, Tennessee, Virginia, and Texas.

The other indication of a changed attitude is the publication of facts regarding the expenditures by counties of funds received on account of the presence of Negroes. A large number of counties in the States having separate schools do not supplement the State funds for schools for Negroes nor allot to them the full amount of State funds provided. The State departments of education are beginning to publish the facts about these situations within the States, in the belief that a continual publication of such facts will have a salutary effect in changing public opinion and in providing Negroes an equitable share of public funds from State as well as from other sources.

Exploratory Study

(Concluded from page 242)

Pointing out that the Social Science Research Council and other agencies have asked the American Council on Education to undertake the study, Dr. Zook said that it was a logical function of the council, which is primarily concerned with the improvement of educational standards through cooperation with public and private institutions. Cost of the study, described as a "4-month project," will be met by a grant of the General Education Board.

In addition to Dr. Nourse, members of the exploratory committee are: W. E. Grimes, head of the department of economics and sociology, Kansas State College of Agriculture and Applied Science; W. I. Myers, department of agricultural economics and farm management, Cornell University, formerly Governor of the Farm Credit Administration; T. Lynn Smith, head of the department of sociology, Louisiana State University; O. C. Stine, Bureau of Agricultural Economics, United States Department of Agriculture; and C. S. Marsh, vice president of the American Council on Education, ex officio.



New Government Aids FOR TEACHERS



by MARGARET F. RYAN, *Editorial Assistant*

FREE PUBLICATIONS: Order free publications and other free aids listed from agencies issuing them

COST PUBLICATIONS: Request only cost publications from the Superintendent of Documents, Washington, D. C., enclosing remittance (check or money order) at time of ordering

(The free supply is usually too limited to permit of furnishing copies for all members of classes or other groups)

● Maintenance of aids to marine navigation, consisting of lighthouses (see illustration), lightships, radiobeacons, fog signals, buoys, and beacons upon all navigable waters of the United States and its possessions, is a function of the United States Coast Guard. A pamphlet describing these activities is available free from the United States Coast Guard, Washington, D. C.

Another publication of this agency entitled *Guide to Historically Famous Lighthouses in the United States* is also available free upon request.

● For information about the part played by the Federal Government in public assistance under the Social Security Act, write to the Social Security Board for the following free leaflets: *Aid to the Needy Blind*; *Aid to Needy Old People*; *Aid to Dependent Children*; and *Public Assistance—What It Is and What It Does*.

● *4-H Club Insect Manual*, Miscellaneous Publication No. 318, of the Department of Agriculture, is so outlined that 4-H Club members can carry on insect work for 1, 2, or 3 years. Part I is devoted to acquaintance with insects; Part II, to life studies and control of insects; and Part III, to telling others about insects, such as giving plays and demonstrations, preparing and displaying exhibits, and making surveys. 10 cents.

● The Superintendent of Documents has revised the following free price lists of Government publications: *Fishes*, No. 21; *Interstate Commerce and the Federal Communications Commission*, No. 59; *Navy*, No. 63; *Pacific States—California, Oregon, and Washington*, No. 69.

● World-wide in its scope, *Control of Ocean Freight Rates in Foreign Trade*, Trade Promotion Series No. 185, of the Bureau of Foreign and Domestic Commerce, makes available a summary of experiences and precedents in the field of rate control, as well as measures adopted for the prevention of discrimination and unfair practices. Price, 20 cents.

● The report of the Committee on Economic and Legal Status of Women, of the American Association of University Women, made in cooperation with the Women's Bureau, is now available as *Women's Bureau Bulletin No. 170, Economic Status of University Women*. Price, 15 cents. Data were assembled from



Portland Head Lighthouse, Maine.

questionnaires returned by the association's gainfully employed members as to the relationship of education and training to occupation and salary and other information concerning discrimination on account of sex, marital status, age, or youth.

● Average annual household use of electricity increased more than 100 percent from 1923 to 1938, according to *Changes in the Retail Price of Electricity, 1923-38*, Bureau of Labor Statistics Bulletin No. 664. A section of this bulletin is devoted to a discussion of the progress in both the power industry and the electric appliance industry. 15 cents.

● Answers to 65 questions are given in a 26-page free booklet issued by the Work Projects Administration entitled *Questions and Answers on the WPA*.

● Illustrated folders on the *Grand Coulee Dam*, in the State of Washington, and on *Boulder Dam*, Nevada, may be had free of charge by writing to the Bureau of Reclamation, Washington, D. C.

● *Washing, Cleaning, and Polishing Materials*, National Bureau of Standards Circular C424, discusses the use of water in laundering, the general composition of soap, soap manufacturing processes, and the common varieties of soap products. Dry-cleaning operations, solvents, dry-cleaning soaps, stain removal, and carpet and upholstery cleaners are taken

up; and sections are devoted to furniture and automobile polishes, metal polish, floor wax and polish, glass polish and cleaner, stove polish, shoe polish, polishing cloths, dust cloths, sweeping compounds, wallpaper cleaner, and floor oils. Cost, 15 cents.

● Recent numbers of the current volume of *Public Health Reports* contain the following articles: *Disabling Childhood Diseases Observed in the National Health Survey*, No. 4; *Community Economic Condition and Dental Status of Children*, No. 5; *Medical and Nursing Care of Disabling Diseases of Childhood*, No. 6; *The Educational Activities of Public Health Nurses*, No. 8. Each issue, 5 cents.

● The United States ranks fourth as a world supplier of medicinal products. *Foreign Markets for American Medicinal Products*, Trade Promotion Series No. 193, of the Bureau of Foreign and Domestic Commerce, outlines the world markets for American medicinals, pharmaceuticals, and biologics, giving the highlights of competition and other outstanding factors involved in marketing such products in foreign countries. 15 cents.

● *Cost of Producing Extracted Honey in California* deals with the cost factors involved in the care of bees, production of honey and beeswax, and the preparation of honey for the wholesale market by the producer. Department of Agriculture, Technical Bulletin No. 656. Price, 10 cents.

● The potato is the leading vegetable in the United States, being adaptable to all latitudes and is grown in practically all tillable sections of the country. *Origin and Distribution of the Commercial Potato Crop*, Department of Agriculture, Technical Bulletin No. 7, presents data on areas of production, average yield per acre, production, harvest season, crop movement, and crop distribution. 10 cents.

● Three new reprints from the *Public Health Reports* are now available at the prices stated: *Dental Programs Sponsored by Health Agencies in 94 Selected Counties*, No. 2906, 5 cents; *The National Health Survey—Scope and Method of the Nation-wide Canvass of Sickness in Relation to Its Social and Economic Setting*, No. 2098, 10 cents; and *Directory of State and Insular Health Authorities, July 1, 1939*, No. 2110, 5 cents.

Annual Report

(Concluded from page 228)

Since this service was inaugurated about 250,000 copies of scripts have been made available to approximately 7,000 groups and institutions, including colleges, universities, high schools, radio stations, civic and private organizations. These figures are particularly significant in view of the fact that not more than one copy of any script was given or loaned to any one group.

* * * * *

New Service Organized

In an effort to meet new problems and needs which have arisen recently in the field of vocational education, several new services have been added during the year to the Vocational Division.

Among these is the Occupational Information and Guidance Service. A professional staff consisting of a chief of service, two specialists in occupational information, one specialist in tests, measurements, and personnel records, one specialist for consultation in field service, and one specialist for occupations for girls and women, has been provided for.

Three consultants in various fields of vocational education have been added to the staff of the Office of Education during the year: (1) A consultant in public-service training, who is responsible for conducting studies and investigations in the field of public-service occupations and assists State school officers, colleges, and universities, and other organizations and groups interested in the development of vocational education, in promoting or improving programs of training in public-service occupations; (2) a consultant in employee-employer relations, whose responsibility is to make studies and investigations of problems arising from the use of Federal funds in connection with vocational training for wage-earning pursuits, and to check various training programs against special standards in order to safeguard the interests of workers and the use of public funds provided for vocational education; and (3) a consultant in curriculum problems who cooperates with Federal and State agencies in the field of vocational education on procedures and plans for the development of vocational-training programs at various educational levels, and conducts research in curriculum problems.

* * * * *

Growth of Vocational Education

Figures submitted by the States for the year ended June 30, 1938, showed that 1,810,150 persons were enrolled in vocational education schools and classes in all fields of vocational education. This represents an increase of 313,313 over the previous year,

distributed as follows: An increase of 66,476 in vocational agriculture schools, 79,592 in trade and industrial schools, 131,169 in home economics schools, and enrollments totaling 36,076 in distributive education. Present reports indicate that the enrollment figures for the year ended June 30, 1939, will materially exceed those for 1938.

Approximately 650 new departments of vocational agriculture were established in rural high schools during the past year. This increase has necessitated a corresponding increase in the number of persons being trained as teachers of vocational agriculture. The number of prospective vocational agriculture teachers who completed teacher-training courses increased from 1,237 for the year 1937 to 1,508 for the year 1938. Data show that 1,752 prospective teachers should complete training this year and that about 1,575 will probably be placed.

It is significant that the enrollment in day trade classes, which, in the past few years, have absorbed many of those who would otherwise enroll in part-time continuation classes, has increased progressively for the past 20 years. Training in the day trade class has, in the past few years, tended to become pre-apprentice training. This is considered a desirable condition, since it helps to insure complete training for young workers and tends to limit the enrollment to the number of persons who will be needed as workers.

It is estimated that 750,000 persons were enrolled in trade and industrial classes during the year 1938-39. This exceeds by more than 100,000 the number enrolled for the year 1937-38.

Reports from the States indicate that approximately 1,500 additional homemaking programs were established during the year and that the increase in enrollment in all home economics departments for the year will approximate 75,000.

The growth during the year in the program of distributive education, provided for under the terms of the George-Deen Act of 1936, has been substantial. Unofficial data collected by members of the staff of the Business Education Service of the Office of Education, indicate that approximately 68,000 persons employed in the distributive field are enrolled in adult extension classes and 5,033 in cooperative part-time classes. During the past year many of the distributive education classes have been organized in the smaller centers and have enrolled an increasing number of workers from small stores, a contrast with the previous year when most of the classes were organized in the larger centers, and the enrollment was composed largely of workers from the larger stores.

Twenty-six full-time and 9 part-time supervisors, assistant supervisors, teacher trainers, and research workers are now employed by State boards for vocational education in 25 States. Forty-four States have operated classes in distributive education during the year, as compared with 36 last year.

Cooperative Services to the States

The Federal vocational education acts expressly provide for cooperation with the States in the promotion of vocational education in agriculture, the trades and industries, home economics, and the distributive occupations. Services in these fields are rendered to the States by the Office of Education on a cooperative basis and at the request of State boards for vocational education.

* * * * *

New Developments

Outstanding in the new developments in vocational education is the plan followed, particularly in the Southern States, of conducting joint programs in vocational agriculture and homemaking referred to in a previous section of this report.

As a result of the higher age of entrance into employment, preemployment training, formerly planned for pupils in the 14- to 16-year-old group with elementary school training only, is now planned for pupils who have completed all or a part of the high-school course. The enactment of wage-hour and apprentice legislation has also necessitated adjustments in part-time cooperative courses in which students spend part time in classroom instruction and the rest in practical work on the job.

The widespread adoption of new processes, the use of new materials, and the introduction of new machines and new products have resulted in the setting up of new training courses. The need for broader basic training, with the possibility of adaptation to different fields of industry, has given emphasis to technical training.

New buildings are being erected to house trade-training programs, more attention is being given to qualifications of teachers, greater efforts are being made to relate trade training to the work which pupils will be called upon to do later, and definite attempts are being made to enlist the cooperation of workers and employers in training programs.

Outstanding of the new developments in the field of home economics education is the experiment in education for family life, sponsored by the Office of Education and started in communities in four different States. Each of the four demonstration centers is developing its program in cooperation with a large advisory committee and a smaller planning committee composed of representatives of the school system and of various community agencies and groups, in accordance with local needs and conditions. The Office of Education will make available to other communities from time to time descriptions of procedures used in these centers.

Important among new developments in the field of business education is the recognition on the part of businessmen and business educators that the traditional business course does not meet the requirements for employment. There is an imperative need, it is believed, for occupational surveys, follow-up studies, and

the revision of business curricula based upon the findings of such research.

* * * * *

Vocational Rehabilitation

During the fiscal year plans were consummated for the establishment of a program of vocational rehabilitation in the State of Delaware, whose legislature at its 1939 session accepted the provisions of the Federal Rehabilitation Act.

Thus the 48 States, the Territory of Hawaii, the island of Puerto Rico, and the District of Columbia have enacted rehabilitation legislation. All of them with the exception of Kansas now have a program of rehabilitation in operation. Plans were initiated during the year whereby funds will be made available from public sources other than the State legislature to initiate a program in Kansas.

Under Federal acts the Congress is authorized to appropriate \$1,938,000 annually for the maintenance of rehabilitation programs in the States. This amount was made available to the States during the fiscal year 1939.

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The Federal act for promotion of service to the blind does not authorize a specific appropriation, nor does it provide for Federal aid to the States in carrying out the program outlined in the act. However, the Congress made available to the Office about \$23,000 for administration of the act, and the maintenance of the program in the States is financed by State appropriations and contributions from agencies interested in the rehabilitation of the blind.

The number of disabled persons rehabilitated—that is, restored physically where possible, trained where necessary, and placed in remunerative employment—during the fiscal year ended June 30, 1938, was 9,725. No figures on the number of cases rehabilitated during the fiscal year ended June 30, 1939, are yet available. However, information from the States and Territories indicates that the number may even exceed the number rehabilitated during the preceding year.

Improvement and Expansion

There are many indications of a growing interest on the part of State rehabilitation officials in the improvement and expansion of their programs for rehabilitation of special groups, such as the deaf and hard of hearing and those disabled through tuberculosis and heart diseases. In several States cooperative programs for providing services to these groups have been established.

During the year there was a material growth in service for the blind in the 39 States cooperating in this movement, in Hawaii, and in the District of Columbia. Two hundred and fifty blind persons were established in vending stands in Federal buildings, and about 500 in other buildings.

Different Services

The services of the Rehabilitation Division fall in two categories: First, specific services to State officials; and, second, general research activities. Included in the specific services are assistance in the training of new personnel, organizing working relations with welfare agencies other than rehabilitation agencies, improving statistical and financial record systems, improving case service records, reorganizing State programs, and in extending State programs in local communities.

An important phase of the research activities of the Rehabilitation Division staff was the making of surveys of State rehabilitation programs. Reports on surveys include specific recommendations for the improvement of the State programs. The findings of the surveys are in each instance discussed with State rehabilitation officials, and assistance is given them in effecting the recommendations contained in the survey report.

Members of the research service of the Rehabilitation Division were engaged during the year in the preparation of a series of monographs dealing with approved techniques in rehabilitation case work; in a study of the feasibility of rehabilitation of persons handicapped through tuberculosis; in a study of the post-rehabilitation experiences of cases rehabilitated in the fiscal year ended June 30, 1936, to determine their present employment status and the substantiality of the rehabilitation service rendered them; and in a study of the success factors in training disabled persons in commercial and industrial establishments.

* * * * *

Educational Activities in CCC Camps (Junior Companies Only)

In his message to Congress recommending the transfer of the Civilian Conservation Corps to the Federal Security Agency the President once again stressed the social and educational aspects of the organization. He said in part, "The Civilian Conservation Corps, now an independent establishment, is placed under the Federal Security Agency because of the fact that its major purpose is to promote the welfare and further the training of the individuals who make up the corps, important as may be the construction work which they have carried on so successfully. * * * This transfer would not interfere with the plan of work heretofore carried on but it would enable the Civilian Conservation Corps to coordinate its policies, as well as its operations, with those other agencies of the Government concerned with the educational and health activities and with human security."

This statement again indicates the unique character of the CCC as an educational agency. Every phase of camp life contributes to the employability and civic usefulness of the young men enrolled in the corps. The routine and discipline of camp life, the hours of

work in the open air, the good food, regular hours, and association with the supervisory personnel, assist immeasurably in the development of the enrollees.

Aside from these intangible values, however, a great variety of organized educational activities are carried on in the camps. These include counseling and guidance, academic education, vocational and job training, informal educational activities, and other courses such as health, first aid, safety, life saving, and professional training for instructors and enrollee leaders.

A few of the outstanding achievements of the year are as follows:

The average strength of the corps was 275,572 enrollees, and the average regular attendance in organized classes and activities was 249,768 enrollees, or 91.5 percent of the average strength.

The reports indicate that the average enrollee spent slightly more than 4 hours each week in his educational activities.

Thirty-seven percent of all enrollees participated in academic classes; 47 percent in vocational classes; 65 percent in job-training activities; 16 percent in informal activities; 13 percent in professional training; and 59 percent in such classes as first aid, safety, health, and lifesaving.

A total of 8,445 enrollees who entered the corps illiterate were taught to read and write during the year.

Five thousand one hundred and forty-six enrollees completed the elementary grades and received eighth-grade diplomas; 1,048 received high-school diplomas; and 96 received college degrees.

One hundred and three thousand nine hundred and thirty-nine enrollees were awarded 174,277 CCC unit certificates; 15,150 were awarded 17,096 CCC educational certificates; and 23,836 were awarded 26,691 CCC proficiency certificates.

One million five hundred and thirty thousand six hundred and seventy-three guidance interviews were held by CCC officials during the year.

There was an average of 24,476 instructors, or 16 per camp, each month.

An average of 6,203 educational films were shown each month, with a monthly attendance of 503,566; 7,320 lectures were given during an average month, with a monthly attendance of 960,379.

Thirty-one thousand and eight enrollees were discharged to accept employment during the year. Many of these men were assisted in qualifying for and finding their jobs through their participation in the educational program.

* * * * *

General Education

During the past year 91.3 percent of the enrollees regularly attended educational classes during their leisure time. The average enrollee spent about 4 hours each week in this way.

Two of the major objectives of the CCC educational program are to eliminate illiteracy and to raise the educational level of enrollees deficient in school subjects. To accomplish this, elementary, high-school, and college courses are offered to enrollees in the camps. During an average month, 102,138 enrollees, or 37.4 percent of the men, regularly attended academic courses.

* * * * *

Vocational Training

Vocational training is considered one of the major objectives of the program, and 49.5 percent of the educational activities are classified as having vocational objectives. It is necessary to train the men for the jobs which they are called upon to perform in the camps, and, further, to train them for jobs which they may secure upon their discharge from the CCC. Job training is an important part of the educational and training program.

A study made of the vocational curriculum revealed that 249 different vocational subjects were being taught in the camps. However, 71 percent of the men were enrolled in 21 major courses, which included bookkeeping, shorthand, typing, office practice, business management, electricity, house wiring, radio service, carpentry, masonry, cabinetmaking, general agriculture, soil conservation, forestry, auto mechanics, blacksmithing, welding, retail merchandising, surveying, and drafting. Instructional outlines in these and a few additional subjects are now being prepared for use in the camps.

* * * * *

Cooperating Agencies

Much of the success of the CCC educational program has been due to the cooperation of four major departments of the Federal Government—Labor, War, Interior, and Agriculture. In addition, State, local, and private educational organizations and other agencies have assisted greatly in the development of the program. The Works Progress Administration made available an average of 1,745 instructors per month and the National Youth Administration an additional 66. State and local educational institutions provided an average of 1,098 instructors each month. One hundred and eighty-nine colleges and other institutions offered scholarships to enrollees and more than 60 provided correspondence courses at reduced rates for the enrollees. Hundreds of other schools and colleges have placed their facilities at the service of enrollees during the school year. Likewise, other nongovernment agencies, such as the Chamber of Commerce, Junior Chamber of Commerce, Y.M.C.A., Kiwanis, and Rotarians, have aided in training the men and placing them in employment.

Visual Aids

(Concluded from page 245)

Through the service of corps area film libraries it has been possible to correlate groups of films and film strips with specific classes and activities in camps. In the Fifth Corps Area alone, approximately 1,000 films are integrated with the classes held in the camps located in Ohio, West Virginia, Kentucky, and Indiana. In various districts of several corps areas, film strips are ordered for specific courses. In many instances, films and strips are booked for an entire series of courses within one camp 6 weeks before the beginning of a new quarter. At the film center these are serviced and study guides for the use of instructors are prepared to indicate the ways in which the greatest teaching value can be obtained from the use of the different films and strips. Those in charge of the film centers are constantly on the alert for the type of visual aids which best meet curriculum demands. A few strips have been especially prepared to meet some of these specific needs. It is believed that in the future a great many more will be prepared specifically for use in CCC camp courses.

In order to determine which films have been used most successfully in CCC camp classes, the United States Office of Education conducted a survey which indicated that 199 films had been used effectively in 31 different subject-matter fields. The results of this survey, prepared in catalog form, will be of use in making future additions to corps area film libraries and will focus attention of camp instructors on those films which have already been used successfully in camp courses.

During the past year two significant trends in the use of visual aids in CCC camps have been evident: (1) More effective use of visual aids; (2) Increased emphasis on 16-millimeter sound films, 35-millimeter silent film strips and opaque projection.

1. The more effective use of visual aids in CCC camp education is a subject which is discussed at nearly every educational conference sponsored by the corps. The advisers of district B, Fourth Corps Area, in the heart of the deep South, assembled for a 2-weeks' educational conference at Clemson College in June 1939, and prepared a 68-page mimeographed *Handbook of Audio Visual Aids for Use in CCC Camps*. This bulletin makes recommendations concerning the best methods to use in adapting field trips, museums, graphic materials, motion and still pictures to the CCC teaching situation.

Various publications prepared in the field instruct camp personnel how to use various visual aids to best advantage. A bulletin of the Nebraska-Kansas District in the Seventh Corps Area points out that the major educational function of the sound film is to present information, but cautions that mere observation is not sufficient. Projection must be

followed by discussion, rethinking and assimilation of the information presented on the screen if the most is to be made of the film, the bulletin goes on to say.

An article, *Film Strips*, in the December 1939 issue of *The Educational Bulletin*, the professional magazine issued for the advisers of the First Corps Area, strikes a similar note in connection with the use of film strips.

"Under no circumstances do film strips constitute a course in themselves. Nor should they. They do provide concrete illustrations around which discussions may be built and create an opportunity for the student to connect his own personal experience, or recollection, or information, with the subject matter at hand. And they provide a tangible attraction from which the instructor may diverge at some length with minimum loss of attention. The increasingly widespread use of film strips and their large scale acquisition by the corps area film library indicates that this fact is becoming more generally accepted."

The following excerpt taken from Bulletin No. 25, issued by the Arkansas District on November 1, 1939, indicates a type of service which leads to more effective use of visual aids in the camps. The statement is as follows:

"Instructional guides are either now on hand or are being prepared for each film and film strip in the library. These guides are placed in the top of each film container for the use of the instructor in previewing and showing films and strips."

2. Increased emphasis on 16-millimeter sound films is indicated by a survey of educational equipment made for the entire corps in the fall of 1938 and again in the fall of 1939. The returns show that there has been a 9.7 percent decrease in the number of 16-millimeter silent motion-picture projectors and a 2 percent decrease in the number of 35-mm sound and silent motion-picture projectors, whereas the number of 16-millimeter sound projectors increased from 468 to 784, or 59.6 percent. The total number of 35-mm film strip projectors in use in the camps in the fall of 1938 was 509, which figure increased to 1,108 by the fall of 1939, representing an increase of 45.9 percent. The number of opaque projectors increased from 129 to 282, or 45.7 percent, in the same span of time. A great number of films and strips have been added to corps area and district libraries during the past year and one corps area has experimented in the assembling and distribution of sets of pictures which may be used in opaque projectors and integrated with specified courses. The film catalogs issued by corps areas and districts have been expanded, listing film descriptions in greater detail. The catalog issued for the camps in the Fifth Corps Area has recently added a section in which are listed films selected for correlation in the major courses of study. This is a trend which may be greatly expanded in this corps area and later adopted by other corps areas, to the great advantage of camp instructors.



In Public Schools

A Cooperative Enterprise

"For the past 2 years," says the superintendent of schools of Cincinnati in a current issue of the *Official Bulletin of the Cincinnati Teachers Association*, "there have been a number of committee meetings and numerous conferences held for the purpose of developing a plan and program for the appraisal of teaching and the improvement of instruction. These meetings and conferences have been the outgrowth of a resolution adopted by the board of education in September 1937 requiring that specific and regular judgments be made by administrative officials and supervisors of all members of the educational staff of the school system. . . . In the adoption of this resolution the board of education accepted in part a recommendation of the staff of the Cincinnati School Survey that such a program be inaugurated.

"In bringing to completion the task that was set, the superintendent accepted the following suggestion of the Cincinnati School Survey: 'The determination of the exact method or methods . . . should be made a cooperative enterprise in which teachers, supervisors, principals, and other school officers should participate.' To that end five committees were set up. . . . A central coordinating committee, made up of the chairman of each of the five committees, . . . concluded that the purposes of a plan of evaluation or appraisals should be: (1) To afford a basis insofar as possible for the selection of teachers new to the system, (2) to improve instruction, and (3) to provide the means for adjustment or elimination of unsatisfactory or incompetent service. This committee also made the following recommendations which were approved by the superintendent:

"1. That there be prepared a handbook for the guidance of teachers and principals in the improvement of instruction for the purpose of describing as nearly as possible the ideal teacher and for stimulating growth on the part of the entire personnel. It was felt by this committee that such a handbook would serve: (a) To clarify the philosophy of teaching; (b) to build an understanding between principals and teachers of certain principles of education; (c) to guide teachers in analyzing their own work; (d) to guide principals in analyzing the work of the teacher; and (e) to encourage a greater awareness of the ideals or goals of the school system as embodied in courses of study.

"2. That the formation of a rating scale as such be avoided since from the very nature of the teacher's work, objective rating is impossible and the appraisal of teaching in itself for

a long time must be a matter of subjective judgment.

"3. That only two major classifications of teachers be officially determined: (a) Those whose work is entirely satisfactory, and (b) those whose work is unsatisfactory, and that the unsatisfactory teacher be in turn grouped as of doubtful competency or as incompetent.

"4. That for the incompetent teachers a narrative statement or case history be made and sent to the superintendent's office, this statement to be a complete analysis of the teacher and his work in the form set up in the proposed teachers' handbook, and to bring out definite elements of weakness, stating what efforts in the way of helping the teacher have been made, the possibilities for improvement, and of ultimate success or failure.

"5. That unsatisfactory teachers, after thorough analysis, be given one or two transfers for the purpose of bringing about, if possible, a satisfactory adjustment."

Investment in Citizenship

The board of education of Newark, N. J., has recently issued a brochure, *Investment in Citizenship*, which the superintendent of schools of that city says in his foreword "is designed to portray pictorially the manner in which our schools strive to prepare children for successful participation in American community life and to depict graphically the cost incurred in performing this important function. The six major objectives of the Newark curriculum are stated; activities directed toward their attainment are photographed showing the normal, daily work of pupils on various levels from the kindergarten to the adult classes; and interesting statistics pertaining to school expenditures are presented concretely." The book is produced as a cooperative undertaking involving the combined efforts of many members of the teaching staff.

New Employment Service

According to a recent issue of *The Indiana Teacher*, Gayle S. Eads, former superintendent of Ripley County schools, has been named supervisor of the teacher placement service, which has just been started by the Indiana State Employment Service.

School of the Air

"The Rochester Board of Education in 1933 organized a school of the air to serve the city's public schools," according to *New York State Education*. "Since that time at least 237 New York State schools outside of Rochester are making use of the programs. It is estimated that over 73,000 children are served. Paul C. Reed, director of visual and radio education, supervises the programs which are broadcast by station WHAM from 1:30 to 2 p. m. each

school day. Programs are scheduled in science, art appreciation, news and music. Transcriptions of the American School of the Air program are broadcast daily from 2:30 to 3 p. m."

St. Louis Report

The board of education of St. Louis, Mo., recently issued a supplement to the annual report of the superintendent entitled "As They Learn, A Pictorial Interpretation of Life in the St. Louis Public Schools." The illustrations, without regard to school level, are classified under: Self Realization; Human Relationship; Economic Efficiency; and Civic Responsibility.

South Dakota News

A recent issue of *The Department News*, a publication of the State department of public instruction of South Dakota, presents in concise form information of special interest to the school officers of that State. Among topics covered are: Qualifications of school officers and electors, surety bonds, school district tax levies, sources of school revenue, and miscellaneous school law interpretations and explanations. A chart containing information about school officers for all types of schools is included.

News Letter

The Garden City High School of Garden City, N. Y., issues from time to time a *News Letter* "to acquaint parents and patrons of the Garden City High School with important facts concerning its educational program; to help bring about a more intelligent understanding of its aims and objectives; and to encourage a closer cooperation between home and school." The January issue of the *News Letter* is devoted to modern language instruction in the Garden City High School.

W. S. DEFFENBAUGH



In Colleges

Grant for Safety Education

The National Conservation Bureau, accident-prevention division of the Association of Casualty and Surety Executives has renewed for the 1940-41 academic year its annual grant of \$40,000 to support the National Center for Safety Education at New York University.

This center, which conducts a threefold program of leadership training, research, and field work in safety education, will begin its third year July 1 under the direction of Herbert J. Stack.

According to Chancellor Chase approximately \$15,000 of the new fund will be used to

provide 20 fellowships and 40 scholarships for advanced students in safety education during the coming academic year. Applications for the awards are to be received by the Center's Safety Education Fellowship Committee not later than May 25.

Fellowship stipends will range from \$600 to \$1,200. Those for scholarship students will cover tuition for courses in safety. Holders of fellowships will be selected from instructors in teacher-education institutions and public-school teachers, supervisors, and administrators. Applicants must be prepared to carry on research in safety for an advanced degree in the university's school of education, in which a part of the safety center's program is conducted.

Hotel Administration

Cornell University has recently announced a new course in hotel administration. The funds for this course have been provided by the late Thomas L. Bland, managing director of the Washington-Duke Hotel of Durham, N. C.

Students Warned

Ohio State University has recently warned students not to use "pcp" tablets in connection with their final examinations.

Evidence has been accumulated, according to the psychology department of the university, that students who depend on such pills to help them pass their examinations may be wasting their money.

And from Ohio State faculty members in medicine and pharmacy comes the added warning that such drugs are not recommended as "pick-me-ups" by physicians for normal people. In many cases they are habit-forming.

Museum Methods

The University of Iowa is one of the few institutions where one can obtain a course in museum methods. So the university is the mecca of students from India, Peru, and other distant places.

For more than 25 years, the university has been training students in the reconstruction and mounting of specimens and now its graduates are widely scattered in important museums through the United States.

Prof. Homer R. Dill, director of the museum and of the course, says that there is a constantly increasing demand for trained workers. One of the important angles of the work is the preparation of collections for instruction in conservation.

He points out that the skin which is being mounted today may be the last of that species available. And it is true, he declared, that many of the large collections made only a few years ago are deteriorating because improper methods of preservation were used.

"A museum exhibit should be more than something beautiful or unusual to look at. It should be a truthful and faithful reproduction

of the specimen and its habitat and it has great educational value."

In addition to training workers for the profession, the university has new laboratory work for science teachers who wish some training in the skinning of birds, mammals, and reptiles and in the preparation of other classroom material.

WALTON C. JOHN



In Libraries

Importance of School Library

In the *Virginia Journal of Education*, Sidney B. Hall, superintendent of public instruction, notes that four of the six recommendations made in his latest report to the Governor and General Assembly of Virginia have definite implications for the trend of library development in the State for the next few years. "This is as it should be," he continues, "for whatever affects the total school program must inevitably affect every department of the school—nothing does this more than the school library."

He points out also that having recognized that the new program of broader education would be effective "only when large amounts of material are furnished by a centralized, well-organized library under the direction of a trained librarian, the State board of education has set up certain minimum requirements which all accredited high schools must meet by next year."

"The school library," Dr. Hall remarks in his concluding paragraph, "can be a very important factor in molding the future of Virginia youth, if the librarians meet the present demands and satisfy the needs of these young people who in a few years will be the citizens of the Commonwealth."

Right of the Citizen

As a means of orienting themselves in the present world situation, librarians at a recent meeting of the American Library Association adopted a statement of policy. This declares that "the social and intellectual unrest growing out of the present world situation may lead to confusion and hopelessness; or it may lead to something of a renaissance of critical inquiry and constructive thinking. Whether the result will be the one or the other will depend in no small measure on the ability of libraries and other agencies of enlightenment to supply facts and materials needed by people for answering their questions."

The statement also pointed out that librarians should assist in maintaining respect for the cultural achievements of all peoples; that "propaganda should not so much be feared and avoided as confronted with evidence and informed interpretation"; and that "the right of the citizen to find in his library the best material on all sides of public questions must be protected at any cost."

Latest List

According to *Texas Libraries*, quarterly publication of the Texas Library and Historical Commission, the latest list of agencies serving the people of the State with library material of any kind totals 671. This number includes the college, university, public, club, and subscription libraries.

Coordinating Resources

With the objective of coordinating library resources in the Philadelphia area, a bibliographical planning committee is considering the possibilities of closer cooperation in the selection, purchasing, cataloging, interlibrary lending and perhaps even the joint storage, of books. This group, a joint committee of the University of Pennsylvania and the Union Library Catalog of the Philadelphia Metropolitan Area, includes in its activities: A study of university library problems; a survey of existing library resources in the Philadelphia area; and a careful estimate of community library needs. As the first step in this endeavor, 150 libraries have cooperated in producing a union catalog, which is now being kept up to date.

Recommends General Education

Writing in *College and Research Libraries*, a new quarterly, Dean Louis R. Wilson of the University of Chicago states: "The librarian should have a broad general understanding of the objectives of the university as a whole as opposed to a narrower departmental view; he should possess a scholarly knowledge of library science and related fields of scholarship; he should have a thorough understanding of the functional relationships which exist among the various departments of the library, and ability to organize and direct library personnel."

As preprofessional training for a university librarian, Dean Wilson recommends a broad general education consisting of connected well-ordered courses running throughout an entire year in the humanities, in social sciences, in biological sciences, and in the physical sciences, supplemented by courses which lay the foundation for specialization in the junior and senior years. According to Dean Wilson, this undergraduate training should also include courses in statistics, general principles of administration and personnel management, and the educational aims and administrative practices of universities.

RALPH M. DUNBAR



In Other Government Agencies

National Youth Administration

Among the physical accomplishments of youth employed on NYA works projects during the past year, according to preliminary tabulations made at NYA headquarters, were

(Conclude 1 on page 256)

Certification of School Librarian

(Concluded from page 239)

established in accordance with law the qualifications upon which county, and city and county boards of education may grant certificates "to act as school librarians."

MINNESOTA.—Holders of the high-school standard special certificate are qualified to teach in certain special fields named in the law and "to act as librarian." Such certificates shall be issued to persons holding the degree of the college of education of the University of Minnesota or the Minnesota State Teachers College, granted by virtue of the completion of its course in the special field to which application for certificate is made.

The high-school standard special certificate may also be issued to persons holding degrees from liberal arts colleges and technical training institutions in Minnesota, provided that the courses leading to such degrees meet the requirements of the State board of education.

NEW YORK.—The superintendent of schools of a city shall possess, subject to the bylaws of the board of education, power to issue such licenses to teachers, school librarians, and other members of the teaching and supervisory staff as may be required under the regulations of the board in cities in which such board requires its teachers to hold qualifications in addition to or in advance of the minimum qualifications prescribed by law.

In a city having a population of 400,000 or more (Buffalo and New York) the board of education, on the recommendation of the superintendent of schools or board of superintendents if the city has such board, shall designate, subject to certain legal restrictions, the kind and grades of licenses required of school librarians and other employees.

OKLAHOMA.—Head librarians of public-school libraries maintained by cities of the first class (certain cities of 2,000 population or more that have met certain specified legal requirements) shall hold library certificates. The Oklahoma Library Commission shall constitute a board of library examiners who shall issue librarians' certificates.

OREGON.—The superintendent of public instruction may at his discretion issue a certificate without examination, "to teach . . . in any one of the following subjects: Library, music, art . . .," but before issuing such certificate, he shall receive satisfactory evidence of the applicant's fitness to teach the subject named in the certificate.

TENNESSEE.—The law requires that the State board of education in setting up its standards for the certification of school librarians shall take into account the recommendations of the advisory committee of librarians. One member of this committee shall represent the school-library field.

WEST VIRGINIA.—The State Superintendent of free schools, upon the recommendation of the State board of education, is authorized

to issue special certificates to librarians. Such certificates may be issued upon examination by the State board of education, or upon satisfactory completion by the applicants of such courses of study as may be approved by said board for the issuance of such certificate.

WISCONSIN.—The laws of Wisconsin provide that while school is in session the librarian of a high school shall be a teacher whose minimum qualifications are at least equal to the minimum prescribed by the State superintendent of public instruction; that a librarian employed by any school board whose qualifications as a librarian are at least equal to the minimum qualifications prescribed by the State superintendent and who possesses the qualifications of a teacher is entitled to the status of a teacher. The Wisconsin laws provide further that in cities of the first class (population of 100,000 or more) school librarians with the minimum qualifications prescribed by the State superintendent and who prior to employment shall have had at least one year's experience in teaching in public schools in a responsible library position above the rank of page, shall have the status of teachers.



Training Course

The National Society for Crippled Children is sponsoring the second annual training course for administrators of State and community programs and workers for the physically handicapped, to be held in Cleveland, Ohio, June 7-14.

Application for enrollment should be filed with the secretary of the State society for crippled children in any State or with the National Society for Crippled Children, Elyria, Ohio.

In Other Government Agencies

(Concluded from page 255)

the construction of, additions to, or repair and improvement of 5,246 educational buildings. More than 1,600 new social and recreational buildings were completed and 2,455 were repaired and improved, including such structures as youth centers, community buildings, auditoriums, and gymnasiums.

Nonconstruction field activities included sewing, production, and renovation of clothing; repair of shoes; repair and renovation of household articles; construction, renovation, and cataloging of museum articles (see illustration); and construction and repair of tools and mechanical equipment.

NYA youth also aided in serving nearly 19 million lunches to needy school children; made or renovated nearly a million toys; and provided many useful articles for the use of local charitable institutions and for distribution to needy families by local relief authorities.

Increased appropriations received by the NYA under the Relief Appropriation Act of 1939 has resulted in the college and graduate work program of the National Youth Administration for 1939-40 reaching 18.8 percent more youths than during the preceding academic year. The national student quota for the current year is 104,379, as compared with 87,886 during 1938-39.

Undergraduate college students are allowed to earn between \$10 and \$20 per month, the amount being set by the various college authorities. Earnings of graduate students range from \$20 to \$30.

MARGARET F. RYAN



NYA students renovating museum articles.

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BULLETINS

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1. Educational directory, 1940. (4 parts.)

Part

- I. State and county school officers. 10 cents.
- II. City school officers. 5 cents.
- III. Colleges and universities. 10 cents.
- IV. Educational associations and directories. 10 cents.

1939

2. Accredited secondary schools in the United States. 20 cents.
3. Higher educational institutions in the scheme of State government. 15 cents.
4. The school auditorium as a theater. 10 cents.
5. Bibliography of research studies in education, 1937-38. (In press.)
6. Education in Yugoslavia. 25 cents.
7. Individual guidance in a CCC camp. 10 cents.
8. Public education in the Panama Canal Zone. 15 cents.
9. Residential schools for handicapped children. (In press.)
10. The graduate school in American democracy. 15 cents.
11. 500 books for children. 15 cents.
13. Conservation excursions. (In press.)
14. Curriculum content in conservation for elementary schools. (In press.)
15. Clinical organization for child guidance within the schools. 20 cents.
16. A review of educational legislation, 1937 and 1938. 10 cents.
17. Forum planning handbook. (In press.)

1938

14. Teaching conservation in elementary schools. (In press.)

1937

2. Biennial survey of education, 1934-36.

Volume I

Chapter

- I. Elementary education, 1930-36. 10 cents.
- III. Higher education, 1930-36. 15 cents.
- V. Review of conditions and developments in education in rural and other sparsely settled areas. 10 cents.
- VI. Effects of the depression upon public elementary and secondary schools and upon colleges and universities. 10 cents.
- VII. A survey of a decennium of education in countries other than the United States. 15 cents.
- VIII. A review of educational legislation, 1935 and 1936. 10 cents.
- IX. Parent education programs in city school systems. 10 cents.

Volume II

Chapter

- I. Statistical summary of education, 1935-36. 10 cents.
- II. Statistics of State school systems, 1935-36. 15 cents.
- III. Statistics of city school systems, 1935-36. 10 cents.
- IV. Statistics of higher education, 1935-36. 30 cents.
- V. Statistics of public-school libraries. 20 cents.
- VI. Statistics of special schools and classes for exceptional children. 20 cents.

29. Not issued.

MISCELLANY

3. Education in the United States of America. 15 cents.
4. La educación en los Estados Unidos de América. 15 cents.
5. A educação nos Estados Unidos da América. 15 cents.
- Handbook and Directory of the U. S. Office of Education, 1939. Free.

PAMPHLETS

86. Per pupil cost in city schools, 1937-38. 5 cents.
88. One dollar or less—Inexpensive books for school libraries. (In press.)
92. Are the one-teacher schools passing? (In press.)

LEAFLETS

47. Know your board of education. 5 cents.
48. Know your superintendent. 5 cents.
49. Know your school principal. 5 cents.
50. Know your teacher. 5 cents.
51. Know your school child. 5 cents.
52. Know your modern elementary school. 5 cents.
53. Know how your schools are financed. (In press.)
54. Federal funds for education, 1937-38. 10 cents.

VOCATIONAL EDUCATION BULLETINS

195. Homemaking-education program for adults. 15 cents.
196. Farm forestry—Organized teaching material. 15 cents.
197. Training for the police service. 15 cents.
198. Conference topics for the retail grocery business. 20 cents.
199. Vocational training for firemen. 10 cents.
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201. Conserving farm lands. (In press.)
202. Minimum essentials of the individual inventory in guidance. 15 cents.

MONOGRAPHS

19. Agricultural education program. 10 cents.
20. Discovering occupational opportunities for young men in farming. 5 cents.

LEAFLETS

3. Teaching the control of loose smuts of wheat and barley in vocational agricultural classes. 5 cents.
4. Teaching the grading of feeder and stocker steers in vocational agricultural classes. (In press.)
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500 BOOKS FOR CHILDREN

By Nora E. Beust. This study contains a list of readable books for preschool and elementary school children, and represents a cross section of the heritage in reading material available to children of today. This list should be useful to: (1) School librarians with limited funds to spend for an initial book collection or for additional volumes for small library; (2) teachers with limited funds for classroom libraries; (3) librarians of public libraries lacking specialists in children's literature on their staffs; and (4) parents or friends of children who wish to guide children in their home reading and to purchase books for children's personal libraries. 96 pages. Illustrated. Price 15 cents.

BULLETIN 1939, No. 15

**CLINICAL ORGANIZATION FOR
CHILD GUIDANCE WITHIN THE SCHOOLS**

By Elise H. Martens. This bulletin does not purport to make a complete survey of clinical organizations in operation, but rather to present illustrative practices found in some of the States, counties, and cities in which the principles of child guidance have taken deep root. It shows, first, certain organization plans followed on a State-wide or a county-wide basis; then proceeds to the efforts being made in small communities; next, to programs in cities of moderate size; and, finally, to a consideration of the opportunities of a large city. 80 pages, charts. Price 20 cents.

BULLETIN 1937, No. 2. CHAPTER 1 OF VOLUME 1

ELEMENTARY EDUCATION

By Bess Goodykoontz. This bulletin is a chapter of the Biennial Survey, 1934-36, and covers the period 1930-36. It is a review of elementary education planned for those who for a brief time would like to dissociate themselves from the ongoing program, to stand aside and view it analytically, particularly in some of its quantitative elements. There are three major sections: First, a brief statement of some outstanding characteristics of elementary education today; next, an analysis of some of the major problems which elementary schools face; and last, answers to more than 60 often-asked questions of statistical fact about elementary education. 36 pages, pictorial charts. Price 10 cents.

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SCHOOL LIFE



June
1940

VOLUME 25
NUMBER 9

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The U. S. Office of Education,
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[SCHOOL LIFE is indexed in Readers' Guide to Periodical Literature, and Education Index. It is recommended in the American Library Association's "Periodicals for the Small Library."]

SCHOOL LIFE

Official Organ of the U. S. Office of Education

Volume XXV

JUNE 1940

Number 9

SCHOOL LIFE is published monthly (except in August and September) during the school year, by the U. S. Office of Education, Federal Security Agency.

Its purpose is to present current information concerning progress and trends in education; report upon research and other activities conducted by the U. S. Office of Education; announce new publications of the Office, as well as important publications of other Government agencies; and to give kindred services.

The Congress of the United States, in 1867, established the Office of Education to "collect such statistics and facts as shall show the condition and progress of education in the several States and Territories"; to "diffuse such information as shall aid in the establishment and maintenance of efficient school systems"; and "otherwise promote the cause of education throughout the country." SCHOOL LIFE serves toward carrying out these purposes. Its printing has been approved by the Director of the Budget.

The subscription rate is \$1 per year in advance; to foreign countries in which the mailing frank of the United States is not recognized, \$1.50. *Club rate:* For orders of 100 copies or more to be sent in bulk to one address within the United States, the Superintendent of Documents allows a discount of 25 percent. Subscriptions may also be entered through magazine dealers. Subscription orders with remittances should be sent to the Superintendent of Documents, Government Printing Office, Washington, D. C.

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Publication offices:

U. S. OFFICE OF EDUCATION

FEDERAL SECURITY AGENCY

Washington, D. C.

Editorial

Education Makes Economic Contribution to the Nation

EDUCATION is an indispensable element of economic progress, affecting directly the basic factors of production, according to a recent report of the Educational Policies Commission, entitled "Education and Economic Well-Being in American Democracy," from which I have taken the liberty to quote in this editorial.

One factor is labor. Education prepares labor for better jobs. Both in relative and absolute numbers, skilled workers are increasing and unskilled workers are decreasing as a result of long-time economic trends and technological changes.

Another factor is our natural resources. Through education we learn how to use and conserve natural resources. To the savage, coal is merely black rock; to the educated man it is heat, light, and power. The difference in viewpoint is a matter of education.

A third factor is capital. Education has made possible the application of science to the processes of production and the development of capital.

A fourth factor is management. The knowledge required for mobilizing and managing vast human and natural resources calls for constantly expanding education.

The task of providing the best quality and amount of education for maximal use of these factors of national economic efficiency is largely one for our schools. Free schooling is the right of every youth to the limit of his individual talents. Youth is growing up in a new world, and new kinds of education are needed—familiarity with machines, acquaintanceship with economic problems, and preparation as consumers. Changing occupational trends demand increased general, technical, and professional training, together with a flexibility of preparation that permits entrance into or transference among any of several closely related vocations.

