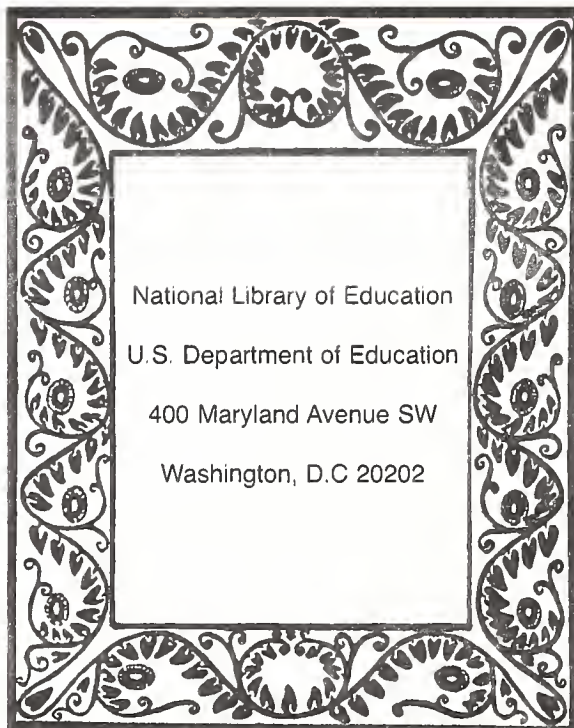




LIBRARY  
NATIONAL EDUCATION ASSOCIATION  
WASHINGTON, D. C.



LIBRARY

NATIONAL EDUCATION ASSOCIATION  
WASHINGTON, D. C.













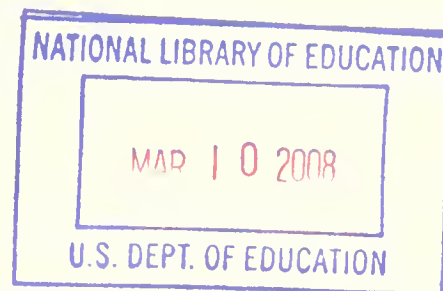
UNITED STATES DEPARTMENT OF THE INTERIOR  
Harold L. Ickes, Secretary  
OFFICE OF EDUCATION  
J. W. Studebaker, Commissioner

# SCHOOL LIFE

## INDEX

+

VOLUME XXIII  
SEPTEMBER 1937 - JUNE 1938



UNITED STATES  
GOVERNMENT PRINTING OFFICE  
WASHINGTON . 1938



## INDEX, SCHOOL LIFE, VOLUME XXIII<sup>1</sup>

### A

Abel, James F.: 8, no. 1, Sept.; 141, no. 5, Jan.; 280, no. 8, Apr.; in other countries, 32, no. 1, Sept.; 63, no. 2, Oct.; 126, no. 4, Dec.; 158, no. 5, Jan.; 270, no. 7, Mar.; 301-302, no. 8, Apr.; 333, no. 9, May; international language, 319-320, no. 9, May; specialization abroad, 293-294, no. 8, Apr.; successive stages of education at home and abroad, 133-134, no. 5, Jan.; training leaders in the business world, 12-13, no. 1, Sept.

Accelerated pupils' achievement, 31, no. 1, Sept.

Accidents, education data, 58, no. 2, Oct.

Accomplishment quota, 31, no. 1, Sept.

Acknowledgments, 162, no. 6, Feb.

Acts of Congress relating to education, 67, 68, no. 3, Nov.

Adjustment and guidance, new books and pamphlets, 327, no. 9, May; 356, no. 10, June.

Adolescent children, handbook, 365, no. 10, June.

Adult education: California, 139, no. 5, Jan.; Cleveland, 60, no. 2, Oct.; for women, Edinburg, N. Dak., 109-110, no. 4, Dec.; homemaking classes, 93, no. 3, Nov.; new books and pamphlets, 100, no. 4, Dec.; 327, no. 9, May; Office of Education, 222-223, no. 6, Feb.; public forums, 349, no. 10, June; references, 13, no. 1, Sept.; special training programs, 361, no. 10, June.

Adult Education Council of Metropolitan Cincinnati, 137, no. 5, Jan.

Adult reading, 268, no. 7, Mar.; 331-332, no. 9, May.

Adviser in CCC camps, 24-25, no. 1, Sept.

Advisory Committee on Education—Federal relationships to education, 1-2, no. 1, Sept.; report, 266, no. 7, Mar.

Advisory councils of representative farmers in Iowa assist in agriculture education, 28-29, no. 1, Sept.

Advisory service: CCC camps through libraries, 90, no. 3, Nov.; Office of Education, 188, no. 6, Feb.