Does education contribute to the economy of the Nation? Surely it does, not only to *our* nation but to *all* nations. The experience of the nations of the world indicates that countries which enjoy an advanced stage of economic development are those which have made extensive provisions for education.

With appropriate modification in scope and content, education can maintain and greatly increase its economic value to the American people. Its continued support is an obligation of all citizens, not only in order that an economically stronger nation may result but that human values may constantly be enhanced.

John W. Studenaker
U. S. Commissioner of Education.

"Some of the Ways"



In the twenty-seventh annual report of the Secretary of Labor are the following recommendations from the report of the Chief of the Children's Bureau: "Between the time of the writing of the main body of this report and the preparation of recommendations, the long-dreaded general war in Europe has become a reality. Though we have profound faith that the children of America will be spared the terrors and tragedies of armed conflict, we know that we must prepare them to live in a world that may be hard and uncertain for years. What, then, can we do to encourage the growth in their minds and hearts of the thoughts and the courage of free citizens associated for the pursuit of common ends and the expression of common faith in the dignity and worth of man? The following are some of the ways in which we can serve children in these times.

"1. We can save more lives, prevent sickness, and promote health, both physical and mental, among mothers and children, through the joint efforts of the Federal Government, the States, and local communities. The foundation that has been laid under the Social Security Act will be strengthened this year, with moderate increases in appropriations authorized. We must not delay developing more comprehensive services which will insure health supervision, medical and nursing care, and hospital care when needed, to all mothers in the entire maternity period and to all children, when adequate care is not available through family or other private resources.

"2. We can save more homes for children by further strengthening the program of aid to needy dependent children administered by the Social Security Board and by extending to new areas and to more children the services of experienced children's workers who deal with situations in which the welfare of the child is threatened by adverse home conditions. This recommendation involves further amendments to title IV (aid to dependent children) and title V, part 3 (child-welfare service) of the Social Security Act.

"3. We can lessen the destitution and suffering endured by children living in homes of poverty, by the maintenance and further development of sound policies of public housing, social insurance, public assistance, and work projects for the unemployed.

"4. We can extend educational opportunity for children through Federal aid to the States for education and through improvement of State and local school administration.

"5. We can keep children under the age of 16 years in school and provide proper safeguards for the gainful employment of older children through completing of ratification of the child-labor amendment and strengthening National and State legislative child-labor standards and administrative procedures.

"6. We can strengthen Government services to children at all levels, Federal, State, and local, by—

"(a) Increased Federal appropriations for basic research and administrative studies.

"(b) Improved organization of child-health and child-welfare services within State and local government departments.

"(c) Establishment and improvement of personnel standards, with special emphasis on merit systems of appointment, and provision for professional and in-service training of staff members.

"(d) Coordination and strengthening of institutional and community services to children.

"7. We can insist that the standards that have been set up and the services that have been developed at great human and financial cost shall not be relaxed as a result of demands for cheap labor of young workers or costly savings in expenditures for children.

"8. We can utilize all the resources of Government, of private effort, and of public opinion, in the attainment of these goals.

"9. We ourselves can live with bravery and act in the conviction that children can be prepared for the responsibilities of citizenship in a democracy dedicated to the principles of freedom and equal justice for all."



Joins Higher Education Staff

A new position, senior specialist in the training of school administrators, has been established in the United States Office of Education in the Division of Higher Education. The position has been filled by the appointment of John Lund.

Dr. Lund received his undergraduate training at Clark University and holds a master's degree in school administration from Columbia University. In 1938 he was granted his doctorate from Yale University in the field of teacher education.

Following several years of experience as teacher and principal in elementary and secondary schools he served for 16 years as superintendent of schools in Connecticut and Massachusetts communities.

Recently Dr. Lund has been associated with the education-recreation program of the Work Projects Administration, first as State director of the program in Connecticut, later as regional supervisor in New England, and lately as specialist in personnel training for the headquarters agency at Washington.

It will be the purpose of the Office of Education through the establishment of this new position to assist in every possible way in studying problems related to the general field of training for all types of administrative and supervisory positions.



John Lund.

Through studies in cooperation with institutions and agencies concerned with various aspects of professional training for educational leadership, it is probable that the following areas will receive early consideration:

Training for leadership in vocational education as a part of the training program for general educational administrators;

The leadership implication for the administrator growing out of the more comprehensive type of education program increasingly demanded by youth 14 to 20 years of age;

The school administrator's part in the development of more effective education for citizenship in our schools;

The development of provisions for internship or practical experience as an essential feature in training programs for school administrators;

Possibilities of bringing school board members into a more active relationship with the problem of training school administrators.



Convention Calendar

AMERICAN HOME ECONOMICS ASSOCIATION. *Cleveland, Ohio, June 23-27.*

AMERICAN MEDICAL ASSOCIATION. *New York, N. Y., June 10-14.*

AMERICAN OSTEOPATHIC ASSOCIATION. *St. Louis, Mo., June 24-28.*

ASSOCIATED COLLEGES OF OSTEOPATHY. *St. Louis, Mo., June 26-28.*

NATIONAL ASSOCIATION OF DEANS AND ADVISERS OF MEN. *Albuquerque, N. Mex., June 20-22.*

SOCIETY FOR THE PROMOTION OF ENGINEERING EDUCATION. *Berkeley, Calif., June 24-28.*

Financial Support of Public Libraries

by Ralph M. Dunbar, Chief, Library Service Division

★★★ As a collector and distributor of the printed word, the public library, when adequately supported, can be an active educational force in the community. Serving all ages and classes, it provides reading material on current economic and social questions, on vocational problems, and on the arts and sciences; it encourages and supplies cultural and inspirational reading. Since the extent and quality of these services are conditioned considerably by the amount of available financial support, it may be of interest to note some facts about annual public library income, as reported to the United States Office of Education for 1938-39. Although final figures cannot be given because about 20 percent of the libraries have not yet sent in their returns, nevertheless a random sampling of the reports received does afford a preliminary view of the situation.

Composition of Sample

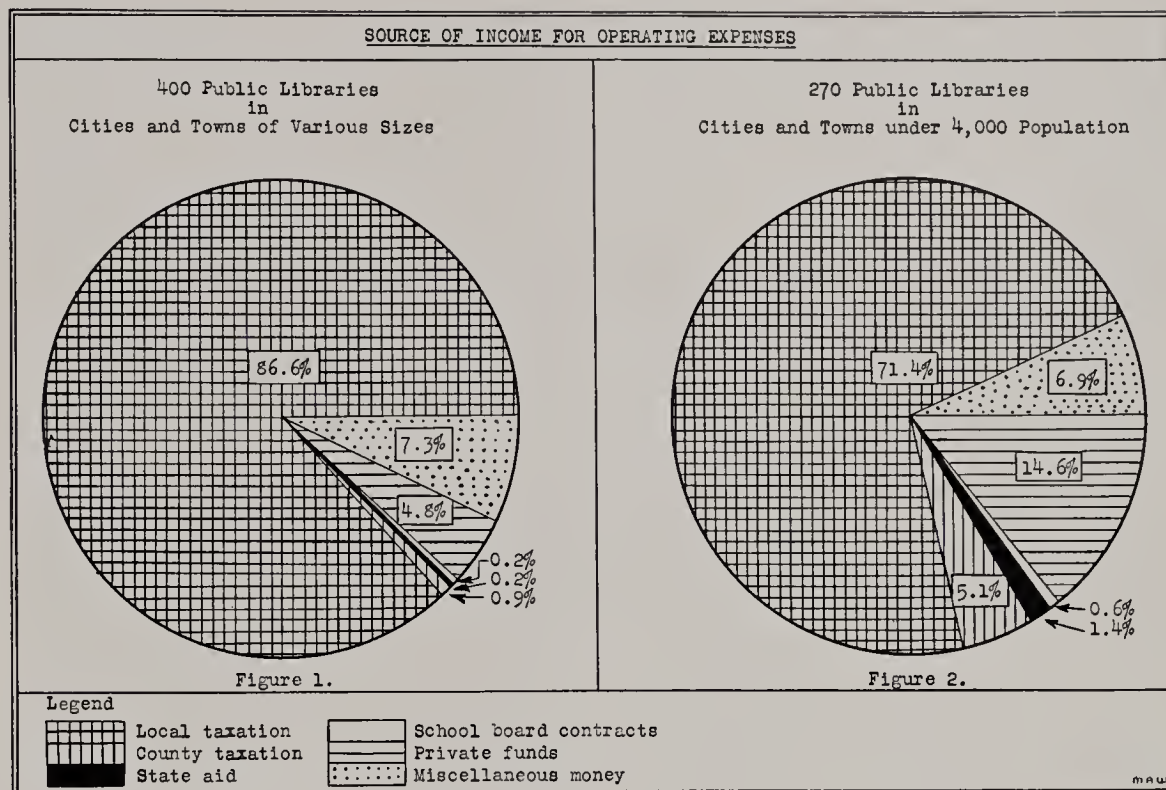
This sample is composed of 400 municipal public libraries offering free service to the residents of their respective communities. To make up the group, 68 percent of the institutions were selected from communities with less than 4,000 population; 16 percent from populations between 4,000 and 9,999; 9 percent from populations between 10,000 and 29,999; and 7 percent from cities with populations of 30,000 and above. These proportions correspond to those given for the distribution of public libraries in the *Advisory Committee on Education Staff Study No. 11*. It should be mentioned also that all sections of the country are represented in the sample, the number of libraries included varying roughly as the number of libraries in the respective sections.

In order to make the sample as homogeneous as possible, county libraries; that is, those set up expressly to serve the county as a whole or a considerable portion of it, are excluded. Furthermore, funds received by the libraries from Federal emergency projects have not been included. The returns cover the fiscal years ending during the period July 1, 1938, to June 30, 1939, a spread necessitated by the fact that there is no uniformity in the closing dates of public library fiscal years.

Reports from 400

The following table shows the amount and source of annual income received by 400 public libraries, selected as a sample of the libraries in the country as a whole.

From the foregoing, several facts may be noted as significant. One is that 86.6 percent of the total income is derived from taxation of the local unit, such as a city, town, town-



ship or school district. On the basis of the population served, the per capita amount from local taxation is 63.7 cents. Only relatively small amounts, 0.9 and 0.2 percent respectively, are derived from the larger units of taxation such as the county and the State. A similarly small amount of revenue, 0.2 percent, is received from school boards as payment for services rendered under contract.

Source of income for operating expenses

[Based on returns from 400 public libraries—Population served: 13,051,403]

	Amount	Per- cent of total
Public funds:		
Local taxation.....	\$8,320,892	86.6
County taxation.....	89,753	.9
State aid.....	17,063	.2
School-board contract.....	20,466	.2
Private funds:		
Investment income.....	412,479	4.3
Gifts of money.....	37,260	.5
Miscellaneous money:		
Book fines, etc.....	455,664	4.7
Book rentals.....	149,325	1.6
Other.....	99,133	1.0
Total.....	9,602,035	100.0

Endowment

It would appear that public libraries in the country as a whole are not heavily endowed for the sample shows that only 4.3 percent of their total revenue can be credited to income from investments. Gifts of money for operating expenses comprise 0.5 percent of the total. In other words, private funds account for only

4.8 percent of the total revenue in contrast to 87.7 percent coming from public tax money.

Some explanation perhaps should be made regarding the items included in miscellaneous funds. Under "Book fines, etc." are entered the receipts from charges on overdue books, for reserving books, for lost cards, and similar services. It should be noted, however, that these receipts are included only if the library itself retains the money and does not have to turn it back to the city treasury. Book rentals comprise the receipts from the so-called "duplicate pay collections" which many public libraries maintain in order to meet the demand for current popular books without expending appropriated funds. In the sample of 400 libraries, book fines account for 4.7 percent of the total income; book rentals for 1.6 percent.

Source of income for operating expenses

[Based on returns from 270 public libraries in cities with populations 30,000 and over—Population served: 11,495,974]

	Amount	Percent of total
Public funds:		
Local taxation.....	\$7,601,727	87.4
County taxation.....	41,650	.4
State aid.....	9,199	.1
School board contract.....	16,610	.2
Private funds:		
Investment income.....	330,016	3.9
Gifts of money.....	10,629	.1
Miscellaneous money:		
Book fines, etc.....	418,025	4.7
Book rentals.....	136,622	1.7
Other.....	93,324	1.5
Total.....	8,657,802	100.0

If the sample is broken down into various population groups, some interesting contrasts are seen. The following table considers the annual income for only the public libraries in cities with populations of 30,000 and over.

An examination of this table shows that local taxation forms the preponderant source of income for libraries in this group, only 0.5 percent coming from county taxation and State aid. On a per capita basis, the amount raised by local taxation for library purposes is 66.2 cents.

Investment Income

Investment income accounts for 3.9 percent of the total; donations of money for operating expenses, 0.1 percent. Direct charges to library patrons, such as book fines and book rental fees, bring in 4.7 percent and 1.7 percent, respectively.

After the consideration of the public libraries in the large-sized city group, it may be well by way of contrast to turn attention to the annual income of public libraries in communities under 4,000 in population. Although library operation in this latter group of towns is generally marked with laudable civic effort, writers on administration usually set 4,000 as the minimum population capable of supporting adequate public library service. Since 68 percent of our public libraries fall within this group, it is believed that the following table, to which a column of averages has been added, should be of especial interest.

Source of income for operating expenses

[Based on returns from 270 public libraries serving populations under 4,000—Population served: 510,593]

	Amount	Per- cent of total	Aver- age amount per library
Public funds:			
Local taxation.....	\$222,452	71.4	\$824
County taxation.....	15,921	5.1	58
State aid.....	4,254	1.4	16
School board contract.....	1,500	.6	6
Private funds:			
Investment income.....	31,877	10.3	118
Gifts of money.....	13,393	4.3	50
Miscellaneous money:			
Book fines, etc.....	12,845	4.1	49
Book rentals.....	5,642	1.7	21
Other.....	3,293	1.1	12
Total.....	311,177	100.0	1,152

Local Taxation

Just as in the case of the preceding groups, local taxation supplies the major portion of the annual income. However, it is not as great a percentage as those for the same item in the preceding tables, 71.4 percent as contrasted with 86.6 and 87.4. On the per capita basis, the amount is 43.5 cents against 63.7 and 66.2. As regards public funds derived from other than local taxation, this group receives 6.5 percent instead of the 0.5 percent noted for the large population group.

The proportion of money contributions for operating expenses is greater than that in the large population group. Cake sales, tag days,

dances, and other benefits appear frequently as an important source of income for the maintenance of the library. It is possibly worth noting that of the total revenues, the proportion arising from book fines and book rentals remains comparatively constant in all groups.

According to the figures from this group of 270 libraries, the average annual amount of total income per institution is \$1,152, not very much from which to provide the necessary basic collection of books, to pay for any trained library service, and to meet other expenses. The average amount provided by the locality itself is \$824, a sum supplemented by an average of \$74 from taxes other than local.

Graphic Contrasts

Figures 1 and 2 offer some graphic contrasts between the income sources of these smaller libraries and those of the libraries in the country as a whole.

In the following table, the figures for the libraries in the 4,000-9,999 population group are considered.

Source of income for operating expenses

[Based on returns from 64 public libraries in cities with populations from 4,000-9,999—Population served: 439,608]

	Amount	Percent of total
Public funds:		
Local taxation.....	\$198,632	73.2
County taxation.....	3,548	1.3
State aid.....	1,110	.4
School-board contract.....	2,356	.9
Private funds:		
Investment income.....	39,360	14.5
Gifts of money.....	7,914	2.9
Miscellaneous money:		
Book fines, etc.....	11,196	4.2
Book rentals.....	5,002	1.8
Other.....	2,203	.8
Total.....	271,321	100.0

This portion of the sample shows that the amount derived from local taxation is 73.2 percent of the total income as compared with that of 87.4 percent for the libraries in the largest population group. As based on the population served by these 64 public libraries, the per capita amount from local taxation is 45 cents. According to the figures, the State aid amounts to 0.4 percent of the total revenue as contrasted with 0.1 percent in the group of largest cities.

It might also be pointed out that the income from investment, endowments, etc. comprises 14.5 percent of the aggregate. The share which book fines and book rentals respectively contribute to the whole income does not vary much from that noted in the group of largest cities.

Derived figures from the above table show that the average amount of annual income per library is \$4,239; the average annual amount from local taxation \$3,103; and average income from investment \$615. These figures form interesting contrasts with the corresponding ones in the groups with populations under 4,000.

The figures presented on public-library income are based on a sample of the institutions included in a study, now in progress at the Office of Education, on library service, book holdings, personnel, financial support, and expenditures for 1938-39. This sample and the various break-downs of it indicate that local taxation furnishes the public library with by far the greatest part of its income. The proportion, however, is not as great for the libraries in the smaller communities as it is for the ones in the larger places. In the case of the former, county support, State aid, and private money play a slightly greater role than with the latter.

From the standpoint of percentages the amount of State aid to libraries is still very small. Even county support does not account for any appreciable part of the total income, although it may be well to remember that the sample excludes the strictly county libraries. The amounts received from school boards in payment for services rendered under contract by public libraries is also an exceedingly small percent of the total revenue.

Income from private sources does not loom large as a percentage of the total revenue, except perhaps for the libraries in the small communities. In the case of the libraries for the country as a whole, it is 4.8 percent; for libraries in the largest population group, 4 percent; for the 10,000-29,999 group (table not presented here), 4.6 percent. However, for the 4,000-9,999 group, investment income and money donations form 17.4 percent of the total revenue and for the group below 4,000, 14.6 percent.

According to the figures obtained from the sampling, book fines and book rentals form approximately 6 percent of the total library income. It seems evident, therefore, that such charges to library patrons are constituting only a minor part of library revenue.

For the portion of the sample representing libraries in communities with populations less than 4,000, the average amount of total annual income per institution is \$1,152 and the average amount raised by local taxation is \$824. Since 68 percent of all public libraries in the United States fall within this population group, these figures are possibly worth special consideration.

Until the returns from the remaining 20 percent of the 6,500 public libraries make possible a full report, it is hoped that the data derived from the sample may give some indication of the amount and source of income available to public libraries in meeting their educational responsibilities.



On This Month's Cover

Pictured on SCHOOL LIFE's cover is the reading room of the Library of Congress. This room accommodates 1,000 readers at a time. Its walls are adorned by numerous paintings, mosaics, and inscriptions.

Dental Centenary Celebration

by Lloyd E. Blauch, Consultant in Inter-American Educational Relations

★★★ One hundred years ago (1840) the legislature of Maryland chartered the first dental school in the world—the Baltimore College of Dental Surgery.¹ In the same year the first national association of dentists—the American Society of Dental Surgeons—was organized, and 1 year earlier (1839) the first journal of dentistry—the American Journal of Dental Science—was founded. The years 1839 and 1840 were, therefore, mile posts in the evolution of one of the leading health professions, for then were laid three foundation stones, a triad upon which rests the professional structure today.

In commemoration of these events, and more particularly the founding of the first dental school, there was held in Baltimore, Md., on March 18, 19, and 20, 1940, the dental centenary celebration. On this occasion the dental profession refreshed its memory of its past history, took stock of its present status, and projected itself into the future so far as that was possible. The celebration had two main objectives: First, to acquaint the members of the profession with the development of American dentistry, and second, to inform the public as to what is the service of dentistry to mankind.

Six Features

The celebration had six principal features: General sessions, sectional meetings, a pageant, visual education, historical exhibits, and commercial exhibits.

The three general sessions, which dealt with matters of interest to all dentists and dental educators, were held in the forenoons. At one of them President William Mather Lewis, of Lafayette College, discussed *A Century of Science and Education*, and at another Dr. Thomas Parran, Surgeon General, United States Public Health Service, read a paper on *Dentistry as a Health Service*. The third general session was an academic convocation of the University of Maryland at which Dean J. Ben Robinson, of the Dental School, University of Maryland, presented a paper on the *Significance of the Centennial Celebration* and President Raymond A. Kent, of the University of Louisville, gave an address on the subject *The Relation of Dental Education to the University Program*. At the convocation honorary degrees were conferred as follows: Raymond A. Kent, president of the University of Louisville, doctor of laws; Harvey J. Burkhardt, director of the Rochester Dental Dispensary, doctor of science; Arthur H. Merritt, president of the American Dental Association, doctor of science; and William J.

¹ In 1923 the Baltimore College of Dental Surgery was merged with the School of Dentistry of the University of Maryland.



The original building of the Baltimore College of Dental Surgery, the first dental college.

Gies, professor of biochemistry, Columbia University, and author of *Dental Education in the United States and Canada*, doctor of science.

The 19 sectional meetings were held in the afternoons and 57 papers were read, which dealt with the various aspects of dentistry.

Dramatic Cavalcade

Dental history was portrayed on two evenings in a pageant, *Wilderness*, a dramatic cavalcade especially prepared for the occasion. The 38 historical exhibits prepared by 23 dental schools and several dental associations also depicted various aspects of the evolution

of the profession and the training of its members.

An outstanding feature of the centenary was an extensive visual education program consisting of the showing of numerous motion pictures from the dental schools illustrating many features of dentistry and dental education.

Finally the commercial exhibits of dental instruments and materials, dental office equipment, dental books, and dental laboratories, in which 127 firms took part, illustrated the large investment in the business aspects of the services rendered by dentistry.

(Concluded on page 271)

A Technique for School Visiting



No two people see exactly the same thing when observing in a classroom. And no two people observing the same class interpret the values of children's learning experiences in the same way. For this reason an exchange of ideas among people having similar interests brings new light to common problems and affords a valuable opportunity to clarify educational principles.

With this in mind staff members of the United States Office of Education having special interest at the elementary school level invited a group of public school supervisors to join them for a 2-day school visiting program following the midwinter meeting of the school administrators' convention in St. Louis, Mo.

Six supervisors representing different parts of the country from California to Maryland, and coming from cities of varying population size accepted the invitation to join the visiting group. These persons carry supervisory responsibilities as follows: One in a county school system; one as assistant superintendent of elementary education; one as an assistant director of elementary education; one as a general supervisor in a small city; one as a primary supervisor and another as an intermediate supervisor in large city systems.

Schools Selected

Arrangements for the school visits were made by a staff member of a local university who also supervises primary grades in certain schools of St. Louis County. In conference with superintendents and principals two schools were selected for the visits—one in each of two school systems in the county.

Plans had originally called for a visit to a third school in a rural community. But since only 2 days were available, the decision to spend a full day in each of the two buildings selected kept the time needed for travel at a minimum, gave more opportunity to become well acquainted with the individual schools, and allowed sufficient time for discussion.

Major Problems as Guide

Although all phases of the school program could offer profitable observation experiences, the following major problems were given as a guide for the supervisor and principals who set up the plans for observation:

Practical application of the ideas of democracy in education as shown in teacher-pupil planning, group and individual work, and evaluation of results.

Continuity from age level to age level in the guidance of children in all types of activity and in individual development.

Continuity in English or social studies from age level to age level as these fields contribute

to children's development throughout the school program.

Continuity Through Social Studies

Final plans for the first day of visiting centered upon continuity in the school program as seen through the social studies. For the second day the program focused upon continuity as seen through English experiences. Program schedules and brief descriptive material of the school activities then under way were provided for the visitors.

The social studies sequence began in the first grade with activities centered in "the home," followed in the second grade with a study of the local post office as part of "our community," and in the third grade reports of recent excursions in a study of how "our community expands." Fourth-grade children were studying "Pioneers of Missouri" through experiences related to the provision of food, clothing, and shelter. In the sixth grade, committee reports were given on reading that had been done on "the background for some of our customs" as part of a large study—"social and economic backgrounds of living"; and the seventh grade, aided by the music department, dramatized in assembly "Adventuring With Tom Sawyer on the Mississippi," a culminating activity based upon a study of interests, needs, and culture of people living in the Mississippi River Valley.

Language Development

For the second day, the program emphasizing language development began with an assembly program conducted by the fifth and sixth grades on the subject of safety with dramatizations, original rhymes, and a town meeting in which representatives of several classes participated. Experiences which followed in other classes included plans for making toys in the first grade with appraisals of work in progress; planning a culminating activity for a Mexican unit in the third grade; conducting a citizenship club meeting in the fourth grade; and group reporting in the sixth grade on problems of the life of early American settlers. Teacher-pupil planning and evaluation were evident in all these activities.

Conferences Held

Lunch, prepared in the school cafeterias, was served by upper grade pupils in both schools. Visitors then observed class work and conferred with building principals and staff members, including the research director, speech teachers, coaching teachers, and visiting teachers. At 2:30 staff and visitors met for discussion of problems and achievements. Each brought to bear upon the discussion the

wealth of his or her experience in curriculum building, in developing close relationship between school and community, in studying home and school influences upon children's behavior, and in noting relationships of emotional stability, security and self-reliance to growth in social adjustments and in skills. Interest focused upon individual children whose behavior or work attracted the visitors' attention and ideas were exchanged as in a staff discussion. Each visitor apparently was seeing his or her home situation in terms of the day's experiences and of the reactions from other supervisors and group members.

A perspective on the supervisors' home problems and a return of office workers to first-hand contact with children, brought vitality to discussions of such problems as curriculum building, needed services for the guidance of pupils' behavior, teacher-supervisor cooperation, pupil placement, grade organization, school progress without failures, and the practical possibility of eliminating grade lines and formal promotions. There was also a resulting eagerness to get back home and talk the visits over with coworkers.

A Few Suggestions

This experience makes the staff members of the Office of Education who participated in the visits feel that observations organized on this plan can be highly valuable when cooperating groups similar to those in St. Louis County can be secured. The plan of organization used as an experiment might be serviceable to other groups. A few suggestions may contribute to the success of such a venture:

1. Keep the group small, informal, and homogeneous from the standpoint of central interest—for example, supervision, administration, etc.

2. Concentrate observations in not more than one school a day.

3. Use at least 2 days for observation, since 1 day is needed as a warming-up period for a group that has not previously worked together.

4. Make available in advance, materials that will provide a background of information concerning children, staff, and community.

5. Select an educational principle, such as continuity, rather than a subject field, as the basis for observation. Through such a principle all the work of the school will be brought into the picture.

6. Make a generous time allowance for the discussion periods which are doubtless the most valuable part of the group-visiting experience.

HELEN K. MACKINTOSH
MARY DABNEY DAVIS

Financing the Public Schools in Texas

by Timon Covert, Specialist in School Finance

★★★ There are some interesting and unique features in the development of and provisions for school finance in the largest of the 48 States—Texas. Compared with the other States, Texas has ranked high for many years with respect to the percentage of funds from State-wide sources for the public schools. Nevertheless that State increased by more than 80 percent the amount of funds it provided for public schools during the 12-year period from 1926 to 1938. In the former year \$40,613,758 came from local and county sources and \$23,593,943 from the State. In 1938, the corresponding amounts were \$41,614,457 and \$43,424,186. Thus we see that the State provided 36 percent of the funds used by the public schools in 1926 as compared to approximately 51 percent in 1938.

Owing to the fact that Texas was an independent nation before entering the Union, the public domain in that State has always belonged to the State government and not to the Federal Government, as most of it has in the other States admitted since the founding of the United States Government.

Permanent County Public-School Funds

Grants from the public domain in Texas had been made for public education by the congress of the Republic before Texas joined the Union. Legislation was enacted in 1839 and the following year granting four leagues of land to each county of the Republic for public schools. These grants resulted in the establishment of permanent county school funds in a number of counties. Nearly 100 counties of the State have maintained them to the present time. These permanent county school funds at present amount to approximately \$11,000,000 in addition to some income-producing lands. Their annual yield varies among the counties having them from 40 cents to \$4 per census child.

Constitutional Provisions

Legislation, after Texas became a State, setting aside the accumulation of certain funds in the State treasury eventuated in the establishment of a permanent State fund for the benefit of the public schools. This fund has increased, largely from the proceeds of the sale of lands which were granted to it by State constitutional provisions from the State's public domain, to more than \$56,000,000. The income from this fund, one of the largest in the country, and from the 600,000 acres of public-school land remaining unsold amounted

to \$3,199,158.80, or about \$2 per census child in the State for the school year 1937-38.

In addition to allocating the annual income from the permanent school fund and school lands to the public schools, the State constitution provides in article VII, section 3, regarding the raising of revenues from State-wide sources for these schools as follows:

"One-fourth of the revenue derived from the State occupation taxes and a poll tax of one (\$1) dollar on every inhabitant of the State between the ages of 21 and 60 years shall be set apart annually for the benefit of the public free schools; and in addition thereto there shall be levied and collected an annual ad valorem State tax of such an amount not to exceed 35 cents on the one hundred (\$100) dollars valuation, as with the available school fund arising from all other sources will be sufficient to maintain and support the public schools of this State for a period of not less than 6 months in each year. . . ."

Legislative Provisions

In addition to the incomes provided by the constitution for the public schools, that document authorizes the State legislature to provide other incomes from State-wide sources for them when necessary. Accordingly, the legislature has provided for allocating some or all of the proceeds of a number of State taxes to the public schools and for a number of years it has made appropriations from the State's general revenues as supplementary aid. The following indicates the various sources from which revenues for the public schools were derived, including balance from preceding year, for the year 1937-38 and the amounts from each source:¹

Federal Government (for vocational and rehabilitation education and the education of crippled children)	\$1,248,988.99
State revenues:	
Balance at beginning of year	4,138,521.83
Permanent school funds and lands	3,199,158.80
Ad valorem tax	2,910,256.90
Poll tax	1,043,309.98
Chain store tax	498,271.54
Gross receipts taxes	10,111,386.43
Occupation tax	960,459.36
Cigarette tax	2,251,810.06
Note stamp tax	96,550.90
Motor fuel tax	10,535,358.85
Other receipts	1,460,846.79
Appropriations from general fund	6,218,255.00
County revenues:	
Income from permanent funds and lands	614,457.00
Local revenues:	
General property taxes chiefly	41,000,000.00

¹ Data supplied by Myrtle Tanner, assistant superintendent in information and statistics, State Department of Education, Austin, Tex.

By a number of special legislative acts county-wide general property taxes for school purposes may be voted in counties having populations within specified limits. Information showing the extent or proceeds of such taxes is not at hand. However, the income for the year from county permanent school funds is indicated in the preceding tabulation.

The constitution authorizes the legislature to provide for local school taxes but limits without special legislation the annual maximum rate to 10 mills on the dollar of assessed valuation. Accordingly, legislation has been enacted providing for local school general property taxes and fixing maximum rates for school districts of various types. The proceeds of such taxes for the year 1937-38 amounted to \$41,000,000.

Apportionment of State School Moneys

State moneys for annual distribution to the schools are placed in two funds. One of these is designated the "Available School Fund" and is used for general aid. The other is the "Equalization or Rural Aid Fund."

General aid.—All revenues raised annually by the State for the public schools except legislative appropriations from its general fund are placed in a fund designated the "Available School Fund." The major portion of this fund is used as general aid for the public schools of the State and is apportioned to independent school districts and to counties for their common-school districts on the school census basis. However, the State board of education is authorized to set aside from this fund, before the foregoing apportionment is made, sufficient amounts for the following purposes: The purchase of textbooks and for certain expenses of the office of the State board of education.

The State board of education is authorized to set aside and administer an amount from the proceeds of the State-wide ad valorem tax (one source of the general "available" school fund) each year sufficient to purchase and distribute the necessary school books for the pupils of the State. For the year 1937-38, \$2,000,000 was placed in the free textbook fund. Of the remainder \$3,783 was used by the State board of education for office expenses and \$34,361,797 was apportioned to counties and independent school districts on the basis of \$22 per scholastic in each such unit.

The law requires that State funds apportioned to the counties and independent school districts on the school census basis shall be used exclusively for the payment of teachers' and superintendents' salaries, fees for taking the scholastic census, and interest on short-

term borrowings to pay such salaries. The law specifies the amounts of salaries to be paid county superintendents from the State funds.

Equalization and special aids.—Funds have been provided by the State government of Texas since 1915 for the purpose of aiding financially weak school districts. The amount of \$5,500,000 for this purpose was authorized in the regular appropriation act in 1937 for each year of the biennium ended August 31, 1939. Supplementary appropriations were made later. The additional amount authorized for 1937-38 was \$718,255. However, of the total amount appropriated for that year, \$302,787 was allotted in the law for certain expenses of State school administration and supervision. The "equalization" law, as revised in 1937, specified that the appropriation for each year of the biennium should be used as follows:

For salaries of teachers.....	\$2,200,000
For the expense of pupil transportation.....	1,780,000
For high-school tuition.....	750,000
For the State's share in the expense of vocational education.....	620,000
For the State's share in the expense of the education of crippled children.....	150,000

Apportionment of equalization aid.—Since this aid is primarily for schools in rural areas, its apportionment is limited by law to school districts having comparatively small numbers of children. On the other hand, however, except in certain sparsely inhabited areas, no apportionment is made to a district with fewer than 20 children of school census age and in certain types of districts the aid may not be used for schools located within $2\frac{1}{2}$ miles of each other. There are numerous requirements for a district to meet in order to be eligible for aid: The required school tax (in most cases 5 mills on the dollar of assessed valuation) must be levied, the State salary schedule for teachers complied with, the average daily attendance must not be less than 65 percent of the school census, and all reports filed as required by the State board of education and the State superintendent.

The equalization fund is apportioned on the basis of one teacher for any number of scholastics from 20 to 35 and one additional teacher for each additional 30 scholastics or fractional part thereof residing in the district. Only those districts receive aid which have insufficient funds from all other State, county, and local funds to provide school facilities the cost of which has been approved by county and State officials. Each such district receives an amount from the State equalization fund equal to its deficit. In case the State fund is not adequate to meet all claims, the law provides for prorating the amounts to the districts.

Apportionment of special aids.—The State funds provided for high-school tuition are used to pay tuition not to exceed \$7.50 per month for any pupil attending high school outside his home district, provided his home district does not maintain his grade of work.

Funds for pupil transportation are, with

certain exceptions, used to pay transportation expenses not to exceed \$2 per month for high-school pupils to another district and not to exceed \$1 per month for pupil-transportation expense in their home districts.

Funds for vocational education and for crippled children are used under the rules and

regulations of the State board of education.

The appropriation act specified the number of personnel to be appointed by the State superintendent of public instruction for rural school supervision and for the administration of vocational and rehabilitation education and the education of crippled children.

Junior College Anniversary

by Edward F. Mason, American Association of Junior Colleges



It is now generally recognized that a great many students will go on through 14 grades and then stop. They will finish high school, attend college 2 years, but not continue. The fact entails important changes in the educational set-up. These changes are already under way.

Many people see this now, but not so many saw it 20 years ago. In June 1920, a group of 34 men and women met at St. Louis on call of George F. Zook, now president of the American Council on Education, to consider this problem. Even then, it was not a new problem to them, for they were junior college people. They formed the American Association of Junior Colleges. But even they could not then foresee the magnitude to which the junior college association and the junior college movement would grow.

Recently, 8 of them met again, and 547 additional delegates with them. It was the twentieth annual convention of the American Association of Junior Colleges with 185 institutions represented in 37 States. Total enrollment of 197,000 students in junior colleges was reported.

Dr. Zook discussed, The Past 20 Years—The Next 20 Years. He said in part:

"Junior colleges should conceive of their field of effort as including the educational needs of the entire population, particularly those 18 and 19 years of age. Once such a philosophy is accepted the traditional curriculum leading to the completion of an A. B. degree will become only a small part of the total program—though a very important one. Alongside it and far exceeding it in numbers will be terminal curricula in various vocations, including homemaking, and in general education as a preparation for social life and the realization of one's own peculiar interests and abilities.

"Such junior colleges supported from public funds should be integrally connected with the secondary school system so as to represent a natural extension of secondary education.

"Cooperative programs of part-time education and part-time work should be extensively organized with local industries and commercial establishments on the one hand or with public agencies, including the National Youth Administration, on the other.

"Each State should provide for a system of junior colleges, each of which would be attached to a local cosmopolitan high school. Such a system should be supported in part by the State, in part by the local school district, in part by tuitions for nonresident students paid by the student's home district and in part by student fees.

"Study your own problems in the light of the national situation. I rejoice with you that a comprehensive exploration of the junior college situation is about to get under way. This exploratory study from national headquarters should be accompanied by a specifically organized local study in each junior college.

"And finally, I wish that somehow I could lay a special sense of responsibility on the teachers of the junior colleges. I am pleading for more junior college faculty members who are not only competent in some chosen field of subject matter but who are also intelligent about their students, about American education and about the complex social life which presumably they are preparing young people to enter."

Nation-wide Survey

The Nation-wide survey to which Dr. Zook referred is being conducted by the commission on junior college terminal education, organized by the Association of Junior Colleges under a grant from the general education board. Its first task, on which it is already at work, is to investigate just what the junior colleges are doing for students who will go no further in college.

Dean C. C. Colvert of Northeast Junior College, Monroe, La., was elected president of the association. Dean Philip M. Bail of Chevy Chase Junior College, Washington, D. C., was elected vice president; and President J. Thomas Davis of John Tarleton Agricultural College, Stephenville, Tex., was re-elected convention secretary. New members of the executive committee are: Dean William H. Conley, Wright Junior College, Chicago, Ill.; President Marjorie Mitchell, Cottley College, Nevada, Mo.; and Dean John W. Harbeson, Pasadena Junior College, Pasadena, Calif. Walter Crosby Eells of Washington, D. C., continues as executive secretary.

Trends in Higher Education Finance

by Henry G. Badger, Associate Specialist in Educational Statistics

★★★ Institutions of higher education over the country seemed to fare better financially in 1938-39 than in any year since 1929-30, according to data recently collected and summarized by the United States Office of Education. The compilation, issued as Circular No. 182, under the title *College Income and Expenditures, 1938-39, Preliminary Sampling Report*, carries data on approximately 300 institutions, all except one of the States being represented. Of the institutions reported on, 51 are on the land-grant basis, 42 are other State universities and colleges, 102 are State teachers colleges and normal schools, and 137 are privately controlled universities and colleges.

Collections of student fees for educational purposes (omitting charges for room and board, athletics, etc.) increased 7.9 percent from 1937-38 to 1938-39. Contributions from the public treasury (including Federal, State, and local governments) increased 0.9 percent; private gifts and grants for current purposes increased 9 percent; and sales and services of related activities increased 24.4 percent. Endowment earnings were 3.2 percent less than in the preceding year.

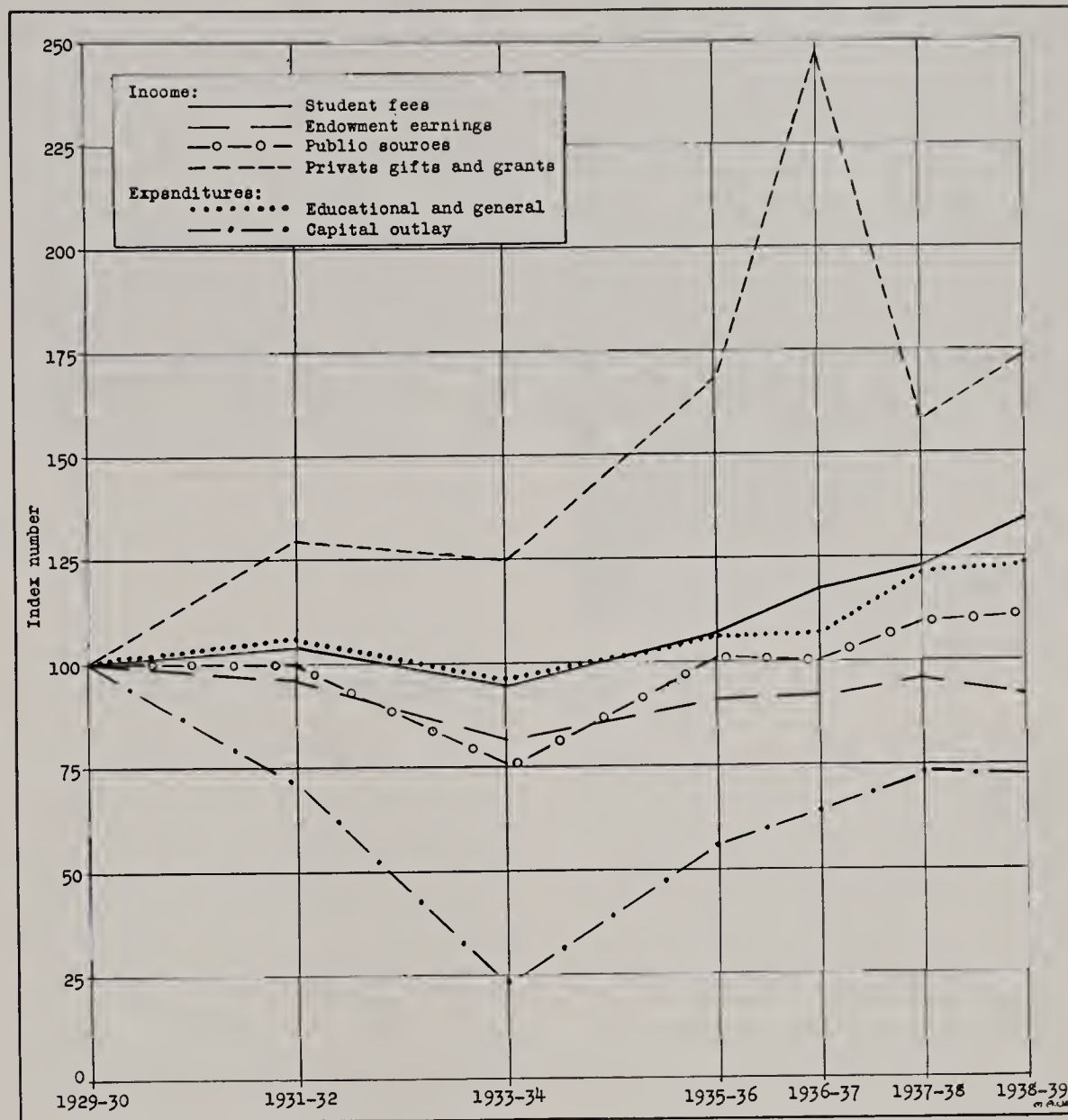
Expenditures for educational and general purposes increased 3.5 percent, but capital outlay dropped 2.6 percent.

For 269 of the institutions, data were summarized back to 1929-30. Here student fees, private gifts and grants, and expenditures for educational and general purposes followed a general trend of an increase from 1929-30 to 1931-32, then a decrease to 1933-34, and an increase since that time. In endowment earnings and in income from public sources the decrease began in 1931-32.

Expenditures for educational and general purposes have been above the 1929-30 level in each of the years except 1933-34, when they dropped 4.3 percent below it. Capital outlay (for new buildings, grounds, and equipment) decreased sharply to 1931-32 and still more sharply to 1933-34, when it stood at only 22.8 percent of the 1929-30 figure. Since that time it has been on the increase, but in 1938-39 it was still only a little above the 1931-32 figure and only 72.4 percent of that for 1929-30.

Income and expenditure percentages
[1929-30=100]

Item	School year						
	1929-30	1931-32	1933-34	1935-36	1936-37	1937-38	1938-39
Income:							
Student fees	100.0	103.7	94.5	106.9	117.5	122.9	134.1
Endowment earnings	100.0	95.9	81.3	90.3	91.7	95.7	91.9
Public sources	100.0	99.4	75.5	101.1	100.5	109.7	111.3
Private gifts and grants	100.0	129.3	124.0	168.1	247.2	158.6	173.7
Expenditures:							
Educational and general	100.0	106.1	95.7	105.6	106.9	121.6	123.3
Capital outlay	100.0	71.1	22.8	55.9	64.0	72.8	72.4



Index numbers of income and expenditures, 269 institutions of higher education, 1929-30 to 1938-39. (1929-30=100.0)

The accompanying graph and table show the course of income from student fees, endowment earnings, public sources, private gifts and grants, and of expenditures for educational and general purposes and of capital outlay for the period 1929-30 to 1938-39. Since not all institutions in the United States are carried in the basic data, the graph is

drawn on an index number basis, using 1929-30 as 100.

An interesting fact emphasized in the graph is the close parallel between income from student fees and expenditures for educational and general purposes. In only 2 years (1936-37 and 1938-39) were these two accounts more than three points apart. In each of these years the difference was between 10 and 11 points.

The irregular course of private gifts and grants is especially interesting. Even in 1933-34, when this item of income participated in the general downward trend, it still was 24 percent above the 1929-30 level. In 1936-37 the index of private gifts and grants shot up to more than twice the 1929-30 level, and while it has fluctuated markedly in 1938-39, it was still more than 70 points above the 1929-30 index.

The Department of the Interior

by Walton C. John, Specialist in Higher Education



Harold L. Ickes.



★ ★ ★ The Department of the Interior,¹ established in 1849, has for its function the internal development of the Nation. The head of the Department is the Secretary of the Interior who as a member of the President's Cabinet administers the following organizations: The General Land Office, the Office of Indian Affairs, the Indian Arts and Crafts Board, the Geological Survey, the Bureau of Reclamation, the National Park Service, the Bureau of Mines, the Bituminous Coal Division, the Bureau of the Biological Survey, the Bureau of Fisheries, St. Elizabeths Hospital, Freedmen's Hospital, the Division of Territories and Island Possessions, the Alaska Railroad, the Alaska Road Commission, the Puerto Rico Reconstruction Administration, the Petroleum Conservation Division, the Bonneville project, the Mount Rushmore National Memorial Commission, the Grazing Service, the United States Board on Geographic Names, the Consumers Counsel Division, and the National Power Policy Committee.

The Department also has important relations with Howard University and with the Columbia Institution for the Deaf. However, the general administration and control of these schools are in the hands of boards of trustees.

¹ The principal sources of reference for this article include Educational Service for Indians, by Lloyd E. Blauch, Staff Study No. 18. Advisory Committee on Education, 1939. U. S. Government Printing Office. Education of Children on Federal Reservations, by Blauch and Iverson, Staff Study No. 17. Indians At Work, April 1940. Published by the Office of Indian Affairs. Back of the Buffalo Seal, U. S. Department of the Interior, 1936. Government Printing Office.

Of the aforementioned organizations there are two that administer and control educational institutions; namely, the Office of Indian Affairs and the Bureau of Fisheries. The administration of St. Elizabeths Hospital, Freedmen's Hospital and the auditing of Federal funds granted to Howard University are directly under the Secretary of the Interior. The inspection of Howard University is under the Office of Education which recently was transferred from the Interior Department to the Federal Security Agency. There are in addition certain educational and training activities in other bureaus which are not formally organized as schools.

Schools for Indians

Indian Population

The education of the Indian population of the United States is in the hands of the Education Division of the Office of Indian Affairs. The Director of Education is Willard W. Beatty, formerly superintendent of schools of Bronxville, N. Y., and who for several years was president of the Progressive Education Association.

At the present time the total population of Indians, or those who may be so classified, in continental United States is doubtless more than 332,397, using the 1930 census as the base. In 1920, the figure was 244,437. On the basis of the 1930 figures, the Indian population of this country was nearly as great as the population of the State of Vermont with 359,611 inhabitants. There are 3 States, each with a population less than the total Indian population: Wyoming, Delaware, and Nevada.

Number of Pupils

According to 1938 figures there were 65,160 pupils enrolled in Indian schools of all types. However, only 24,411 or about 37 percent of the total number were enrolled in federally administered schools. About 52 percent were found in public schools under State control and 11 percent were found in mission, private, State, and other non-Federal schools. Of the 24,411 pupils under the Federal Government, 13,797 were enrolled in community day schools, 5,412 were enrolled in nonreservation boarding schools, 4,769 in reservation boarding schools and 433 in sanatorium schools.

Community Day Schools

During the fiscal year of 1939, the Office of Indian Affairs maintained 217 community day schools. The influence of these schools reaches out naturally and immediately to the parents who in the other types of schools were largely isolated from their children and from white educational contacts. The community day schools are beginning to supplant the boarding schools. Instead of enforcing a policy of the separation of pupils from their parents, the present plan permits the young Indians to be educated while at home with their parents. The day school also has been in a position to make valuable contacts with the homes of the Indians through such organizations as parent-teacher associations and other agencies, consequently the parents become more friendly to white customs and cooperate more closely with their children in their mental and spiritual advancement.

The community day school begins with the elementary needs of the people. As scarcity of water is often a major problem in many of the reservations, one of the first objectives of the school is to obtain an adequate water supply. This having been found the school is in a position to provide drinkable water not only for ordinary school uses but also available to parents and children giving them facilities for bathing, laundry work and other necessities. Many schools provide shops which are used for repair and upkeep of farm and home equipment besides providing vocational facilities for pupils.

Kitchens and dining rooms provide a supplement to the home diet which is often inadequate. The classroom work is integrated with the program of social development and is thus vitalized by interest in solving the problems of life.

The community day schools are distributed as follows: New Mexico, 61; Arizona, 53; South Dakota, 46; North Dakota, 14; Montana, 8; Mississippi, 7; Nevada, 6; North Carolina, 4; Idaho, 3; Nebraska, 3; Louisiana, Oregon, and Wisconsin, 2 each; and Florida, Iowa, Kansas, Oklahoma, Utah, and Wyoming, 1 each.

The Teachers

Each day school is organized so as to have 1 teacher for every 30 children. The teachers may be either whites or Indians. At the present time more than 25 percent of the teachers employed in Federal Indian schools are of one-fourth or more Indian blood.

High Schools

A number of secondary schools are being established especially in the larger centers of Indian population. In some cases boarding facilities have been provided so that students who live too far away for daily transit may live at the school during the week days and spend the week end at home.

"These new high schools are concerned with an educational program which will make it possible for their graduates to enter into successful economical use of the resources which exist in the areas reserved for Indians. This means that agriculture, irrigated farming, cattle raising, and sheep raising are considered important vocational learnings. Various forms of shop work useful to an individual who owns and lives upon his own land are also taught. The girls learn how to improve the sanitation and convenience of an Indian home, prepare nutritional meals from food supplies limited in variety, and how to make clothes for themselves and other members of the family. They are also taught hand crafts which are traditional with their tribal groups, which instruction enables them to produce baskets, rugs, pottery, and other things which have a sales value. Many Indian girls are learning to care for vegetable gardens, raise chickens, and otherwise be valuable helpers to the Indian farmers, horse or cattlemen, whom they will probably marry."²

Reservation Boarding Schools

At the present time there are 32 reservation boarding schools under the Indian Education Office. These are located in 10 States as follows: Arizona with 8 schools, New Mexico with 6, Oklahoma with 5, South Dakota with 4, North Dakota with 3, Colorado, Utah, and Montana each with 2, and North Carolina with 1. The total number in attendance estimated for 1940 was 7,980, of whom 6,090 were boarding students and 1,890 were day students.

The reservation boarding schools were established at a time when the families were scattered over large areas and it was thought best to separate Indian children from their homes and bring them under conditions that would eventually help them to be more readily assimilated by the white communities. Experience showed, however, that many times the expected assimilation did not take place and the students were left out of adjustment with their local communities and homes. Between 1931 and 1935 a strong effort was made to discontinue these schools as boarding units. A number of these have been turned over to the public schools under the States for operation, some have been converted into community day schools and others are being converted into reservation high schools.

² Beatty, Willard W. *New Schools for Old*, in *Scholastic*, vol. 29, No. 6, Oct. 24, 1936, Pittsburgh, Pa., p. 28.



U. S. Department of the Interior Building.

Reservation High Schools

Especial attention is being given in reservation high schools to instruction and training in the use of the natural resources in the reservations. "At Pine Ridge, S. Dak., for example, a Sioux reservation of between 8,000 and 9,000 Indians who still hold title to more than a million and a half acres of land, much of which is suitable for grazing, the high school has developed a program of instruction centering in land use. The children in this school learn the cattle business by assuming complete care of cattle herds numbering almost 1,000 head, grazing over approximately 35,000 acres of reserved land. In addition, the school operates approximately 2,000 acres of irrigated land devoted to garden crops and cattle feed. In the operation of this land boys and girls alike learn to use irrigation for the production of subsistence crops which may be suitably grown around many of their own homes. The school owns a well-drilling outfit, and the student crew can drill a well for any Indian who can purchase the well lining, pump, and other necessary equipment, and who will contribute his own time to assist in doing the job."³

Bilingual Instruction

In certain large areas where many of the older Indians do not speak English a bilingual education program is under way. A written form of the Indian tongue has been developed which will enable Indians to have a definite form for their own language as well as in English.

Nonreservation Boarding Schools

There are today 18 nonreservation schools

³ Beatty, Willard W. *Indian Education in the United States in Indians at Work*. April 1940. Published by Office of Indian Affairs, pp. 42-43.

with a total enrollment of 6,775 as for 1940. Of these schools 7 are in Oklahoma, 2 each in South Dakota and New Mexico, and 1 in each of the following States: Arizona, California, Kansas, Minnesota, Nevada, North Dakota, and Oregon.

Although the policy has been in recent years to reduce the number of nonreservation boarding schools there is still need for a number of these centers, it is claimed.

Six of these schools; namely, Sherman Institute, Riverside, Calif.; Haskell Institute, Lawrence, Kans.; Chilocco Agricultural School, Chilocco, Okla., the schools at Albuquerque, and Santa Fe, N. Mex., and Flandreau, S. Dak. are organized on a high-school basis with no instruction given below the seventh grade. In the other schools 50 percent of the attendance is in grades 1 to 6.

Enrollments in a number of the nonreservation boarding schools are relatively high. The largest are Sherman Institute and Chilocco Agricultural School with 650 pupils each, Haskell Institute 625, Albuquerque 600, Carson School, Stewart, Nev., 525. Eight schools have between 300 and 450 students each and 3 between 115 and 175.

Higher Education

The Indian Education Service does not maintain a system of higher education. Nevertheless, several of the schools carry vocational and trade courses for pupils beyond high school. The service has also made a number of provisions to enable pupils to continue their education beyond high school. Three types of Government assistance are available: (1) Scholarships for tuition in non-sectarian institutions which are free, requiring no work or return from the students; (2) loans for members of organized and unorganized tribes; and (3) combinations of loans and scholarships.

Education of Alaskans

According to the latest figures available (1929) there was a native population of 29,983 in Alaska. Of these 10,955 were Indians and 19,028 Eskimos and Aleuts. The Indian population is largely found in the interior, the southern and southeastern parts of the territory. In the United States proper the Indians are considered as wards of the Government while in Alaska there are few reservations, the natives being subject to the same laws as whites. However, the Federal Government does provide the natives with especial educational assistance, including medical aid, and with reindeer, and certain other forms of assistance in connection with the establishment of business enterprises, and for setting up local government.

The Indian Service in Alaska is administered by a general superintendent directly responsible to the Commissioner of Indian Affairs. Under him are various officials including the superintendent of education with four educational supervisors. The headquarters are at Juneau, the capital.

Schools for Natives

Two types of schools are conducted for natives: Community day schools and vocational schools. The fiscal year ending June 30, 1939, showed 113 community day schools with an enrollment of 5,277 pupils. The school term ranged from 66 to 190 days with a median length of 158 days.

The two vocational schools are located at Wrangell and Eklutna. These are operated as vocational boarding schools. They emphasize in their curricula such subjects relating to native industries as "carpentry, furniture making, cooking, sewing, the making of clothing, boat building, sled construction, fishing, the operation and repair of gas engines, the making of snowshoes, the tanning of skins, taxidermy, the carving of wood and ivory, blanket making and basket weaving." Students are also taught typewriting, stenography, clerical work, and business methods in preparation for work in their cooperative stores.

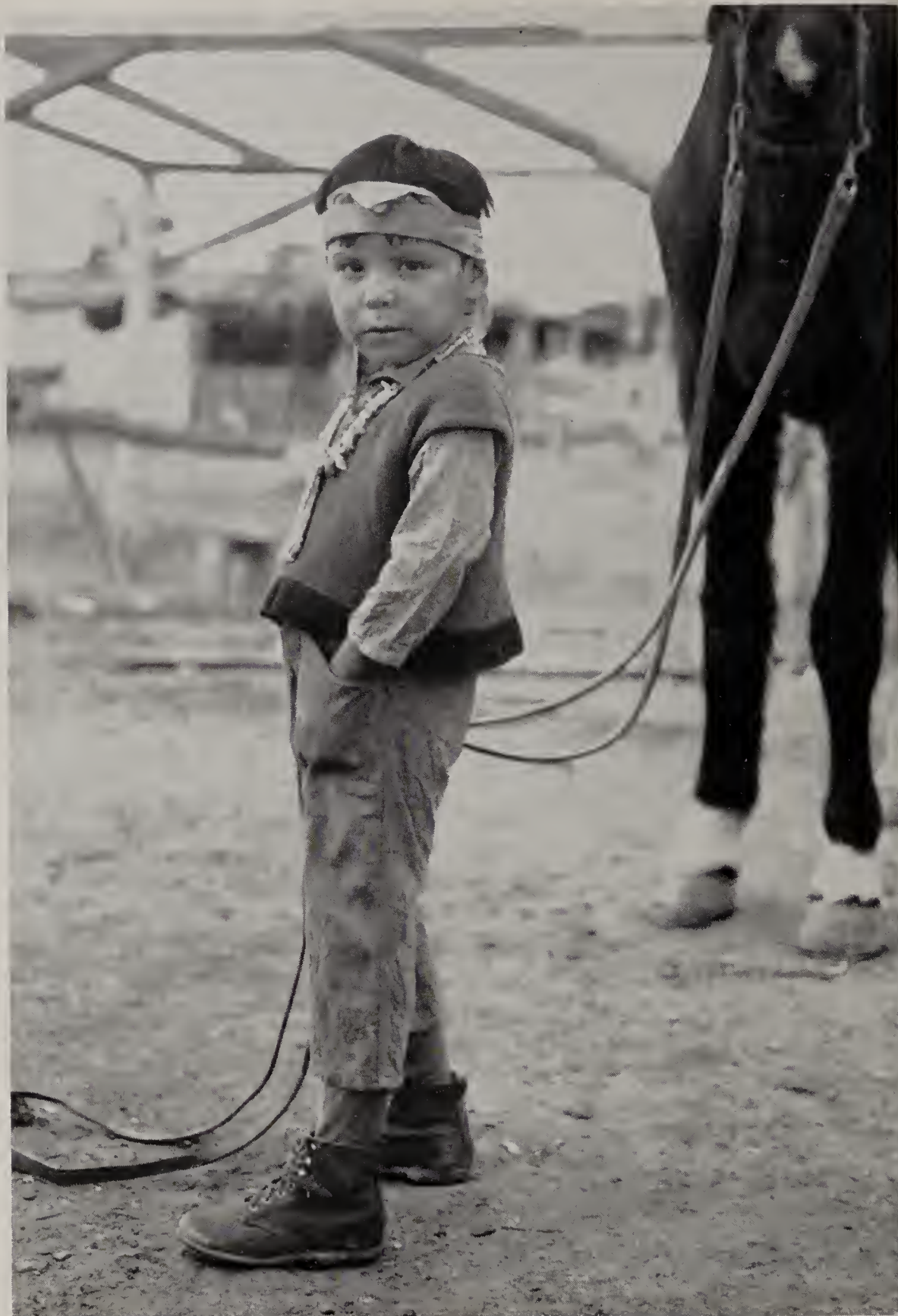
Teaching Personnel

The schools for natives, according to 1938-39 figures, employed 8 principals, 102 teachers, and 42 special assistants. The teachers are employed on a civil-service basis.

Schools in Other Agencies

The Bureau of Fisheries

The Bureau of Fisheries, which until recently was under the Department of Commerce, administers among other functions, the educational work on the Pribilof Islands lo-



Courtesy U. S. Indian Service.

The Navajos love their horses, which are still the principal means of transportation. The children often ride their horses to school.

cated in the Bering Sea off the Alaskan coast. These islands are the home of the largest herd of fur-bearing seal known.

The permanent residents are found on St. Paul Island and St. George Island. The Bureau of Fisheries in return for the help the natives give in obtaining furs are provided homes, fuel, clothing, schooling, and medical attention, as well as a fee for each skin turned in. Each island has been provided with a

two-room school available for native children between the ages of 6 and 16. These children are largely of Russian descent. The St. Paul School, with 7 grades, had an enrollment in 1937 of 67, the pupils having records of almost perfect attendance. The St. George School had 5 grades, enrolled 43 pupils whose attendance records were also high. The teachers for these schools are brought from the United States.

In connection with the reclamation projects of the Federal Government the Bureau of Reclamation requires the contractors on the projects to furnish school facilities up to and including the twelfth grade for the families of the contractors and families of employees of the Federal Government.

Government funds were used in 1933 for the erection of a 16-room school building at Boulder City, Nev., at the location of the Boulder Dam. The contractors contributed funds for the payment of teachers' salaries. In 1937, in view of pressing needs that could not be taken care of by regional authorities, Congress appropriated \$50,000 for a second school building in Boulder City.

The Bureau also maintains three schools in connection with the Coulee Dam project. One school conducts the primary grades, the other the five upper elementary grades and the third is the high school. More than 2,000 children are being served by the schools in the Coulee project.



Cooperation in Library Studies

The committee on fellowships of the American Library Association has awarded a grant-in-aid to Mary Evalyn Crookston of Springfield, Ill., to work at the United States Office of Education during 1940-41 on a study of unit costs in school libraries. This project, to be carried on under the supervision of the Library Service Division, will endeavor to obtain data from a selected group of school libraries on the cost per unit of performing various processes, such as cataloging, circulation, reference work, etc. In the study, it is planned to take account of the cost not only of the labor but also of the materials, books, and equipment. On the basis of such statistical facts, it is hoped that some findings can be presented regarding the cost of operating adequate school library service.

In order to assist in the study of State agencies for library service which the United States Office of Education is making, the Graduate Library School of the University of Chicago has detailed Fritz Veit, a research assistant, for duty in the Library Service Division. Under the cooperative arrangement between the Graduate Library School and the Office of Education, he will work on those aspects of the study which concern the legal basis and the supervisory procedures of the State library extension agencies. Dr. Veit received the degree of doctor of jurisprudence at the University of Freiburg in 1932, and has studied also at the University of Berlin and the University of Heidelberg.



Courtesy, U. S. Indian Service.

Schools are now being operated on the reservations in locations accessible to as many Indian children as possible.

The Bureau of Mines

The Bureau of Mines through its Safety Division carries on a program of safety training at Pittsburgh, Pa. These courses are required for all new employes with the exception of the clerical staff. The subjects taught include first aid, mine rescue work, and use of safety apparatus. This training has been responsible for a vast saving in lives and property.

Freedmen's Hospital

Freedmen's Hospital, which is directly under the Office of the Secretary of the Interior, has conducted a school for nurses for many years. The department of nurse training conducts a regular course in nursing. Graduates of this course are eligible for membership in national organizations of graduate nurses and are also eligible to take State board examinations.

St. Elizabeths Hospital

This hospital is also administered through the Office of the Secretary of the Interior. As one of the leading hospitals in the country for the care of mental cases, St. Elizabeths Hospital has made provision for the training of its nurses and other workers. A 3-year course for nurses is available leading to the title of "R.N."

National Park Service

The National Park Service conducts a school for the training of naturalists known as the Yosemite School of Field Natural History. This school was organized in 1925 as the result of the cooperation of the California Fish and Game Commission, The University of California, and the Yosemite Natural History Association. The director of the school is the park naturalist, and several of the permanent and temporary employees of the National Park Service participate in giving instruction. A number of professors from the University of California cooperate in the teaching program.

Special emphasis is given to methods of interpreting living nature in the fields of botany, entomology, forestry, geology, mammalogy and ornithology. More than 70 graduates have been employed by the National Park Service as park naturalists, rangers, ranger-naturalists, wildlife technicians or museum curators.

The work offered is of university grade, but no university credit is given. Fourteen men and six women are chosen on the basis of written applications showing training, experience, and other qualifications together with recommendations regarding the science background and personality of the applicant. College graduation or equivalent is prerequisite. Students are selected yearly.



New Government Aids FOR TEACHERS



by MARGARET F. RYAN, *Editorial Assistant*

FREE PUBLICATIONS: Order free publications and other free aids listed from agencies issuing them

COST PUBLICATIONS: Request only cost publications from the Superintendent of Documents, Washington, D. C. enclosing remittance (check or money order) at time of ordering

(The free supply is usually too limited to permit of furnishing copies for all members of classes or other groups)

● In commemoration of the fiftieth anniversary of the founding of the Pan American Union, two bulletins have been especially prepared: *The Pan American Union, 1890-1940*, which gives a brief sketch of the manifold activities carried on by the Union, and *Inter-American Highlights, 1890-1940*, which tells of the outstanding events during its 50-year history. A free copy of each publication is available upon request.

The Pan American Union is an international organization created and maintained by the 21 American republics to promote peace, commerce, and friendship between the republics of the American continent by fostering economic, juridical, social, and cultural relations. It publishes numerous bulletins containing information on the 21 republics which are members of the Union. Write to the Pan American Union, Washington, D. C., for a price list of its publications.

● Soybeans as compared with our common table beans rank higher in food value, according to Department of Agriculture Leaflet No. 166, *Soybeans for the Table*, which contains 15 recipes for cooking dry soybeans. Price, 5 cents.

● Results of a study made by the Women's Bureau of the industrial background and experience of a group of women workers who attended various summer schools for workers in 1931-34 and in 1938 are to be found in Women's Bureau Bulletin No. 174. 10 cents.

● Some of the generally accepted facts and theories of meteorology and some of the principles of weather forecasting are discussed in *Weather Forecasting*, Bulletin No. 42, of the Weather Bureau. Mention is also made of the various special services conducted by the Weather Bureau as part of its regular program, such as the "fruit-frost service," the "fire-weather service" for forestry agencies, and the continuous reporting along the airways by means of teletype and detailed forecasts issued four times daily giving expected conditions along these airways. 10 cents.

The Weather Bureau has also issued a *Glossary of Meteorological Terms* which sells for 5 cents.

● The Superintendent of Documents has revised the following free price lists of Government publications: *Army and Militia—Aviation and Pensions*, No. 19; *Foods and Cooking—Canning, Cold Storage, Home Economics*, No. 11; *Tariff and Taxation*, No. 37;



Courtesy, Pan American Union.

**The Pan American Union,
Washington, D. C.**

Transportation—Railroad and Shipping Problems, Postal Service, Telegraphs-Telephones, and Panama Canal, No. 25.

● The tulip, a close relative of the lily, is the most popular and most extensively used of any of the spring-flowering bulbous plants and can be grown over a wide range of conditions. *Tulips*, Department of Agriculture Circular No. 372, shows how to produce high-quality tulip stocks. 10 cents.

● Employed women constitute a major factor in the support of their families and in many cases furnish their entire maintenance, such are the deductions made from data gathered for Women's Bureau Bulletin No. 168, *Employed Women and Family Support*. 10 cents.

● An *Annotated List of Publications of the United States Public Health Service for Adult Study Groups and Teachers* is now available for distribution. Free copies may be had upon request to the United States Public Health Service, Washington, D. C.

● The Forest Service has prepared a bulletin on the *Use and Abuse of Wood in House Construction* (Miscellaneous Publication No. 358) which is concerned with carpentry and the application of structural principles, as well as

the quality of wood used. Among the topics discussed are: Foundations, the skeleton frame, nails, braces, and roofing materials. Price, 10 cents.

The Forest Service has also issued a number of other publications on wood in building construction, but in greater detail, such as, *Bracing Farm Buildings, Preventing Cracks in New Wood Floors, and Condensation in Walls and Attics*.

● Three more in the series of publications of the Women's Bureau on the *Legal Status of Women in the United States* are now available: Utah, No. 157-43; Vermont, No. 157-44; and Wyoming, No. 157-49. Each costs 5 cents.

● The Social Security laws, including the Social Security Act amendments of 1939 and other enactments of the seventy-sixth Congress, first Session, have been compiled by the Social Security Board and are available free. The principal laws relating to the establishment and administration of the national forests and to other Forest Service activities have also been compiled and are available as Miscellaneous Publication No. 135, of the Department of Agriculture. 10 cents.

● The rapid expansion of the syphilis control program resulted in a scarcity of trained personnel and expansion of clinic activities for teaching was made possible by funds allotted by the United States Public Health Service. The plan of instruction used in a 4-week course given at the Vanderbilt University School of Medicine for county health officers and for private physicians cooperating with local health departments is described in *Postgraduate Course in Syphilis Control*, Reprint No. 113, from Venereal Disease Information, Vol. 20. 5 cents.

● *Nursing Accomplishments as Revealed by Case Records* and *The Major Causes of Death, Increase in Life Expectancy, and Population Changes in the United States* are the titles of two articles appearing in the No. 46 issue (5 cents) of the current volume of *Public Health Reports*.

● In *Planning for a Permanent Agriculture*, the Extension Service, of the Department of Agriculture, has answered a number of questions about land use programs authorized by the Congress. Ask for a free copy of Miscellaneous Publication No. 351.

High-School Correspondence Study

by Walter H. Gaumnitz, Specialist in Rural Education Problems

★★★ There is more than a passing interest in a North Dakota experiment which got under way in 1935 when the State legislature appropriated \$40,000 to inaugurate a plan for extending and implementing the available program of secondary education through supervised correspondence study.

Successive legislatures have continued to raise the appropriations for this purpose until now the sum made available annually has reached more than \$100,000. All State appropriations for public schools in North Dakota totaled only a little more than 1½ million for the school year 1937-38.

The law creating this supervised correspondence study service contains provisions as follows: First, it provides that rural children who for various reasons cannot attend existing high schools are to be given the opportunity of receiving free high-school instruction through correspondence lessons supplied and serviced from a State center. Such children are given desk space in the rural elementary schools, where they attend regularly and study for a definite number of hours. The local teachers serve as supervisors and as adult advisers of pupils taking these courses, but nearly all of the instruction is provided through prearranged, self-teaching, individual lesson contracts and procedures. The lesson materials and the instruction needed are supplied through direct correspondence with the study center.

Second, the law provides that children living in either rural or urban communities who because of sickness or other physical handicaps cannot attend high school are to receive high-school instruction at home or in hospitals by this means. The work of such children is supervised by their parents, by available teachers or ex-teachers, or by other persons competent to give such supervision.

Third, it provides that these correspondence services are to be made available to the high schools themselves, enabling them to enrich their curriculums and to offer courses to individuals or to small groups in need of specialized types of instruction which could not otherwise be economically or effectively supplied.

Study Center

The law also provides that a study center be created in one of the State's institutions of higher learning and that a State director of correspondence study be employed. The State College of Agriculture at Fargo was selected as the home of the study center and T. W. Thordarson has served as the director of this program from its inception.

It was stipulated that the services of this center be made available free of charge to eligible pupils, except that they were to purchase the necessary textbooks and supplies and pay the postage on lessons sent to the center. Plans have been evolved whereby most of the books and equipment needed can be rented or procured at a nominal cost. The pupils are required to pay \$1 per subject, which goes to the person serving as study supervisor. Persons receiving instruction by correspondence are, for the most part, required to become full-time pupils and to pursue this work in an orderly fashion. County and State school officers are duty bound to cooperate in the fullest possible extent with the plan.

Objectives Sought

The following are some of the objectives sought by this program:

1. To help to make high-school education more generally available to all farm boys and girls of the State.
2. To provide a practical way of making available high-school opportunities to sick, shut-in, disabled, and other children unable to attend school regularly.
3. To provide worth-while courses to pupils who have completed high school and to adults who need such courses.
4. To help in the following ways to improve the services of existing high schools by—
 - (a) Increasing the number of subjects offered by the high-school curriculum.
 - (b) Making it easier to meet the needs of individual pupils.
 - (c) Providing more adequate instruction to bright and dull pupils.
 - (d) Extending vocational and other specialized fields of instruction to a larger number of youth.
 - (e) Reducing teaching load of overloaded teachers, especially in the small high schools.
 - (f) Reducing per unit cost through the elimination of many of the smaller classes.

Statistics Reported

Some idea of the progress of this program may be obtained from certain statistics reported by the State director of this project. The first year 2,087 subject enrollments were recorded; the second year 4,569; the third year 5,043; and the fourth year 6,132. The rate of completion averaged nearly 80 percent, and the attendance record of pupils taking these courses averaged better than 92 percent. In addition to the isolated rural children, the

disabled children, and the youth past high-school age furthered their education by this means. One in every ten of the high schools of the State availed itself of the services of the supervised correspondence study center during the first year; in the second year the proportion was one in four; in the third year it rose to one-half; and in the fourth year fully two-thirds of the schools made some use of these services.

The number of courses offered by the center has been expanded until at the present time more than a hundred are available, courses relating to various occupations predominating. The staff at the study center has been increased in keeping with the growth of enrollment and the courses offered until at the present time a total of 35 full-time persons are employed. All of them have been selected for their special abilities in preparing and teaching through written lesson materials. Research specialists have also been employed to study the task of providing guidance to persons seeking the benefits of this service and to evaluate the effectiveness of this program. Results from these researches will be guides for future development.



Dental Centenary

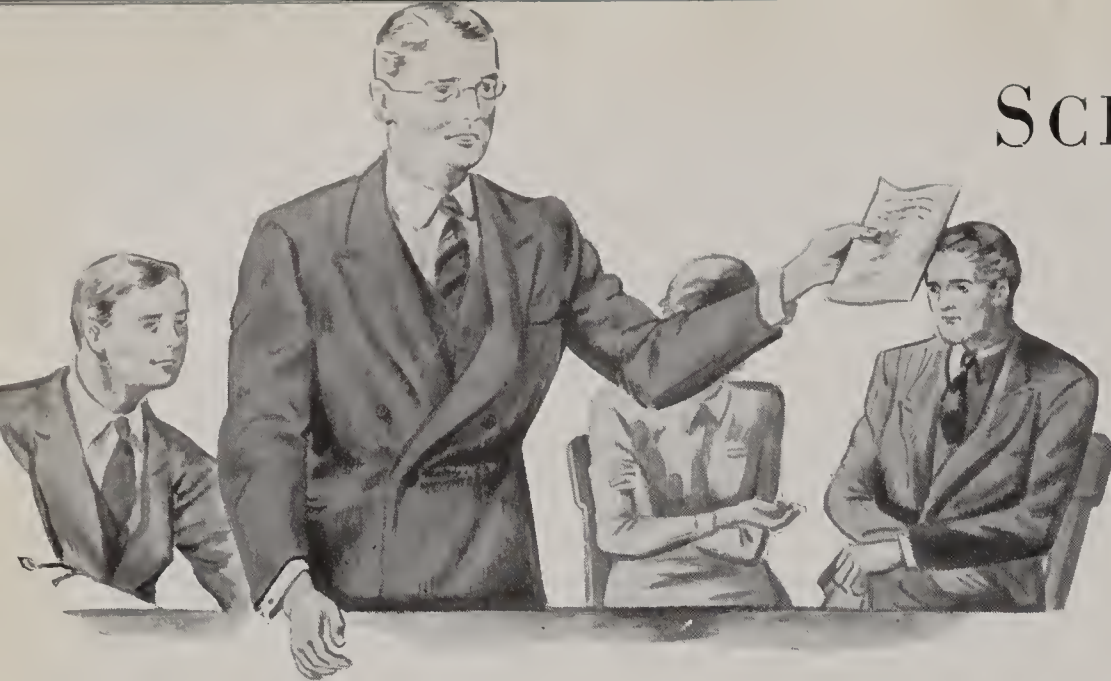
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The Profession of Dentistry

Dentistry began as a craft, and for centuries its practitioners, like those in medicine and law, were trained through apprenticeship or through associating themselves with persons in practice. However, in the space of a century American dentistry has evolved into a profession recognized throughout the civilized world for its excellence, particularly in the restorative aspects of dental service. To mankind it has given one of the greatest boons within the memory of man—surgical anesthesia. Dentistry is now well organized. It has a voluminous and rapidly growing literature, and it has numerous dental schools—39 in the United States and 5 in Canada—for training practitioners and conducting research. Health service to the people is its goal. It is obvious that inasmuch as from 95 to 98 percent of the people of the civilized world at some time in their lives have dental disease, dentistry is a service of no mean proportions, and the preparation of men and women for the work of the profession is an important part of the program of the universities of America.

THIS MONTH'S SUBJECT

*Should all Higher Education,
Including Teacher Training,
Be Administered Through a
Single State Agency?*



The Affirmative

by **FREDERICK M. HUNTER**

Chancellor, Oregon State System of Higher Education



What has a century and a half taught us about the wisdom of the governmental policies of our American commonwealths? Principally that those measures should be approved and continued which promote general well-being and high standards of living most widely among the people and make most nearly universal the realization of those social goals and personal satisfactions "for which governments are instituted among men."

Since the birth of the Republic, education has been recognized as a responsibility of State government. Beginning with the views of

Washington and Jefferson and the enactment of the Ordinances of 1885 and 1887, general welfare and the preservation of the liberties now guaranteed by the Constitution, have placed responsibility for a system of public education upon the several States. Wide divergence in interpreting and discharging this responsibility has prevailed. The character and purposes of democracy require that the educational program shall be made universal—that education be furnished for "all the children of all the people."

What the quality or relative cost should be has never been even fully studied and determined as a basis of the fiscal policy of any State. What proportion of the revenues provided for the operation of government should be used for education for optimum results—to secure the greatest spread of a high level of well-being and prosperity and maintain the highest satisfactions and achievements of democratic culture? No definite nor even approximate finding has ever been given by any economist, scholar, or institution.

Obviously there is such a proportion. It may not be, probably is not, the same for all of the several States. Has any State reached such a proportion? Has any State exceeded it? Do any of them fall below it?

In discussing this subject the issue necessarily is—Will the policy of using a single agency for the control of the higher educational functions of the State prove most resultful in our American commonwealths? Will unification of administrative control provide the highest quality and widest spread of educational services in instruction and research? In all States, with two exceptions, community competition and politics have succeeded in evolving a multiple and highly duplicate system of administering higher education. Politics and patronage, competition and internecine strife, have always meant and mean now, expensive duplication. They have vitiated the best outcomes and the highest quality of service in State-supported higher education.

Will the creation by the State of a single administrative agency with complete powers of control provide more and better education

for less cost? As boards and executives charged with the responsibility for the administration of education face the ominous threat of rapidly mounting governmental costs everywhere, to say nothing of the acute competition thrust into the field by the requirements of relief and security programs, any agency which offers the prospect of high quality of service or any improvement of standards at a less cost is enthusiastically welcomed. Numerous States have either adopted unified policies in part or in toto for their institutions of higher education or are taking steps in that direction. In Georgia, Montana, North Dakota, Mississippi, and Oregon the institutions of higher education are operated as a single system. In North Carolina a unified program has been undertaken for all the institutions except the teachers colleges. In Iowa and Kansas the institutions of higher education are controlled by a single board in each case.

The scope of this article cannot cover all the evidence available. Nor does that evidence seem to be conclusive, inasmuch as this movement is quite recent and comparisons are at present difficult to make.

Oregon Data

I am submitting for what light it may shed, data from the Oregon State System of Higher Education. In this system we are certainly educating more students at a lower cost. Before unification in 1929 the highest enrollment of students was 9,341. In 1938-39 enrollment reached 11,022, an increase of 18 percent. State appropriations for the pre-unification peak were \$5,995,054. The last biennial appropriations for 1939-40 amounted to \$5,901,094, a decrease of \$93,960. In 1931-32 the percentage of the total annual budget expended for central administrative control was 2.8 percent—in 1938-39, 2.2 percent. The latest reports of the Commissioner of Education show that all the average administrative costs for institutions reporting amount to 10.3 percent. The Oregon State

(Concluded on page 274)



Frederick M. Hunter.

Controversial Issues in Education

Discussions of timely controversial issues in education by noted authorities in their respective fields are being presented in *SCHOOL LIFE*, during the school year, as *SCHOOL LIFE's Forum Panel*. In presenting the series, *SCHOOL LIFE* in no way attempts to make decisions upon these controversial issues. It seeks only, through forum technique, to throw light on such issues and to inspire careful thinking on subjects that concern the present and future of education endeavor throughout the Nation.

The Negative

by **GEORGE W. FRASIER**

President, Colorado State College of Education



The Constitution of these United States makes no mention of education. It was thought best to leave education to the States. In all States, education is recognized as a State function. Some States have developed highly centralized educational systems, while in other States education has been left largely to local communities. So far as State universities and colleges are concerned, almost every conceivable plan can be found. Some States have a single board of trustees and a unified system. A great many States, on the other hand, have several boards, and each college is an independent educational unit.

In the very excellent article written by Chancellor Fred Hunter we find a strong plea for a centralized system of higher education. I wish to present the case for decentralization. I am opposed to the required centralization proposed by Dr. Hunter.

Colorado's Status

Colorado has six institutions of higher learning supported by the State—the University of Colorado, the Colorado State College of Agriculture and Mechanic Arts, Colorado State College of Education, Colorado School of Mines, Western State College, and the Adams State Teachers College. The university is managed by an elected board of regents. The Colorado State College of Agriculture and Mechanic Arts is managed by the State board of agriculture. The school of mines is under the control of a special board of trustees, and another board of trustees has charge of the other three colleges. Colorado has six colleges under the control of four boards of trustees. We have been able to accomplish in Colorado, extralegally, all of the advan-

tages of a unified system without any of the disadvantages.

Chancellor Hunter presents financial costs to prove his contention concerning the value of a single State agency. However, a research study made by F. L. Whitney in 1935 showed no financial advantages for either type.¹ The increase in student body and the decrease in appropriations from 1929 to 1939 in Oregon are matched item for item in Colorado. In fact, it is the general pattern for the decade.

Voluntary Organization

For 15 years the State colleges of Colorado have been associated together in a voluntary organization that has brought fine results. It is my purpose to discuss a few of these coordinated activities.

The presidents of the colleges meet together in conference once each month. Sometimes these meetings are held oftener. The senior member of the group acts as chairman. Another member acts as secretary. To these meetings all problems of common interest are brought and decisions are made. We achieve the results of a unified organization through a democratic procedure. When a question arises, it is settled by majority vote. The minutes of our meetings for the last 15 years show that the group has settled problems in almost every field of college education. Here are some of the instances in which we have done cooperative work.

Classes offered by extension have for some years been offered jointly. Three men working in the field at the present time are giving joint courses. Students may have their credits recorded in any college of the group.

For 15 years each catalog of a State institution has carried the names of the other colleges in the State with the names of the chief executive officers. Each summer school catalog published in Colorado this year has contained an advertisement of all the other Colorado sum-

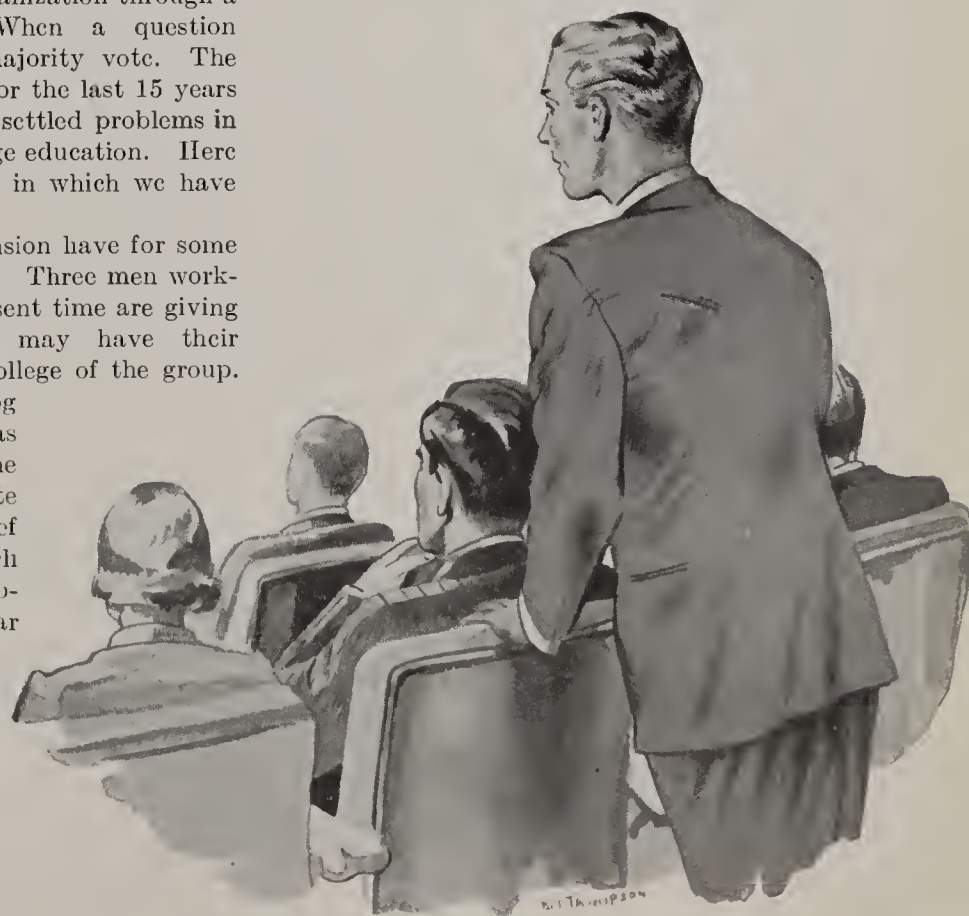


George W. Frasier.

mer schools. A year ago the preliminary announcements of all the summer schools went out in one folder. The private colleges have joined us in this summer school advertising. We employ summer school instructors and pass them around among the various colleges. We also help each other in other ways. You will find this summer that the president and the vice president of Colorado State College of Education are listed in the summer school catalog of Colorado State College. The State college and university faculty members frequently appear on the teaching schedules of other State institutions.

For 15 years we have worked out our legislative program together. At no time has any

(Continued on page 274)



¹ Whitney, F. L., Unitary Board Control for State Higher Education, *School and Society*, 42: 335, September 7, 1935.

The Affirmative

(Concluded)

System aggregate administrative costs are 8.8 percent of the total budget. For the same institutions the national average expended for instruction, organized research, and extension (all instructional and research agencies) is 74 percent—in the Oregon State System 74.9 percent. The national percentage for libraries is 3.4 percent—in the Oregon State System, 4.8 percent. Thus in the fields of instruction and research, which represent major objectives of the institutions of higher education, as well as in the case of library service, a highly essential factor in adequate instruction, we are able to spend a larger amount than the average for the Nation; while in overhead control our costs are 1.5 percent less than the average.

In the past 5 years additions to the physical plant as follows have been made possible through unified administration:

Oregon State College.....	\$710, 822. 52
University of Oregon.....	1, 220, 910. 91
University of Oregon Medical School.....	454, 259. 00
Oregon College of Education..	166, 870. 62
Southern Oregon College of Education.....	57, 701. 90
Eastern Oregon College of Education.....	242, 468. 76
Total.....	2, 853, 033. 71

A standard system of campus plans for the several institutions is maintained. A self-liquidating land-purchase program for the agricultural requirements of the college and for the improvement of the campus at the university and other institutions, looking forward over a period of 25 years, has been inaugurated. A program for the relief of obsolescence in physical equipment and improvement of present buildings over a period of from 6 to 10 years has also resulted from economies of unification.

Qualitative Outcomes

The qualitative outcomes have also been marked. The graduate division, operating as a system-wide unit, has developed a system of fellowships and scholarships. Appropriations for research have increased, and the enrollment upon this level in the major institutions has grown from 306 in 1933-34 to 570 in 1938-39, an increase of 86 percent.

Living conditions and dormitory provisions have greatly improved. A department of religion has been added at the university, and the State college department of religion has undertaken to assist the Oregon College of Education at Monmouth in this field. The university and Southern Oregon College of Education are likewise moving toward a cooperative program in religious education.

Library service is operated under unitary control. The director of libraries has effected

a cataloging and exchange system which makes available any volume of the 547,008 accessions in the system to any student in any of the institutions. A 6-year program for the improvement of library facilities in view of the developing plan for graduate work, has been instituted.

A survey of teacher education has been completed, with major recommendations for the entire State.

Scholarly publications, a major evidence of the creative capacity of the staff of the system, have mounted until the last biennial report listed 1,068 titles of books, research reports, and scholarly studies produced by the members of the faculties of the system.

The principal agencies of unified administration in the Oregon State system are:

A stable board of higher education of nine members appointed by the Governor with the approval of the Senate for 9-year terms, one member appointed each year.

A general code of administrative practice, universally observed throughout the system.

A single-headed executive authority—the chancellor's office—with responsibility for general leadership and guidance in the institutions of the system.

A single budget for the entire system. Funds appropriated in a lump sum and apportioned by action of the State board of higher education.

Under the executive office there have developed:

The executive council, consisting of the presidents and executive heads of the several institutions, meeting eight times each year.

A staff advisory council, consisting of the heads of the institutions and the deans and directors.

A graduate division, consisting of the graduate councils of the college and university, with representatives from the medical school and the research council, in four major fields of research.

An interinstitutional curriculum committee, for studying and recommending needed curricular adjustments, eliminating "dead timber," and canvassing the effectiveness of our offerings.

A library council, responsible for the integration of the library resources of the system under the director of libraries.

A high-school relations committee clothed with full responsibility for all contacts with secondary and preparatory institutions.

Semipermanent and temporary system committees appointed by authority of the chancellor's office for special responsibilities and functions.

Valid Test

A valid test of such a program is to be found in the degree to which the habit of cooperative endeavor has replaced controversies and institutional rivalry. That there is progress in developing the cooperative habit can hardly be doubted when one scans the agencies that are now working within the system with the

success of unification as a goal. Freedom from bitter public controversy has marked the past several years of the operation of the unified plan. Of the approximately \$2,000,000 reduction in the biennial revenues of the system, \$1,564,000 have already been restored by action of the representatives of the people—\$950,000 at the 1937 session of the legislature, and \$614,000 at the 1939 session. The change in the public attitude toward the State function of higher education is well shown by the fact that the vote on the education bill at the 1937 session in the two houses was 62 votes for, 26 against—in the 1939 session, 85 votes for to 1 against.



The Negative

(Continued)

college in this State presented to the legislature the story of the needs of a particular college. When we do present material to the legislature, it goes under the title of *The Needs of Higher Education in Colorado*. We may bicker and quarrel a good deal in private about details, but when we go to the legislature, we go with a united program.

Join in Research

The colleges frequently join in the field of research. We run into problems almost every month that cannot be solved without investigation. Then some one college does the research job for all. We have made an exhaustive study of the mill-tax method of financing colleges. We have also made a study of the junior college movement in America. We have made a great many studies of the income tax and other taxes in education, as well as of unit costs. In fact, our list of studies is too long to be given here. Just now we are making a State-wide check of college class size. When this is finished, the colleges will transfer certain courses from one institution to another so that small class groups may not be duplicated. This will also lead to discontinuing certain courses. This has been done many times. Colorado State College of Education discontinued its major in home economics, and transfers its senior students each year to the State College of Agriculture and Mechanic Arts for the final year and certification. This college has also discontinued its major in library science, and transfers its seniors for 1 year to the University of Denver where they receive the technical preparation in librarianship. The State college sends its students who wish an elementary major to the college in Greeley.

The recruiting of students in the State is being done by the colleges as a cooperative endeavor. James McCain, of the State College of Agriculture and Mechanic Arts,

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Home Education

by Ellen C. Lombard, Associate Specialist in Parent Education

★★★ After many centuries of emphasis on education in the home, there has developed during the past 15 years a new and scientific aspect of education commonly known as parent education.

Greek and Roman philosophers and world-known pedagogues and other "good and wise men" far back in history wrote and talked about the education of children in the home. They discussed such questions as: When education of children should begin, how it should be carried on, and what part parents should take in this sort of informal education. They talked about discipline and self-control, attitudes and habits, character development, the value of play in education, and many other subjects relative to children and the family.

That in parent education is found the focus of all of such related sciences as sociology, psychology, biology, and education is the fulfillment of the prophecy of Schelling, who said that "just as the rays of human knowledge and the experiences of many centuries, will gather into one focus of truth, and realize the ideas, which had already occurred to one and another great mind, so that at last all the different sciences will be only one, so the different right and wrong paths through which men have hitherto been straying, will at last meet together at one point."

Records of what many of the "good and wise men" thought, wrote, and said, cover education in the home in great detail. They discussed the physical, social, mental, emotional, moral, and spiritual growth and the attitudes and practices of parents as well as teachers.

Ideas Held for Centuries

Some of the most modern ideas and concepts of education are among the writings which are found in a collection of sayings published in 1860 by Henry Barnard in his *Journal of Education* under such topics as Man—His Dignity and Destiny; Education—Its Nature and Value; Parents and Teachers—Their Duties; and Early Training—Home Education. These chapters contain much of wisdom and truth of all ages regarding home and school education.

According to modern concepts education begins before birth with the education of the parents, and is continued in the home under the guidance of the parents and family until the child is old enough to go to school, where it takes on its share of the task. Education concerns the whole child as to its physical, social, mental, and emotional development.

That these same ideas have been held by many for centuries was pointed out by Plato before the last century B. C., who said,

"Education must begin before birth with the parents themselves and must constitute a rule of action during the entire life, and in a certain sense, must exist during the whole of it." Here is the implication of adult education as well as home education.

At the beginning of the nineteenth century the scientist Von Ammon declared that "parents cannot be permitted to neglect the physical, intellectual, moral, and religious training of their children," and thus again the importance of educating the whole child is recognized.