Aeronautics, handbook, 69, no. 3, Nov.

Age: college entrance, 44, no. 2, Oct.

Aged: Social Security Board payments, 270, no. 7, Mar.

Agricultural education, 149-150, no. 5, Jan.; 212, no. 6, Feb.; CCC camps, 133-139, no. 5, Jan.; progress, 317-318, no. 9, May; teacher-training, 329, no. 9, May.

Agriculture: Experiment stations directory, 14, no. 1, Sept.; registrations, 86-87, 90, no. 3, Nov.; series, 58, no. 2, Oct.; Wisconsin's folk high school, 26-27, no. 1, Sept.

Aids for teachers. *See* New Government aids for teachers.

Air-conditioning, facts, 28, no. 1, Sept.

Alabama: New State superintendent, Albert H. Collins, 124, no. 4, Dec.; parent-education program, 300, no. 8, Apr.

Alaska: Reindeer, 112-113, no. 4, Dec.; school and hospital construction, 62, no. 2, Oct.

Albany, N. Y.: Parents' study groups, 291-292, no. 8, Apr.

All-day trade and industrial training programs, Pennsylvania, 360-361, no. 10, June.

All-Sokol Congress, 365, no. 10, June.

Alumni university, University of Michigan, 330-331, no. 9, May.

Alves, H. F.: Report of study on uniform statistical reports of State school systems, 122, no. 4, Dec.

Amateur broadcasters' handbook, 99, no. 4, Dec.; 270, no. 7, Mar.

Amateur Cinema League, 38, no. 2, Oct.

American Academy of Political and Social Science, meeting, Philadelphia, 249, no. 7, Mar.

American Association for Advancement of Science, meeting, Indianapolis, 75, no. 3, Nov.

American Association for Health and Physical Education: New department, N. E. A., 102, no. 4, Dec.

American Association of Collegiate Registrars, meeting, New Orleans, 250, no. 7, Mar.

American Association of School Administrators, N. E. A., meeting, Atlantic City, 141, no. 5, Jan.; officials, 290, no. 8, Apr.; program, 298, no. 8, Apr.

American Council Committee on the Relation of Emotion to the Educational Process, report, 365, no. 10, June.

American Council of Guidance and Personnel Associations, meeting, Atlantic City, 141, no. 5, Jan.

American Council on Education: Meeting, Washington, D. C., 281, no. 8, Apr.; sponsor of motion-picture survey, 301, no. 8, Apr.

American Education Week, 249, no. 7, Mar.; program, 58, no. 2, Oct.; reference list, 10-11, 13, no. 1, Sept.

American Educational Research Association, awards, 365, no. 10, June.

American Home Economics Association: Consumer education service, 263, no. 7, Mar.; resolutions, 19, no. 1, Sept.

American Legion: American Education Week, 249, no. 7, Mar.

American Library Association, meeting, Kansas City, Mo., 313, no. 9, May.

American Medical Association: Radio broadcasts on health education, 53, no. 2, Oct.

American Physical Education Association merged with Department of School Health and Physical Education, 102, no. 4, Dec.

American Public Health Association, meeting, New York City, 9, no. 1, Sept.

American Red Cross: 46 radio plays, 363, no. 10, June; goodwill broadcast, 283, no. 8, Apr.

American School Health Association, 108, no. 4, Dec.

American School of the Air. CBS, 68, no. 3, Nov.

American Vocational Education Convention (Arthur), 119-152, no. 5, Jan.; meeting, Baltimore, 75, no. 3, Nov.

Americanism, essence, 248, no. 7, Mar.

Americanization in Christmas, Ariz., mining camp, 104-105, no. 4, Dec.

Among the authors, 8-9, no. 1, Sept.; 40, no. 2, Oct.; 74-75, no. 3, Nov.; 106-107, no. 4, Dec.; 140, no. 5, Jan.; 248, no. 7, Mar.; 280-281, no. 8, Apr.; 312, no. 9, May; 348, no. 10, June.

Angell, James R.: Educational counselor, NBC, 7, no. 1, Sept.

Animals and owners go to market, 360, no. 10, June.

Ann Arbor, Mich.: Bulletins on classification, achievements, and programs, 123, no. 4, Dec.

Anson, Tex.: High-school auditorium, 63, no. 2, Oct.

Annual report of the Commissioner of Education, excerpts, 143-144, 146, no. 5, Jan.

Anthon (Iowa) High School: Part-time class in agriculture, 263, no. 7, Mar.

Anthropometric measurements, 92, no. 3, Nov.

Antioch College: Cooperates with industry, 287, no. 8, Apr.