Eighteen centuries after Plato, a learned pedagogue named Niemeyer wrote: "The home, the family, will always be the most appropriate place for the growth of the child. It is only in the family that impressions can be received and certain feelings awakened which, as being the most distinctly human, should be deeply and strongly rooted in the human breast; such are love of parents, sense of domestic happiness, early sympathy in all that relates to the family, pure susceptibilities which contain the germ of those feelings for universal humanity which are so easily quenched forever." This writer pointed out that parents are under obligations to society to educate their children in the bosom of the family so that they will be ready for the instruction they will get outside the home.

Again, early in the eighteenth century the philosopher Krug declared: "Education begins at birth and is therefore at the beginning merely physical and corporal, it soon however, becomes moral and intellectual also—or, to speak generally, mental; for the mind of the child very soon becomes active; as soon as he answers to the smiles of his mother and begins to stammer out words. The mother is therefore the first and most natural teacher. The father, however, and others who are around the child, partly involuntarily and partly voluntarily, take a part in it. For this reason the first education must be domestic. Public education takes place later; and partly continues the former and partly supplies its deficiencies, especially for boys who by virtue of their natural destiny enter so much more into public life than girls."

Three Pillars of Education

Recognizing the importance of an all-sided education, again Niemeyer wrote: "The home, the school, and the church are the three pillars of education" and he warned against the corruption that would follow if one of these pillars should fall down. Niemeyer, too, emphasized the importance of the education the child receives at home and stated that "in the relation of the parents to the children, it is of the

utmost consequence that on the subject of education, father and mother should think in harmony," but he recognizes the mother, however, as chiefly concerned with the early development of the child.

Individual Differences

Modern schools are increasingly recognizing individual differences of children and arranging the program for each child in accordance with these differences. Parents also must be aware of the individual needs of their children before sending them to school. Quintilian no doubt referred to such differences when he stated that "a teacher must be able to study the variations of character in his pupils and to treat them accordingly, and so to instruct each, that thus he will be directed as his powers require."

One of the difficult situations in the training of a child is created when a child is precocious. Evidently this has always been a recognized problem of parents and teachers. Quintilian analyzed the problem as follows: "Too early a development of the mind does not easily bear good fruit. Such children easily learn some little things, but soon lose their mental activity. Precocious geniuses accomplish everything quickly, but not much. What they know has no substantial foundation. This rapid faculty of learning is very successful in early youth, but soon comes to a stand, and all admiration of it dies with it."

Cushioning Children

There has been a growing tendency to make work in the home and the school easy for children, in other words, cushioning them instead of setting up problems and tasks that require effort and perseverance. Programs of some schools are built upon the interest of the children, with the possible result of diminishing effort and initiative, particularly when some of the basic facts take considerable continued effort. Theano, wife of Pythagoras, warned the mothers of Greece "to beware lest instead of a tender mother they play the part of a flatterer." Children who are brought up too delicately from their earliest youth must necessarily be unable to resist the impulse of their instincts. "It is your duty," she went on, "to educate your children so that their nature shall not receive any wrong direction. This latter happens when the love of pleasure gains control of their minds and when their bodies are accustomed always to require pleasant sensations, so that the body becomes feeble and excitable and the mind disinclined to all labor and exertion."

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New Books and Pamphlets

U. S. Constitution

This Constitution of Ours, by Florence Ellinwood Allen, Judge of the United States Circuit Court of Appeals, Sixth Circuit. New York, G. P. Putnam's Sons, 1940. 198 p. \$2.

An examination of the Constitution and an interpretation of its vital significance in American life today. The scholarly and interesting presentation suggests a wide use of this book in high schools, colleges, libraries, and other educational institutions.

Safety Education

Safety Education. Eighteenth Yearbook of the American Association of School Administrators. Washington, D. C., American Association of School Administrators, a Department of the National Education Association of the United States, 1940. 544 p. illus. \$2.

Discusses the safety problem in relation to education and describes procedures and activities which may be adapted to the interests and needs of each community. Includes a classified list of selected references.

Education and Economics

Education and Economic Well-Being in American Democracy. By Educational Policies Commission of the National Education Association of the United States and the American Association of School Administrators. Washington, D. C., 1940. 227 p. 50 cents.

Deals with the significance of increased amounts of education upon the economic life of the nation; considers also the problems and costs of making education effectively free to every child.

Work, Wages, and Education, by Aubrey W. Williams. Cambridge, Harvard University Press, 1940. 57 p. (The Inglis Lecture, 1940.) \$1.

A program for youth in the United States, stresses the value of work experience in connection with education.

High-School Administration

Administrative Practices in Large High Schools. Editors: N. William Newsom and R. Emerson Langfitt. New York, American Book Co., 1940. 659 p. illus. \$3.25.

A record of how 10 high-school principals in various sections of the country solved important administrative problems. Topics of special interest are: Organization and management, curriculum, faculty, student activities, pupil guidance, the school community.

Community Projects

Exploring Your Community, Compiled by Gladys L. Potter. Washington, D. C., The Association for Childhood Education (1201 16th St. NW) 1940. 31 p. 35 cents.

Practical suggestions and illustrations in utilizing and directing the child's interest in his community.

Guidance

Proceedings of the Fifth Annual Guidance Conference Held at Purdue University, No-

vember 17 and 18, 1939. Lafayette, Ind., 1940. 106 p. (Purdue University. Studies in higher education xxxvii.) \$1.

Papers presented at the conference, a clinic on guidance programs operating in Indiana was feature of the program.

Child Labor

Children in Strawberries, by Raymond G. Fuller. New York, National Child Labor Committee (419 Fourth Avenue) 1940. 22 p. illus. 25 cents.

Based on a study of children of migratory families working in the strawberry fields of Arkansas and Kentucky. Education and school attendance are treated in parts V and VI.

Pageant—Script and Music

On Our Way. An educational revue adapted from "The Purposes of Education in American Democracy." Washington, D. C., Educational Policies Commission, National Education Association of the United States and the American Association of School Administrators, 1940. 58 p. (Music in separate booklet.) Single copies (script and music) gratis, additional copies, 10 cents each. Discounts on quantity orders. Order from National Education Association, 1201 16th Street NW., Washington, D. C.

The Educational Policies Commission offers the illustrated script and music of "On Our Way," a pageant based on its publication, *The Purposes of Education in American Democracy*. This pageant, with original music, was written and staged for the St. Louis convention of the American Association of School Administrators, by the Oakland, Calif., public schools with the assistance of teachers and students of Clayton, University City, and Webster Groves, Mo. The report, *The Purposes of Education in American Democracy*, may be obtained for 50 cents, single copy.

SUSAN O. FUTTERER



Recent Theses

A list of the most recently received doctors' and masters' theses in education, which may be borrowed from the Library of the Office of Education on interlibrary loan follows:

BARRY, CORA M. Guidance service in the public secondary schools of Massachusetts, 1938-39. Master's, 1939. Boston University. 196 p. ms.

BLANK, G. DEWEY. Administration of cooperative student government in the publicly supported municipal colleges and universities of the United States. New York University. 168 p. ms.

CASTELLI, PHILIP V. Status of office practice and secretarial training in the senior high schools of Westchester county. Master's, 1939. Syracuse University. 110 p. ms.

CHAMBERLAIN, ROBERT S. Elements of mental hygiene in homiletic literature. Doctor's, 1938. New York University. 221 p. ms.

DECKER, CHARLES E. Survey of correspondence instruction for teachers, with suggestions for improvement: a study of the correspondence work that is being offered in the publicly supported teacher-preparing institutions of the North Central Association. Doctor's, 1938. New York University. 138 p. ms.

DONIGER, SIMON. Children's literature in the Soviet Union as a method of social education. Doctor's, 1938. New York University. 281 p. ms.

DOVE, NANNIE M. Occupational needs of Negro high-school girls with home-economics training. Master's, 1939. Pennsylvania State College. 132 p. ms.

EDDIE, GEORGE A. An inventory survey of the one-room rural schools of Polk county, Minnesota. Master's, 1939. University of North Dakota. 57 p. ms.

FRASER, JAMES A. Outcomes of a study excursion: a descriptive study. Doctor's, 1939. Teachers College, Columbia University. 84 p.

GOLDFELD, ABRAHAM. Substandard housing as a potential factor in juvenile delinquency in a local area in New York City. Doctor's, 1937. New York University. 194 p. ms.

GRIFFIN, STEPHEN A. A history of education in the town of Livermore, Maine. Master's, 1939. University of Maine. 107 p. ms.

HARMAN, ARTHUR W. A high-school building program for Plymouth, Pennsylvania. Master's, 1939. Pennsylvania State College. 142 p. ms.

HORGAN, GERTRUDE M. Study of the attitudes of college students to the poetry of selected major and minor poets of the nineteenth century. Master's, 1939. Massachusetts State Teachers College, Fitchburg. 155 p. ms.

JAFFE, SAMUEL S. Proposed modification of the New York City course of study in arithmetic for dull normal pupils in grades 1-6. Doctor's, 1938. New York University. 137 p. ms.

KIERNAN-VASA, HELEN. Language errors of adult foreign-born students. Master's, 1939. George Washington University. 78 p. ms.

KNOTT, WIDNELL D. Influence of tax-leeway on educational adaptability: a study of the relationship of residual or potential economic ability, expressed as tax-leeway, to educational adaptations in the State of New York. Doctor's, 1939. Teachers College, Columbia University. 84 p.

LOGIE, IONA R. Careers for women in journalism; a composite picture of 881 salaried women writers at work in journalism, advertising, publicity, and promotion. Doctor's, 1937. Teachers College, Columbia University. 307 p.

MACK, EDWARD C. Public schools and British opinion, 1780 to 1860: an examination of the relationship between contemporary ideas and the evolution of an English institution. Doctor's, 1936. Columbia University. 432 p.

MOUW, HENRY L. Internal control in the classified high schools of North Dakota. Master's, 1939. University of North Dakota. 125 p. ms.

NELSON, ESTHER M. Analysis of content of student-teaching courses for education of elementary teachers in State teachers colleges. Doctor's, 1936. Teachers College, Columbia University. 331 p.

NETZER, ROYAL F. Evaluation of a technique for measuring improvement in oral composition. Doctor's, 1937. University of Iowa. 48 p.

PETREE, HAZEL L. Woman leaders and their campus sources. Master's, 1939. Syracuse University. 141 p. ms.

POND, FREDERICK L. Qualitative and quantitative appraisal of reading experiences. Doctor's, 1939. Pennsylvania State College. 132 p. ms.

RICE, Sister MARY BERENICE. Diagnosis of the mental hygiene problems of college women by means of personality ratings. Doctor's, 1937. Catholic University of America. 71 p.

RIDLON, FLORENCE. What need is there for corrective arithmetic, and what progress is it possible to achieve in a limited time? Master's, 1939. Boston University. 197 p. ms.

STANFORD, T. SHERMAN. The effectiveness of the activity-unit procedure versus the textbook recitation method in teaching. Master's, 1939. Pennsylvania State College. 56 p. ms.

VIKER, JOSEPH H. Pupil rating of 43 teachers in biology and social science. Master's, 1939. University of North Dakota. 118 p. ms.

WATT, ARTHUR. Effect of preliminary study of biology and physics on subsequent achievement of pupils in chemistry in the Greenfield high school. Master's, 1938. University of Maine. 35 p. ms.

RUTH A. GRAY

Trees and Education

by Margaret F. Ryan, Editorial Assistant

★★★ Trees, having more than the allotted life span of man, carry their associations through generations of men and women, figuring often not only in biography but in history. Immortalized by poets and artists, their historical associations are perpetuated by churches and schools and by various organizations and communities.¹

From reports received at the Forest Service in Washington, several hundred descriptions and incidents about trees associated with notable persons, with the building of the Nation, with writers and literature, and with religion, as well as about trees which have had special protection, trees with peculiar aesthetic or sentimental associations, trees notable for unusual size or age, and freak trees have been compiled and made available in *Famous Trees*, a United States Department of Agriculture publication.¹

Excerpts from the section entitled "Trees Associated With Educators and Educational Institutions" follow:

Alabama

Gorgas Oak, campus of the University of Alabama, Tuscaloosa. This is a pin oak named for Gen. William Crawford Gorgas, American Army Surgeon, born at Mobile, Ala., under whose sanitary measures yellow fever has been eradicated from tropical America.

California

Hilgard Chestnut, college of agriculture, University of California, Berkeley. Named for E. W. Hilgard, first dean of the college and one of the pioneers of agricultural education in the United States.

Henry S. Graves Redwood Grove, named in honor of Henry Solon Graves, forester, educator, and administrator. He succeeded Gifford Pinchot as chief forester of the United States Department of Agriculture. This grove is 10 miles south of Crescent City.

District of Columbia

Lombardy Poplar, on Massachusetts Avenue near Eighteenth Street NW., memorial to Quentin Roosevelt, youngest son of Theodore Roosevelt, killed during the World War. This tree was planted in his memory by the students of the Force School on Massachusetts Avenue between Seventeenth and Eighteenth Streets NW., which he attended.

¹ Randall, Charles E., and Edgerton, D. Priscilla. *Famous Trees*. U. S. Department of Agriculture, Miscellaneous Publication No. 295. 15 cents. Order from the Superintendent of Documents, Government Printing Office, Washington, D. C.



Pecan tree planted by George Washington at Mount Vernon.

Kansas

Cypress, "The Tree That Would Not Die," planted by Father Boniface, Kansas pioneer, monk, professor, and naturalist, on the slope of a ravine on the campus of St. Benedict's College, at Atchison. During campus-improvement work, this dauntless tree has

lived through the filling-in of the ravine, although its trunk is buried for 30 feet or more.

Locust in Topeka, associated with the Civil War history of the State, is marked by a concrete block which is inscribed: "The oldest tree in Topeka. The 2-B Grade of 1912. Central Park School."

Louisiana

Century Live Oaks, on the campus of Southwestern Louisiana Institute, Lafayette, planted on the first day of the twentieth century, January 1, 1901.

McDonough Oak, City Park of New Orleans, bears name of great patron of education who left his fortune to Baltimore, Md., and New Orleans, La., for educational purposes.

Maine

Thorndike Oak, red oak in center of Bowdoin College Campus, Brunswick. It bears the name of one of the first eight students to enter Bowdoin in 1802, who planted the acorn.

Michigan

Filibert Roth Memory Elm, planted by his friends in Palmer Park, Detroit, in May 1926. Dr. Roth was an outstanding figure in educational work in forestry. He was dean of the forestry department, University of Michigan, Ann Arbor, for more than 20 years.

Marshall Oak.—A huge forest tree on the ground of H. C. Brook, of Marshall. Under this historic tree two early settlers often met in the summer of 1834 to discuss their plans for an improved public-school system. These men were Isaac E. Crary, United States Representative in Congress from 1835 to 1840, and John D. Pierco, first superintendent of public instruction in Michigan, from 1836 to 1841. Their system, enacted into law in 1836, has given rise to the claim that the school system of the United States had its inception in the village of Marshall, which has been called "The cradle of American public-school education."

New Hampshire

Old Pine, at Dartmouth College, Hanover, was the center of class-day exercises and other celebrations during the greater part of the nineteenth century. It was cut down in 1895 but its stump, 4 feet in height, has been preserved as a valued relic.

New Jersey

The Stamp-Act Sycamores, planted in front of the residence of the president of Princeton University in 1765, have always been associated with the famous Stamp Act of that year.

New York

Nott Elm, on grounds of historic Union College, at Schenectady, named in honor of Eliphalet Nott, president of Union College from 1804 to 1866. Many illustrious citizens of the United States have sat beneath this tree in informal meetings of the senior classes—Senators, Cabinet officers, Governors, even President Chester A. Arthur, and scientists like the agriculturalist Scaman A. Knapp, and

Franklin B. Hough, "father of American forestry."

North Carolina

New Garden Oak (Quaker settlement of New Garden) on the campus of Guilford College, near Greensboro, the first coeducational college of the South.

Davie Poplar (tuliptree), Orange County, on the campus of the University of North Carolina at Chapel Hill. Under this tree the commissioners tied their horses when selecting a site for the university.

Ohio

McGuffey Elms, on the campus of Ohio University, at Athens, planted by William McGuffey, president of the institution and author of McGuffey Readers. Fifteen of the 48 trees planted were still standing in 1934 and were about 90 years old.

Oberlin Elm, on a corner of the Oberlin College campus, Oberlin. In its shade the first building of Oberlin College was erected. This was the first American college to admit women on an equality with men.

Pennsylvania

Historic White Oak at King of Prussia, dedicated to Henry Sturgis Drinker for his services in forestry by the Pennsylvania Forestry Association, August 19, 1933, is said to have been standing when the founder of the Commonwealth, William Penn, was born (1644). Lehigh University took part in the dedication.

Virginia

Cedars of Lebanon, from the historic Lebanon Mountains in Syria, planted in Arlington Cemetery, a gift to the United States from the American University of Beirut, Syria, in appreciation of aid extended by this country through the Near East Relief.

Emancipation Oak, on the grounds of Hampton Institute in Elizabeth City County. The first school for "contrabands" was held under it in pleasant weather.

Abingdon Smoketree, near the main portico of Martha Washington College, Abingdon. Tradition has it that William Campbell Preston brought this tree with him from Napoleon's grave.

V. M. I. Guard Tree (hickory), Lexington. Reported to have been the only tree standing on the grounds of Virginia Military Institute when it was founded, in 1839. Guard tents were pitched under this tree in summer.

William and Mary Live Oak, southeast corner of the campus of William and Mary College, Williamsburg. Styled "Old Monarch of Middle Plantation."

Among the famous historical trees listed are the Pecan Trees at Mount Vernon (see illustration), which were planted by George Washington with nuts given him by Thomas Jefferson.

A film strip composed of 80 frames showing a number of the trees mentioned in this bulletin has been prepared by the Department of Agriculture and is available for 55 cents. For further information write to the Extension Service, Department of Agriculture, Washington, D. C.



Home Education

(Concluded from page 275)

Seneca, a first century philosopher, declared that the mind should be drilled as much as the body, but a German philosopher of the eighteenth century declared that "education must be natural, that is, must be adapted to the nature of man as a corporeal, reasoning and free being, and therefore must not be mechanical, merely directory or drilling, as with beasts, but reasonable and admitting of free activity and neither pampering nor overrefining."

One of the common weaknesses of many parents, and one might say grandparents, is the desire to bring their children to the attention of others, to encourage the children to show how clever and precocious they are. According to the records this has been a weakness of parents, for Moscherosch said in the seventeenth century: "Many parents admire the foolish and apish gestures and tricks and even the improper and wicked actions of their children; and thus do not love them as human beings but amuse themselves with the children as if they were young apes," and Plutarch, a first century writer on philosophy and ethics, made an important observation when he wrote: "It is often well to pretend not to have observed some actions of children."

Modern and progressive are the extracts from John Locke's writings, who declared that "children should not be overburdened with plays; the best of these they contrive for themselves. Children's lessons should not be made a servile labor to them. Children should be influenced to love to learn, and should only be made to work when they are inclined to." "Still," he goes on to say, "children should not be permitted to be idle; and must be accustomed to drop occupations which are pleasant to them, to take up others not so agreeable."

These "good and wise men" of ancient and modern times left behind them priceless treasures of wisdom and advice on the duties of parents and teachers, home education, and especially on education as a means of virtue and good citizenship, from which these few quotations have been made.

The parents of today are focusing their attention on home education and are vocal in their efforts to impress educational institutions with their need of professional guidance in improving their methods of home education.

Teachers' Exchange Club

by Dorothy Child, M. D., Special Assistant, Board of Public Education, Philadelphia

★★★ For 15 years of the 20 that the writer has worked with the Philadelphia Board of Public Education, it has been part of her assignment to certify annually for the State School Employees' Retirement Board, all Philadelphia teachers receiving disability retirement pensions, and to certify all new applicants. Such certifications are made on the basis of personal examination whenever possible, and when distance precludes personal contacts, on the basis of properly substantiated written reports from the applicants themselves and from their attending physicians. The current list includes 114 persons.

Each year it became increasingly apparent that there was a possibility of transforming the annual visit of the applicant from one of trepidation to something helpful and constructive. A large number of our clients, in addition to being chronically ill or crippled, have suffered personality problems. There is the tendency to become self-centered, withdrawn, and emotionally unstable, and as a result they are frequently estranged from family and friends. A considerable number must subsist on the pension alone, especially since the depression. This amounts in some cases to as little as \$45 a month. Although we are assured that the pension fund is safe from political meddling, the apprehensive invalid is assailed with doubts and fears, especially when it is almost certain that with advancing age the degree of disability will increase.

Several incidents brought home to us the extent of the need for what might be termed "adjustment" by social workers. When the pension checks were a day late in arriving, terrified teachers wrote or called in person, to find out if they were cut off. We have in the files a letter from a retired teacher written in pencil, on wrapping paper, and enclosed in an envelope which had been made by turning a used envelope inside out, and pasting it into shape. The teacher wrote that she had no pen, ink, paper, or envelopes. The original envelope bore the imprint of the local grocer, and doubtless had contained a bill. One teacher, having ample income, was too depressed mentally to enjoy her enforced leisure until she found work helping the others. Another who was longing to go back to her own beautiful home needed to have it opened for her, and a companion employed. We succeeded in doing this during a vacation, even to having the piano tuned. One of the deafened women after much urging agreed to take free courses in lip-reading at a public evening school. She later took an advanced course, and may prove useful in helping other deafened teachers.

It occurred to me that many of these lonely and unhappy persons would be the better for some sort of organization which would widen their interests.

Name of the Club

With the assistance of the associate superintendent, Dr. Gerson, the name Teachers' Exchange Club was selected. The professional status which means so much to all of them was stressed. The word "exchange" is intended to indicate the nature of the activities, in which each person may contribute according to her gifts. Exchange of ideas and suggestions must be the first step. Later, special services may be made available, and material gifts may be exchanged, beginning with newspaper clippings and articles. To make trinkets and favors, boxes of small sea shells have been brought to the central office by a man living on a Florida beach; a woman living in the Pocono Mountains is collecting hemlock cones to decorate place cards and make other novelties; a woman, bedfast because of arthritis and who can move her hands only to the extent of wielding a scissors, is making two scrapbooks for two other shut-ins with the same disease. One teacher living at a distance, as a thank offering because her pulmonary tuberculosis is yielding to treatment, has given us a subscription to *Life* magazine. The word "club" is still only a suggestion; we are too loosely knit to be able to depend upon officers from among the group, although a well-adjusted blind teacher has been named honorary president.

Circulating Library

A gift of 20 new and talked-about books was the nucleus of a free lending library. We take advantage of the new low rate for mailing books when wrapped and labeled according to the prescribed method—only 1½ cents per pound. One of the patients, needing useful occupation, has cataloged the library, and sends out the books according to postcard requests from 21 of the teachers circularized. A donation of about a hundred books in good condition, but old, was politely but firmly refused. Our books must be the most up-to-date possible. The club members must not be patronized, but if possible must be envied. A considerable number of retired teachers were situated where they had access to good libraries, and so declined our offer. These persons were asked in what way they thought the club could be useful, and many wanted suggestions for simple handicraft instruction.

Handicraft Catalogs and Museum of Specimens

One teacher who had taught handicraft before he became deaf, made a collection of catalogs and price lists of materials for handwork, a few books of simple instructions in some of the crafts, and specimens of things made with shells, corn husks, crochet cotton, jam jars, old postage stamps, and paper napkins. Also a sample of finger painting. No hope is held out for adding to income—only the chance to make attractive gifts and remembrances, while experiencing the joy of creative activity. A section of an office bookshelf is still large enough to house the collection. It would appear that much of our future work will be along this line.

Inter-visitation and Meetings

An effort was made to promote inter-visitation; names and addresses were given to the 10 deaf teachers on the active list, of all the others, similarly the 8 sufferers from severe arthritis. This was done in time for exchange of Christmas cards; perhaps one-third of these suggestions were followed. Sick people have great trouble bringing themselves to do anything out of the ordinary, and are especially apt to delay answering letters, and to feel unhappy and guilty about it. About 10 women were asked to pay some friendly calls, and the first name on the visiting list was invariably the blind woman already alluded to. She is a tonic to anyone, sick or well. She keeps her pretty house immaculate, does most of her own work including ironing, and loves to entertain callers in a way so radiantly happy that none could be sorry for her.

After about 6 months of mimeographed letters with descriptions of the activities here outlined requests began to come in for a meeting. In order to have the first meeting as informal as possible, an invitation was secured from a blind teacher living on a beautiful hillside in Valley Forge, and an outdoor supper was planned. Sixteen disabled teachers and five others were present. Two were blind, five hard of hearing, two were heart cases. One healed tuberculosis case was recovering strength to return, and the rest were nervous patients. The weather was perfect, and the simple refreshments seemed to please the guests. No formal program was given, only quiet conversation. A remarkable note of affection and understanding was prevalent before the day was over.

Our second meeting was held on November 4, 1939, using the drawing room of the Women's
(Concluded on page 288)



THE VOCATIONAL SUMMARY



by C. M. ARTHUR, *Research Specialist, Vocational Division*

They Opened Their Homes

Findlay (Pa.) housewives cooperated with local school authorities this year by opening their homes for half-day periods to students enrolled in home economics courses in the local rural community vocational school.

Materials and equipment provided by the school for the use of home economics students are limited. By working in local homes, therefore, the girls secure experience not only in handling situations with which they would be confronted as housewives and parents but also in using the household equipment which is available in an average home.

Housewives who open their homes to these homemaking students are requested to criticize the students' work constructively and to note any improvement in the speed and skill with which they do their work during successive periods as well as in their reaction to responsibility.

The objectives of this practical program for senior and junior homemaking students are: To help them develop the ability to follow directions, to see work that should be done, and to assume responsibility for various household duties and situations; to lead them to appreciate the work and ability involved in managing a home; to give them experience in using various types of household equipment such as ironers, sweepers, and mixers; to provide opportunity to learn how to adapt themselves to the situations encountered in different homes; to give them experience in child care; and to assist them in developing both speed and thoroughness in performing household duties.

An important outcome of this plan of instruction was that some of the girls who participated, most of whom were of foreign ancestry, found jobs as domestic in homes in which they had worked.

When this home-experience project was finished and also at different times during the experience period the teacher, Mrs. Helen T. Puskar, discussed the results of the experiment with the girls who participated in it, evaluated it from the viewpoint of both housewives and students, and on the basis of this discussion planned changes in the conduct of the project for succeeding years.

At the close of the project, the homemaking students gave a tea to which they invited housewives who had cooperated in the home-experience plan.

Commenting on the results of this cooperative program, Mrs. Puskar says: "To me the project was intensely interesting and helpful both in evaluating the results of the program and planning for its continuance. I feel that the girls learned more than they could possibly have learned in the classroom in an equivalent period. Because they have had a part in doing something 'on their own' they have be-

come aware of the things they still have to learn about homemaking. Incidentally, it broadened their outlook and gave them greater confidence in meeting and working with others."

For a \$700,000 Pay-Roll Industry

A boat-building course which draws its enrollment from a large number of the 48 States is carried on in the boat-building division of the Miami (Fla.) Technical High School.

The training program at this school is based upon a 2-year course of study which takes the student through all the experiences of boat building, from reading blue prints to launching the completed boat. Classroom instruction follows as closely as possible the actual stage of construction being undertaken in the shop from time to time. Students are required to take classroom instruction and to secure experience in mold loft work, setting up and framing, sawed framing, planking, caulking, hull finishing, decking, metal work, engine installation, marine plumbing, electrical work, sail making, upholstering, pattern making, and machine work. In this way, the student is given an opportunity to engage in many divisions of work which are specialized and which represent occupations within them-

selves. In other words, the student is equipped when he completes the course to enter employment in one of the 17 boat-building, repair, and storage yards located in Miami, on an apprentice basis. These yards have an annual pay roll of \$700,000.

Each student is required to keep a notebook, which in addition to being a record of the work he has done, serves also as a handbook for shopwork in school and in later employment.

Commercial builders are drawing upon graduates of the Miami school for employees.

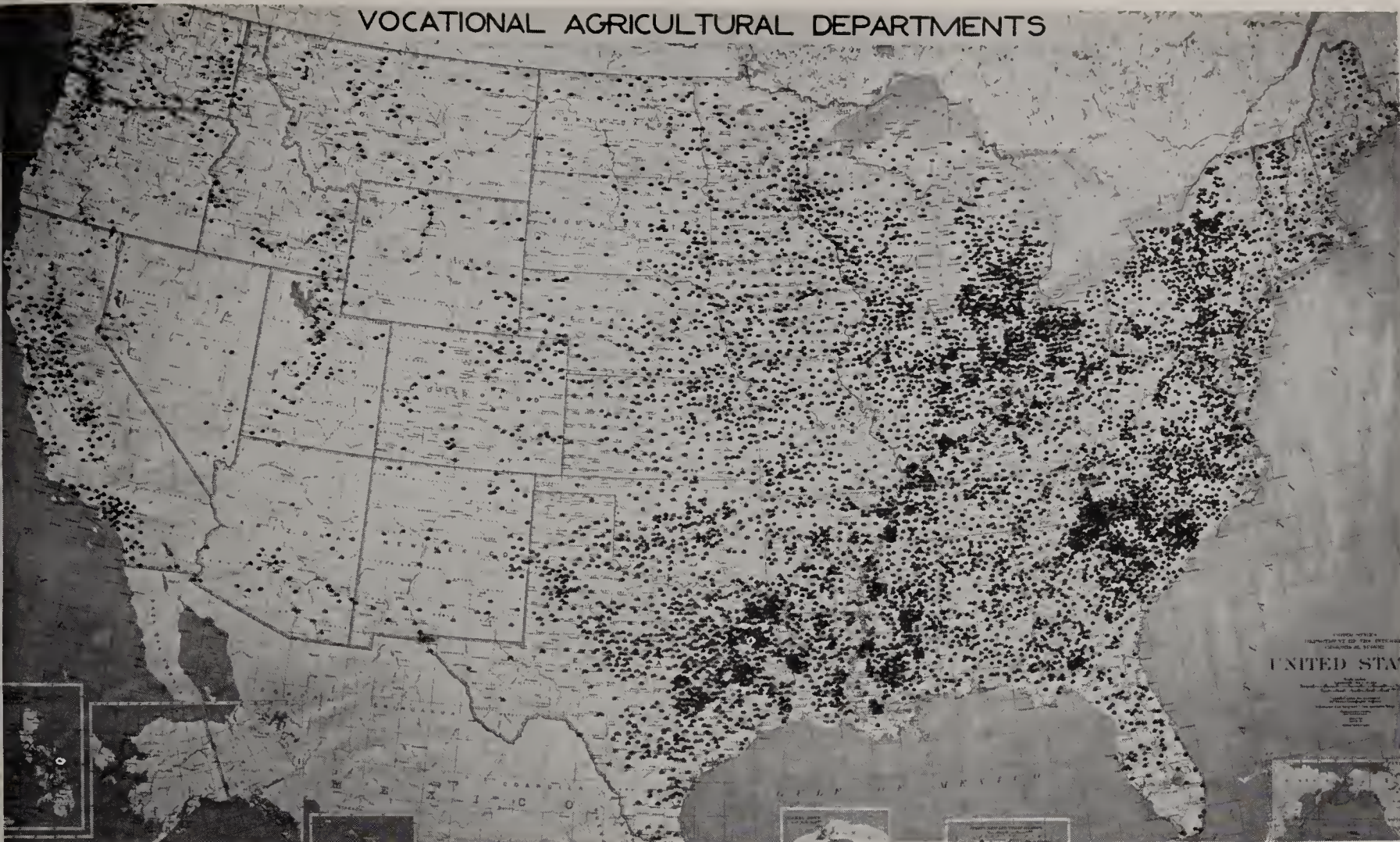
A recent survey of the status of 35 young men trained in the Miami boat-building course, showed that their total yearly earnings amount to \$45,850. Annual wages of these young men range from \$510 for part-time work to \$2,400 for full-time work. The average annual wage of graduates of the course after 2 years is \$1,310. Based on the average wage of graduates, it may be said that for each dollar invested by the school board in the training of the student, the student is returning to himself and to the community \$14.88 a year.

Seventy boats have been built in the school in the past 11 years. Hardware for the boats is purchased from a local marine hardware store and lumber from a local lumber concern



Courtesy, Miami Technical High School.
Future boat builders in Miami Technical High School, laying out members of boat structure.

VOCATIONAL AGRICULTURAL DEPARTMENTS



Just in case you have difficulty counting them, there are 8,322 pins on the accompanying map, each one of which marks the location of a rural high school in which a department of vocational agriculture has

been established. These 8,322 departments, in which 538,586 farm youths and adults were enrolled last year, are manned by 8,580 teachers of vocational agriculture. Latest reports from State boards for voca-

tional education show that almost 2,000 additional rural high schools have petitioned the States for vocational agriculture departments.

The boat-building work at the school, therefore, creates a business in maintenance, repair work, and storage for local lumber and marine hardware concerns and boat yards that would not otherwise exist.

Now It's Druggists

Pharmacists in eight different cities in Wisconsin are going to school. Under a program in which the National Association of Retail Druggists, the Wisconsin State Board of Pharmacy and the Wisconsin State Board of Vocational and Adult Education cooperate, retail pharmacists are taking "refresher" or "brush-up" courses in chemistry, biology, and bacteriology, and other basic sciences related to pharmacy. They are also receiving instruction in drug-store management, advertising, window display, and merchandising; in laws and regulations applying to the pharmacy trade; in recent developments in pharmacy, medicine, and public health; in allergy, vitamins, sulfanilamide, marihuana, and barbiturates; and in current thought in pharmacy. In addition, they are being kept abreast of developments in fields directly concerned with and allied to pharmacy through lectures by

special speakers, local pharmacists, physicians, and public-health officials.

The instruction, which is given one evening a week every other week in eight cities in Wisconsin, is carried on through a combination of the lecture and conference method, by a circuit or itinerant teacher.

The advantages of these courses as outlined by the Wisconsin State Board of Vocational and Adult Education are as follows:

1. All those who enroll are employed pharmacists under the control of the State board of pharmacy.
2. Pharmacists take kindly to suggestions for self-improvement from this board.
3. No pharmacist or class of pharmacists is overlooked in the instruction program.
4. There is small possibility of overcommercializing the course.
5. The board has contacts throughout the State from which it can draw for enrollees and for assistance in setting up the program.

The National Association of Retail Druggists, 205 West Wacker Drive, Chicago, Ill., has announced that it will be pleased to assist any group of pharmacists in setting up pharmacy courses, that may apply to it for aid.

Illinois, Nebraska, and South Dakota are planning to establish itinerant training programs for pharmacists modeled after the Wisconsin plan.

The courses for pharmacists are being reimbursed from Federal funds provided for distributive education under the terms of the George-Deen Act of 1936.

Growing

More than 2,000 persons were graduated from the diversified occupations training programs carried on in the Southern States last year, figures compiled by the United States Office of Education show.

The graduates reported by the different States vary from 22 in Louisiana to 490 in Florida. Figures covering the percentage of graduates who have found employment are of special interest, showing that as high as 88 percent and as low as 41 percent or an average of 75 percent of those graduated from diversified occupations programs have found employment. Records from a number of States show that from 0.9 to 18.2 percent of the graduates, depending upon the States, are continuing in school for further training.

Diversified occupations training programs, it should be explained, are those programs in which the students enrolled spend half of their learning period in classroom instruction and half in actual employment in an occupation.

Something for Everyone

Iowa, which might be called the cradle of the public forum plan, again comes to the front with a combination forum and school plan. This time it's the town of Britt reporting.

Following the practice made popular in other Iowa communities, the Britt community adult education program, is sponsored by a number of different agencies—the vocational agriculture department and the home-making department of the local high school, the board of education, and the local churches.

The adult education program in Britt which has its headquarters in the high school, and which was in operation from November 15 to February 7, inclusive, provided programs for all the different groups represented in the community served by the high school.

There was a women's night school class in which various aspects of purchasing foods, linens, rugs, furniture, clothing materials and draperies, and electrical equipment were discussed. There were classes for farmers at which results of swine performance tests, farm contracts, drainage and other laws, farm management problems, and other subjects received attention. Finally, there were classes

for town men at which ministers, teachers, and community leaders in business and professional fields led discussions on such subjects as the community's responsibility to its children, how to distinguish propaganda from truth, business ethics, local self-government, socialized medicine, do schools prepare children to live, and a politician's duty to community.

For the public at large, moreover, community adult education forums were held to debate such topics as international affairs, effect of war on farmers, reciprocal trade agreements, and strength and weaknesses in our form of government.

A total of 1,518 persons attended all meetings sponsored by the Britt Community Endeavor, as the group sponsoring the program was called. Of this number 668 persons attended farmers' classes, 568 attended women's classes, and 282 attended town men's classes.

Among the features of the Britt forum plan was a banquet which was held as a finale to the forum program and a national brotherhood week meeting under the auspices of the local churches.

A Categorical Reference

"A keen interest in vocational guidance stemming suddenly from the exigencies of the depression," states a publication recently issued by the United States Office of Education, "has encouraged a hasty and copious production of books, pamphlets, bulletins, and ar-

ticles not only upon occupations but upon the practices of vocational guidance as well. These range in type from technical articles on aptitude testing to popular presentations of such occupations as that of the air stewardess. They appear in the daily newspaper and in home magazines, as well as in technical, trade, and educational journals. They vary in quantity as much as in subject and content."

The guidance counselor, faced with the task of locating quickly the kind of information that bears upon the guidance problems of the individual, will find the new publication of the Occupational Information and Guidance Service of the Office of Education a real help.

Issued as Miscellany 2310 under the title, A Source File on Vocational Guidance, this publication contains lists of references arranged under categorical heads on a wide variety of guidance problems. In addition, it outlines clearly the method by which such references may be filed and catalogued so that they may be available on short notice. It has been prepared with a realization of the fact that the guidance counselor's concern in connection with his work with individuals is to locate quickly the kind of information that bears on the problem under consideration, whether it be that of obtaining a scholarship, adjusting an individual guidance program, securing community cooperation, or obtaining local facts about a particular occupation.

Copies of this publication, which was prepared by Mrs. Margaret W. Zapoleon, specialist, Occupational Information and Guidance Service, may be secured from the United States Office of Education, Washington, D. C.

A Functional

Guidance Program

THE GUIDANCE PROGRAM challenges the school for the things it leaves undone, or does wrongly, for any of its children. The facts revealed by guidance functions open the way for a frontal attack on these problems.

From the kindergarten or first grade, children display to the school distinguishable traits, both native and those resulting from training. These may be physical, mental, or social. A guidance program notes from the beginning significant facts and trends relating to every child.

Early individual adjustments prevent the fixing of bad habits, the ignoring of specific handicaps, the stifling of outstanding abilities. The guidance program seeks such adjustments. It neglects neither the normal, the subnormal, nor the supernormal traits of any child.

Children must in the end fit into the world as they find it. There are opportunities open to each which are better in many respects for the individual in question than other opportunities. Guidance helps the pupil choose the better opportunities from those which really

exist for him. It follows that the school must analyze opportunities wherever they exist.

The business of any school is to prepare the child so that he enters his next opportunity as well trained and well adjusted as possible. Guidance points to the opportunity, and indicates the training. More often than at present, the school should supply the training.

The school should continuously examine its final product to justify the school's existence. A program of guidance follows up every pupil after he becomes a school leaver—drop-out or graduate—as an essential technique of such an examination.

Finally, society is concerned that all people, adults as well as youth, realize individual satisfactions while contributing to the general good. A guidance program, within or without the school system, must provide for the continued adjustment of adults whose ordinary school life is over.

HARRY A. JAGER,
Chief, Occupational
Information and Guidance Service.

Pupil-Home Inventory

Home economics teachers in Louisiana high schools get a lot of valuable information about the home situations of their pupils through the pupil-home information or inventory sheet each student is asked to fill out.

Particularly valuable is the information obtained about the food supply available to rural homes through home gardens, and through poultry and dairy cattle production.

Special emphasis is placed by home economics teachers upon the value of raising vegetables, fruits, chickens, dairy cattle, and hogs on farms to provide an adequate food supply for the farm family, children, and adults.

Particular stress is laid upon the fact that Louisiana is in a strategic position with respect to the growing of foodstuffs since year-round gardens are possible in about one-half the State and conditions in other parts are favorable for gardens for 6 or more months in the year.

In addition to data on the need for producing more food on the farm, the pupil-home inventory sheets provide data on the bread-making, canning, buttermaking, laundering, butchering, clothes making and buying, food buying, child care, food planning, preparation and serving, cleaning, and other activities carried on in the homes of pupils.

CCC Educational Advisers

by Howard W. Oxley, Director of CCC Camp Education

★★★ The camp educational advisership in the Civilian Conservation Corps is evolving into a definite professional career. Six years ago when advisers were first assigned to the camps the instructions which they received were very meager. "Yours is a task without clear precedents," reads the original Handbook for Educational Advisers in the Civilian Conservation Corps. "Talk with the camp commander and other officers and the enrolled men about what they think would be most desired by the men and most feasible to carry out. Your ingenuity in devising ways of meeting the situation as you find it at the camp is your real test." How well that test has been met is evidenced by the body of professional practices which have developed in the camps. Today the position of camp educational adviser has become a career alongside that of the school superintendent, the principal, the vocational teacher, and other similar positions.

The camp educational adviser, in addition to serving as professional adviser to the administrative authorities of the camp, performs duties in the field of counseling and guidance, course of study planning, subject-matter preparation, teacher training, procurement and use of visual aids and other equipment, budgeting, and pupil accounting.

The camp guidance program is integrated with all administration, supervision, and training in the camp. There are six steps in the guidance program; precamp selection; counseling, which includes the initial interviewing and testing; assignment to work tasks and to the training program; evaluation or check-up; placement; and postcamp follow-up. The members of the supervisory personnel of army and technical officials act as sponsors and counselors of the men while the camp adviser is the coordinator of the program. The adviser administers and interprets tests, serves as a special counselor, maintains all records, and assists other personnel in guidance work, both individually and as a member of the camp committee on education. The data gathered from interviewing, testing, and counseling form the basis for planning the program of the camp.

Must Explore Resources

In the planning of a course of study for a camp the adviser as the professional member of the camp committee on education must explore all the resources available in the camp for training purposes. In each camp there are up to 27 overhead jobs required for the maintenance of the camp. Included thus are cooks and bakers, ambulance drivers, truck



CCC Educational Advisers' Conference—Ohio District.

and tractor drivers, clerks, and others. In addition there are more than 50 different types of work projects carried on in the camps which resolve themselves into more than 300 pay-roll jobs. It is necessary to make analyses of such of these jobs as pertain to the respective individual camp, to compare these analyses with the requirements for similar positions in private employment, and to plan and carry on such additional training as is necessary to prepare enrollees for these related positions in civilian life. Not alone the camp jobs but all other camp activities must be explored for their training possibilities. The recreation, personal hygiene, and discipline of the camp must by stimulative and purposive organization and administration be brought to bear as a training medium. The organized educational program carried on during leisure time consists largely of classes and shop work although there are many informal group activities. The camp educational adviser therefore must solve many professional problems, in scheduling, in providing instructors, space, equipment, and facilities, and in the preparation of course outlines and lesson plans. In addition the adviser must make arrangements with local schools or through correspondence extension work to meet the needs which cannot be provided for in the camps.

The basic objective in curriculum planning in the camps is the provision of a program based on the interests and needs of the men, organized in terms of the limitations of the camp situation, and aimed to make the enrollee more employable and a better citizen. The camp adviser must therefore plan courses and select and organize subject-matter materials with a knowledge of the implications of these objectives.

Camp Differs

The camp differs much from other training organizations. The average enrollee remains in camp scarcely more than 9 months. New men are inducted at the beginning of each 3-month period. Short-unit courses and

group and individual activities rather than formal classwork are emphasized. The camp adviser must adapt or prepare initially much of his course and lesson material.

The supervisory personnel together with selected enrollees make up the teaching staff of the camp. This group on the average includes few trained teachers. The adviser seeks to strengthen the instructor group through weekly teachers' meetings and through the provision of prepared lesson outlines, improved visual aids and equipment and the like. The use of prepared lesson outlines furnished by the camp advisers' office or by the district or corps area office has become the common practice in the camps. Furthermore the use of sound and silent motion pictures, strip films, lantern slides, and opaque projectors has become normal practice in virtually all camps. The adviser is thus enabled to offset to a large extent the lack of trained instructors in the camps.

Average Adviser

The organization and administration of an individualized program demands the maintenance of a complete system of pupil accounting. It is the responsibility of the camp adviser to secure, maintain, and make available these records to other members of the staff and to render to higher central offices necessary reports based on these records.

While the scope of camp-training operations does not require that the adviser be a qualified expert in each of the fields of guidance, curriculum planning, school finance and equipment, teacher training, educational statistics, and administration, a good working knowledge of these fields is essential. The assurance of a supply of personnel possessing competence of the proper degree and combination in the required fields of education is assured, (a) by selection of personnel with appropriate experience and demonstrated ability, and (b) by additional in-service training.

(Concluded on page 284)

The Public Writes

by Eugenie A. Leonard, Consultant, Occupational Information and Guidance Service

★★★ The growth of the correspondence of a new Government service is frequently very rapid. It is also very instructive as to the needs of the field. In the case of the Occupational Information and Guidance Service, established recently in the Vocational Division of the United States Office of Education, a most striking characteristic of the correspondence is the often naive, but implicit, faith of its correspondents that this new service has been created "by the people and for the people," and that, therefore, the people from every corner of the land might look to it for solutions of practically every problem of guidance that might arise in their life or working situation. The force of thousands of people writing of their problems, asking for advice or assistance, requesting a scrap of information that might change the pattern of their lives, is not to be set lightly aside.

A study made recently shows that from September 1938 to September 1939, 5,112 pieces of mail covering 6,863 different requests for information were received by the Occupational Information and Guidance Service.

Such demands lay a heavy task upon governmental services, for to fail to help solve the problems of their correspondents is to fail in the very essence of our democratic concept of the function of governmental offices. No matter how unusual the request, and often the requests have seemed unusual from the standpoint of the service, some way has been found to try to assist the correspondent.

The Service has no fund from which to draw in helping needy people, but it can call cases of need to the attention of the proper State and local agencies.

Sample Letter

High-school and college students, and teachers and counselors, seem to be calling upon the new Service increasingly. Here is a portion of a sample letter recently received:

"The following terms are included in my semester's work in physics. I would be deeply indebted to you, and I'm sure my classmates would be also, if you would send me information—pictures, pamphlets, charts, etc.—regarding them. Thank you.

"1-alpha rays,

"2-angstrom,

"3-anion,

"4-anode,

"5-anode rays (and 95 similar items).

"If any information regarding these terms is available, I'm sure they would be of more use to me and my fellow classmates if I received them as soon as possible."

And college professors have asked for

syllabi with which to teach their courses at college.

Reasonable Requests

The great majority of correspondents make reasonable requests for information and show an unusual interest in the problems of youth, as will be seen from the following paraphrased illustration:

"We have in our county a lot of fine boys and girls just out of high school, who cannot enter college unless they can work for a while . . .

"They are so worthy and so eager to work if only some one could hire them . . .

"I am very happy to tell you that I am president of a . . . club of 70 women meeting in town and doing a bit of community welfare work . . .

"Could you give us any suggestions to help this most worth-while age group in their problems . . ."

It is perhaps significant that 56 percent of all the questions asked were regarding some phase of the history, theory, or practice of guidance, and 44 percent were questions concerning different types of occupations. There were requests for information regarding approximately 200 different topics related to the history, theory, and practice of guidance. The 12 most popular topics were blanket requests for information on occupations, vocational guidance, bibliographies on guidance, tests and measurements, the functions of the new Service, occupational opportunities for women, on choosing an occupation, sample programs of guidance, lists of occupations that are new or not overcrowded, techniques for setting up a guidance program, trends in occupations, and problems of youth today.

Occupations

There were requests for information regarding 227 different types of occupations of which the following appeared the most popular: Office worker; engineering of various types; nursing; field of health, medicine, etc.; civil-service and other governmental work; aviation; teaching; journalism; agriculture; chemistry; food trades; forestry; mechanics for autos and other machines; radio; beauty culture; and interior decoration.

If the correspondence of the Occupational Information and Guidance Service is any clue to public interest, it may be said that the public is keenly aware of the problems of guidance and eager for any help that can be given through a central office. The policy of the Service is to reply to all inquiries as promptly as possible through mimeographed information of two kinds, one addressed to lay inquirers and the other to professional in-

quirers. To these are added references to other sources of information as near the locality of the inquirer as can be discovered where he may in person or by correspondence get further information or advice.



CCC Educational Advisers

(Concluded from page 283)

The operation of the selection process may be illustrated by the composition of the group of 1,500 advisers now on duty. The average adviser is approximately 34 years of age. Less than 1 percent of the advisers are noncollege graduates. Twenty-two percent have the masters' degree and 1 percent the doctorate. Seventy-two percent have had previous administrative or teaching experience in education, while many of the remaining 28 percent have come to the corps from business or industrial training programs, agricultural and other services, service organizations, and the like.

Two Well-Defined Phases

In-service training of camp advisers is carried out in two well-defined phases, (a) initial service of one month or more as understudy to a qualified and experienced adviser, and (b) summer training schools carried on by the corps with the cooperation of the colleges and universities of the country. Thus, the newly appointed adviser is immediately familiarized with his duties through both activity and training, and has his professional gaps filled insofar as practicable through the medium of the intensive summer short courses.

The necessity for extensive in-service training in the basic fields of professional education has been intensified by the unique requirements of the position of camp adviser and by the general absence of appropriate and available pre-service training at the colleges and universities of the country. The growing recognition of the position of camp adviser as a possible professional career is signalized by the recent initiation of courses at the University of Utah and at Utah Agricultural College which prepare for a camp advisership. In addition the States of Louisiana and Connecticut now recognize service as a camp adviser as a basis equal to that of public-school service for granting professional certificates.

The camp educational adviser in the Civilian Conservation Corps performs a unique educational function. Every effort is being made through selection and training to improve the quality of this function.



In Public Schools

Series of Meetings

"The Milwaukee, Wis., Washington High School faculty," according to the *Wisconsin Journal of Education*, "has had a series of self-evaluation meetings this year under the theme of 'Know Your Milwaukee Schools.' The program has been planned by Principal George J. Balzer, and Helen H. Green, advisement director. All phases of the school system are being discussed by people who are directly in charge of the various branches of the school system."

20 Years of Service

"The Delaware Citizens Association," according to the *Annual Report* of the State department of public instruction for 1939, "has completed its twentieth year of service in behalf of public education. During that period its efforts to increase understanding of the needs of the schools has been intensive and unremitting. Men and women of influence, as a result of their active membership in the association, have served on committees studying special problems. Interpretive bulletins have been published, both as routine and special services. The association has developed literally thousands of meetings in which school problems have been discussed, conducted a legislative informational service, published bulletins, developed citizen committees to study legislation, brought to curriculum building committees the layman's viewpoint, financed demonstrations and experiments, underwritten extension courses for teachers, supplemented funds for adult education courses, conducted teachers' trips to outstanding school centers, served as a clearing house for all volunteer groups working to advance the cause of public education in Delaware. The record of the association is a part of the State's social history."

Special Planning Committee

A special planning committee has been appointed by the president of the Educational Research Association of New York State "to formulate plans for a State research program which will show the interrelations and respective responsibilities of the State education department, the State Research Association, the State Teachers Association, the Elementary Principals Association, the Association of Academic Principals, the other State-wide educational organizations, the graduate schools of education, and the local schools and colleges.

"The major recommendation advanced by the committee," according to a circular issued by the association, *Educational Research*

Planning, "is that the Educational Research Association of New York State appoint a permanent planning committee of five to cooperate with the State education department in determining major research problems, clarifying research issues, securing cooperation and coordination, improving the quality of educational research, securing more adequate support for educational research in the State, promoting the implementation of research findings, and continuing the work begun by this special planning committee."

Visual Aids Exchange

"In the first 5 months that it has been in full operation, the visual aids exchange of the Cincinnati schools has had an average circulation in excess of 900 individual bookings of films, film strips, and slides a month," according to the February 1940 issue of *Curriculum Development*, a publication issued by the public schools of that city. "In November, the peak month thus far, an average of 60 deliveries was made to the schools each day and the visual aids distributed were used in classes with about 2,500 pupils each day.

"The activities of the exchange are not limited to the care and distribution of films and slides. Instruction is given in the proper use of projection equipment and much time is devoted to previewing visual aids under consideration and to showing visual aids to curriculum committees interested in incorporating references to them in courses of study."

School Finance

"A group of interested members of the Minneapolis public schools," according to the *Minnesota Journal of Education*, "are learning something of the school systems' financial picture from Walter F. Gustafson, auditor for the board of education. Mr. Gustafson is conducting a series of weekly evening classes at which he explains the various sources of the schools' revenue, the tax problems involving the schools, and the preparation and operation of the annual budget, including the control of expenditures. The course of instruction on school finances was requested by the Central Council of Teachers' organizations and will include about 10 sessions."

Elementary School Survey

"The Colorado Association of Elementary School Principals and the elementary division of the State department of education," says the *Colorado School Journal*, "are cooperating in a survey to determine the present status of the administration and supervision of the elementary schools of the State. In order to make this study as complete as possible, all

schools having two or more teachers have been included."

Occupational Discussions

"Each April, under the auspices of the Y's Men's Club and the guidance department of the Knoxville, Tenn., city schools, a vocational day is held for the Knoxville high-school seniors. At chapel time, students in the senior class go to the occupational group meeting in which they are interested and there meet leading men and women of the city in a panel discussion upon occupations. Among these occupational groups are social service, literary work, law and government, office work, architecture and designing, engineering and the trades, science and medicine, business and finance, home economics, commercial art, nursing and hospitalization, and music. Among those participating are the leaders of the Red Cross, editors of newspapers, judges of the courts, leading engineers, physicians, bankers, and university professors."

Pictures Show Growth

Growing in the Wilmington Public Schools is the title of the biennial report of the superintendent of schools of Wilmington, Del., to the board of education of that city. The report shows through pictures of typical activities how the children of Wilmington grow in mental and physical health and the fundamental skills and knowledges, through school experiences suited to their age and stage of development.

Teachers' Salaries

"To assist busy school boards to a concrete and concise view of some of the factors influencing the changes in school costs," the Wisconsin Education Association, Madison, Wis., has issued a bulletin on *Teachers' Salaries*. Data regarding the preparation, experience, and salaries of teachers and other data are presented for 1860, 1880, 1900, 1920, and 1940.

W. S. DEFFENBAUGH



In Colleges

State Council Formed

A State council on educational planning and coordination, which is to consider the problems facing higher education in California, has been named jointly by State Superintendent of Public Instruction Walter F. Dexter and President Robert G. Sproul of the University of California.

This council was created by the legislature of 1933 "to study problems affecting the relationship between the schools of the public-school system and the University of California and to make recommendations thereon jointly to the State board of education and the regents of the University of California."

The 1939 legislature again referred problems of higher education in California to the council, with particular reference to the desirability of expanding or contracting the scope of publicly supported institutions of higher education and to the desirability of recommending legislation for the purpose of making the State's higher educational system more efficient.

This action grew out of a bill introduced to create the University of Central California at Fresno and which was amended to make Fresno State and Santa Barbara State Colleges branches of the university. The bill was amended to provide reference to the council, with provision for a report to the legislature.

The council held its first meeting in San Francisco on April 15.

Michigan Dental Unit

Devoted to the task of keeping the State's practicing dentists up with developments in their rapidly growing field, the W. K. Kellogg Foundation Institute of Graduate and Post-graduate Dentistry which has been recently established will nearly triple the university's capacity for offering much needed "refresher" courses in dentistry. The institute is housed in a \$500,000 building made possible by grants from the W. K. Kellogg Foundation of Battle Creek and the Public Works Administration.

The institute has grown out of 3 years of cooperative effort on the part of the university and the Kellogg Foundation toward the establishment of effective, yet reasonably priced, courses for practicing dentists. A 5-year experimental program along these lines had been started in 1936, with the Kellogg Foundation contributing \$20,000 a year to the support of the work.

The demand for courses of this type has been so great that enrollment in some of the classes has been completely booked up as far as 2 years in advance.

With the facilities of the new institute building it will be possible to offer instruction to 550 dentists a year, whereas the old dental building was taxed last year when about 200 practitioners came back to the university for additional training.

Ohio State Codifies Municipal Statutes

Fifteen workers at the Ohio State University are now engaged in codifying, revising, and indexing charters and ordinances of Ohio municipalities.

The university sponsors the project, WPA supplies the labor, and the participating municipalities pay only the cost of the supplies.

Among the 30 municipalities already cooperating in the project are: Cleveland, Hamilton, Piqua, Portsmouth, Bedford, Middle-

town, Manchester, Hillsboro, Lockland, Van Wert, Oakland, Bowling Green, North Baltimore, Maumee, Norwalk, Painesville, Ashitabula, East Cleveland, Cleveland Heights, East Liverpool, Akron, Coshocton, Marietta, Mingo Junction, Ironton.

Howard University Celebrates

Several hundred students, graduates, and friends of Howard University celebrated the seventy-third anniversary of the founding of the institution on March 2 by listening to H. S. Howard, son of the founder, reminisce about his father. Mr. Howard told the group his father was vitally interested in education and after selecting the site for the university went to Ann Arbor, Mich., to study the plan of the University of Michigan, and it was on this plan that Howard University was built.

WALTON C. JOHN



In Libraries

Union Catalog Service

To facilitate the use of library materials, Nebraska now has in its capitol a master file of more than 700,000 card entries representing almost a million and a half books, magazines, sheets of music and maps, owned by 28 cooperating libraries in the State. This union catalog, which will be kept up-to-date and operated by the Nebraska Public Library Commission, makes it possible for every citizen of Nebraska, by applying through his local library, to find out what printed material is in the State and its location. It will be of especial value for those persons who reside at a distance from the large libraries. The sponsors of the project also point out that it will be useful in promoting the careful planning of book purchasing and in eliminating unnecessary duplication.

Analysis Completed

With the title, *A Metropolitan Library in Action*, a comprehensive and interpretative analysis of the Chicago Public Library has just been completed by Carleton B. Joeckel and Leon Carnovsky of the University of Chicago. Although dealing specifically with the problems of one large library system, this survey of 466 printed pages presents principles of administration, finance, personnel and service, which are of general application.

Stating that "one of the most troublesome questions in the library world today is that of school-library relationships," the authors discuss this problem objectively in the chapter on *The Library and the School*, and present a program. "Library service to students," they point out, "is too important to be subject to emotional reaction of a personal nature. To insure its performance on a high level and with economy, the two agencies must get together and study their problems calmly and realistically."

School Librarians Meet

Over 100 school librarians attended the meeting of the department of secondary school librarians of the Oklahoma Education Association held at Oklahoma City in February. A panel of department heads and school administrators discussed the topic, *What Services do the Various Departments of the High School Wish to Receive from the Library*. The secretary of the Oklahoma Library Commission spoke on the new materials for high schools available through her agency. A library evaluation program was the subject considered by the high-school inspector of the State department of education.

Celebrates Book Week

In Bogotá, Colombia, the "Colegio Americano para Varones" (American School for Boys) now has a fully organized and cataloged school library, according to Mrs. Edith C. Wise, who has been connected with the institution. It has also a separate library for the smaller children.

This South American school celebrated its first Good Book Week last year. Not only did the students, numbering about 350 boys, take an active part in the occasion, but their enthusiasm for a better library spread to their homes with the result that parents contributed over 300 books to the school's collection. The week closed with a presentation of Jacinto Benevente's prize play, *Los Intereses Creados*.

Services Rendered

The Special Library Association has recently finished a survey of the essential services which the public library is rendering the business man. As indicated in *Business and the Public Library*, edited by Marian C. Manley, this type of library service, starting with the establishment of the Business Branch of the Newark Public Library, has grown in scope and quality until commercial and industrial concerns in many cities have come to look upon the public library as an economic necessity.

The business library, in some cases a department of the central library and in others a separate unit in its own building, provides factual information on commodity prices, investment securities, addresses of corporations, and various local facts. In addition, it is a source for research material on population trends, statistics not yet in print, and progress in manufacturing methods; it serves also as a clearing house for industrial research.

Research Material Available

At the annual meeting of the American Documentation Institute in Washington, important gains were reported in the services to libraries and research. This nonprofit organization, with a membership of nearly 70 Government agencies, learned and scientific societies, and professional associations, makes research material available to workers in the sciences and the humanities through microfilm and photoprint.

Besides reproducing extracts from rare and not readily available references, the American Documentation Institute places on film, research papers highly essential to the advanced student or scholar, but not in sufficient general demand to warrant inclusion in the crowded columns of professional journals. In this case, only an abstract or notice of the article is carried in the periodical itself, together with an indication that the full paper is available through microfilm. Similar service is being rendered for theses submitted in fulfillment of degrees.

RALPH M. DUNBAR



In Other Government Agencies

Bureau of Mines

The film library of the Bureau of Mines now consists of approximately 4,000 reels which during 1939 were shown on 96,500 occasions to an audience of about 10 million persons.

National Park Service

Under sponsorship of the National Park Service, the following schedule of weekly educational radio broadcasts under the title *Nature Sketches* is being presented over the Red Network of the National Broadcasting Co. from Rocky Mountain National Park, Colorado, from 11:30 to 11:45 a. m., mountain standard time:

June 4—*Friends and Enemies in Nature.*—A discussion of parasitism, mutual dependence, predation, and other ecological relationships in plants and animals.

June 10—*A Visit to the Arctic.*—A trip to the snow-covered summit of Trail Ridge, with flowers springing from the fringe of snow-banks, and alpine birds flying about the open patches of meadow above timberline.



Courtesy, Bureau of American Ethnology.
Pima loom.



Courtesy, Bureau of American Ethnology.

Pima woman's carrying net.

June 18—*Through a Mountain Meadow.*—Visit to meadow flower beds, nests of Brewer Blackbirds, and home of myriad insect life.

June 25—*A Visit with the Beavers.*—Inspection of a colony with a beaver house more than 45 feet long and 12 feet high, and discussion of the life habits of the beaver.

July 2—*The Shady Trail.*—A walk along the fern-lined Fern Lake Trail, with its rich resource of shrubs and flowering herbs and nesting birds.

July 9—*Trees, Fire, and the Elements.*—A visit to timberline, where fire of years ago combined with the force of elements produced grotesque effects upon tree life.

July 16—*Life at Bear Lake.*—Birds, mammals, and plant life on the shore of Bear Lake, lying above 9,600 feet in elevation, at the foot of the Front Range peaks which rise 3,000 feet higher against the western sky.

July 23—*Unseen Life.*—Story of roots, underground rootstocks, burrowing animals, and life within the soil.

July 30—*Life in an Aspen Grove.*—Discussion of birds, insects, fungi, and plant life within an aspen grove.

August 6—*Fish and Eggs.*—A visit to a fish hatchery, with discussion of hatching methods, and visit to breeder pond with large fish.

August 13—*Flowers of the Summer's End.*—Late season wildflowers.

August 20—*Count His Legs.*—A discussion of insects and arachnids.

August 27—*Tomorrow's Plants.*—A discussion of fruits and seeds.

September 3—*Footprints of Ice.*—A story of the glaciers.

September 10—*Man and the Mountains.*—A story of Indians and pioneers in the western mountains.

Office of Indian Affairs

Willard W. Beatty, Director of Education, of the Office of Indian Affairs, announces plans for the following series of Indian readers to be published during 1940. Designed primarily for use in the third and fourth grades of Indian schools, they are also considered suitable for use in classes in white schools which are studying Indians:

SHERMAN PAMPHLETS ON INDIAN LIFE AND CUSTOMS:

1. The Northern Paiute Indians of California and Nevada.
2. The Mission Indians of Southern California.
- *3. The Papago of Arizona and their Relatives in Pima. (See illustrations.)

INDIAN HANDCRAFT PAMPHLETS:

- *1. The Quill and Beadwork of the Western Sioux.

- *2. Navajo Native Dyes—Their preparation and use.

INDIAN LIFE READERS:

1. Little Herder in Autumn.
 2. Little Herder in Winter.
- *3. Little Herder in Spring.
4. Little Herder in Summer.
- *5. Who Wants to be a Prairie Dog? A Navajo Fairy Tale.

COOPERATIVES, CONSERVATION, ETC.

*Cooperatives for Indians. Eighteen 4-page lesson sheets on the ABC's of Cooperation.

*Along the Beale Trail. A photographic account of wasted range land.

A price list and copies of these publications may be obtained from: Haskell Institute, Lawrence, Kans.; Chilocco Agricultural School, Chilocco, Okla.; and Phoenix Indian School, Phoenix, Ariz.

Preparation of additional pamphlets is under consideration by the Office of Indian Affairs.

MARGARET F. RYAN

* Now available.



In Other Countries

Intellectual Assistance

A service of intellectual assistance to prisoners of war is being established by the International Bureau of Education of Geneva, Switzerland. The Swiss Federal Council has given a grant of 10,000 Swiss francs to the service and the International Bureau invites the ministries of public instruction in non-belligerent countries to contribute toward it. The details as to just what will be done are not yet available; the announcement from the International Bureau says:

"The bureau will place itself especially at the disposal of members of the teaching profession and of students who are prisoners of war. It will endeavor to be useful to all those on whom devolves the duty of transmitting culture to the generation of tomorrow and who may be able to utilize the enforced leisure of captivity to prepare themselves for their future task, or to complete their studies."

This activity was authorized by the management committee of the bureau in a resolution adopted at its meeting of December 16, 1939. It is to be coordinated with the work of the International Red Cross Committee in favor of prisoners of war, and will not duplicate the efforts of any other organization.

The bureau explains further:

"It is our hope that other governments will follow the example of the Swiss Federal Council and that teachers' organizations and educationists will give tangible expression to their interest in the humanitarian work undertaken by the bureau. They would thus bring help and moral encouragement to those who, having served their country, find themselves forcibly separated from the homeland."

J. F. ABEL

Teacher's Exchange Club

(Concluded from page 279)

University Club. There was an eagerness for this reunion on the part of all but one of the teachers who attended the first meeting. The one exception was a teacher who wrote that she had "never gotten over the sight of all those poor sufferers," and could not possibly attend another gathering. This invalid will eventually join with us, as soon as she re-discovers the service motive. For this meeting we chose a setting as beautiful and sophisticated as possible. The club furnishings are suitably sumptuous, and all the guests sat in easy chairs while motion pictures were shown of a trip to the west coast. There was also a reel giving an interesting description of the technique of soap sculpture. The blind members enjoyed the running account of the pictures given by their neighbors. Afterwards, tea was served, with party sandwiches and candy, from a candle-lit table. The expenses of this party were largely covered by a donation of money from two disabled teachers who would have wished to entertain us at their homes, but lacked the strength. The number attending was 22. Written greetings came from 32 others. The next meeting was held at the Christmas season, and was around a fireplace.

A True Exchange

Dues for carrying on this activity could be small, but any assessment might drive away the teachers who most need the services of the club. The idea of barter must be worked into our correspondence, so that it will be understood that one of our poets can contribute a few lines that can serve as one full year's dues if used for our joint greeting card; another may contribute lessons in art or some craft. The bedfast may fill scrapbooks with clippings of sermons, or jokes, or crossword puzzles to be used by other members.

Since the very nature of our clientele precludes chances of being self-sustaining, it will be necessary to obtain sponsorship from either the school authorities, with paid secretarial assistance, or an existing group of organized active teachers, or we may join forces with another neglected group, the teachers who are "superannuated." They, too, have often terminated their services with reluctance, though less abruptly to be sure. Many persons retired on age would be able and willing to unite with their disabled fellow teachers, and would be less tempted to patronize them or make them feel like recipients of charity. The two groups would have common problems of adjusting to a change in ways of living, and in many cases would be personally acquainted with each other. The president of the State Retired Teachers' Association has attended our meetings and thinks the connection would be suitable. The common purpose of the enlarged organization would be "Reeducation for Leisure."

Some Results

As a medical worker in the field of teacher-health, I am interested not only in increasing the quantity or the span of life, but of improving life's quality—so that whether it be longer or shorter, it may have been happier and more worth while. The tangled emotions of the disabled teacher, who has been officially pronounced unfit to continue in her life work, can be at least partly untangled in helping her to understand herself. By discovering for herself the positive gifts with which she can go on, she may actually assist her fellows. When they appreciate her, and even depend upon her for contributions she still can make, it brings a joy which the able-bodied can scarcely fathom.

One of them, bedfast, who has made her adjustment despite handicaps that would make you and me quit, writes: "I sew, crochet, write bits of poetry, entertain friends, and read western and adventure stories (for vicarious activity). In short, I just live, and enjoy spring stretching into summer and summer shrinking into winter—and try to get the best from this old and lovely world."



The Negative

(Concluded from page 274)

recently wrote an article on the cooperative venture in this State.²

The purchasing agents of the State colleges have an organization that meets once a month. All group purchasing is done either through the State agent or through one of the colleges which buys for the whole group. We have been able to cut the cost of purchasing, and there is no way to purchase cheaper than through the joint action of associated colleges.

We also have a cooperative organization of our registrars. Our personnel departments and our directors of admissions use the same blanks.

For years we have granted scholarships together. All scholarships granted in Colorado to high-school students by the State institutions are called "joint honor scholarships." These may be used in any one of the six colleges, and a student may transfer from one college to another at any time. His scholarship is good in the other college.

We have a joint catalog of our combined libraries in Denver. We constantly exchange books and use the joint card catalog that is at the central office.

We have all the advantages that accrue from a cooperative endeavor. There have been none of the heartaches and jealousies that usually come from compulsory unified control. We believe in democracy. We believe in the American way of doing things. We believe in the integrity of each individual college working with the other colleges in a voluntary way.

² McCain, James A. Cooperative Counseling in Colorado. Occupations, The Vocational Guidance Magazine, March 1940.

Some **CURRENT PUBLICATIONS** of the **U. S. OFFICE OF EDUCATION**

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BULLETINS

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- 1 Educational directory, 1940. (4 parts.)

Part

- I. State and county school officers. 10 cents.
II. City school officers. 5 cents.
III. Colleges and universities. 10 cents.
IV. Educational associations and directories. 10 cents.

1939

5. Bibliography of research studies in education, 1937-38. 35 cents.
6. Education in Yugoslavia. 25 cents.
7. Individual guidance in a CCC camp. 10 cents.
8. Public education in the Panama Canal Zone. 15 cents.
9. Residential schools for handicapped children. (In press.)
10. The graduate school in American democracy. 15 cents.
11. 500 books for children. 15 cents.
13. Conservation excursions. (In press.)
14. Curriculum content in conservation for elementary schools. (In press.)
15. Clinical organization for child guidance within the schools. 20 cents.
16. A review of educational legislation, 1937 and 1938. 10 cents.
17. Forum planning handbook. 10 cents.

1938

14. Teaching conservation in elementary schools. (In press.)

1937

2. Biennial survey of education, 1934-36.

Volume I

Chapter

- I. Elementary education, 1930-36. 10 cents.
III. Higher education, 1930-36. 15 cents.
V. Review of conditions and developments in education in rural and other sparsely settled areas. 10 cents.
VI. Effects of the depression upon public elementary and secondary schools and upon colleges and universities. 10 cents.
VII. A survey of a decennium of education in countries other than the United States. 15 cents.
IX. Parent education programs in city school systems. 10 cents.

Volume II

Chapter

- I. Statistical summary of education, 1935-36. 10 cents.
II. Statistics of State school systems, 1935-36. 15 cents.
III. Statistics of city school systems, 1935-36. 10 cents.
IV. Statistics of higher education, 1935-36. 30 cents.
V. Statistics of public-school libraries. 20 cents.
VI. Statistics of special schools and classes for exceptional children. 20 cents.

29. Not issued.

MISCELLANY

3. Education in the United States of America. 15 cents.
4. La educación en los Estados Unidos de América. 15 cents.
5. A, educação nos Estados Unidos da América. 15 cents.
Handbook and Directory of the U. S. Office of Education, 1939. Free.

PAMPHLETS

86. Per pupil cost in city schools, 1937-38. 5 cents.
88. One dollar or less—Inexpensive books for school libraries. 5 cents
92. Are the one-teacher schools passing? 5 cents

LEAFLETS

47. Know your board of education. 5 cents.
48. Know your superintendent. 5 cents.
49. Know your school principal. 5 cents.
50. Know your teacher. 5 cents.
51. Know your school child. 5 cents.
52. Know your modern elementary school. 5 cents.
53. Know how your schools are financed. 5 cents.
54. Federal funds for education, 1937-38. 10 cents.

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206. Credit problems of families. (In press.)
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LEAFLETS

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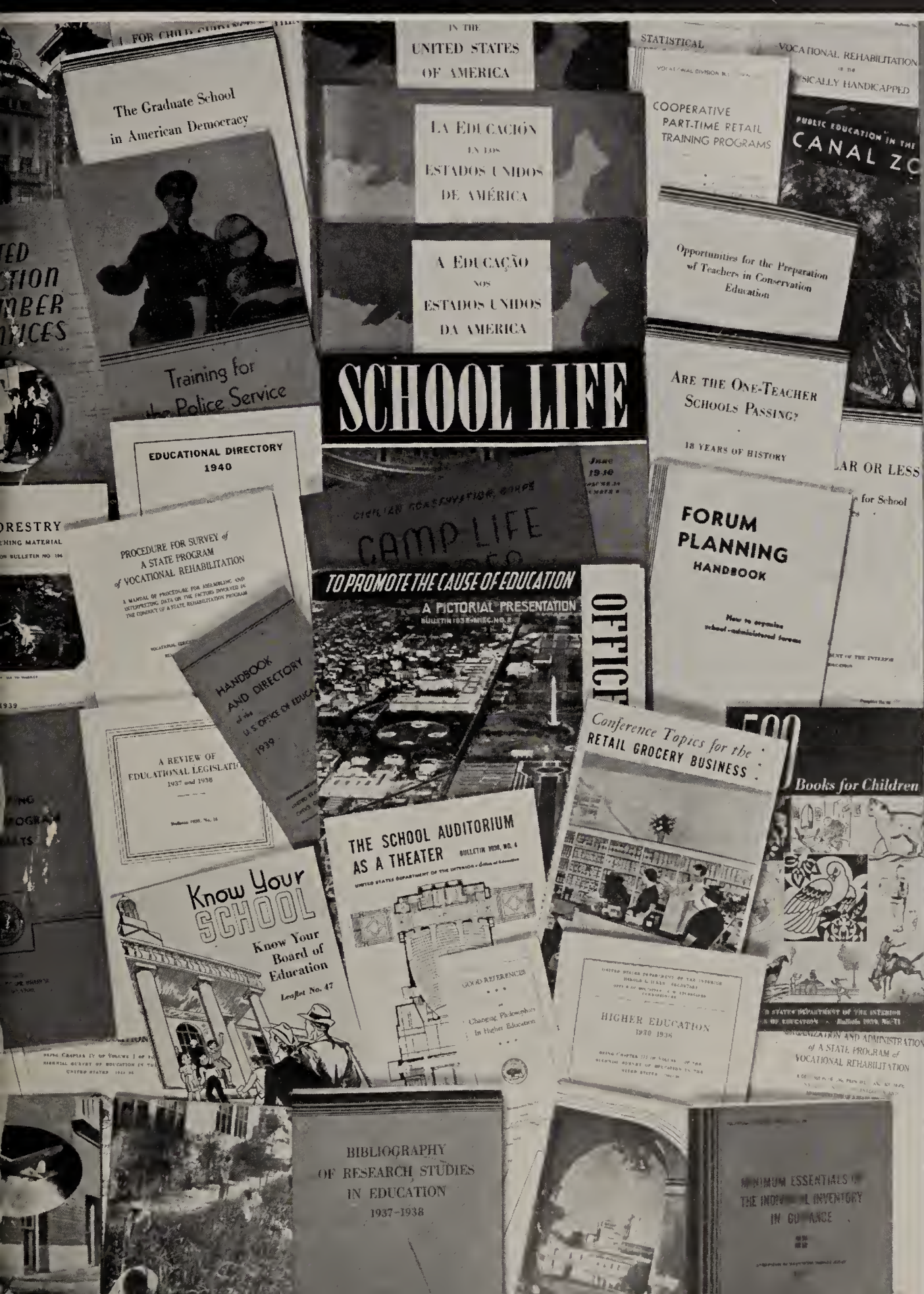
JUNE 16 The Natives of Hawaii

JUNE 23 Behring in the Far North

JUNE 30 The Smithsonian Today

Other Office of Education programs: **GALLANT AMERICAN WOMEN**—9.00 p. m. EST every Monday, NBC Blue network. **DEMOCRACY IN ACTION**—12:30 p. m. EST every Sunday, CBS network

SCHOOL LIFE



July
1940

VOLUME 25
NUMBER 10

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[SCHOOL LIFE is indexed in Readers' Guide to Periodical Literature, and Education Index. It is recommended in the American Library Association's "Periodicals for the Small Library."]

WRITE

The U. S. Office of Education,
Federal Security Agency,
Washington, D. C.

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SCHOOL LIFE

Official Organ of the U. S. Office of Education

Volume XXV

JULY 1940

Number 10

SCHOOL LIFE is published monthly (except in August and September) during the school year, by the U. S. Office of Education, Federal Security Agency.

Its purpose is to present current information concerning progress and trends in education; report upon research and other activities conducted by the U. S. Office of Education; announce new publications of the Office, as well as important publications of other Government agencies; and to give kindred services.

The Congress of the United States, in 1867, established the Office of Education to "collect such statistics and facts as shall show the condition and progress of education in the several States and Territories"; to "diffuse such information as shall aid in the establishment and maintenance of efficient school systems"; and "otherwise promote the cause of education throughout the country." SCHOOL LIFE serves toward carrying out these purposes. Its printing has been approved by the Director of the Budget.

The subscription rate is \$1 per year in advance; to foreign countries in which the mailing frank of the United States is not recognized, \$1.50. Club rate: For orders of 100 copies or more to be sent in bulk to one address within the United States, the Superintendent of Documents allows a discount of 25 percent. Subscriptions may also be entered through magazine dealers. Subscription orders with remittances should be sent to the Superintendent of Documents, Government Printing Office, Washington, D. C.

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Publication offices:

U. S. OFFICE OF EDUCATION
FEDERAL SECURITY AGENCY
Washington, D. C.

Editorial

Mobilizing the Nation for Enlightenment

IS IT PRACTICABLE TO SUGGEST that all educational forces, including the various newer instruments for engendering public understanding, might join in some plan to focus widespread attention upon *particular public problems* for a period long enough to make a considerable proportion of the American people acquainted with the important facts bearing on our major national questions, and with the various programs of action suggested for their solution?

Such problems for example might be, What policy shall America follow in foreign affairs? or, What road promises to lead us out of the dilemma of farm surpluses and undernourished people? or, How can we give youth a balanced life of schooling, work, and recreation? or, What can we do about the rising national debt?

Take the problem of unemployment as another example. It is a basic one which has been mulled over for 10 years in thousands of speeches, books, magazine articles, and conferences without ever being made the subject of a frontal attack by all the forces of enlightenment at one time. I'd like to see us as a nation dig deeply into this vital matter, surround the issue, really grapple with it.

I realize that this problem of unemployment might disappear from sight like a stream running into an underground cavern if the unusual demands of a warring world are sufficient to start all the wheels. But surely we must realize that this would be a temporary answer to the problem and one which will dislocate our economic life even more seriously. Some day we must decide upon a real solution to this problem or we shall lose the chance to do it democratically. This applies to some other crucial issues. Fruitless delay in a swiftly moving world is obviously dangerous. If a democratic society cannot use its machinery to answer such issues relatively well, the people who are the victims of the situation will in desperation follow a demagogue who promises to do it dictatorially. This kind of concerted effort to understand our vital national issues is now imperatively called for.

Let a board of experts, acting under the direction of a committee on communication and public affairs, mobilize the facilities of the radio industry, the motion-picture industry, the publishing industry, assisted by all the various formal and informal agencies of adult education, to devote during 1 or 2 months' continuous and intensive treatment of this unemployment question. Break the question down into an examination of the causes of our present situation, foreign and domestic, technological and scientific, social

and economic. Discuss and appraise the impact of unemployment on different age groups. Canvass the possibilities for dealing with unemployment at different age levels.

Let libraries marshal the literature of employment and unemployment. Let experts in exposition and simplification write condensations of the factual data in readable form. Let radio stations provide a generous amount of free time on the air for representatives of various points of view to present a thorough exposition of proposed programs for dealing with this problem. Openly canvass and examine all the issues related to the problem. No one solution should be espoused. All points of view and all interpretations of the facts must be presented to the people. Not that we would seek to supplant the partisan political platforms; divert attention from the promises of political candidates, or even from the fulminations of the demagogue. Only let us during one period, mobilize all the modern agencies of communication to focus attention upon a major national problem; during one period seek cooperatively an educational result; namely, a widespread understanding of the issues and proposed programs of action for dealing with a major national problem.

All those who feel a concern for democratic America must work vigorously in practical ways not only to keep the channels of communication free but to help to get them organized and directed to the end that the public mind may be made up without too great delay and upon the basis of a more widespread understanding of issues and events than now prevails. The lag between scientific knowledge, physical change, and social adjustment must be caught up by turning the radio, the motion pictures, the press, and all the newer scientific means of communication to educational purposes in much more significant and thoroughgoing ways than we have heretofore generally managed to do. In the battle of propagandas at least one flag should be raised which will rally those whose emblem is not "indoctrination" or "advocacy" but "education," i. e., the development of that critical intelligence and that sympathetic understanding of the shared aspirations and experiences of us all which free and widespread communication makes possible, and which a democratic way of life makes imperative.

John W. Studebaker
U. S. Commissioner of Education.

Exchange Among American Republics

by Lloyd E. Blauch, Consultant in Inter-American Educational Relations

★★★ In recent years there has been inaugurated a program for the exchange of professors and graduate students or teachers among the American republics. The purpose of this program on the part of the United States is to make available to the peoples of the other American republics a more accurate knowledge of the progress of science, the humanities, and technology in the United States; and, in receiving the visiting professors, graduate students, and teachers from those nations, to attain a similar diffusion in this country of knowledge of the intellectual attainments of their peoples. The program is directed toward the development of a truer and more realistic understanding between the people of the United States and our neighbors to the south.

The Convention for the Promotion of Inter-American Cultural Relations

In 1936 there was held at Buenos Aires, Argentina, the Inter-American Conference for the Maintenance of Peace. It was an extraordinary conference summoned, at the suggestion of President Roosevelt, "to determine how the maintenance of peace among the American republics may best be safeguarded."

When the United States suggested items for consideration by the conference it included the "Facilitation by Government Action of the Exchange of Teachers and Students Between the American Republics." This suggestion was made on the assumption that the maintenance of peace requires not only the existence of machinery to settle international disputes, but also the will to make use of that machinery, the belief being that the promotion of cultural relationships is one of the most practical means of developing in the American republics a public opinion that will strongly support the maintenance of peace throughout the Western Hemisphere. Consequently, among the six major topics considered by the conference was "intellectual cooperation."

The committee which dealt with intellectual cooperation reported a number of resolutions and recommendations and five conventions, among which was the Convention for the Promotion of Inter-American Cultural Relations. This instrument provides for the exchange of graduate students or teachers and of professors among the American republics which ratify it. To date, 13 of the 21 republics

have ratified the convention: Brazil, Chile, Costa Rica, the Dominican Republic, Guatemala, Haiti, Honduras, Nicaragua, Panama, Paraguay, Peru, the United States, and Venezuela.

Exchange Fellowships

The convention provides that every year each ratifying government shall award a fellowship to each of two graduate students or teachers of each other ratifying country. Two governments participate in the selection of these fellows: (1) The "nominating government," which nominates from its people a panel of five graduate students or teachers; and (2) the "receiving government," which selects from the panel two persons and awards fellowships to them.

In the case of the United States, the Government prepares, from the applications received for the fellowships, a panel of five names for each of the countries with which it has entered into the exchange relationship. These panels are submitted to the governments of the respective countries, which then make their selections. Panels prepared by the United States for countries of South America are submitted to them on November 30, and those prepared for all other Latin American countries are submitted on March 31, unless another date is selected by agreement with the appropriate government.

The convention provides that the nominating government shall pay the round-trip travel costs to the institution of learning chosen in the receiving country and other incidental expenses of the graduate students or teachers selected for the fellowships. The receiving government shall pay tuition, subsidiary expenses, and board and lodging at an institution of higher learning to be designated by it through such agency as may seem appropriate, in cooperation with the recipient as far as may be practicable.

A fellowship is awarded for a 1-year period. However, under unusual and exceptional circumstances it may be renewed for an additional year, but the same student will not be nominated for more than 2 successive years.

The field of intellectual activity in which the student may engage is not limited by the convention. The fellowships are available for graduate students or teachers in the humanities, natural sciences, social sciences, law, medicine, pharmacy, journalism, technology

and engineering, art, music, and any other legitimate field of study. An applicant for a fellowship is required to indicate a particular project for research or study in the country for which he is applying for a fellowship, and to submit the names of references who can testify to the value of the undertaking and his ability to carry it out.

Specific requisites adopted by the United States Government as qualifications for applicants include: (1) Citizenship of the United States or one of its possessions; (2) good health; (3) good moral character and intellectual ability; and (4) ability to do independent study. The upper age limit for applicants is 35 years. An applicant must have practical reading, writing, and speaking knowledge of the language of the country in which he wishes to study, but in the case of Brazil a knowledge of Spanish or French may be considered in lieu of Portuguese. The applicant must have completed a curriculum which normally requires 5 years beyond the secondary school, although in exceptional cases a selection may be made from those who have completed a 4-year course. In the nominations for the exchange fellowships there is no limitation as to race, sex, or creed.

The panel of five names of persons nominated for fellowships is submitted to the receiving government with such information concerning them as the government awarding the fellowship deems necessary.

Fellowships Awarded

During the year 1939-40 panels of nominations for fellowships were submitted by the Government of the United States to 11 other American republics. The first of those republics to award fellowships was Chile, which selected Dorothy May Field of Phillips, Maine, and Esther Bernice Mathews of Denver, Colo. Both of these students are now attending the University of Chile.

Miss Field is a graduate of the University of Nancy, France, and of Wellesley College. She was formerly secretary to the president of the Foreign Policy Association and is now preparing herself to do the type of research and educational work carried on by the staff of that organization. She is working toward the degree of doctor of philosophy at the University of Chicago, her special field for study being the history of the other American republics. For her study project in Chile, Miss



Dorothy May Field.

Field is making a survey of political parties and a study of social and economic conditions in Chile since 1880.

Miss Mathews is a graduate of the University of Colorado and she has engaged in graduate study at the Fletcher School of Law and Diplomacy. She is an assistant to the curator of the Hispanic Foundation of the Library of Congress. In Chile she is studying the role of women in the public life of Chile during the last quarter of a century.

Panels of nominations for fellowships have been submitted to the Government of the United States by the Governments of Chile, the Dominican Republic, Haiti, and Paraguay.

Exchange Professorships

The Convention for the Promotion of Inter-American Cultural Relations provides that each ratifying government shall communicate to each of the other ratifying governments on January 1 of every alternate year a complete list of professors available for exchange service from the outstanding universities, scientific institutions, and technical schools of the country. From the list, each of the other countries is to arrange to select a visiting professor who shall either give lectures in various centers, or conduct regular courses of instruction, or pursue special research in some designated institution and who shall in other appropriate ways promote better understanding between the two cooperating countries. It is understood, however, that preference shall be given to teaching rather than to research work.

The sending government provides the expenses of travel to and from the country to which the exchange professor is sent, as well as maintenance and local travel expenses during the period of residence in the foreign country. The stipends of the professors are also paid by the sending country. The Government of the United States has made provision to pay for each professor sent to another American Republic as follows: (1) First-class travel accommodations to and from the foreign country; (2) a small amount for travel within the foreign country, depending on the size of the country; (3) living costs on a per diem basis; and (4) a small amount for salary, for each professor who does not receive full salary from his institution while he is away. Under regulations adopted by the Government of the United States the term of an exchange professor sent by this country shall not exceed 2 years, unless he is included on the next list after his first selection. By agreement between the two interested governments, the term of an exchange professor may be limited to less than 2 years and another selection may be made from the current list. Vacancies are likewise filled from the current list.

Specific Requisites

The Government of the United States has set up the following specific requisites as qualifications for persons who will be considered for nominations for exchange professorships: (1) Be a citizen of the United States or of one of its possessions; (2) have good health; (3) occupy a position of professorial rank in a college, university, or technical institution; (4) have done scholarly work in the field of his specialization; and (5) possess a thorough knowledge of the language of the country to which sent. In the case of Brazil, in the absence of a knowledge of Portuguese, French or Spanish may be considered as a substitute.

The Government of the United States has presented to the governments of 11 other American Republics the names of 35 professors available for exchange service. From this list each of these republics is expected to select a visiting professor.

It is expected that each of the countries to which the panel of United States professors was submitted will in turn communicate to this country a list of professors available for exchange service here. From these lists one professor will be selected from each country to visit the United States, where he will engage in lecturing, teaching, or research activities.

Administration of the Program

The administration of the exchange of professors and graduate students or teachers under the Convention for the Promotion of Inter-American Cultural Relations is a responsibility of the Department of State through its Division of Cultural Relations. However, in line with the Department's policy of

cooperating with other Government agencies and offices that are engaged in work closely related to certain responsibilities of the Department, it has entered into an agreement with the United States Office of Education, through the Federal Security Agency, whereby the Office performs some of the functions in the administration of the exchange program. The Department of State has also appointed a Committee on Exchange Fellowships and Professorships which recommends to the Department the persons to be included on panels of professors and graduate students or teachers submitted to the other American republics.

The Office of Education does the preliminary work in the selection of nominees for exchange professorships and fellowships. It circularizes the colleges and universities of the United States with notices of the exchange program, receives applications for exchange professorships and fellowships and prepares an abstract of the information received on each applicant. This information is submitted to the Committee on Exchange Fellowships and Professorships, which studies it carefully as a basis for making recommendations.

The Department of State submits the panels to the various countries, arranges for the transportation of the persons chosen as exchange professors and fellows, and attends to other matters in connection with the program.

The panels of nominations for professorships and fellowships submitted by the other American Republics are received by the Department of State. In making the selections from these panels the Department is assisted by the Committee on Exchange Fellowships and Professorships. The persons selected are placed in the colleges and universities of the United States by the Office of Education in cooperation with the Department of State.

Appropriations

Congress makes annual appropriations for the exchange professorships and fellowships. For the year ending June 30, 1940, the appropriation was \$75,000.

Esther Bernice Mathews.



Education in Finland

by *Siljo Solanko*

★★★ Finland received its principal educational impulses from the West. Among the first of these was the Roman Catholic Church which spread its influence from the center of enlightenment in the Southwest far toward the North and East. After the Reformation almost all Finns belonged to the Lutheran Church. The history of culture in Finland shows clearly the marks of these ecclesiastical influences, and long after Catholicism lost its predominant position in the country, the intellectual orientation of the people continued under the guidance of religion and of the church.

The first steps toward teaching the people to read and improving the teaching given them by the clergy, were taken as early as the sixteenth century. Michael Agricola, born about 1510 at Pernaja, Finland, pupil of Luther and Melancthon at Wittenberg and Bishop of Åbo, was the first great teacher of the Finnish people after the Reformation. Literature (religious) was now published in Finland, and among the writings of Agricola were an A-B-C book and a prayer book in Finnish and a Finnish translation of the New Testament. By a church law of 1686 persons who were unable to read were not, as a rule, to be admitted to communion or united in marriage.

Founding of Elementary School

The idea that popular education should extend to other than religious subjects was mooted in the later half of the eighteenth century but it was not until about a century later that Uno Cygnaeus (1810-88) began his great work, the founding of the Finnish elementary school. After visiting schools in various countries of Europe, including Sweden, Denmark, Germany, and Switzerland, he submitted a plan which became the basis of the elementary school law of 1866.

According to the suggestion of Cygnaeus the schools were separated from the church and placed under the administration of a special board of education. As before, the earliest education was to be given in the home and in the village and Sunday schools. To instill the additional knowledge necessary for true civic culture elementary schools managed by boards elected by the communes were to be founded.

Uno Cygnaeus wished to found the elementary school on an historical basis. He hoped that in rural districts parents and the ambulatory church schools would continue to give children their first lessons, but with increasing clearness public opinion favored a communal infant school under the direction



A classroom in an elementary school in Finland.

of local school boards. The number of schools increased rapidly. By the end of the nineteenth century only seven rural communes were without elementary schools while most communes had several.

Compulsory Education

On December 6, 1917, Finland became an independent country. It was not until after that, in 1921, that compulsory education was introduced, and that 100 percent education of the people began. Compulsory education begins at the age of 7 and lasts 6 years. The complete elementary school course includes 2 years in the preparatory or lower school and 4 years in the upper school. The school year comprises 36 weeks.

In 1917-18 the town elementary schools had 1,409 teachers and 41,209 pupils. The corresponding numbers for 1939 were 1,950 and 59,778, respectively. The rural communes in 1917-18 had 3,474 elementary schools with 4,739 teachers, and 162,076 pupils. In 1939 they had 5,707 upper elementary schools with 7,528 teachers and about 231,500 pupils. In 1936-37 lower elementary schools in rural communes had 3,872 teachers and 120,892 pupils.

Besides elementary schools, there are 6 schools for deaf and dumb children, 2 for the blind, and 106 folk high schools and workmen's institutes.

Great efforts have been made to secure improved instruction for prospective teachers. For training elementary school teachers there are seven training colleges.

Secondary Schools

The term secondary school is used to include all schools which give boys or girls, or both, a general education leading to the university or other higher educational institutions, or prepare them for direct entry into life. The special feature which has caused these schools to differ from most foreign models, and in practice made their classical and modern lines resemble each other more closely than in other countries, is the large number of languages which must be taught. All secondary schools after placing the scholar's own language, Finnish or Swedish, first, give second place to the other of the two national languages. Before Finland became an independent State with complete freedom (1917-18) it was difficult for political reasons to avoid giving the third place to Russian. After these required languages came the classical and other modern languages the pupils wished to learn. With the birth of the Republic, Russian was dropped and the secondary schools became Finnish and Swedish only.

Chief among the schools which at first were of the classical type are the two Normal Lyceums, one with Finnish and the other with

Swedish as the language of instruction. It is here that secondary school teachers get their first practice. There is no doubt that these two schools marked an epoch in the history of secondary education in Finland, with better teaching methods and more humane school customs.

Most of the schools leading to the university comprise two stages, a middle stage of 5 years providing pupils with a more advanced degree of education, graduation from which is a condition for admission to various trade schools; and a lycée stage of 3 years, which prepares for the university matriculation examination.

The middle school begins after the first 4 years of the elementary school, and has well justified itself from a social point of view. Scholars who have passed through its classes and who cannot afford or have not the talent to pursue their secondary education further may go on to various technical schools or pass direct to certain civil-service positions.

Secondary schools for girls date from the 1840's. They consisted at first of but few classes and the principal subject of instruction was needlework. Many were conducted in homes. A more complete school for girls was opened at the end of the sixties and another at the beginning of the eighties. Before the end of the nineteenth century coeducational schools and girls' schools were started by private enterprise both in Helsinki and in the provinces. Nearly all soon obtained State assistance. The official program of instruction for girls' schools was issued in 1918 at the same time as that for boys' schools. It was arranged for 6-year middle schools and complete 9-year lyceums.

First Coeducational School

Finland is probably the only country in Europe where the idea of coeducation in its

widest sense as applying right through school life up to the university first took root and quickly obtained great popularity. The most incontrovertible practical reason which led to the rapid acceptance of the principle of coeducation was that it made it possible for smaller places to have schools of their own. The first coeducational school in Finland was the Secondary School for Boys and Girls opened in 1881 at Helsinki. Finally the State (1918) formed complete secondary schools out of existing schools or higher classes for boys' and girls' schools, thus adding to its educational system a new category, the State coeducational lyceum. The number of coeducational schools is now about double that of separate schools for boys and girls.

In 1920 there were 154 secondary schools with 26,000 pupils as against 231 in 1939 with about 54,000 pupils. Of the 231, 187 were Finnish and 44 Swedish.

But schools did not change only in number. New buildings are modern in construction. Methods of teaching have improved. The use made of literature in teaching the Finnish language is now greater than before. Of the foreign languages English has been introduced as a voluntary alternative to German and French. In the matriculation examination, failure in one paper, other than the essay in the mother tongue, may be compensated by extra ability shown in the other papers. The increase in the number of candidates, as those who pass the matriculation examination are called, the growth in the number of women, and the complete victory of modern over classical studies are all clearly evident.

Finland's Universities

Finland has three universities, a State university at Helsinki and two private universities at Turku. The University of Hel-

sinki was founded at Turku, the old capital, in 1640, and moved to Helsinki, the new capital, in 1828. It has five faculties: theology, law, medicine, philosophy, and agriculture-forestry. The faculty of philosophy is divided into a history-philology section and a mathematics-natural science section. Attached to the university is a gymnastic institute for the education of teachers of gymnastics. Students also have opportunity to study art, including painting. Lectures at the university are offered in Finnish and Swedish.

The Academy of Turku, the older of the private universities, was opened in 1919, with Swedish as the language of instruction. It also has five faculties: humanities, political science, theology, techno-chemical sciences, and mathematics-natural science.

The University of Turku, the second private university, was opened in 1922, with Finnish as the language of instruction. It has a faculty of humanities and a faculty of mathematics-natural science.

The technical University of Finland at Helsinki was opened in 1879 through reorganization of a technical school founded about 20 years earlier. It is a State institution with departments of architecture; engineering for road and waterway construction work and agricultural technics; mechanical engineering with sections for machine construction, electrotechnics, and industry; chemistry with a section for mining; and surveying.

The institutions of higher education include also the Finnish Commercial College and the Swedish Institute with a college section at Helsinki, the Commercial College affiliated with the Academy of Turku, the School of Social Science at Helsinki, and the Agricultural Training College at Järvenpää for the training of agricultural teachers.

As a result of the Russian invasion many schools and cultural institutions were partly destroyed. Among them the Technical University at Helsinki with its costly equipment and valuable library was badly damaged. But we hope that a benign and merciful future will help us to rebuild and restore these losses soon.



Personnel Recruited

A 9-page mimeographed circular containing a list of civil-service examinations held from 1932 through 1939 from which the United States Department of the Interior has recruited its personnel is available *free* from the Division of Information, U. S. Department of the Interior, Washington, D. C. The entrance salaries range from \$1,020 for a fish culturist apprentice to \$6,500 for a psychiatrist in St. Elizabeths Hospital.



West Virginia's Plan

by Timon Covert, Specialist in School Finance

★★★ For the school year 1927-28 approximately 8 percent of the funds used by the public schools of West Virginia¹ came from State-wide sources; in 1937-38 the corresponding percentage was approximately 55. This extraordinary increase in State support for public schools was one result of a general revision of the State's plan for school administration and finance which began in 1932. Previous to that time revenues for the schools had been raised chiefly by general property taxes levied in the respective local school districts. Since then a considerable part of public-school expense has been carried by the State using other types of taxes.

Revising the Plan

Why was the revision made?—When the effects of the industrial depression reached the schools of the State, a problem of long standing became acute, demanding the attention of lawmakers. It was the problem resulting from extremes in the distribution of revenue producing ability among the school districts of a State in the absence of adequate provision for equalizing school costs. In this and other respects the problem was similar to those existing in a number of States.

The West Virginia public-school system consisted, previous to the revision, of 55 weak county systems and about 450 rather independent local school districts within the counties. Funds from State-wide sources were provided for the public schools by constitutional provision and by legislative action. However, as stated in the preceding paragraph, the major burden of school support was carried by local taxpayers. It was necessary in some districts to levy excessively high rates of taxes and even then sufficient revenue was not produced for minimum school facilities.

Regarding the financial problem facing the schools, State superintendent of free schools, William C. Cook, in addressing the constitutional commission in Charleston on April 18, 1930, stated: "I will say that we are firmly convinced, and have been for years, that there should be some radical changes in the present method of financing education. It is simply preposterous to expect a State whose wealth is as unevenly distributed as is the wealth of West Virginia to have a uniform system of education when we are raising 92 percent of the school revenues from property taxes assessed on local districts."

¹ The basic information for this article was supplied by R. E. Hyde and Mrs. Kathleen Kerwood, of the West Virginia State Department of Education.

Tax limitation amendment.—In order to improve the provisions for levying property taxes and give relief to those who had been paying excessively high rates, a constitutional amendment was enacted in November of 1932. That amendment divided property into four classes for taxing purposes and fixed a maximum rate for each class. As a result of this amendment with its limitation on tax rates, the income from property taxes in a number of localities was reduced to such an extent that it immediately became necessary for the State to provide additional funds for the schools from other sources of revenue and to effect economies in school administration.

County school district law of 1933.—As one remedial step, the legislature enacted a law in 1933 which abolished all existing school districts and in their place made of each county a school district; that is, all territory, rural and urban, of each of the 55 counties of the State under the new law constitutes a single school district. There is no independent taxing unit for school purposes separate from the county in any instance. This step was taken in the interest of economy and efficiency in school administration.

Provisions for Raising School Revenues

By constitutional provisions.—Certain incomes from State-wide sources, by constitutional provisions, are paid into a fund for annual distribution to the public schools now as they were before the adoption of the revised plan. These include the proceeds of an annual poll tax of \$1 upon certain inhabitants of the State, the income from a permanent school fund of \$1,000,000, the proceeds of certain State fines, and the receipts from forfeited and delinquent lands.

By legislative provisions.—The constitution authorizes the legislature to levy State taxes, in addition to those provided directly by it, and otherwise provide for public-school support. Accordingly, legislation has been enacted which allocates to the public schools the revenues from the following sources: Interest on State moneys on deposit, State taxes on marriage and certain other licenses, taxes on chain stores, and income from other sources paid to the State for public-school purposes and not otherwise appropriated. In addition to the foregoing sources, a consumers' sales and service tax is levied for the benefit of the public schools, but the proceeds are placed in the State's general fund from which the legislature makes appropriations for public education. The income from the latter source for the school year 1937-38 was \$8,484,640.97,

while the total appropriation for that year was \$13,327,600.

The law authorizes counties to levy school taxes. The maximum rate which may be levied is fixed by law for each of the four classes of property, as established by the constitutional amendment of 1932. Within these limitations the specified tax rates for each county are determined annually by the county board of education, but such rates to be effective must have been approved by the tax commissioner. Higher maximum rates than those stated in the law may be levied for not to exceed 3 years when so authorized by 60 percent of the voters at an election called for the purpose.

The following amounts indicate the relative significance of the different sources of the revenues for public education in the State for 1937-38:

From the Federal Government for vocational and rehabilitation education.....	\$257, 127. 00
From the State government:	
1. Balance on hand July 1, 1937.....	168, 963. 00
2. Earmarked or allocated taxes:	
Poll tax.....	\$247, 603. 90
Fines.....	114, 839. 25
Permanent school fund....	49, 196. 16
Licenses.....	329, 733. 45
Chain store taxes.....	120, 711. 00
Delinquent lands.....	72, 742. 67
All other.....	51, 232. 67
	986, 059. 10
3. Legislative appropriations.....	13, 327, 600. 00
From the county school districts:	
1. Net balance on hand, July 1, 1937.....	114, 411. 00
2. Proceeds of taxes.....	9, 612, 995. 00
3. Tax sales, redemptions, etc....	863, 036. 00
4. Miscellaneous (includes tuition, insurance, etc.).....	569, 121. 00
	11, 159, 563. 00

Apportionment of State School Funds

Funds provided by the State of West Virginia for her public schools for any given year constitute a single fund designated, the General School Fund. This fund in 1937-38 was used for two general purposes: First, for the expenses of State school administration and supervision including payment for county supervision and, second, for apportionment to the public schools.

The appropriation act of 1937 specified definite amount for each of the following purposes for the year ended June 30, 1938:

A. State school administration and supervision:	
1. For the State board of education:	
(a) Salaries and expenses of the board....	\$23, 565
(b) Vocational education administration....	50, 825
(c) Rehabilitation education administration.....	26, 735
2. For the State department of education....	105, 600
3. For part payment of the salaries of the 55 county school superintendents.....	65, 000

(Concluded on page 297)

Blossom Hill

by *M. LaVinia Warner, Superintendent*

★★★ Located in the country, on an 83-acre plot in the hills of Brecksville, Ohio, 14 miles south of the city of Cleveland, is Blossom Hill School.

Organized in 1914 as a "Home for Girls," it is now a residential training school for socially maladjusted girls of adolescent age who because of their serious behavior difficulties are committed to its care by the juvenile court. It is owned and financed by the city of Cleveland and is under the general administration of the department of public health and welfare. An administration and school building and four attractive cottages constitute its living quarters.

The school has a daily capacity of 80 girls in residence, and it has in addition more than 200 nonresident girls out in the community under the direct supervision of its social service department. The nonresident girls are those who have been at the school, and after taking the training it offers have been placed on jobs, or are again attending the regular day school or some special vocational center.

All-Professional Staff

Blossom Hill School provides an all-professional staff, certified as teachers by the State of Ohio. Each of its four cottage groups is under the guidance of a "social teacher" who directs the social activities of the girls. She lives, eats, and makes merry with them. She guides them in developing proper social attitudes, good judgment, and in life adjustment. Each cottage also provides a teacher trained in home economics, who directs the girls in the preparation and serving of their meals. Girls are assigned to the cottage kitchens for their cooking classes and to the dining rooms for class instruction in serving and in tearoom work. The white painted kitchens, decorated in bright colors, are equipped with modern electric ranges, refrigerators, and other supplies which make class work delightful, educative, and practical; while the white uniforms of the students of the cooking classes and the bright colors that mark the dresses of the girls in the serving classes add much to the dignity and attractiveness of cottage life and training.

A contract with the Cleveland Board of Education places Blossom Hill School under the supervision of the city superintendent's office through the department of special education. The public-school supervisors visit the school in the same capacity in which they serve any other school of the city. The city board of education furnishes books



One of the flower gardens where there is no routine to spoil the freedom of mind and enjoyment which the out-of-doors provides.

and classroom supplies including paper, pencils, mental and educational test blanks, art and handicraft materials, and garden plants. Four teachers are assigned by the board of education to Blossom Hill School, the others being supplied by the department of public health and welfare. All, however, live at the school and are on the same professional status with comparable teaching assignments.

This plan of cooperation places Blossom Hill unmistakably on the basis of a "school." Students are given credit by the board of education for all of the instruction received. The average age of a girl when admitted is 15 years and 5 months. The Ohio law requires that all children be in school until they reach the age of 18, unless they have completed the eighth grade and have secured outside employment or are definitely employed at home; in such cases they may be given work or home permits. It is logical, therefore, that wherever the girl may be studying—in the public day school or in the public residential school for the socially maladjusted—the work she does should be recognized by all concerned as a part of her school program, with interchange of records and of credits as she goes from one to the other. Moreover, the girls who have been committed to Blossom Hill by the juvenile court have the satisfaction of being in a "school" rather than on a "farm" or in a "home." This means a great deal to adolescents who have reached the age when

they are sensitive on this point. Their responsiveness alone pays for expense incurred to make the plan work effectively. When they enter other schools or are placed on jobs, they have learned to be proud of their close association with a professional staff, members of which have taught them not only the facts of reading, writing, and arithmetic, but also the things they need to know for happy life adjustment and for participation in a working world.

Busy Learning

Because many of the girls come from broken homes and are dependent as well as delinquent, they must be prepared to be economically independent as soon as possible. The vocational program is therefore so organized that every activity of the school is made a part of the training for which the girls receive school credit. From the time the social teacher wakens the girls in the morning until she wishes them all a goodnight, they are busy learning. For example, their household cottage assignments in the early morning—making beds, polishing floors, arranging furniture—serve as laboratory work for the household science class, which meets at 3 o'clock in the afternoon. How to avoid social clashes with their fellow students, how to work and live helpfully with others, and how to follow instructions, are items of equal importance with their daily cottage and school assignments, and these are ever present problems.

Most of all, the girls are learning poise, self-confidence, and self-respect. The entire day is an organized program for learning creditable social behavior and for developing practical job efficiency.

The school is thus a social and vocational clinic devoted to the discovery of a girl's developmental possibilities and vocational interests. When she is ready for such work, she is given opportunity to go out on what is termed a "work-experience job,"—caring for children, serving at dinner, and similar activities. These opportunities add to her financial account as well as to her happiness. If Blossom Hill School cannot provide her with as much training as she should have in a particular field, plans are made for her to enter another public school or a private vocational training center in the city, where she can continue study in her chosen work.

Fields of Instruction

The average school grade of the girls when admitted to Blossom Hill School is 9 B, and hence the general school program can be placed on a high-school basis. Besides cooking and serving there are classes in sewing and costume designing, laundry and care of clothing, personal regimen, personal hygiene, English, elementary arithmetic for the lower grades and budget making for the higher grades, social and general science, household science, cosmetology, practical arts (including metal work, woodcraft, needlework, painting, and the like), and fine arts. There is also some commercial training in which girls not only learn typing, but also the operation of the school's switchboard and work as general office assistants. There is an abundance of music. The choir sings for the Sunday services and accepts many singing engagements for other churches. The glee club is in demand for appearances before various groups in greater Cleveland and for radio programs. Religious instruction has its place through the services held each Sunday.

A registered nurse heads the health department. She teaches classes in child care, first aid, and home nursing. There are groups in horticulture, floriculture, and gardening, with which the 4-H Club is associated. There is no routine here to spoil the freedom of mind and enjoyment which the out-of-doors provides. Every class is accredited in the other Cleveland schools.

Social Experiences

All groups are organized on an individual basis. For example, a girl in the tenth grade and one in the sixth may be assigned to the same class; each goes her own pace and is instructed and assisted as required.

There is much play and recreation, with dancing, hiking, swimming, coasting, driving through the park, picnic days, and whatever meets the approval of the recreational director or the social teachers. Special holiday features have their part in the program. During

winter months the emphasis is on table and parlor games, through which the girls learn to entertain others as well as themselves in their leisure time, with consequent less likelihood of facing the necessity of seeking entertainment on the streets when they return to their parents' homes or establish homes of their own. A well-conducted library receives books from the Cuyahoga County Library as well as through gifts from friends and clubs. The girls read an average of four books per month.

The school provides its own 16-millimeter sound projector, which gives both entertainment and instruction through films secured from the State department of education and from various private concerns. Regular movie features are shown occasionally through the operator's union. Trips to the movies, the Cleveland Symphony Orchestra, art museum, playhouse, entertainments provided by department stores and the like, all have their part in the general plan for the social guidance of the girls.

Various women's clubs in greater Cleveland contribute much to the social experiences of the students. Quite often the girls are entertained at a club's headquarters and seldom a month goes by without a visit at the school from a group of women who listen to the songs of the glee club, have tea with the girls, and stroll through the campus and cottages, with the girls acting as hostesses. Individual friendships are made at these times which continue through correspondence as well as visits. These contacts compliment a girl and do much to raise her social standard, self-respect, and confidence in her future.

The entire program centers around the social development of the individual. Each girl wears her own clothing, or if she has little or none, is given some for her own, and is made responsible for its care. Straggly and unruly

hair is given a permanent wave. This little item alone does more for some girls than a dozen trips to the clinical psychologist or the psychiatrist. Dental work, refractions, glasses fitted if necessary, any required medication, contacts with the psychiatrist, clinical psychologist, and many individual conferences with the social teachers are all given due emphasis.

Case Data

Psychometric examinations are made either in the public schools or in the clinic at the juvenile court before a girl is considered for admittance to Blossom Hill School. A social history has been gathered by the social worker in the agency under whose care the girl has been, which is supplemented by a report from the court worker. Many of the girls have been examined by a psychiatrist at the juvenile court before they are admitted, and in many cases such contacts continue throughout the stay at the school. Thus Blossom Hill has the benefit of information concerning previous social life and difficulties of the girl, as well as her family situation.

These data and social histories are kept in individual folders, and additions are made from the weekly summaries of the teachers, reports of psychological and psychiatric interviews, and all contacts which the school's social worker has with the family, interested persons, and with the girl herself.

A daily personal record is kept of each student, showing her success and progress. This is discussed frequently with her and she is aided and encouraged as the case might demand. Social progress is closely related to the girl's training, and every effort is made to place it on a sound psychological and vocational basis. All information is filed in chronological order for reference in the personal record of social development.

Informal guidance in the living room—games, reading, music, conversation, and fancy work. This is the social teacher's classroom.





Learning to cook in the cottage kitchen.

School and Cottage Government

The entire faculty of the school holds a conference on each Monday morning, at which are discussed administrative policies, girls' cases, and points of professional interest. On the same evening the social teacher in each cottage leads a conference with the girls, presenting items which have been brought up in the faculty meeting that morning, as well as other policies pertaining to government in the cottage and to the school as a whole. The student president, selected monthly by the girls, calls to order the cottage meetings, and minutes are written by the student secretary, who is selected in the same way.

A student cottage hostess assists in guiding cottage life, along with three student assistants—a first, a second, and a third, chosen monthly by the social teacher—and a student librarian. In this way every girl has the opportunity of being a student officer one or more times during her stay at the school. Each week sees an honor list posted, showing the names of the girls who have made good records for the week. No physical punishment, restraint, or loss of privilege is used as a disciplinary measure. Cases of misbehavior are handled as psychological problems through individual conferences and treatment.

The Goal

The girl remains at the school from 9 months to 2 or more years depending upon her needs. She is committed by the juvenile court until she is 21 and remains under supervision until then and sometimes long after, because of the friendly contacts which have been established with the members of the staff. We believe that one of the most important factors conducive to such a relationship in any school is the high level of qualifications among the teachers. Whether

employed for academic, social, or vocational activities, the teacher must have good intelligence, poise, good judgment, pleasing personality, and emotional stability. She should know the psychology of normal adolescence and of maladjusted personalities. Regardless of the subject which she is to teach, in which it is assumed that her preparation is of high type, her chief aim is to guide the girls' thinking and acting into socially accepted channels, and to help her to find a respected place for herself in the social and vocational life of the community.



West Virginia's Plan

(Concluded from page 294)

B. Apportionment to the public schools:	
1. General aid.....	\$12,100,000
2. Equalization aid.....	² 1,892,767
3. Special aid (vocational education).....	41,437
Total.....	14,305,929

Funds for State administration and supervision.—The work of the State board of education is closely integrated with that of the State superintendent of free schools, since the superintendent is the executive officer of the board. County school superintendents, although selected by the respective county boards of education, are paid in part from the State's general school fund.

Funds for general aid to the public schools.—State funds are provided for the payment of the basic salaries of all public-school teachers for an 8-month term. (The appropriation for 1938 provided for approximately 8¾ months.) For determining the number of teachers the law provides:

² Law provided that any remaining amount in the State's general school fund be used for this purpose.

"The total number of needed (elementary) teachers in any district (county) shall be determined by dividing the number of pupils in average daily attendance during the preceding year by 18, in districts with an average daily attendance of 1 to 5 per square mile; by 22, in districts having an average daily attendance of 6 to 9 per square mile; by 25 in districts having an average attendance of 10 to 19 per square mile; by 30, in districts having an average daily attendance of 20 to 29 per square mile; and by 35, in districts with an average daily attendance of 40 or more per square mile."

The law provides salary schedules for determining the amount of State funds necessary to meet the basic salary costs as follows: In elementary schools the monthly pay is \$90, \$85, \$75, \$70, or \$55 and in secondary schools it is \$110, \$90, or \$80 depending upon qualification.

Funds for equalization aid.—In order to equalize school costs among the county school districts the law provides a second fund. It is for apportionment to any district in which there are insufficient funds from all local sources, including the proceeds of the maximum tax levy, combined with the general State aid to maintain school for the minimum term. In order to determine what amount is necessary to maintain school, the State superintendent is authorized to establish a foundation program and its cost. The superintendent does this as follows: Having determined the number of the supervisory staff, the maximum salary of superintendents, principals, and special teachers, the cost of the foundation program is determined by taking the cost of instruction as 75 percent of the total cost.

Funds for special aid.—A considerable part of the expense for vocational education is carried as a part of the regular school program. However, the amount of \$41,437 was reported as special aid for this type of education for the year.

The revision in the plan for school administration and finance which took place in West Virginia was brought about in record time and its effect upon public-school support has been significant. The undertaking illustrates in a striking way how the people of an American Commonwealth, when confronted with a serious difficulty in government, can apply remedial legislation to their problems in an orderly and expeditious way.



Forum Reprints

The SCHOOL LIFE Forum series, which was completed for this year in the June issue, will be off the press within a few weeks as a reprint and a copy will be available upon request to the U. S. Office of Education, Washington, D. C.



Henry A. Wallace.

Schools Under the Federal Government

Department of Agriculture

by Walton C. John, Specialist in Higher Education

Its personnel includes 67,478 full-time employees, 15,455 part-time employees, and 10,531 cooperative employees. Of these, 12,000 are located in Washington in the research laboratories and on experimental farms, and other local offices.

This Department has developed an extensive program for the purpose of increasing the efficiency of its personnel through a diversity of educational and training activities. In 1938 more than 250 organized or formal training projects as well as a much larger number of informal training projects were carried on with this purpose in view. These projects have been carried on with certain exceptions during the regular hours. The training programs included staff meetings and conferences for executives and supervisors, seminars and conferences for experienced scientists and technicians, training on the job for laborers, CCC enrollees and beginning employees.

istration, Assistant Administrator of Farm Security Administration, Special Adviser to the Secretary, and the Staff Assistant in Administrative Management of the Forest Service.

The director of the Graduate School is A. F. Woods, formerly director of scientific work in the Department of Agriculture and also former president of the University of Maryland. The director is assisted by six assistant directors designated to have charge of the following subject-matter groups:

- I. Mathematics and physical science.
- II. Social science.
- III. Biological science.
- IV. Economics.
- V. Personnel training.
- VI. Language and literature.

Finances

The school is a nonprofit institution supported mainly by tuition fees. It has never received Federal appropriations. Its financial management is entirely separate from and independent of the budget of the Department but it reports to the Secretary of Agriculture. The Government, however, provides space, lights, and other necessary facilities and makes available the libraries and laboratories used. Its classes and lecture series are carried on after Government closing hours.

Subjects Taught

More specifically the Graduate School provides graduate courses as well as a smaller number of supporting undergraduate courses, altogether about 200 in number, in the following general subjects; namely, accounting, botany, chemistry, economics, editing, English, English literature and drama, engineering, geography, history, languages, mathematical preparation for statistics, management, meteorology, soil conservation, philosophy, psychology, sociology, social and legal studies, speech, writing. The undergraduate courses include clerical and secretarial work, shorthand and stenotypy development, graphic presentation; miscellaneous subjects including basic photography, extension education, extension methods, glass blowing, mineralogy; descriptive and determinative, and quantitative micro-organic analysis. In addition to these subjects, general lectures are given from time to time by outstanding experts. Last year a series of five lectures were given on The Problems of Personality and another

★★★ The establishment of the Department of Agriculture dates back to President Lincoln who approved an act of Congress establishing the Department May 15, 1862. However, the Department did not become an executive branch of the Government until 1889 under President Cleveland. Its function as described in the act of 1862 "is to acquire and diffuse among the people of the United States useful information on subjects connected with agriculture in the most general and comprehensive sense of the word, and to procure, propagate and distribute among the people new and valuable seeds and plants."

The head of this Department is the Secretary of Agriculture who is assisted by the Under Secretary and Assistant Secretary and the directors of the several divisions. The Department is a research and service institution for the general welfare. A principal job is to help the farmer, primarily, in solving his problems of production, of marketing, of farm organization, of land tenure, and land utilization. It also serves the urban consumer.

All these services which have developed over a long period of time depend on coordinated research in the physical, the biological, and the social sciences. In general the Department may be said to function under five heads: (1) Research; (2) Planning; (3) Education; (4) Action; and (5) Regulation. These functions result in action on the material sources of supply and in various measures to improve the rewards of the farmer and to insure an adequate supply of agricultural products for home consumption and export.¹

The Graduate School

The Graduate School of the Department of Agriculture was organized in 1921, by Secretary Henry C. Wallace, the father of the present Secretary. The authority for the establishment of the school is derived from joint resolution April 12, 1892 (27 Stat. 395) and the act of Congress of March 3, 1901 (31 Stat. 1010-1039) providing that "facilities for study and research in Government departments shall be afforded to scientific investigators and to duly qualified individuals and students under such rules as the heads of the departments and bureaus may prescribe." See also the organic act establishing the Department of Agriculture (rev. stat. sec. 520).

Administration

The Graduate School is administered by a director under the general supervision of the Department's Director of Personnel, who is also chairman of the school's general administration board. The board at present includes, beside the Director of Personnel, the Director of Research, the chiefs of the Bureaus of Agricultural Economics, Agricultural Chemistry and Engineering, and Plant Industry, and the Governor of the Farm Credit Admin-

¹ Chew, A. P. The United States Department of Agriculture—Its Structure and Functions. U. S. Government Printing Office, 1940. Miscellaneous Publication No. 88 Rev. 1940.

series of eight lectures on The Reaction of the Plant Cell to Pathogens, Viruses, Nutritional Deficiencies, and Physical Stimuli.

Undergraduate Courses

Certain undergraduate courses are made available to those who need them in order to be eligible for the graduate courses. It is expected, however, that students will endeavor to complete their undergraduate programs at local or other colleges. Students must present 15 standard units of high-school work as prerequisite for undergraduate courses for which credit is desired. One semester credit is granted for 15 class-hours of work in addition to required preparation. Other courses that are of a special in-service character relating to training on the job are not given academic credit.

The Faculty

The faculty of the Graduate School includes 140 teachers and instructors. The majority are recognized specialists that are employed in the Department. Several teachers from local universities give part-time service to the graduate school.

Educational Facilities

Students have available the library of the Department of Agriculture which has approximately 400,000 volumes. The Social Science Reading Room belonging to one of the special divisions of the library is open every evening till 9 o'clock. In addition to the departmental library there are available to students the Library of Congress and many other libraries, museums, laboratories, and other educational centers.

The 50 classrooms, lecture rooms, and laboratories are located principally in the South Building of the Department. Additional quarters are found in several other Government buildings. The school is equipped with the necessary classroom equipment and apparatus.

Student Body

The enrollment of the Graduate School in 1938-39 was nearly 4,500. Of these over 2,000 were from the Department of Agriculture, 1,600 were from other Government departments or offices, and 168 were from other universities, colleges, and schools. Attendance on the part of employees of the Department is voluntary and is on their own time and at their own expense.

Scholastic Credits

The Graduate School does not grant degrees, but it grants graduate credit to students who are qualified, that is, the students first must hold a bachelors degree from an accredited college. This is necessary as a number of students apply the work done at the Graduate



U. S. Department of Agriculture Buildings.

School toward programs taken at other colleges or universities. "Students are expected to arrange their programs in advance with the institution in which they are registered or where they plan to register for a degree. Except in certain upper undergraduate courses approved as a part of the program, undergraduate courses may be required without credit. Each student must file an official transcript of his collegiate record. The record must show the satisfactory completion of an undergraduate major in the subject chosen for specialization in the Graduate School."

Recognition of Work

The certificates of credit for courses taken in certain fields have been accepted by leading institutions of the country.

The Weather Bureau Training Program

For many years the Weather Bureau has served the general public including interests of national importance such as shipping, agriculture, and power utilities. In view of recent advances in meteorology and the techniques relating to this science, which have been greatly stimulated by the rapid development of air transportation, a special training program was set up in the United States Weather

Bureau in 1939. The program is designed especially for employees of the Weather Bureau and is not open to the public.

There are three phases of this training program.

First Phase

The first phase of training is carried on in cooperation with several leading universities. Each year up to 10 employees are carefully selected for the purpose of taking advanced training in meteorology at the cooperating institutions, as authorized in the act of Congress of June 7, 1938, creating the Civil Aeronautics Authority. The Government pays all expenses of these students. Selection is made out of approximately 250 applicants already in the Weather Bureau. The course of study occupies 1 year.

Second Phase

The second phase of training is carried on through regional technical conferences. One is held in Washington and another in Chicago. These conferences which are 10 to 11 weeks in length are attended by groups of 20 employees of the Bureau that are brought in from field stations. The purpose of these conferences is to place all new techniques on weather forecasting and weather analysis before the groups and to train them in their use. At the same time the men can bring up special problems affecting their stations for discussion. The daily program of these conferences is intensive, 7 hours each day is given to the work, involv-



Students in a course on weather forecasting.

ing lectures, discussions, and plotting of weather reports according to the latest methods. The work of each day is summarized and reviewed by a member of the staff.

Third Phase

The third phase of the training is carried on through a correspondence course to be available to all subprofessional and professional employees of the Weather Bureau.

The head of the training program is C. G. Rossby, Assistant Chief for Research and Education of the Weather Bureau.

Fire Control Training of the Forest Service

Fire control training is one of the important activities of the Forest Service of the Department of Agriculture as it is through the body of men trained by the Service that huge losses in our timber wealth are checked or averted.

The head of the training work of the Forest Service is Peter Keplinger, who is responsible for the coordination of fire control training activities.

Men are assembled in camps for group training and they are sent to their work stations throughout the forest area which equals nearly one-tenth the total area of the United States. There are more than 200 such camps each year, about 150 of them in the Northwest. There is an average of 40 persons in

each camp. The employment of the men is on a temporary basis. The period of employment averages 4 months in length, and men are recruited from the regional areas. The

selection is based on an examination for general fitness for the work.

There is an average of eight instructors to each camp.

The method used is practical demonstrations following a well-organized program. An important element of the training is the development of a sense of responsibility; an alertness, in order to be prepared for any fire large or small and at any time day or night.

Theoretical training goes hand in hand with planned demonstrations. Later handbooks of instruction are given to the trainees.

Schools for Overhead Training

This training is for fire bosses, men who have charge of the fight against large fires. The methods used involve the study of fire-control handbooks and the use of case methods and simulated situations. The latter may involve visiting the location of old fires and the discussion of the principles that should be used on such occasions with suggestions as to more effective procedures.

About 300 men each year are taught the use and quick installation of portable radios. These are used in keeping in contact with the efforts made to overcome the fires and also in keeping in touch with airplanes which are used in observing the action of the fire and the work of the fighters. In this connection maps are made of the affected area. The whole program of training is somewhat analogous to regular military warfare where strategy and men are brought to bear on the particular

(Concluded on page 304)

A student consulting Director Woods of the Graduate School.



Association for Childhood Education

★★★ Activities in which 2,300 members of the Association for Childhood Education took part during their 1940 convention demonstrated the Association's belief that "A conference on education succeeds only as those who attend it stop to think and to forward their thinking. This is a profit for investment. Unless this gain is invested in the daily purpose of its owner, there is no growth."

For the sixth successive year the conference stimulated individual and group thinking through study classes and for the third year, through first-hand experiences with educational materials and activities in a well-equipped studio guided by expert leaders. General sessions of the convention began with an account of new responsibilities for childhood education which may be found in the news of the day and closed with an emphasis upon broadening the teachers educational opportunities beyond the school and in the community.

General Sessions

In the opening address of the conference, Reading the Education News from Washington, Bess Goodykoontz, Assistant United States Commissioner of Education, gave graphic evidence that education does "make the news" and sometimes "makes headlines." Miss Goodykoontz drew illustrations of expanding opportunities for the schools by interpreting the significance for education of such news items as the following: The recent White House Conference on Children in a Democracy; the convention on student and professor exchange with the Latin-American countries; current discussions of in-service training for civil-service employees, and a conference on employment problems of young women.

Specific instances of the teacher's increasing educational opportunities were discussed in a panel led by Frank Baker, president of the Milwaukee State Teachers College. Panel members included a teacher in service, a student in training, a superintendent of schools, an educator of teachers, a parent, a taxpayer, an elementary school principal, and a school board member. Each brought his individual point of view to the discussion.

Study Classes

At the final session, William G. Carr of the National Education Association challenged association members to manifest a justified pride in their profession and to develop a clear understanding of what the public now expects and what it might expect in leadership from our schools.

Under the following 9 major problems, 23

study classes were organized to care for various aspects of the topics considered and to assure small enough groups for individual participation in the discussions. Names of general chairmen and assistants follow the statements of each major problem.

Improving the Health of School Children.—Mary E. Murphy, Elizabeth McCormick Memorial Fund, Chicago, Ill., and Amy Hostler, Cooperative School for Teachers, New York, N. Y.

Providing for Better Personality Adjustments.—Ethel Kawin, public schools, Glencoe, Ill., and Margaret Cooper, Illinois State Normal University, Normal, Ill. Topics for five classes included the following: Teaching reading and language in relation to pupil needs, experience and ability; newer practices in the teaching of arithmetic; classification and promotion practices, records, rating and reports; and pupil, parent, teacher relationships as they affect behavior.

Caring More Adequately for Individual Differences.—Helen M. Robinson, Orthogenic School, University of Chicago, Chicago, Ill., and Ruth Updegraff, University of Iowa, Iowa City, Iowa; topics for three classes included experimental programs for gifted children, the exceptional child and remedial measures, newer developments in the field of mental deficiency and emotional stability.

Studying Child Development in Relation to School Procedure.—Helen L. Koch, University of Chicago, Chicago, Ill., and Mamie Heinz, public schools, Atlanta, Ga.; topics for two classes included promoting physical development and growth in intelligence and evaluating social and religious outcomes of teaching.

Enriching Your Curriculum.—Ellen M. Oleson, Chicago Teachers College, Chicago, Ill., and Ethel Woolhiser, Northern Illinois State Teachers College, DeKalb, Ill.; class topics included the social studies, science, the fine arts, and juvenile literature.

Planning an Elementary School Program for Your Own Local Community.—E. T. McSwain, Northwestern University, Evanston, Ill., and Elizabeth Guilfoile, public schools, Cincinnati, Ohio.; class topics covered surveys of community resources and programs to meet community needs.

Emphasizing Democratic Procedures in the School Situation.—Carleton Washburne, public schools, Winnetka, Ill., and Jennie Wahlert, public schools, St. Louis, Mo.; class topics were concerned with child-teacher and teacher-administrator relationships, and local and State control of schools.

Developing a Legislative Program for Your School.—Merle Gray, Public Schools, Hammond, Ind., and Mary Dabney Davis, United States Office of Education, Washington, D. C.

Preparing Teachers for the Schools of Tomorrow.—John W. M. Rothney, University of Wisconsin, Madison, Wis., and Chloe E. Millikan, State Teachers College, Maryville, Mo.

The Studio

Unusual facilities made this year's studio an example of a modern activity classroom. An entire floor of the headquarters hotel was sectioned off for work in the language arts, the fine and industrial arts and science. Space was provided for showing motion pictures of classroom activities and for exhibits of publications, charts, and photographs developed by branch organizations and individual members to explain school programs to the public and to help avoid proposed curtailments of kindergartens.

Teachers, supervisors, school administrators and members of college faculties, individually and in groups, under expert leadership experimented with different kinds of painting and modelling materials, constructed and decorated musical instruments, composed songs, made stereopticon slides and experimental equipment for science work and joined classes in rhythmic dancing, creative writing and choral speaking. Self-consciousness was conspicuous by its absence. Attention was centered upon handling new materials, upon new techniques of teaching and upon standards for evaluating products. Continuing for 3 days, the studio gave opportunity for completing pieces of work and for experimenting with a variety of materials.

Resolutions

Both the association's goal to stimulate individual teacher growth and an increasing awareness on the part of association members of the schools' responsibilities in community life are reflected in resolutions adopted by the convention.

Living democratically in school emphasized opportunities for such living in the classroom and on the playground. *Providing educational opportunities for children* reaffirmed the statement that all children are entitled to educational opportunities that fit their needs and proposed that members make a special effort "to study, evaluate, and when desirable, to support local, State and Federal legislative measures for children . . . and to stimulate citizens to extend educational services for 4- and 5-year old children."

Evaluating current practices recognized the importance of critically analyzing and evaluating school procedures.

The fourth resolution expressed strongly the responsibility association members should feel for the community in which they work.

Conventions and Conferences—Continued

Improving conditions in the community: "We are convinced that all adults have a responsibility to make their communities, small or large, fit places in which children may grow. Therefore as individuals and as association members we will participate constructively in local, State and National affairs that have to do with community improvement, and will cooperate with other local, State and National organizations concerned with making communities more desirable places for the development of children."

Convention Summaries

Mimeographed summaries of the reports for study class discussions have been assembled. These may be obtained from the association's headquarters, 1201 Sixteenth Street, N.W., Washington, D. C.

Institute for Education by Radio

★★★ Radio in 18 swift years has reached a larger audience than print has reached in 500 years. This astounding conclusion, vouched for by the Princeton Radio Survey, poses a knotty question for education, Can education use radio as successfully as it has used print?

To find the current answer to this question nearly 500 educators and broadcasters met April 29 at the Eleventh Annual Institute for Education by Radio, in Columbus, Ohio.

For their answer I take you to the Deshler-Wallick ballroom for the Institute's final session. Seating yourself on one of the few gilt chairs left you can see over the heads of the audience to a broad platform at the end of the room. On this platform are 35 to 40 young people; some are members of the orchestra complete with brass and tympani; some stand shoulder to shoulder in the chorus. Hovering around them are other young people handling sound effects and production details. In the center stands a microphone.

After a brief speech this "troupe" goes on the air with a dramatic presentation of the life of Sidney Lanier. Actors step to the microphone to deliver their lines with easy competence. The orchestra director brings in instrumental and chorus transitions blended to the script. As the story unfolds a production director, script in hand, cues in the successive events. In half an hour two score young men and women spin a thrilling story in the modern radio manner.

With this program completed, the performers turn to another program, the life of Shubert. Then they pick up their instruments and leave the platform to be succeeded by a panel of educators and broadcasters who turn the analytical spotlight on their performances.

Returning to Drama and Music

But the important thing is the demonstration. Ten years ago educators in radio put

Association Officers

Olga Adams, University of Chicago, remains a second year as president of the association. Two officers also continuing another year are Louise Alder of the Wisconsin State Teachers College in Milwaukee, and M. Elisebeth Brugger of the Iowa State Teachers College. Mary Leath, primary supervisor of Memphis, Tenn., was elected vice president representing primary grades and Irene Hirsch of the New York State Teachers College at Buffalo is the incoming secretary-treasurer. Mary E. Leeper is the executive secretary.

The next convention will be held July 8-12, 1941 in Berkeley, Calif. This will not conflict with the meeting of the National Education Association.

MARY DABNEY DAVIS

their trust in talk. Today they are swiftly returning to the media through which Europe learned the lessons of Christianity: drama and music.

This educational radio repertoire company which performed so ably at Columbus is but one of more than 1,200 such radio workshops, or radio producing groups, which have sprung up in the United States. More than 75 percent of them have come into being within the last 4 years. Many of them are not as large as the cast of this group from Station WLW, Cincinnati, with its orchestra and chorus from the Cincinnati College of Music. But everywhere radio workshops grow both in terms of numbers and in skill with which they create local radio programs.

That this is true is evident in the recordings submitted for the Institute's annual exhibition of recordings of educational radio programs. Transcriptions of 243 programs were entered. They came from schools and colleges and stations in every part of the Nation. Many revealed a high standard of excellence in writing and production. They proved that the skill of Broadway, Chicago, and Hollywood can be learned in Spokane, Roanoke, Madison, and Minneapolis.

Other Trends

What other trends appeared at the Columbus meeting?

First, harmony—peace among educators and broadcasters. At this session more station production directors and educational directors were registered than ever before. Facing frankly the difficulties of using radio for the public interest, station radio directors and educators found that differences of former years were melting away.

Second, education by radio is emerging from its foundation swaddling clothes. This meeting of the Institute was on its own

financially. Furthermore, most of the members came from colleges, school systems, and stations supported either by advertising revenue or tax revenue.

Third, the trend is in the direction of local radio councils. At the session on Public Service Broadcasting, chaired by Walter G. Preston, Jr., many participants reported councils formed or in the process of organization. Apparently we are moving toward community and State radio councils which will provide machinery and, to some degree, funds by which stations can more effectively discharge their public-service responsibilities.

Fourth, increasing interest in training for radio. At a luncheon session sponsored by the United States Office of Education 40 leaders in the field voted to ask the Institute management to set aside a full day next year for this problem.

Fifth, the broadening use of radio by agriculture was reflected in the well-attended sessions on agriculture broadcasts.

Some measure of the new dimensions of education by radio can be found in the simple recitation of subjects placed on the agenda by the Institute directors and their staff: School broadcasts, research in educational broadcasting, broadcasts for general education, religious education, music appreciation broadcasts, science broadcasts, adult education, classroom utilization of broadcasts, writing for radio, radio production, handling controversial issues, radio workshops, script exchanges, recordings for school use, engineering, and news and special events broadcasts.

Lyman Bryson opened the Institute with a demonstration of the "People's Platform." On the following day another demonstration of utilization of classroom broadcasts was followed by an evaluation discussion.

William J. Dempsey, General Counsel, Federal Communications Commission, addressed the annual dinner. Leonard Power, FREC consultant, reported on the work of the Federal Radio Education Committee; J. Wayne Wrightstone plotted the course of research in radio; and Guy Hiecock of NBC concluded with a graphic account of Europe's great battle of words via shortwave.

WILLIAM DOW BOUTWELL

NOTE.—Copies of the proceedings will be available from the Institute for Education by Radio, Ohio State University, Columbus, Ohio.

(Conventions continued on next page)

Sponsors Summer School

The Institute of International Education is sponsoring a summer school at Lima, Peru, to be held July 5 to August 13. The stated purpose of the session is to meet the "increasing desire for mutual understanding between the Americas." Further information may be obtained from the Institute, 2 West Forty-fifth Street, New York City.

Adult Education Association

★★★ The fifteenth annual meeting of the American Association for Adult Education assembled in New York City, almost 1,000 leaders in this field, May 20-23, to discuss the theme, The Democratic Way—An Educational Process.

The back drop for practically all of the general sessions and section meetings consisted of war headlines. In speeches and discussions there was a note of urgency and a sense of crisis.

Those engaged in adult education seemed conscious as never before of the decisive relation between political and social forces and the everyday role of education. Many of the speakers tried to visualize the kind of a setting in which adult educators would function if democracy in other parts of the world should succumb. They pointed out in various ways that recent events have forced our pioneer adolescent democracy of the Western Hemisphere into responsible adulthood. They saw it as the vigorous task of adult education to develop among the people the capacity for dealing with the adult responsibility which may be ours if America becomes the last large democratic nation.

Again it was recognized that adult education in America has lagged behind such programs in the European democracies, particularly in Scandinavian countries. It was also emphasized that our educational process is put under a great strain in a world where the techniques of propaganda under totalitarian control are used to manipulate public opinion.

Much discussion revolved around the problem of maintaining free inquiry, the right to think, speak, and act freely in the face of concerted and organized attempts to use the freedoms of an educative process to confuse and weaken a democratic nation.

During the 4-day conference there were

seven general sessions interspersed with section meetings on various phases of adult education.

Archibald MacLeish, Librarian of Congress, made a most challenging address in which he said in part "unless we regain in this democracy the conviction that there are final things for which democracy will fight we can leave our planes unbuilt and our battleships on paper, for we shall not need them." Like others, he laid heavy responsibility on adult educators for promoting understanding as the basis for enlightening convictions.

Commissioner John W. Studebaker addressed the general session on New Means of Communication. He presented a proposal for a volunteer collaboration of the means of communication and education to focus on the No. 1 problems of our democracy. This proposal he developed in some detail. In section groups and luncheon meetings the Commissioner's proposal was discussed. In part the Commissioner said:

"Is there not some way by which these various new and powerful instruments of communication which can contribute so much toward the achievement of an informed and intelligent public opinion might synchronize their efforts so as to provide for a more widespread, systematic, concerted, and continuous treatment of major public issues than is now achieved?"

"We believe that 'in America we should give the people light and they will find their way.' But we must have enough light and keep it focused on a given problem long enough to enable the people of the Nation as a whole to see clearly the various implications of the problem, to understand the various possible solutions, and to judge the alternative proposals for programs of action. The power stations of communication must somehow induce more intellectual current in

the majority of our citizens in order to generate efficient action in the motors of our common life.

"All those who feel a concern for democratic America must work vigorously in practical ways not only to keep the channels of communication free but to help to get them organized and directed to the end that the public mind may be made up without too great delay and upon the basis of a more widespread understanding of issues and events than now prevails. The lag between scientific knowledge, physical change, and social adjustment must be caught up by turning the radio, the motion pictures, the press, and all the newer scientific means of communication to educational purposes in much more significant and thoroughgoing ways than we have heretofore generally managed to do."

CHESTER S. WILLIAMS



National Congress of Parents and Teachers

And the Pursuit of Happiness was the theme of the program of the annual convention of the National Congress of Parents and Teachers held in Omaha, Nebr., May 6-9. Dean William F. Russell, Teachers College, Columbia University, sounded the keynote for the convention when he addressed the group on the subject, The Forgotten Phrase. Dean Russell gave a vivid picture of the European background that was the impelling force for early pioneers to seek this country for wider opportunity for freedom and growth for themselves and for their children. Among other things, he pointed out the vast body of literature dealing with the ideals and principles by which the forefathers were guided in framing the constitution.

The program of the convention provided themes for each day's discussion. For instance, one forenoon session's theme was Foundations for Happiness, and addresses were made by Willard C. Olson, professor of education and director of research of the University of Michigan, who presented the subject, Beginning with Children, Malcolm C. MacLean of the General College of the University of Minnesota, discussed the subject, As Children Grow Older. In the afternoon of the same day a panel discussion was led by Robert G. Foster, Merrill-Palmer School, Detroit. The discussants on the panel were: A school principal, specialists in the field of parent education, psychology, and education.

The committee chairmen's conferences dealt with the subject matter and programs of the various committees and were carried out in keeping with the general theme of the convention.

NEW

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Conventions and Conferences—Concluded

The theme for the last day of the convention was Safeguards for Happiness. Bess Goodykoontz, Assistant United States Commissioner of Education, using the subject, An America Awake to Its Children, dealt primarily with the recent White House Conference on Children in a Democracy and its findings.

Dr. Goodykoontz emphasized that "only in case democratic attitudes and facility in using the techniques of democratic procedure are thoroughly familiar in homes, in schools, and in community life, can we expect to have democratic procedures on a national basis."

Philip Klein, director of research, New York School of Social Work, analyzed some of the problems in terms of the latest statistics brought out by the White House Conference.

The following officers were elected by the delegates of the National Congress of Parents and Teachers for a term of 3 years: President, Mrs. William Kletzer, Portland, Oreg.; vice president, Mrs. William A. Hastings, Madison, Wis.; secretary, Mrs. Charles D. Center, College Park, Ga.; treasurer, Mrs. James K. Lytle, Los Angeles, Calif.; vice president for Region I, Howard V. Funk, Bronxville, N. Y.

ELLEN C. LOMBARD



American Council on Education

The American Council on Education announces that full proceedings of its twenty-third annual meeting recently held in Washington, will be available in the July issue of the *Educational Record*, published by the council.

Representatives totaling more than 300 from various educational organizations throughout the country attended the sessions.

Officers of the council were elected as follows: Dean Henry W. Holmes, Graduate School of Education, Harvard, chairman; Rev. George Johnson, of the National Catholic Educational Association, first vice chairman; Dean Margaret Morriss, Pembroke College, second vice chairman; Dean George D. Stoddard, Graduate School, State University of Iowa, secretary. Two members were elected to the executive committee for 3 years, as follows: President Raymond A. Kent, University of Louisville; and President Ernest Jaqua, Scripps College.

President James B. Conant, Harvard; Dean Frank N. Freeman, University of California; and President Wm. H. Cowley, Hamilton College, were chosen as members of the Problems and Plans Committee for 4-year terms.

President of the Council, George F. Zook, reviewed the year's activities and discussed the widespread projects of the council.

White House Conference Report Available

Children in a Democracy, the general report adopted by the White House Conference on Children in a Democracy, contains 98 recommendations made by committee members representing widely differing professions and interests affecting the welfare of children, including medicine, public health, education, social science, child guidance, religion, public administration, agriculture, and general civic interests.

Copies of this report are available from the Superintendent of Documents, U. S. Government Printing Office, Washington, D. C., at 20 cents a copy.

Schools Under the Federal Government

(Concluded from page 300)

problem whether it be a large or small fire. In some cases the fight lasts for days and in some cases nearly a month before the fire is overcome.

Laborers as Fire Fighters

In addition to the guard force which is ever on the alert to prevent fires and to discover and take quick action on those that start, the program includes training for some 30,000 laborers and CCC enrollees who will be available for use in case of any of the small fires become large. More than 90 percent of all fires are discovered and extinguished by the guards without additional help. Only occasionally are large crews needed. Training is a precautionary measure in preparation for the exception.



Institute of Human Relations

Educating for Better Human Relations is the theme announced for the Institute of Human Relations, under auspices of the National Conference of Christians and Jews. The institute is to be held at the Association Camp, Estes Park, Colo., August 4-7, 1940.

The National Conference was established in 1928 "to foster justice, understanding, and cooperation among Catholics, Jews, and Protestants in the United States." Further information may be obtained from the headquarters, 300 Fourth Avenue, New York City.

Research Awards

Pi Lambda Theta, national association for women in education, announces three awards for research from the fund known as the Ella Victoria Dobbs Fellowship. The awards of \$250 each are to be granted on or before September 15, 1941, for significant research studies in education.

Any woman of graduate standing or any member or group of members of Pi Lambda Theta, whether or not engaged at present in educational work, is eligible for the awards. All inquiries should be addressed to the chairman of the Committee on Studies and Awards, Pi Lambda Theta, 15 Ashburton Place, Boston, Mass.



Parent-Teacher Associations in Colleges?

Yes, parent-teacher associations in colleges. For 15 years they have been increasing in California where there are now such groups connected with 19 institutions. These organizations have demonstrated their usefulness by developing and maintaining correct attitudes toward students and their problems, and by keeping their relationships to college authorities cordial and cooperative.

The purpose of the associations is to "promote a general understanding of college conditions and college environment and to cooperate with the college administration in promoting the welfare of the student body."

The important fact that is kept in the foreground in connection with these associations is that students in college are adults and must be respected as such. Membership usually consists of parents of the students, people in the community interested in the welfare of the students, and members of the faculty. Programs are so arranged as to interpret to the public the aims and ideals of the institution.

The college association through its affiliation with the State organization of parent-teacher associations enlarges its influence and knowledge of its program and purposes reach a vastly extended group of parents of children.

Activities of the college units consist of furnishing scholarships which are outright gifts to students who are deserving and student loan funds to meet some emergency; meeting immediate needs of students which are pointed out by deans, and making contributions for college activities or improved facilities for the student body such as library books or instruments for the band or athletic or physical education equipment, or furniture for rest rooms.

It was reported that college emergency funds during 1939 given by the California college parent-teacher associations to students aggregated more than \$7,000.

Vocational Education in Review

by J. C. Wright, Assistant Commissioner for Vocational Education

★★★ With the close of another school year thousands of graduates of elementary schools throughout the country are looking forward to enrollment in vocational education courses in high schools and special vocational schools in autumn. It seems appropriate, therefore, to review some of the highlights of the federally aided vocational education program carried on in the States, Hawaii, and Puerto Rico for the fiscal year 1939, the latest period for which records are available.

One of the outstanding facts revealed in reports of State boards for vocational education to the United States Office of Education is the tendency to correlate this instruction in various fields of vocational education as far as possible. A conspicuous example of such correlation is that practiced in numerous communities in which vocational education in agriculture and home economics has been established.

Teachers and supervisors of homemaking education also cooperate with teachers and supervisors in trade and industrial education in providing those who are preparing for work as waitresses, cafeteria or tearoom hostesses or employees, and in various phases of the food trades, with training in subjects related to these fields.

Those in charge of trade and industrial training programs are sometimes called upon to assist vocational agriculture departments in high schools by giving instruction in manipulative work to prospective workers in greenhouses; in landscaping projects such as are carried on by park services, including planning and planting work; in surveying; and in landscaping design. Manipulative work necessary in these occupations is taught in trade and industrial classes, while planting, fertilizing, and similar operations are taught in vocational agriculture classes.

In practically all States there is more or less correlation between the training programs in trade and industrial education and those in the distributive occupations. A salesman of electrical refrigerators, radios, vacuum cleaners, and similar articles, for instance, is expected to know the principles of operation of such equipment. He can get training in this phase of his work in a trade and industrial education class, and training in the method of approaching and selling a customer in a distributive training class.

Each year further advances are made by the States in an effort to broaden the program of correlation in different vocational fields. In one region a number of conferences were held last year of workers in all fields of vocational education from several adjacent States with a view to securing more highly correlated and better balanced programs.

Cooperation with Labor

Close cooperation between those responsible for vocational education, and labor groups, reports from the States show, has become a matter of accepted procedure. Labor cooperates with vocational schools, for example, in disciplining apprentices guilty of absences from classroom or laboratory instruction in connection with their apprentice-training programs, and in planning and installing equipment in new trade schools without charge to the school. Schools cooperate with labor by setting up conference training for various groups such as local business agents of labor unions, and in establishing classes to meet the training requirements of special labor groups.

Advisory Committees

Additional evidence of the cooperation between labor and those responsible for the federally aided program is the emphasis placed by State boards for vocational education upon the need for State and local advisory committees. These committees are composed of an equal number of representatives from workers and employers—the two groups which are in the best position to advise vocational educators concerning conditions existing in the occupations for which training is given in vocational classes and the type of training which should be given for these occupations.

More than 500 local general advisory committees have been set up in 30 States and Territories and more than 1,300 craft or occupational advisory committees in 34 States and Territories.

Employee-employer Relations

There is increasing evidence in the reports from the States to the United States Office of Education of a growing realization on the part of State boards of the need for greater emphasis in courses upon employee-employer relations and upon the social and economic problems involved in these relations.

Teachers are realizing the necessity of informing workers and prospective workers enrolled in their classes on such subjects as Federal, State, and municipal legislation and regulations governing working conditions, hours of work, and wages; and on other questions with which both the worker and the employer are concerned.

In addition, instruction is being offered on social and economic changes which affect working conditions in industry as a whole, on the ethical relations which should obtain between employers and employees, and on the necessity for observance of ethical standards.

Research in Vocational Education

Research in the various fields of vocational education is being carried on under a definite program in many of the States. In some States research specialists have been appointed who devote their entire time to research activities. Many of the States, also, are encouraging teachers, coordinators, teacher trainers, State supervisors, and other workers in various vocational education fields to conduct investigations. Studies are being carried on in a number of instances through State and regional research committees. In a number of instances the United States Office of Education has been called upon for assistance in outlining and starting surveys and other forms of investigation on a State-wide or region-wide basis. Conferences of State vocational education workers sponsored by State vocational education divisions and the United States Office of Education are each year giving increasing attention to discussions on research activities and to the planning of such activities.

Enrollments Increase

Enrollments in vocational schools or classes reimbursed from Federal funds in the 48 States, the island of Puerto Rico, and the Territory of Hawaii for the fiscal year ended June 30, 1939, passed the 2 million mark. Total enrollments in all branches of vocational education—agriculture, the trades and industries, home economics, and the distributive occupations—was 2,085,427, an increase of 275,345 or 15.2 percent over the previous year's enrollment of 1,810,082.

The enrollment for the year is divided as follows: Agricultural education, 538,586; trade and industrial education, 715,239; home economics education, 741,503; and distributive education, 90,099.

Heaviest increases in enrollment were reported for full-time day classes in which 941,273 persons were enrolled. This is an increase of 17.5 percent over the number enrolled last year. Those enrolled in day classes were farm youth preparing for employment in agricultural pursuits, boys and girls preparing for chosen occupations in the trades and industries, and girls preparing for homemaking activities.

Evening classes enrolled the next largest number, 657,603 persons, an increase of 15.4 percent over the previous year. These classes are set up for farmers who desire assistance in solving their farming problems; workers in the trades and industries who desire training which will help them to be more efficient in their work or to advance in their employment; those engaged in various branches of the distributive occupations who need instruc-

tion which will help them to be more efficient as workers, managers, or owners in distributive businesses; and for homemakers who need training in specific phases of home economics.

Enrollment in part-time classes totaled 486,551, an increase of 47,558, or 10.8 percent over the previous year.

Expenditure of Federal, State, and Local Money

Expenditure of Federal, State, and local funds for reimbursement of the salaries of vocational teachers, supervisors, and directors, and for maintenance of teacher training in the fields of agriculture, trade and industry, home economics, and distributive education, totaled \$19,433,394 in 1939. Added to this expenditure was the expenditure of State and local money, \$33,232,777, or a total of \$52,666,171 in Federal and State and local funds.

Under the Smith-Hughes Act, Federal money allotted to the States must be matched at least dollar for dollar. Under the George-Deen Act, on the other hand, States are required to match only 50 percent of the Federal funds allotted to them for the first 5 years, 1937-42, in which the act is operative. It is of special interest to note that even with the lower matching ration required under the George-Deen Act, the States have during 1939 expended \$1.71 of State and local money for every dollar of Federal money allotted to them under both the Smith-Hughes and George-Deen Acts.

Agricultural Education

Attention is being given by the States to the matter of securing greater uniformity and balance in courses in vocational agriculture. Teachers are building their courses around the problems of the farm and the farm home revealed through actual surveys of farms and farm conditions made by teachers.

Courses of study are based upon the needs of individuals and communities and teachers are given special training in making local farm surveys. Of particular interest, reports show, is the plan now followed in some States, under which the number of meetings of part-time classes has been increased from a minimum of 15 to a minimum of 24 meetings. In some cases, also, teachers conduct a series of meetings for 2 or 3 weeks and in addition schedule one or more meetings at other times during the year when there is a particular need.

State reports indicate that there has been a great improvement in the nature and quality of the supervised farm practice programs required of students who enroll in vocational agriculture. The project which covered a period of 1 or 2 years has been superseded by the long-time supervised practice program which increases in scope and diversity from year to year and frequently serves as a foundation for a student's permanent program of farming. Every effort is being made to have the farm project program of the student form

the nucleus around which his permanent program of farming is built.

For several years a number of States have experienced difficulty in finding teachers of vocational agriculture. An encouraging note in State reports, therefore, is the disclosure that last year 1,508 newly qualified teachers were available for employment in agricultural education departments in rural high schools, 1,105 of whom were placed in departments either in their own or other States. States estimated that more than 1,700 newly trained teachers would be available for placement at the beginning of the school year 1939-40.

Two new developments in the field of agricultural education stand out particularly in the State reports. One is the livestock marketing school plan under which vocational agriculture students bring animals raised in connection with their supervised farm practice programs to terminal markets and receive instruction in the principles and practices of marketing livestock.

A second development is the plan adopted in some States, whereby parents are assembled in convenient meeting places to discuss the program of vocational agriculture provided in their respective communities, with a view to securing their enthusiastic cooperation in this program.

Trade and Industrial Education

A number of rather striking trends are discernible in the reports of the States on the trade and industrial education program carried on during the year.

One of these is the gradual change in the age of those who enroll in trade-preparatory classes. Formerly, many of the pupils who enrolled in these classes ranged in age from 14 to 16 years. Now, however, very few of those who enroll are below the age of 16 and many are 18 years of age or older.

In the organization of many of the junior college vocational programs special attention has been given to training for groups of industries, especially those which require considerable technical knowledge rather than manipulative skill. Workers who receive training of this kind are prepared for entry into any one of a number of technical jobs in a single industry, all of which require information and training of the same kind. The development of these programs is the result of a need for trained workers in new technical positions which have developed in the chemical, petroleum, refining, textile, material testing, and similar industries. Technical vocational courses are provided for prospective laboratory assistants or technicians. In some instances those enrolled in these courses spend 6 weeks or more in an industry receiving instruction and practical training on the job, and a similar period in the junior college where they receive technical and academic instruction.

For years the lack of suitable trade-training opportunities for young people in small communities and in the rural sections has been recognized. It is possible but not practicable

to establish local trade courses for one or more of many occupations found in small towns. Even in those trades which employ the greatest number of persons, the annual need for new workers is usually too small to justify the organization of a training program. In an attempt to provide more adequate training opportunities, at least 12 States have established State trade schools which serve many communities rather than a single one, and several more States are giving serious consideration to such a plan. Under this plan a sufficient number of pupils to justify a training program may be drawn from various sections of the State, and it is not necessary for any one community to furnish more than one or two.

Another way by which training opportunities are provided for smaller communities is through part-time cooperative training programs. These are arranged so that each pupil receives practical training in a specific occupation through employment in shops, business establishments, professional offices, and industries for half of the day and attends school during the other half.

Particular attention has been directed by the States during the year to the adjustment of trade and industrial education programs to meet changing conditions. Training programs have been broadened to include a number of new fields. In the Central Region States, for instance, public-service training programs have been broadened, as well as programs for training in the manufacturing and service trades.

A trend toward more in-service training for teachers is observable in the Central Region States. This has necessitated the employment of additional itinerant teacher trainers on State teacher-training staffs.

A practical combination of in-service and institutional training for teachers has been developed in the western region which promises to help solve the teacher-training problem, especially in areas where distances are great and much of the teacher-training work must be done by the State supervisor of trade and industrial education.

A total of 418 fire department officers and 104 police officers were trained as teachers of firefighting and police-training courses. In addition, 97 persons employed in other public-service occupations were trained to teach within their respective fields.

Home Economics Education

Probably the outstanding accomplishment in the field of home economics education during the year was the development of the community programs in education for home and family living in four different centers. These programs were arranged to demonstrate what may be accomplished when all those in a given community work toward a common purpose.

The centers selected for these demonstrations were as follows: Wichita, Kans., an urban community with a stable and homogeneous population; Toledo, Ohio, a large in-

dustrial city; Obion County, Tenn., a rural community; and Box Elder County, Utah, a large and sparsely settled rural area.

Many agencies in each of the four communities are working together to discover gaps in present educational offerings, to determine ways of using existing community educational and other resources to better advantage, and to reach with a constructive program the various age, social, and economic groups of the community.

Several facts indicate that definite progress is being made toward the setting up of community programs in home and family living throughout the country. They are: An increase in the number of centers maintaining more than one type of homemaking school; an increase in the number of advisory councils and committees in connection with homemaking programs; and increased cooperation between the school and various agencies concerned with education for home and family life, and between various school departments which contribute to education for home and family life.

Reports concerning the need for additional departments of homemaking in high schools are especially significant. Home economics education supervisors in 45 States and Hawaii reported 2,590 requests for additional full-time vocational homemaking departments from local school boards. Only 1,106, or less than half of these requests, could be met by the States. Supervisors of home economics in 44 States reported that 6,123 high schools made no provision for home economics instruction in 1939.

Other matters to which special attention has been given by those responsible for the homemaking education program in the States are: Revision of teacher-training programs in 9 teacher-training institutions—7 white and 2 Negro—and studies of curriculum-revision possibilities in a number of other institutions; providing student-teaching facilities which will permit prospective teachers to secure teaching experience on a full-time basis in typical centers, and preparation of prospective teachers to teach older youth in part-time classes and adult homemakers in evening classes; in-service teacher training; planning of State programs of homemaking training on a long-time basis; cooperation of home economics teachers in their training programs with teachers from other school departments; balanced programs for adult homemakers in which such subjects as parent education and family financial planning are included; and plans designed to broaden and strengthen research in homemaking education.

Business Education

During the second year of the federally aided distributive education program authorized under the terms of the George-Deen Act, enrollments in distributive education classes reached a total of 90,099. This is an increase of 54,091 or 150 percent over the first year of the program.

Most of the classes organized in 1938 were in the larger centers and the majority of those enrolled were from the larger department stores. The centers in which new classes were organized in 1939, however, were for the most part small and medium-sized towns. The instruction offered in 1938 was confined almost exclusively to some form of salesmanship and approximately 75 percent of those enrolled in these classes were salespersons. The instruction offered in many of the classes for salespersons organized in 1939, however, included additional subjects such as merchandise information, store arithmetic, and English.

For such distributive business workers as assistant buyers, buyers, junior executives, and department heads, moreover, courses were offered in 1939 in such subjects as: Credit and collections; laws affecting distribution; personnel relations; store lay-out and arrangement; window display; buying procedures; market analysis; retail records and control; color, line, and design; fashion trends; stock control; advertising and display; and accounting and control.

Courses and conference groups have been organized to meet the needs of owners, managers, and major store executives in the larger retail establishments. Progress is also being made, reports show, in reaching owners and managers of small retail stores through classes and conference groups in which sound principles of business management and retailing are discussed and applied to the problems of the small merchant. At the close of the fiscal year 1938-39, 47 States, the District of Columbia, Hawaii, Puerto Rico, and Alaska had adopted State plans providing for distributive education. Of this number, 44 States were actually carrying on such programs.

On June 30, 1938, 20 States were employing 21 full-time and 6 part-time State supervisors or teacher trainers in distributive education. On June 30, 1939, 31 States were employing 31 full-time and 9 part-time State supervisors, assistant supervisors, or teacher trainers.

Summer teacher-training courses, which were offered by 18 colleges and universities in 15 States, were intended to meet the needs of full-time personnel in the field of distributive education as supervisors, coordinators, cooperative part-time teachers, and itinerant teachers.

Occupational Information and Guidance

Occupational information and guidance services were organized during the year in six States—Maryland, Michigan, Pennsylvania, North Carolina, Georgia, and Maine.

Maryland has installed a new cumulative pupil-record system throughout the State, has plans for a State-wide pupil-testing program, is developing a plan for collecting and filing occupational information, has provided in-service teacher training in guidance, including special work in occupational research, and is preparing a guidance manual.

North Carolina is preparing a series of bulletins on guidance which will be issued in the

near future, is developing a State-wide cumulative record system, is fostering plans for local follow-up surveys of students who have been placed in positions, is cooperating in the rural guidance programs set up in various counties in the State, and has sponsored several teacher-training conferences.

Michigan has appointed a guidance director and is planning a State-wide occupational survey in which the director will cooperate with other members of the State division of vocational education.

Pennsylvania has already made commendable progress in the guidance field and over a period of years has published a number of bulletins on guidance topics. This State has not yet appointed a supervisor of guidance.

Georgia is planning to start its guidance program through district conferences at which ways and means of establishing local programs will be devised. Since no State supervisor has been appointed, these meetings are sponsored by local authorities with the assistance of the State department of education and the United States Office of Education.

Public-Service Training

Under the provisions of the George-Deen Act, authorization is given for the use of Federal funds for training in "public and other service occupations."

Nearly 51,000 employees in public-service occupations were enrolled in classes organized by State boards for vocational education in 1939. The majority of this number were policemen and firemen—more than 29,000 of the former and 9,000 of the latter. Approximately 12,000 were enrolled in classes for other types of public-service employees, including waterworks operators, sewage works operators, employment-service supervisors, foresters, finance officers, sanitary inspectors, tax collectors, inspectors of weights and measures, public-utility operators, public-welfare officials, State hospital employees, State highway employees, motor vehicle tax inspectors, prison officers, assessors, city attorneys, city clerks, labor law administrators, planning officials, and purchasing agents.

Five States—New York, California, Arkansas, Pennsylvania, and Michigan—employed full-time supervisors of public-service training during the year, and one State—Virginia—employed a part-time supervisor. A number of States, also, had on their teaching staffs full-time instructors in such fields as fire, police, finance, and waterworks.

The first city-wide training program organized under the sponsorship of a State board for vocational education was set up during the year in New York City, where the city civil service commission, with the aid of Federal funds, established a bureau of training for the purpose of rendering technical service to major city departments in developing training activities. Present indications are that several other large cities will follow this plan of training, or modifications of it.

Secondary Schools for Negroes

by Ambrose Caliver, Specialist in the Education of Negroes

★★★ Problems of youth, perhaps more than of any other group are being discussed today by educational leaders. The economic security of youth; their personal adjustment, including health and recreation; their preparation for and ability to assume the responsibilities of homelife; their economic, religious, ethical, and social ideas and ideals are among the more important problems of youth under consideration. These problems are particularly serious among Negro youth as a result of their economic and social conditions and the lack of facilities for improving them. Because schools are the most important agencies available for the solution of these problems, it is desirable from time to time to inquire into the adequacy of their numbers and the effectiveness of their programs. Unless there is a sufficient number of schools, and unless their educational programs are adjusted to the present-day needs of youth we jeopardize their chances to become good citizens.

Growth in Number

Greater progress has been made during the past quarter of a century in the number of public secondary schools for Negroes than at any other level of education. During that period the number of public high schools for Negroes has increased from 64 to 2,187. The numbers of public schools at present in the States having separate schools which offer a given number of years of high-school work are: 1 year, 336; 2 years, 432; 3 years, 263; and 4 years, 1,156. Practically all the 4-year high schools for Negroes were in the large cities of the border States 25 years ago; today, of 1,156 4-year high schools 600 are in rural areas. In 1915 North Carolina and Louisiana had no public high schools for Negroes, whereas today they have, respectively, 197 and 86.

According to information received by the United States Office of Education in 1936 from the same sources from which the above data were secured, there were 2,304 high schools for Negroes; 117 more than at present. The decline in the number of high schools indicated here is the result of the operation of several factors, among them the following: (1) Change in number of pupils prepared for or requesting high-school instruction; (2) change in the supply of prepared teachers; (3) irregularity in the supply of funds and facilities; and (4) consolidation of schools. In reference to the last point, it is the policy of various States at present definitely to discourage the development or continuance of small, ineffective schools, and to encourage the establishment of large centrally located

TABLE 1.—Counties without provision of high-school work for Negroes in 1938-39 where they represent 12.5 percent or more of the population in 1930¹

State	A. Counties with Negro population 12½ to 25 percent of total population			B. Counties with Negro population 26 to 50 percent of total population			C. Counties with Negro population 51 percent and more of total population			Total number of counties	Total Negro population	Total number of persons of high-school age without high-school facilities
	Number of counties	Negro population	Population of high-school age	Number of counties	Negro population	Population of high-school age	Number of counties	Negro population	Population of high-school age			
Alabama	1	7,782	903	1	6,813	831				2	14,595	1,734
Arkansas	1	4,331	403	1	10,917	1,304				2	15,248	1,707
Florida	9	14,066	1,491	16	33,914	3,298				25	47,980	4,789
Georgia	2	2,305	219	2	2,169	327	2	8,673	1,127	6	13,147	1,703
Kentucky	1	1,200	108							1	1,200	108
Louisiana	4	16,569	1,844	7	46,671	5,063	3	26,692	2,823	14	89,932	9,730
Mississippi	4	14,158	1,630	5	24,747	2,895	7	98,915	11,632	16	137,820	16,157
Missouri	1	2,504	234							1	2,504	234
North Carolina	1	3,730	495	1	12,009	1,543				2	15,739	2,038
Tennessee	2	5,305	611	1	3,754	487				3	9,059	1,098
Texas	1	1,955	216							1	1,955	216
Virginia	5	10,313	1,148	6	24,713	2,759	2	15,308	1,983	13	50,334	5,890
West Virginia	1	2,742	265							1	2,742	265
Total	33	86,960	9,597	40	165,707	18,507	14	149,588	17,565	87	402,255	45,669

¹ Delaware, Maryland, Oklahoma, and South Carolina had no such counties.

NOTE.—Data in this table were furnished by State departments of education and compiled by T. E. Davis.

TABLE 2.—Counties having less than four years of high-school work for Negroes in 1938-39 where they represent 12.5 percent or more of the population in 1930¹

State	A. Counties with Negro population 12½ to 25 percent of total population			B. Counties with Negro population 26 to 50 percent of total population			C. Counties with Negro population 51 percent and more of total population			Total number of counties	Total Negro population	Total number of persons of high-school age without 4-year high-school facilities
	Number of counties	Negro population	Population of high-school age	Number of counties	Negro population	Population of high-school age	Number of counties	Negro population	Population of high-school age			
Alabama	3	12,969	1,591	3	35,264	4,406	3	56,733	7,362	9	104,966	13,359
Arkansas	3	11,179	1,261	6	49,791	5,958	1	13,090	1,385	10	74,060	8,604
Delaware	2	14,131	1,515							2	14,131	1,515
Florida				2	8,212	799				2	8,212	23,715
Georgia	11	29,814	3,864	23	114,818	14,424	8	42,275	5,427	42	186,907	7,999
Louisiana				2	16,234	1,736	1	11,876	1,316	3	28,110	3,052
Mississippi	9	25,595	2,898	6	47,125	5,611	9	156,155	17,727	24	228,875	26,236
Missouri	1	1,937	172							1	1,937	172
Oklahoma				1	6,753	813				1	6,753	813
South Carolina	1	4,897	671	3	35,816	4,853	9	106,202	14,136	13	146,915	19,660
Texas	3	8,891	991	2	10,684	1,308				5	19,575	2,299
Virginia	2	6,559	744	1	5,721	665				3	12,280	1,409
Total	35	115,972	13,707	49	330,418	40,573	31	386,331	47,353	115	832,721	101,633

¹ Maryland, North Carolina, Tennessee, and West Virginia had no such counties.

NOTE.—Data in this table were furnished by State departments of education and compiled by T. E. Davis.

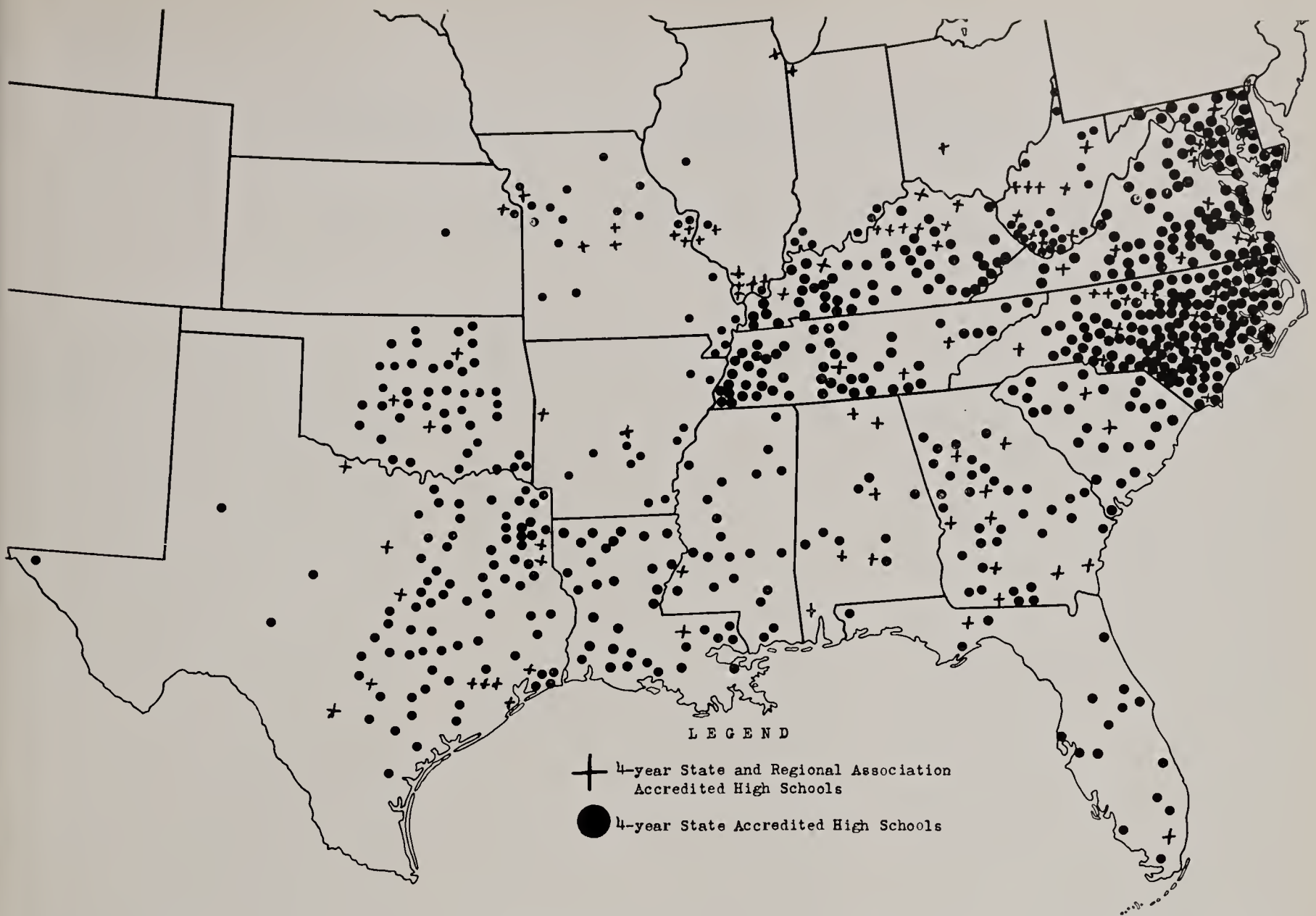
schools, made accessible by transportation facilities.

Before 1920 less than 20 percent of the Negro high schools were accredited, today approximately 40 percent are accredited—848 by the State departments of education and 102 by both the State departments of education and regional associations. There are 383 State-accredited rural high schools, only 8 of which are also accredited by a regional association.

Availability of Schools

Only a few public-school authorities recog-

nized their responsibility to provide secondary education for Negroes 25 years ago. Immediately after the World War, however, interest in this phase of education began to grow. Much stimulus came from private foundations through the guidance of the then newly appointed State agents for Negro schools and the Jeanes supervisors. The number of public high schools increased from 64 in 1915 to 1,316 in 1930. In spite of this progress there were still 230 counties in 1930 with a Negro population of 12½ percent or more of the total population without high-school facilities for



LEGEND

- + 4-year State and Regional Association Accredited High Schools
- 4-year State Accredited High Schools

Geographical distribution of 761 4-year accredited high schools for Negroes. In the 17 Southern States and the District of Columbia there are 735 4-year accredited high schools, with an estimated average enrollment of 100, for 869,641 potential Negro high-school youth 14 to 17 years of age. (Data on schools were supplied by State departments of education.)

colored children.¹ Today the number of these counties has decreased to 87 (table 1). The number of counties with a Negro population of 12½ percent or more of the total population with no 4-year high-school facilities for colored children has decreased from 195 in 1930 to 115 in 1940 (table 2). On the basis of the 1930 census the numbers of Negroes of high-school age in counties without any high-school facilities in 1930 and 1940 were, respectively, 158,939 and 45,669; the numbers without 4-year high-school facilities in 1930 and 1940 were, respectively, 197,242 and 101,633.

It will be noted from table 1 that type A counties having no high-school facilities for Negroes were reduced during the past decade by approximately 100 percent, and types B and C by about 200 percent each. Virginia, Georgia, and Mississippi are particularly out-

standing in their reduction during the decade of counties of all types having no high-school facilities for Negroes. Studies made by the Office of Education indicate that the Negro high-school enrollment increases in direct ratio to the provision of high-school opportunities, and that a large proportion of the youth who are out of school are out because of lack of available facilities and ineffective programs.

Two indexes of growth in number of high schools for Negroes are the increases in high-school enrollment and in the proportion of pupils in the upper grades. In 1914-15 there were 8,707 Negroes enrolled in all public high schools in the Southern and border States; in 1937-38 the number had increased to 207,884. Of the total Negro school enrollment in 1917, 6.7 percent was in high school, while in 1938 the percentage was 8.6. That there has also been an improvement in the distribution of Negro pupils among the different grades is shown by the fact that 38 percent of all Negro high-school pupils were enrolled in the first year in 1938 as contrasted with 47

percent in 1925. The percentages enrolled in the second year were about the same for 1925 and 1938; but for the third year the percentages were respectively 16 and 19.3; and for the fourth year they were respectively 8.8 and 14.3.

In 1939 there were 26,402² Negroes who graduated from 4-year high schools in the 17 Southern States and the District of Columbia. This is 7,160 more than the total number enrolled in 4-year high schools in the same States in 1917-18. There were 1,159 graduates from the separate schools in Illinois, Indiana, and Kansas.

Needs To Be Met

Although the Negro high-school enrollment has increased at an encouraging rate during recent years, much greater progress must be made before the standards for all races of the country as a whole or of the South are reached. This becomes obvious when it is

¹ U. S. Department of the Interior, Office of Education. Secondary education for Negroes. Washington. U. S. Government Printing Office, 1932. (U. S. Department of the Interior, Office of Education. Bulletin, 1932, No. 17, Monograph No. 7.)

² Graduates for Kentucky are estimated.

(Concluded on page 320)

Implementation of Studies

by Carl A. Jessen, Specialist in Secondary Education

★★★ There was once an investigator who labored long and successfully to discover worth-while truths concerning education—findings with regard to pupils, curriculum, teaching methods, material equipment, organization, and numerous other subjects. As he finished each study he carefully prepared a report setting forth his approach to the problems involved, the methods used in securing data, an analysis of the results, and an array of recommendations based on his findings. After seeing the report through the process of printing and distribution to readers, he set about making other investigations and preparing reports on them—assuming always that by making the findings available he would influence practice.

And for some time he did influence practice. But as his success grew and his reputation flourished, the idea took root in many quarters—more and more investigators began to cultivate the educational fields until the harvest became so plentiful that a large surplus was built up. The variety in product was most perplexing and the amount of it was surfeiting in its abundance. Moreover, some of the product degenerated in quality and increasingly it became necessary to hunt through considerable chaff to find the kernels of weight and value.

Inadequate Time and Energy

The consumers at first spent long hours searching out these kernels, but as time went on and the harvests became more and more abundant and confusing, and each day still had only 24 hours in it, many of them gave up the search. In some cases this might be charged to indifference, but more often it was a case of inadequate time and energy being left after the day's duties had been performed.

The condition finally came to such a pass that large numbers of consumers went to the producers saying:

"You producers know what is most significant and worth while in your product. Cannot some method be devised by which you will select those elements which are most to be desired? Having done that, we hope that you will develop a distribution system which will not only make us aware of the existence of these truly important products but will assist us in converting them to our own good."

Committee Membership

The Committee on Implementation of Studies in Secondary Education is undergoing expansion as this is written. The following organizations were members at the time the report was accepted. Each organization had one representative named by the organization itself:

American Council on Education, George F. Zook.

American Youth Commission, Floyd W. Reeves.

Commission on Teacher Education, Karl W. Bigelow.

Cooperative Study of Secondary School Standards, Carl A. Jessen.

Educational Policies Commission, J. B. Edmonson.

National Association of Secondary-School Principals, Will French.

Progressive Education Association, Willard W. Beatty.

Regents' Inquiry into the Character and Cost of Public Education in the State of New York, Luther Gulick.

The committee has one advisory member, William G. Carr. E. D. Grizzell had directed as its secretary. Dean Edmonson served as chairman.

Unfinished Parable

Thus might be written an unfinished parable describing the steps leading to the establishment of the committee on implementation of studies in secondary education. How the story is going to end only the future can reveal. But at least a start has been made, and this spring the committee is releasing its first report¹ with recommendations for a continuing service in implementation.

Implementation is a concept of which the educational world has become progressively conscious within recent years. Not so long ago "implementation" was a dictionary word—and furthermore was to be found only in some of the dictionaries. Consequently, definition may be quite in order.

¹ Educational Studies and Their Use. The report is printed and distributed by the American Council on Education, 744 Jackson Place, Washington D. C.

Committee's Definition

The committee states that implementation "has to do with developing in the appropriate public sufficient understanding of the findings and recommendations of a study to result in action." At another place the report defines implementation by listing the principal activities of an implementation program. In fact the definition in this case is of a complete *study-production-implementation* cycle, involving nine steps. The first three of these are well known in research circles; they concern (1) identification of a research problem, (2) solution, and (3) reporting the solution. The remaining six steps (or activities), however, have a much closer connection with implementation. They are (4) to discover the readiness or receptiveness to the findings by professional educators and the general public, (5) to present, and, if need be, to translate, the language of the report in order that it may be intelligible to those whom it is intended to benefit, (6) to utilize such means and methods as may be most appropriate and effective in giving currency to the findings and in interpreting them, (7) to give special assistance in the way of advice to those who are attempting to incorporate research findings into practice, (8) to evaluate the effectiveness of the implementation procedures employed, and, finally, (9) to discover and study problems of implementation as they are revealed through experience. The committee on implementation emphasizes the importance of completing the entire cycle and aims to assist agencies in having their findings not merely understood, but translated into practice.

It will be seen from all this that implementation is fundamentally concerned with bridging the gap between consumers of research and producers of research. Over the bridge thus constructed will pass the products of research—products designed to fill the needs of those who are in immediate charge of molding the careers of youth. In performing this service implementation needs to hold firmly to the ideal of freedom of the road: Freedom of the producers, i. e., the investigators, to bring forth and publicize any findings which are scientifically correct; freedom of the consumers, i. e., teachers, school administrators, and lay public, to determine which of the findings shall be applied to solve the educational problems which they face.

(Concluded on page 318)

The Relation of Health Education to Public Administration¹

by John W. Studebaker, U. S. Commissioner of Education

★★★ One of the important issues in public administration today centers about the question, Who shall be responsible for the school health program? This question raises correlative issues as to the proper structure of governmental organization for the efficient performance of certain essential services in our society; as to the uniqueness of the function of public education; as to the administrative limits within which the educational program of the schools should operate; and as to the wisdom of a possible realignment of the general controls of organized education, which would distribute educational functions among a number of governmental agencies.

* * * * *

Most of us in public education disagree with those who see little or nothing unique in the functions of the organized schools. Standing in loco parentis, the schools are concerned with bringing about the nurture and development of the individual through carefully selected and well-organized experiences. The schools select from life those experiences, which, when presented to learners in a properly organized scheme, will be most productive of the learners' present growth and most useful in meeting their future needs. The curriculum of the schools is not developed in a vacuum or formulated in an ivory tower. It is drawn from the arena of life itself. Under this conception, there must be a sifting, an appraisal or evaluation of the accumulated wisdom of the race to determine what is of most worth in meeting the developmental needs of learners. Education thus reflects the interests of life, and brings together in well-balanced programs of learning, those materials and those educational processes which accelerate *growth in understanding among learners.*

* * * * *

It is clear that many special services of government are essential to our modern mode of living, and that the school should not presume to undertake these noneducational service functions. The unique function of the school as an educational agency involves the development of the social understanding which will enable citizens to evaluate these and other services of government.

If, then, the school's distinctive function is to provide a well-organized and well-balanced educational program designed to develop understanding, habits, and attitudes which will be helpful to the individual in meeting his personal and social needs (including the need for ability intelligently to criticize his government), it follows that the schools must

New Bulletin

The United States Office of Education will have from the press, within a short time, a new bulletin entitled *The Administration of School Health Work*, by Dr. Fred Moore, director of health education, Des Moines public schools, and Commissioner Studebaker.

See later announcement in *SCHOOL LIFE* of its availability from the Superintendent of Documents.

be protected against the encroachment of partisan politics, of special interest groups, and of propaganda agencies, each seeking to control the schools for its own particular purposes. It follows also, in my opinion, that boards of education whose clear responsibility is to protect the right of the learner to learn should be set up independently of other local governmental agencies, in order that such boards may be held clearly accountable for the discharge of their unique and indispensable educational responsibility.

* * * * *

Of course, problems sometimes arise with respect to the incidental educational programs of other public agencies. Should a public health service, an employment placement service, a public welfare board, a recreation council, a relief agency, or a library board each be responsible only for the educational programs incident to its own operations with the special clientele it serves, or should it extend its authority to include direction of its specialized phases of work in the educational programs of the schools? Are there not dangers in trends which would divide the responsibility for the conduct of school functions with other agencies whose controlling purpose is not the provision of a well-rounded and

balanced educational program, but the rendering of specialized services to particular clients?

Would not this division of responsibility, if generally sanctioned, result in the anomaly of a public health department responsible for administering the program of health education in the schools, of the department of safety responsible for directing the school program of safety education, the recreation association taking responsibility for the physical education and recreation activities in the school, the public library board controlling the purchase, distribution, and servicing of the books used in the school program, the State employment service directing the vocational guidance and placement services of the schools of the State, and the public welfare agencies administering a child welfare program in and through the schools? We might even witness the State department of agriculture responsible for direction of agricultural education in the public schools, and the State industrial commission for the industrial education program—all of these agencies reaching into the schools with their own personnel responsible not to the board of education but to their own separate authorities. On the face of it, this picture of the dispersion of educational responsibilities is a reduction to absurdity of trends which in greater or lesser degree are now apparent in the Nation, and in the various States and localities. Why does the dispersion of educational responsibilities and the extension of noneducational controls appear to be absurd? The answer is because good principles of organization are obviously violated thereby. What are some of these principles of organization?

The basic principle underlying all organization of work is specialization of function. It is necessary that work to be done should be broken down and its parts undertaken serially or assigned to various individuals. The efforts of the individual specialists, however, have to be coordinated if we are not to repeat the Biblical disaster of the Tower of Babel. This coordination of effort is achieved by an organizational structure which is characterized by two important features: (1) The feature of unity of control; and (2) the feature of unity of purpose. The first, unity of control, emphasizes the necessity for a clear line of administrative authority. The second, unity of purpose, emphasizes the necessity for educational effort to secure common understanding among the members of the or-

¹ Address recently delivered before the American Association for Health, Physical Education, and Recreation, Chicago.

ganization. Both features must receive due recognition in the development of an efficient organization of effort in any field whatsoever.

In the subdivision of work and specialization of functions, or in the aggregation of functions for the organization of effort, four criteria may be used: (1) The major purpose to be served; (2) the character of processes employed; (3) the clientele, or the materials dealt with; and (4) the place of operation. For example, let us consider the doctor who spends all his time examining children in the public schools. Shall we say that he is primarily a specialist in medical knowledge and techniques and that he should therefore be responsible to the city department of health; or that since he is examining children in the schools, he should be responsible to the board of education? Or should we look primarily at the major purpose of his work and decide his place in the organizational structure on that basis? If his major purpose is educational, i. e., if he is primarily concerned with providing experiences for these children in the schools which will result in the development of knowledge, habits, and attitudes looking toward healthful modes of living, then it would seem to be clear that since his is an educational function he should be responsible to the educational authority. If, on the other hand, the major purpose of his work with school children is to identify and treat pupils who need medical care, or to correct physical defects, then, in my opinion, since his work is primarily therapeutic or restorative, he should be regarded as an employee of the department of health. The point which I am trying to make is that for purposes of the organizational structure, the most significant question to be asked is that concerning the controlling purpose of the duties performed by this doctor. If we are to avoid unnecessary difficulties and the duplications and inefficiencies growing out of a muddled structure of administrative authority, and if we are to avoid the chiseling away of educational functions by agencies whose primary function is not education, we should insist upon placing the school health program in charge of the educational authorities.

This brings me to the moot question as to whether or not the school authorities should provide treatment for defects discovered in the medical and dental examination of children. Besides these health examinations, school health programs commonly include two other major phases, i. e., health protection and health instruction. Health protection involves the control of the school environment, including the physical aspects of buildings and grounds, the character of the school program, and the school contacts of human beings with one another. This factor of human contacts includes not only contacts among the pupils themselves but also the relation of the whole school personnel, including the custodial force, to the physical and emotional well-being of the pupils. Health instruction consists of the formation of habits, the acquisition of knowledge, and the creation of attitudes conducive

to healthful modes of living. It involves instruction by means of curriculum materials which are related to the child and his activities in his total environment. The school health program also includes physical activities properly graded to pupil capacities and interests; balanced programs of study, work, and recreation.

Now health instruction should be closely linked not only with the health examinations and the protection program, but also with the total program of the school. Neither school health protection nor instruction, however, in the judgment of many educators properly includes the treatment of defects disclosed by dental and medical examinations, even though such treatment may in some instances be prerequisite to the achievement of the major educational objectives of the school program. It is the general consensus that a clear line can and should be drawn at this point. Medical treatment, with the exception of first aid, even though necessary should not be given by the schools but should be provided through those other agencies whose controlling purpose it is to provide such treatment. Medical or dental treatment per se is not educational but restorative. It may be agreed that provision of glasses, treatment of impaired hearing, extraction of teeth, and immunization against diphtheria, are required in the case of some children before the educational program of the schools can be effective. By the same token, some children will require food and clothing as well as medical attention before they can be expected to profit from any school program. And yet if the controlling purpose of the school health program is education, and if the school operates in a situation where it is feasible to secure medical services from medical agencies, then it would seem to follow that the school's obligation extends only to the identification of pupils needing such dental or medical service, their referral through their parents to the proper service agencies, and follow-up to see that the necessary services have been provided.

This means that public education in general must work out methods by which the essential medical and dental services to pupils may be provided by appropriate agencies. School authorities may well be expected to take the initiative in the organization of a community health council for this purpose. One of the first obligations of such a council would be a functional analysis of community health agencies themselves to serve as a starting point for voluntary coordination of effort. The service area of each organization should be clearly delimited upon the principle of the controlling purpose which the agency serves. Good administration will require that duplicating areas be reduced to a minimum; and that the schools be held responsible for their health education functions, for the selection of educational experiences to be included in the health curriculum, for the selection of personnel, for determination of the methods of teaching to be used, and for evaluation of

the results of the health education program.

The multiple relationships necessary to carrying out a program of health education in and by the schools require that the employed personnel responsible for the various phases of this program must be in the line of authority from the board of education through the superintendent, the director of health education, to the principals, teachers, and pupils.

* * * * *

It has been necessary time and again for the school to extend its concept of education and to develop its program and personnel to meet the needs of a growing population under constantly changing conditions. The school program of today with its many activities contributing to the development of individuals fit to live in the modern world, when compared to the school program of 50 years ago, is eloquent proof of the ability of the schools to make important expansions and adaptations. The schools have accepted the responsibility for the development and maintenance of well-conceived and effective school health programs. No other institution except the home has so much contact with children and youth or so golden an opportunity to give them significant instruction and compelling motives in matters pertaining to health. Our national health status is high; in fact, "not equalled by any nation of similar size of mixed races." Yet there is much to be desired and a great deal to be done in the further development both of health education and of medical services. Because of the progress the schools have made and are making in the field of education for health, which is their peculiar province, it seems to me that there is no warrant for the displacement of a school-administered health education program, State or local, by another agency. Obviously there is so much that can advantageously be done by schools and public health authorities working together that our persistent effort should be the development of cooperation rather than the assumption of control by either group of functions which do not properly belong within its legitimate sphere of authority. It is my belief that progress will be most rapid if the needed improvement in school health programs is undertaken by the educational authorities themselves, employing additional trained health education personnel where needed, rather than imposed from without by another agency.



Convention Calendar

NATIONAL COUNCIL OF TEACHERS OF MATHEMATICS. *Milwaukee, Wis., July 1-3.*
NATIONAL EDUCATION ASSOCIATION. *Milwaukee, Wis., June 30-July 4.*

Organized Parent Education

by *Ellen C. Lombard, Associate Specialist in Parent Education*

★★★ What is the difference between parent education and parent-teacher associations? This question was asked of an experienced schoolman and his reply was, "There is no difference."

No doubt this answer has considerable truth in it since parent education has found widespread expression in the movement of parent-teacher associations which constitutes millions of organized parents and an unknown number of parents' organizations not federated.

It was inevitable that parents, organized for mutual welfare, would sooner or later look around for definite and authoritative knowledge of how best to solve their daily problems, how to meet the growing needs of their children and how to create an environment which would insure the safety and happiness of the whole family.

But of course there is a difference between parent education and parent-teacher associations. Parent education is an aspect of education which has become vigorous and professionally important during the past decade.

Emphasis of programs in parent education varies in different organizations and institutions according to purposes and to leadership. For instance, the program of the Child Study Association of America is characterized by its pioneer work in developing principles, techniques, and materials for the education of parents, and by its flexibility in setting standards and meeting changing needs. Leaders in this organization have maintained a scientific approach to their work which has been of national significance.

There are several organizations which conduct some aspect of parent education as a major project, such as the National Council of Parent Education, an organization made up generally of professionally trained workers, and others of more or less professional experiences.

The American Association of University Women conducts a project in parent education for its membership which is also characterized by scientific methods, techniques, and materials used by study groups of college-trained parents.

Still another organization, the American Home Economics Association, has made its contribution to the development of parent education within the home economics program. The work is characterized as professional for trained workers in home economics.

The National Congress

Notwithstanding the fact that parent education has been and still is carried on under a great variety of public and private educational auspices—national, State, and local—it

reaches a vast constituency as it is projected in the program of the National Congress of Parents and Teachers. For about 10 years two trained persons have conducted the program of this national group, one of whom was a national chairman of parent education—a voluntary worker; and the other, a paid field worker. This project was far reaching in its purposes which were:

"To develop within each State the resources (for parent education) of that State; to work for the coordination of all organizations (having parent-education programs) within the State in their own councils, communities, or bureaus; and to give parent-teacher associations in these States such services as would bring them into close contact with the educational organizations and institutions concerned with parent education within the city or State."¹

In order to furnish guidance material the National Congress has issued several year-books for parent-education leaders and other publications containing source material, discussion topics, and subject matter. Its official organ, the *National Parent-Teacher*, has contained outlines and articles for parent education. A parent-education *Guidebook* answered questions of organizations of groups for study, leadership, methods of conducting groups and projects.

A series of radio programs was arranged in cooperation with the United States Office of Education which parent-teacher associations used nationally in guiding their discussions.

The total number of parents' study groups today in the United States is unknown but the National Congress of Parents and Teachers reported that during the year 1938-39 groups in 30 States were in action with a membership in these groups of 226,845 persons.

Parent Education in States

The democratic way seems to be exemplified in the development of parent education in State parent-teacher associations in the following respect, that although the national organization maintains a parent-education committee with a trained person as chairman to promote and give guidance to State work, and furnishes materials for guidance, State leaders are not required to follow any pattern that is offered. They may create their own programs according to the needs and interests of their members and to the situation in which they are working.

Many of the State parent-teacher associations have a State chairman of parent education who promotes the work and gives guidance and services to the local units throughout the

State. But here too is found a democratic procedure. Local units are not necessarily limited to the recommendations given by the State chairman of parent education. However, the need of local communities for help in procedures, services, and suggestions for projects and activities is so great that local associations generally welcome the aid of State and National leaders.

Some Significant Examples

It would be impossible to include here a complete statement of the achievements of parent education under the sponsorship of the PTA and the elements that entered into the projects, but the following are examples of what is at the moment going forward in some States under the PTA.

In California

The California Congress of Parents and Teachers maintains a bureau of parent education under a manager, who reports that there are two types of groups in the State: (1) adult education classes led by the chief of the bureau of parent education or others in the State department of education, who are paid from State funds, and (2) study groups conducted by lay leaders, who work without compensation. During the year 1938-39, 1,631 classes were held, 664 of which were under certified leaders. The registration for all groups was 80,444. In addition, there were 259 radio listening groups with 2,049 enrolled. However, this number engaged in study is only a fraction of the 240,506 PTA members in this State. Of these members more than 35,000 are men and 26,499 are teachers.

Officers of the California Congress are sent to various parts of the State to promote study-group work in rural as well as urban communities, and last year, 1938-39, regional conferences were held in three large cities at which representatives of 23 districts were present where the chief of the bureau of parent education of the State department of education conducted the discussions. In addition to this means of training leaders, a weekly broadcast on parent education for listening-in groups gave to leaders another opportunity for improvement.

In Michigan

Next to California in size of enrollment in parent-education work under the guidance of the PTA is the State of Michigan which reported 234 study groups in action during 1938-39. One hundred and fifty-eight of these groups were reported to be in cities, 7 in consolidated schools, 33 in rural schools, and 36 groups were not reported in any type of

¹ National Parent-Teacher, November 1939.

schools. In all groups there was a membership of 35,078.

For 10 consecutive years the Michigan Congress has cooperated with the extension service of the University of Michigan in conducting a 4-day parent-education institute at which classes in parent education were held each day. The attendance in 1939 reached approximately 1,300.

In Oklahoma

Oklahoma parent-teacher groups have sponsored parent-education projects for many years but particularly during the past decade. An outstanding project for the past year has been a weekly radio forum on family life. This originated in the University of Oklahoma where programs were broadcast throughout the State and by means of informal discussions, lectures, and dramatic presentations to individuals or groups of parents. Parents were stimulated to read or study about family situations, school problems at home, and other subjects.

Questions and references relating to each broadcast were sent to members of the radio group with suggestions of how a radio discussion group should be organized and conducted. The university issued certificates to parent-teacher associations sponsoring groups who listened to at least 18 broadcasts during the year. It was reported that the exact number of listening groups throughout the State could not be discovered but that there were at least 100 groups that enrolled for the program.

In Utah

The Utah Congress of Parents and Teachers also sponsored for 3 months a weekly parent-education radio project which was instituted in cooperation with the State department of public instruction and the extension division of the University of Utah. The subject of this program was *Today's Children—Tomorrow's Adults*. The purpose of the series was to provide parents throughout the State of Utah with opportunities to listen to discussions on family life, to encourage reading and study, and to encourage the development of study groups of parents interested in better home life. Certificates were issued to registered groups who had listened to at least six broadcasts. Some of the dramatic presentations were on such subjects as *Susan Takes a Stand for Liberty*, *Lillian Doesn't Care How She Looks*, *Friends at the House*, *Tom's Love Affair*.

In Indiana

Parent education is advancing in Indiana. Last year 310 study groups having a total membership of 6,488 were active. Of these groups 263 were in cities and 47 were in rural communities. It was reported that 2,009 certificates were awarded to members who completed 8 hours of study required. Purdue University cooperated with the Indiana Congress in a 2-day parents' institute.

In Maryland

The parent-education program of the Maryland Congress moved forward during 1938-39 in several directions. Leadership has been provided at the University of Maryland through three training classes for leaders from various parts of the State. This has increased the number of parents study groups. Parent-education bookshelves have been placed either in the schools or in the town library.

In New York

Parent education in the State of New York has developed from the beginning with the active cooperation of New York State Parent-Teacher Associations although the work has been organized and directed by experts in the bureau of child development in the State department of education. In 1939 there were 323 parent-education study groups with a registration of more than 5,000 members. These groups were conducted by trained lay leaders and were an integral part of the parent-teacher association program. The New York Congress of Parents and Teachers has established standards for parent-education groups so that the work will be educationally sound. Two types of groups are conducted under the parent-teacher associations: (1) Groups led by recognized professional leaders for leadership training, and (2) groups led by lay leaders under professional guidance and by professional leaders. Lay leaders in this State do not receive remuneration. The State department of education furnishes the parent-teacher associations with a great deal of excellent material, such as *A Handbook on Parent Education in New York*, *A Primer on Parent Education*, a series of discussions on practicing democracy, radio skits, dramatic presentations, discussion outlines, and correspondence courses for leaders. The State congress of parents and teachers authorizes a special certificate in parent education if the group in parent education fulfills the requirements of the organization.

In Ohio

In Ohio the State congress of parents and teachers employs a full-time director of family life education who conducted 101 study groups last year (1938-39) with a total of 3,176 persons attending. This work has the cooperation of educators, the Ohio State University, and the State department of education. Institutes in family life education and schools of instruction are conducted to promote and strengthen the work in Ohio.

In Iowa

It is reported that 92 percent of the parent-education groups in Iowa are sponsored by parent-teacher associations. Trained leaders from the child welfare research station of the university give training courses to prepare lay leaders for parent-education study groups. The procedure is as follows: When parent-teacher association leaders in a community are in need of leadership training they jointly

ask an expert from the university to conduct a training course, using generally the subjects of the preschool-age child, school-age child, adolescence or family relationships. During the past year there were 267 parent-education groups in Iowa with a membership of 5,681 parents. Much of the work is carried on in counties and thus rural parent-teacher associations improve the quality of leadership. The chairman of parent education of the Iowa Congress does the initial promotional work in advance and gets the group ready for instruction by the expert who is sent by the university.

Parent-teacher associations in Iowa have been greatly helped by the programs of the Radio Child Study Club which have been presented for 8 years cooperatively by the university, the State College at Ames, and the State Teachers College at Cedar Falls.

This year (1940) four courses are offered which will cover a period of 2 years. Parents may register under the group plan for which there is no charge, or the individual plan, for which there is a registration fee of 50 cents.

In South Dakota

Despite the long stretches between cities and towns in South Dakota parent education has made progress throughout the State. Under the sponsorship of the State parent-teacher associations, 93 parent-education study groups were reported last year, and at the conference in 10 districts parent education panel discussions were conducted. Progress is reported in Indian units where food, clothing, health, child care and training, are emphasized.

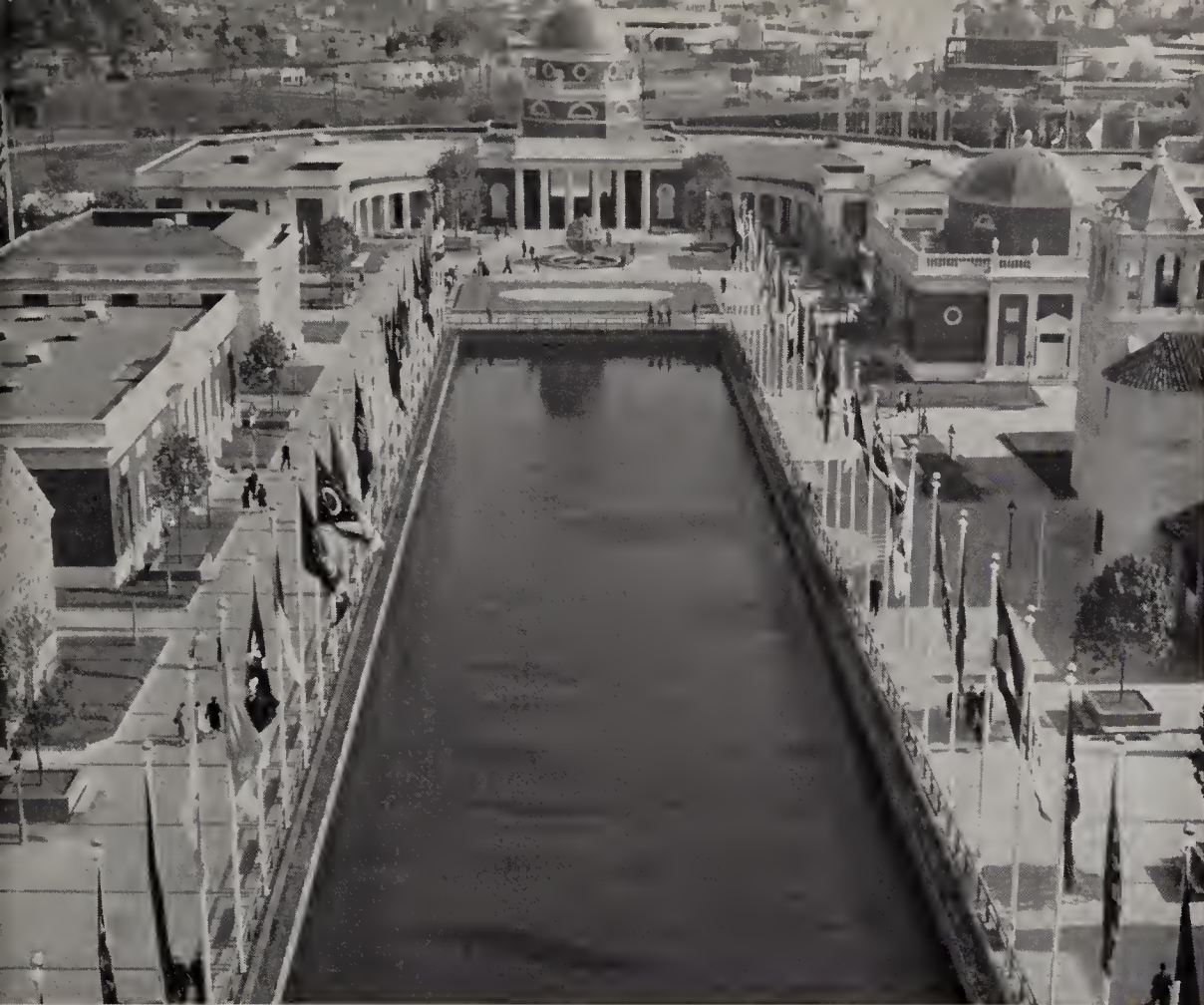
In Colorado

The plan of the work in Colorado as outlined by the State chairman of parent education includes fall institutes for parent-education leadership training which are held in the seven districts, county presidents of PTA's, county parent-education chairmen, and local parent-education chairmen meet in conveniently located places for an all-day institute. These institutes are sponsored by the State congress of parents and teachers. In 1938-39 there were 275 parent-education groups with a membership of more than 9,000 participating.

In Every State

There is evidence of parent-education work in every State in the Nation in which parent-teacher associations are organized: In New Jersey there were 500 study groups with a membership of 9,591; in Illinois there were 279 parent-education committees in parent-teacher associations which organized study groups during 1938-39. They promoted leadership training courses and interested rural groups in this aspect of parent-teacher work; in Idaho 74 study groups had an enrollment of 1,257 persons and in Louisiana parent-teacher associations there were held 600 parent-education

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The Court of States at the New York World's Fair, 1940.

Education at the World's Fair

by Rudolf Kagey, Director of Public Education, World's Fair

quired to see. He may go where he chooses and see what he wants to.

The difficulty, though, is in making sure he does see what he wants to. This problem exists, no matter how loose and uncoordinated one's interests are; the more clearly defined those interests, become, the greater the problem. Fundamentally a man or a woman is interested in a range of ideas, and ideas cut across and through the various fair exhibits. This is especially true in the case of teacher and pupil visitors who wish to link their trips to the fair to classroom experiences.

For example, a class in high-school chemistry may wish to see how chemistry has transformed the processes of production. There is, of course, no single exhibit labeled "chemistry," but the subject is dynamically illustrated in a score or more, from agricultural displays to intricate industrial arts. It is the work of the department of public education to assemble and list these and suggest itineraries for young chemists.

Or perhaps an elementary school class is making a study of conservation. Again there is no single building or area devoted to conservation, but there are many colorful and thought-provoking exhibits here and there which may be assembled into a coordinated picture of the various aspects of conservation, their importance, technical devices appropriate to them, and the serious effects which follow if they are ignored. Some of these will be found in State and United States Government buildings, some in foreign, many (especially the results of conservation) in industrial exhibits. They can be linked together into a tour of definite direction and order.

(Concluded on page 318)

★★★ The educational possibilities of a World's Fair are boundless. Teachers have long taken advantage of them; but fair managements have not fully accepted the responsibility implicit in the educational phases of the exhibits. The World's Fair in New York recognizes this responsibility.

Its department of public education serves not only teachers but fair visitors who have a particular interest educationally. The department's most effective work can be done with and for teachers in the schools. In the first place, the curriculum gives a ready-made basis on which to organize a program in advance.

The fair material is classified under four main heads: Foreign, industrial, State and municipal, and amusement. Under each of these headings there is the natural physical division by buildings, by exhibitors, so the visitor with random interests finds his entertainment already somewhat organized. His approach is likely to be a topographical one; he starts in here and he goes on until his feet or his visits give out. There is something to be said for this technique. In a world rapidly succumbing to dictated patterns, we may well be proud that at our American fairs there is nothing which every visitor is drastically re-

The Lagoon of Nations and the Court of Peace at the New York World's Fair 1940 as seen from an airplane. In the distance, at the head of the Court of Peace, is the U. S. Government Building, flanked by the Hall of Nations.



Education for Inter-American Friendship

by Philip Leonard Green, Research Director, Radio Division

★★★ It is becoming a widely recognized fact that the attainment of amity among the peoples of America is largely a matter of education.

Although the process is not necessarily as complicated as some persons picture it, neither is it by any means a child's game. It obviously involves the reaching of millions of minds of varying degrees of intelligence in 21 different nations, each with one or more psychologies peculiar to itself and each requiring a different approach.

One does not have to be very old to remember the day when to write on education for inter-American friendship would have been like crying in the wilderness. Then, the publication of a book on Latin America was really an event. The occasional articles on Latin America that appeared in the papers were eagerly pounced upon by those interested, with an enthusiasm which only a collector of rare objects can understand. To devote one's self to things Latin American in those days was to arouse concern for one's sanity among friends and relatives. Who could have dreamed then that there would ever be a day when books and articles—and experts—on Latin America would be legion?

An illuminating discussion of this situation took place in Washington, not long ago. It was at one of the group sessions of the Conference on Inter-American Relations in the Field of Education. One group felt that young people in our country should be encouraged to undertake Latin-American studies simply to enrich their own cultural development. The other side believed that the basic need for such studies arises largely because of possibilities for commercial or other profitable careers in this field. I could not help remembering that hardly anyone ever expects studies relating to other areas of the world to pass muster from a utilitarian standpoint. Let the region just be far enough away and little doubt is ever expressed as to the value of our studying it. But when it comes to the one group of countries which bear to us a historical and geographical relationship entitling them not only to attention but to preferential attention and we still ask, What are you going to get out of it? This query is being raised now in articles and letters to editors in many parts of the country. The defaults on payment of debts and the confiscation of certain properties have been cited as proving the futility of our trying to promote better understanding with other American peoples. Yet, was it not largely because of the wide-

spread ignorance concerning Latin America which existed both among those who had direct dealings there and among our populace at large, that things like this could and did happen?

A Civic Obligation

It is missing the point to base the justification, if any be needed for Latin-American studies, solely on their cultural values, rich as these undoubtedly are, or on their being the open door to brilliant careers, however true this may be in certain cases. The thing which clothes them with an importance transcending either of these two considerations is that our destinies and those of the other American nations are becoming united by bonds far stronger than any temporary zeal may forge. The logic of events indicates that the study of Latin-American affairs should become a civic obligation. This obligation exists for all. It is not limited to those who intend later to enter commercial or professional pursuits in this field.

The latter, of course, should be the object of considerable concern, since the havoc which ignorance can work with our inter-American relations is dangerous when it prevails among those whose jobs bring them into contact with people of other American nations. Every personal relationship of our businessmen, teachers, students, or any other individuals, with Latin Americans, either in their own countries or in the United States, can help or hinder inter-American rapprochement. After all, inter-American relations are never in the abstract; they are always between individuals and groups of individuals. In short, inter-American relations are nothing more nor less than the sum total of individual relationships. Now whether these relationships help or hinder the cause of friendship, depends almost entirely upon the degree to which those participating in them possess adequate capacity for understanding other American peoples.

Vast Opportunities

Many educators have for some time visualized the vast opportunities for service in this field. But they have also realized that they could not accomplish the best possible results except through intelligent cooperation with those of other interests. Historians, for example can cooperate with those in economics and linguistics. Particularly with regard to the latter, they will

find much of value in cooperation, since students will consider Latin-American history increasingly interesting and significant when they begin to understand the psychology of the peoples as revealed in part by their languages. While I would not say that one cannot understand certain phases of life in Latin America without a knowledge of Spanish and Portuguese, it is only through a fairly close acquaintance with these languages that one acquires the ability to sense the thought processes of those peoples and thus the reasons behind the events which history records.

There are numerous ways in which different departments of universities, colleges, and high schools may so pool their facilities as to result in maximum benefits to students of Latin-American affairs.

At the present juncture in our relations with other American republics, we can ill afford to overlook any methods, person or group of persons, however seemingly insignificant, that can help our Nation prepare itself for a new era of inter-American cooperative living, an era which we fervently hope may in time encourage, uplift, and serve all humanity.



On This Month's Cover

Many recent publications of the U. S. Office of Education are pictured on this month's front cover page of *SCHOOL LIFE*. On the inside of the back cover the reader will find a helpful list of some current publications of the Office in many fields of education.

You Are Invited

The United States Office of Education cordially invites you to visit its exhibit booth at the National Education Association Convention, in Milwaukee, June 30-July 4, inclusive.

The booth is number D-13. New and current publications of the Office will be on display. Sample copies of *SCHOOL LIFE*, official journal of the Office, and lists of publications, may be obtained free upon request.

Convention exhibits, opening June 29, are to be displayed in Mechanics Hall directly below the main arena of Milwaukee Auditorium where the principal sessions of the convention will be held. The accessibility of the convention exhibits to the principal meeting places should tempt delegates to spend much time inspecting materials on display.

Certification of CCC Educational Work

by Howard W. Oxley, Director of CCC Camp Education

★★★ The educational program in the Civilian Conservation Corps camps is maintained for the benefit of 300,000 young men between the ages of 17 and 24. The average educational level of these enrollees is eighth grade, their average age is 19. Consequently, they have not attended school for approximately 5 years. Records of the camps indicate that only one-third of 1 percent of CCC enrollees return to organized school work. These data together with the fact that the enrollment of new men in the camps takes place quarterly, thus creating a need for a year round program, must serve as a basis for any approach to the accrediting or certification of educational work in the camps.

A number of different objectives must be served, in providing a means of certifying the educational work of the corps. Those who desire to return to organized school work must be enabled to earn credits which are acceptable to the public schools and colleges. Enrollees who receive remedial training in the elementary subjects must be given an opportunity to secure eighth grade equivalency certificates. Those who pursue high school or other work even without the aim of entering college or reentering school must have the chance to earn a reward for their efforts. Enrollees who receive occupational training on the job or in class must be provided with a certified measurement of their achievement which will be meaningful to employers. Those who pursue special work such as lifesaving and first aid must be enabled to earn the proper certificates. Thus, in the camps as elsewhere, certification aims to provide tangible recognition and reward for effort and to provide a document acceptable to others who must for their various purposes appraise individual achievement of CCC enrollees.

Special Regulations

In order to meet the needs of enrollees who desire to return to school, or who wish to secure equivalency certificates either as a basis of further study or to meet the requirements for a beginning worker in business or industry, or who merely wish school credit for work done in camp, special arrangements have been made with State departments of education and with local schools. Forty States and the District of Columbia have issued special regulations covering the granting of academic credit for work done in CCC camp classes, and for the granting of equivalency certificates. The regulations referred to generally provide for administration of the cooperative plan, prescribe minimum clock hours, subject-matter materials, and stand-

P. C. 37814

RECORD OF CERTIFICATE

CIVILIAN CONSERVATION CORPS
ISSUED TO—

of _____ (Town) _____

_____ (State)

for proficiency in _____

C. C. C. Company No. _____

located at _____

_____ Company Commander.

_____ Camp Educational Adviser.


_____ Project Superintendent.

_____ District Educational Adviser.

*** 8-9673

CIVILIAN CONSERVATION CORPS

P. C. 37814

Proficiency  Certificate

THIS IS TO CERTIFY THAT _____

of _____ while a member of C. C. C. Company _____ of _____ became proficient in _____

Dated _____

_____ Company Commander.

_____ Camp Educational Adviser.

_____ Project Superintendent.

Approved by the District Commander:

_____ District Educational Adviser.

*** 8-9673

ards of teacher certification, and the like. In addition, a federally financed cooperative plan operates through which 263 different schools and colleges adjacent to camps offered classroom instruction to 7,317 CCC enrollees, during the year 1938-39, who, of course, received credit for work done on the same basis as other students. Correspondence work also provides another means by which enrollees may earn credit. During the year 1938-39, 5,146 enrollees received eighth-grade diplomas or equivalency certificates, 1,048 received high-school diplomas, 96 received college degrees, and several thousand others earned unit or hour credit either for work done in camp classes, in classes in cooperating schools, or by correspondence.

Three Types of Certificates

The Civilian Conservation Corps itself issues three types of certificates—the unit certificate, the educational certificate, and the proficiency certificate. These certificates are granted to enrollees who do not intend to return to organized schools but who desire to earn a tangible recognition for their efforts.

The unit certificate is granted to the enrollee who successfully completes one unit of a subject. This unit must be accomplished in a minimum of 12 clock hours within a quarter. During the year 1938-39, 103,939 enrollees earned 174,277 unit certificates.

The educational certificate is issued upon the completion of 12 units of work, or a minimum of 144 clock hours. The enrollee must plan an integrated program of 12 units of work, and this plan must receive the prior approval of the camp educational committee.

Furthermore, the camp committee may, at its discretion, require a written and an oral examination at the completion of the enrollee's program. This examination may cover the entire 12 units of work. During the year 1938-39, 15,150 boys in the camps earned 17,096 educational certificates.

The proficiency certificate is granted in vocational and occupational fields, upon the basis of a practical test which may, at the discretion of the camp committee on education, include both a written and an oral examination. No specific number of clock hours is required for the proficiency certificate. An enrollee's application to take the examination for this certificate must receive the approval of the camp committee which examines all facts pertaining to the case. In addition, the appropriate district headquarters must review and approve the issuance of the proficiency certificate. On the reverse of the certificate is entered the number of hours of instruction received by the enrollee, his actual work experience in the field or in the camp for which the certificate is granted, and other pertinent facts, if any. This enables the enrollee to utilize the proficiency certificate when applying for employment or for registration at an employment office. During the year 1938-39, 23,836 enrollees earned 26,691 proficiency certificates.

Every effort is made in the Civilian Conservation Corps to stimulate enrollees to earn American Red Cross first aid and lifesaving certificates. This effort is carried out not only to strengthen the safety program in the camps, thus safeguarding the lives of the enrollees, but with the view of sending back to their homes and communities youthful citizens who

will be safety conscious. A further aim is to improve the employability of the enrollee, since many businesses and industries have established the first-aid card as a prerequisite to employment. All leaders and assistant leaders and all truck drivers and others in similar positions are required to earn the standard first-aid certificate, while all other enrollees are strongly urged to work for the certificate. Last year, 50,589 Standard American Red Cross certificates, 1,835 advanced certificates, and 46 instructor certificates were earned in the camps. Red Cross lifesaving and water safety work are also encouraged in the camps. Last year, 35 junior and 2,407 senior lifesaving certificates were earned by enrollees.

Standardizing Instruction

Gradually, therefore, CCC instruction is being standardized on a basis recognizable by educational accrediting agencies and by employers. The CCC curriculum not only provides the enrollee with instruction materials and instruction which are equivalent to those of other institutions, but provides work and other types of experiences which supplement and enrich the training of enrollees. Hence, the certification which the camp gives its men includes more than general or technical knowledge; it certifies that a man possesses qualities which are necessary for constructive living and successful employment.



Organized Parent Education

(Concluded from page 314)

meetings in 101 PTA groups and there were 50 radio-listening groups; in Alabama there were 300 child-study groups; in Texas 307 study groups were active with an enrollment of 6,440 members; in Tennessee the State congress had a trained parent-education specialist for full-time field service. The program in the Arkansas congress is related to the vocational education program and reports indicate that 137 study groups were active. A total of 243 parent-education study groups were conducted in 9 counties with an enrollment of 1,656 persons. Pennsylvania, Wyoming, Massachusetts, Mississippi, Nebraska, North Carolina, Connecticut, Florida, Vermont, Kansas, and other States are making steady progress.

It is obvious from the reports of the parent-teacher associations that parent education gains impetus in States where there is professional leadership. State departments of education, State colleges and school systems having such leadership help parent-teacher associations to set standards of procedure and to maintain them. They help improve parent-teacher programs and create an atmosphere in

which the home and the school may cooperate and they also furnish materials and suggestions for the work of parent education.

In order to insure that all associations, study groups, and individual parents shall have these advantages, each State department of education might well establish a division or bureau of parent education; each State teachers college might give its students in training a unit or a part of a unit of work in parent education; and each city school district might employ a trained parent-education worker.



Implementation of Studies

(Concluded from page 310)

How then is it possible to hold unswervingly to this principle of freedom and at the same time secure coordination in implementation activities? The answer would seem to be, through cooperative effort of the producing agencies. The report suggests that much of the confusion and even indifference to the findings of research arise from a lack of correlation in the implementation work being done at present—duplication of effort and apparent competition of study agencies. The Implementation Committee sees as one of its important functions the encouragement of producers of research to cooperate with one another in securing not only professional acceptance but practical action on their more important discoveries and findings.

The proposal calls also for establishment of an active advisory service, under the direction of the committee. The report states that this service will function "with regard to appropriate techniques to be used by individual producing agencies desiring to develop implementation programs." The report goes on to say that "this service might well be extended to consumer groups requiring assistance in identifying appropriate sources of data for use in their special fields of educational service." Principally the advisory service will establish contacts with three types of agencies: (1) Those responsible for the normal development of public opinion, such as the press, the radio, the forum, etc.; (2) those serving youth; and (3) those engaged in producing studies.

The committee contemplates making studies relating to means and methods of implementation. As conceived at present these investigations will deal with two principal areas:

1. Studies of techniques designed to improve implementation practices. These investigations will be for the purposes of evaluating the success of specific implementation techniques and practices used in reaching various groups as well as for the development of new techniques and media of implementation.

2. Appraisal of opinions regarding youth and services to youth held by different groups in the population. The effort here will be directed toward measuring the "readiness" of these groups for constructive proposals. The law of readiness which is so generally accepted as fundamental in the training of the young is too often ignored in dealing with adults.

A Good Reason

Education is by nature complex. It is probably futile to expect that it will ever be simple. This, however, is not a reason for dwelling more than is necessary upon its obscurities and abstractions. On the contrary, it forms, in the opinion of the implementation committee, a good reason for simplification insofar as possible. Consequently the committee is proposing a service which will assist in making the message of research intelligible to the various publics that ought to be reached by that message; will study the "readiness" of these various publics for the message; will provide a clearinghouse of information to both producers and consumers of research; will stimulate agencies to cooperate with one another in securing acceptance in practice of their most significant findings; and will progressively improve the techniques of implementation.



World's Fair

(Concluded from page 315)

The fair's theme, "For Peace and Freedom," is emphasized and underscored by brilliant historical dioramas, by exhibits stressing the amity of the 21 Republics in the Western Hemisphere, the "American Common," and a great musical pageant, "American Jubilee," built about highlights in our own history since the inauguration of George Washington.

The department of public education of the fair will issue teaching leaflets on six aspects of the fair: The Fair's Themes; Science at the Fair; Exhibits for the Elementary School Child; Social Studies at the Fair; Art at the Fair; and Food, Decoration, and New Products. These will be sent to all teachers and school administrators requesting them. They are not intended for pupil use.

These teaching leaflets are supplemented with more specific indices and directories dealing with the individual sciences, with different phases of home arts, and so on. The extent to which this subdividing is done will depend largely on the kind and quantity of inquiries which the department receives from teachers. The program will be kept flexible in order that, so far as possible, class-requirements may be dealt with individually.

In Public Schools

Florida Survey Report

The State Department of Education of Florida has recently issued a report of a survey of the schools of Dade County, Fla., including the cities of Miami, Miami Beach, Coral Gables, and other urban and rural areas. The survey was made under the direction of Edgar L. Morphet, director of administration and finance, and Milton W. Carothers, director of instruction, of the State department of education. The survey staff consisted of 37 members, nearly all of whom held educational positions in Florida. Bess Goodykoontz, Assistant United States Commissioner of Education, and H. F. Alves, senior specialist in State school administration, United States Office of Education, acted as consultants to the director of the survey and his staff. The report consists of three parts: Part I is concerned with factors affecting the educational program; part II, the present educational program; and part III, with a proposed educational program.

Cooperative School Survey

The citizens' planning committee for public education in New Orleans has issued a summary report on the New Orleans study and program of public education. The committee in its letter to the board of education says: "The report is the result of intensive study begun in February 1938 by Alonzo G. Grace, director, and his carefully selected professional staff, all of whom worked with notable cooperation with the committee, receiving many suggestions sent to them from members of the school system, interested citizens and civic groups. It thus represents the fruition of a cooperative community effort in which the training and experience of an expert staff were coordinated with the interests and suggestions of citizens of New Orleans. The report contains, for the first time in the history of our public-school system, a comprehensive and cooperative appraisal of the system, and a constructive plan for improvement."

New Agency

"Serious problems of suburban and 'down-state' public schools of Illinois," as reported by Ira L. Garman, president of the Illinois Association of School Boards, "are to be the subjects of continuous expert study by an entirely new agency just established through the cooperation of the Illinois Association of School Boards, Northwestern University, the University of Chicago, and the University of Illinois. The chief approaches expected from the commission are:

"1. Tapping the educational resources of the graduate schools of the three universities;

2. Adoption of the scientific method of survey, study of data and careful conclusions before recommendations are made; 3. Continued effort toward wise legislative reform for the public-school machinery of the State; 4. Cooperation of all educational forces in the State towards the enhancement both of education and educational opportunities in the State; 5. Establishment of a better understanding between school boards and the educational profession; 6. Guidance toward the present program of self-education and of school boards."

Janitorial Training

Missouri Schools, a publication of the Missouri State Department of Education, in announcing the dates for summer janitorial training schools in that State, says: "These training courses are sponsored by the local districts, the State teachers colleges, and the State department of education. They are designed and organized to give the janitor practical training in methods of cleaning, sanitation, care of school floors, school safety, fire prevention, ventilation, schoolroom lighting, temperature control, furnace care, and in maintenance and repair tasks. The courses are so graded that the janitor may complete one or more units at each school attended. Each janitor is given an opportunity to put into practice some of the methods and principles taught. All courses are directed by experienced men. A janitor may attend more than one school each year if he wishes to complete his training more quickly. All janitors are admitted to the courses free. Most school boards find it desirable to give the janitors time off while attending the schools; a number of boards pay the expenses of the janitors."

W. S. DEFFENBAUGH



In Colleges

Council of Higher Education

A permanent council of higher education for Arkansas was formed at a meeting of representatives of State-supported schools held in Little Rock, February 7, 1940.

The purpose of the council is to provide a basis for a discussion of problems of the State-supported institutions, and for a determination of general policies pertaining to the institutions.

Motion-Picture Course

Columbia University offers this coming summer session a course in the history and art of the motion pictures. The course is normally offered during the regular academic

year to a limited number of undergraduate students, but the enrollment in the summer session is open to all interested in the movies. Auditors may also attend the lectures. Visiting lecturers in the course will include representative members of the motion-picture industry, directors, publicity men, representatives from the story departments of various companies, and actors and actresses. Students will attend previews and theater showings of films as a regular part of the class work.

Youth and Money

"Youth and Money Management" will be the subject considered at the seventh annual summer session conference of Cornell University on August 8-10, 1940. A general session will be devoted to each of the following phases of the subject: Planning, saving, borrowing, and insuring. Outlines of speeches and bibliographies will be distributed at the opening session, and there will be a discussion period following each major presentation. The final session of the conference will be devoted to a consideration of how to teach money management in the schools.

Health Service Plan

Antioch College has recently established a health service plan which is founded on the thesis that adequate medical care is the right of every student, and that it can be provided for a reasonable figure. More specifically, each student is charged a medical fee, for which he receives, as nearly as the college can provide it, complete medical care: Hospitalization, physician's services, medicines—even surgery and care of specialists—when necessary and within fixed expense limits. Since Antioch works on the cooperative system (i. e., students study and work alternate periods, 10 weeks being spent on campus and then 10 weeks away in industry) the health service plan must protect students while they are working off campus as well as during periods at the college. Services outside are naturally limited to emergencies, for chronic ailments can be dealt with during periods on campus.

WALTON C. JOHN



In Libraries

TVA Plans

At the invitation of the Tennessee Valley Authority, library representatives from the seven States comprising the region assembled at Knoxville, Tenn., to take account of the present library situation and to lay plans for future development in that area.

TVA chairman, H. A. Morgan, pointed out that one of the main jobs of libraries is to help

persons understand thoroughly the economic and social problems confronting their own community. In cooperation with existing agencies, libraries have an opportunity, he said, to aid in working out these problems which can be solved not from the top but by the people themselves. Other speakers considered the agricultural and industrial problems involved.

On the basis of reports made by library extension leaders, school library supervisors, officers of professional library associations, and others, the conference approved a plan to set up a library council for the region, with the objective of coordinating existing library services and to effect adaptation to local needs. As the finding committee's report stated, "Traditional forms of library service may even be scrapped in order to bring about effective functioning."

Field Visitor

In a recent issue of *Illinois Libraries*, the monthly publication of the Illinois State Library, an account is given of the work of the school libraries field visitor during the first 7 months of this newly created position.

The field work, involving 176 visits in 34 counties, has consisted of visiting schools, attending and talking at meetings of rural school officers, elementary and secondary school principals, county superintendents, teachers, and pupils. Assistance has been given in selecting and ordering books, setting up charging systems, making out library budgets, starting library clubs, and selecting library furniture.

Besides correspondence, the office work has included the tabulation of data on Illinois school libraries and cooperation with the State department of public instruction in revising the library section of the rating sheet for elementary schools. Work with organized groups in the educational and library field has been another type of activity undertaken by the State school libraries visitor.

A New Policy

At a recent meeting, the Michigan State Board of Education adopted for the certification of school librarians a new policy, which will become effective July 1, 1942. After that date, new appointees, whether full-time or part-time, must meet those requirements in order to hold a valid Michigan certificate. Such certification is necessary to qualify the school district to obtain State school funds and to qualify the certificated school librarian for participation in teacher-retirement benefits.

Present holders of school library positions may continue in the same system with the same training even though they do not possess the necessary qualification for a certificate, but they must meet the new requirements if a change to a new position is made.

Library for Negroes

Lakeland Public Library in Florida has recently opened a branch library for Negroes,

with a good book collection including books both by and about Negroes. This branch building is an attractive bungalow and has standard library equipment. The librarian is a graduate of Florida A. and M. College and studied library science at Hampton Institute. The Lakeland Public Library has furnished library service to Negroes since 1934 through a book collection housed in a high school.

RALPH M. DUNBAR



In Other Government Agencies

National Park Service

The Virginia Natural History Institute, a new training course for outdoor group leaders, will be offered from June 24 to July 20, at Swift Creek Recreational Demonstration Area, Virginia, through the joint cooperation of the National Park Service, the National Recreation Association, the Virginia State Conservation Commission, and the Richmond Professional Institute, College of William and Mary.

Intended to provide training and practical field experience for leaders and directors of park, recreational, and camping agencies, and teachers, the curriculum will emphasize four types of activities: Daily field trips, informal lectures, laboratory work in the preparation of nature displays and study collections, and practical experience in arranging and conducting nature activities for children and adults.

Enrollment in the institute is limited to qualified students, with preference given to those expecting to incorporate its teachings into related vocations.

Recent Bulletin Issued

The Florida State Department of Education has recently issued a bulletin on *A Proposed Plan for Self-Measurement of Schools*. The purposes of this bulletin, as stated in the foreword, "proposes the establishment of State standards for each public school in Florida in each of the following five phases of education: Plant structure, health and safety features, aids to instruction, instructional personnel, and administration of the educational program."

Department of the Interior

Motion-picture films showing the various activities of the Department of the Interior in National and State parks, national monuments and historical areas, on reclamation projects, and on Indian reservations are available on a loan basis.

The Division of Information, Department of the Interior, Washington, D. C., will send a list of these films upon request.

MARGARET F. RYAN

Secondary Schools for Negroes

(Concluded from page 309)

realized that, on the basis of the 1930 census, about 66 percent of the youth of the country, 14 to 17 years of age, and about 60 percent of the white youth of those ages in the South are enrolled in public high schools, but that only 24 percent of the Negro youth of these ages in the South are enrolled in public high schools. However, with the increase in accessible schools and the reduction of student mortality in the elementary schools, which at present seem assured, Negro high-school enrollment is likely to increase at a more rapid rate during the next quarter of a century than during the last one. Whether this increase will be sufficient materially to reduce the inequalities now experienced by Negroes, as represented by lack of accessible high schools and the small proportion of the youth who are enrolled, is an important problem, the solution of which will greatly influence the effectiveness with which they will in the future be prepared to meet the obligations of citizenship.

The 650,000 Negro youth, 14 to 17 years of age, in the Southern States who are not attending public high schools (the number attending private high schools is probably less than 5,000) present many problems of far reaching importance. Some of these youths are no doubt still in the elementary grades. But when it is realized that more than three-fourths of the Negro youth are not receiving systematic preparation for the duties of citizenship; training for vocational efficiency; nor development in the art of personal and social adjustment the significance of the situation becomes evident. Because a majority of these young people are not employed nor engaged in constructive endeavor, they are likely to become easy prey in destructive endeavor. It is not enough that these young people be saved from the evil influences of antisocial agencies; they should be provided with wholesome and constructive influences if they are to become assets to their communities.

The best known solution to the problem is to provide schools. On the basis of enrollment in the average public high school for the country as a whole, it would require approximately 2,700 additional high schools for the Negro youth who are now out of school. The expense of providing additional high schools may be considered great, but it is insignificant when compared with the expense of the ignorance, inefficiency, and unsocial conduct which results when educational provision is not made. At the same time it should be realized that to educate these more than a half million youth would add inestimable wealth both materially and culturally to the Nation.

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