Antwerp, Belgium: Colonial University, 134, no. 5, Jan.

Apprentice training: Office of Education, 262, no. 7, Mar.; Seattle, Wash., 262, no. 7, Mar.; U. S. Naval Air Station, Pensacola, Fla., 114, no. 4, Dec.

Appropriation for vocational education, 67, no. 3, Nov.

Aptitudes tested by part-time employment, Lapcer, Mich., 48, no. 2, Oct.

Arboretum, University of Wisconsin, 61, no. 2, Oct.

Arizona: Book truck serves Indian school, 365, no. 10, June.

Arkansas: Student home economics clubs, 329, no. 9, May.

Art: Colony, Nespelen, Wash., 364, no. 10, June; exhibition of water colors, available for colleges, 124, no. 4, Dec.; registrations, 55-56, no. 2, Oct.; WPA centers, New York City, 158, no. 5, Jan.; work of college students, Department of the Interior gallery, 92, no. 3, Nov.; 101-102, no. 4, Dec.

Arthur, C. M.: 141, no. 5, Jan.; American Vocational Education Convention, 149-152, no. 5, Jan.; vocational education progress, 317-318, 333, no. 9, May; vocational summary, 28-29, no. 1, Sept.; 48-49, no. 2, Oct.; 78-79, 83, no. 3, Nov.; 114-116, no. 4, Dec.; 147-148, 154, no. 5, Jan.; 262-263, no. 7, Mar.; 298-299, no. 8, Apr.; 328-329, no. 9, May; 360-361, no. 10, June.

Aruba: Lago Community School, 32, no. 1, Sept.

Aspects of American literature in series of broadcasts, CBS, 99, no. 4, Dec.

Association for Childhood Education, meeting, Cincinnati, Ohio, 249, no. 7, Mar.; 350, no. 10, June.

Association Montessori Internationale, training course, 158, no. 5, Jan.

Association of American Colleges, meeting, Chicago, Ill., 107, no. 4, Dec.

Association of American Geographers, meeting, Ann Arbor, Mich., 75, no. 3, Nov.

Association of Chief State School Officers, meeting, Washington, D. C., 122, no. 4, Dec.

Association of Urban Universities, 20, no. 1, Sept.

Atlanta, Ga.: Educational council, 267, no. 7, Mar.

Atlanta University: Cooperation with other institutions, 358-359, no. 10, June.

Attendance in elementary and secondary schools by States, 94, no. 3, Nov.

Audio-Visual Education: Handbook, 7, no. 1, Sept.; new books and pamphlets, 59, no. 2, Oct.

Auditorium, center of activities, Pueblo, Colo., 155, no. 5, Jan.; high-school, Anson, Tex., 63, no. 2, Oct.

Auditory aids, 141, no. 5, Jan.

Australia: Association for Preschool Child Development formed, 366, no. 10, June; model nursery school, 366, no. 10, June.

Authors, 8-9, no. 1, Sept.; 40, no. 2, Oct.; 74-75, no. 3, Nov.; 106-107, no. 4, Dec.; 140, no. 5, Jan.; 248, no. 7, Mar.; 280-281, no. 8, Apr.; 312, no. 9, May; 348, no. 10, June.

Auto mechanic shop in Quoddy Village project, 83, no. 3, Nov.

Average number of days' attendance, 1935-36, 94, no. 3, Nov.

Average salary of teachers, supervisors, and principals (Bloso), 254-255, no. 7, Mar.

Aviation trades, study by the New York State Department of Education, 328, no. 9, May.

### B

Baccalaureate of secondary education, France, 32, no. 1, Sept.

Back copies, *School Life*, 15, no. 1, Sept.; 46, no. 2, Oct.; 126, no. 4, Dec.; 158, no. 5, Jan.; 320, no. 9, May.

Badger, Henry G.: College receipts and expenditures, 284-285, 302, no. 8, Apr.

Baker, O. E.: 312, no. 9, May; population prospects and public schools, 305-307, no. 9, May.

Baltimore, Md.: Occupational classes for girls, 28, no. 1, Sept.; public schools: Picture for cover of *School Life*, 106, no. 4, Dec.

Barnhart, Earl W.: 278, no. 8, Apr.; employment opportunities, 280-281, no. 8, Apr.

Bathurst, Effie G.: 281, no. 8, Apr.; conservation activities for children, 277, 302, no. 8, Apr.; curriculum values of travel, 353-354, no. 10, June; progress in teaching conservation, 41-42, no. 2, Oct.

Beadlo Centennial observed by South Dakota, 91, no. 3, Nov.

Beginning texts in reading, 332, no. 9, May.

Belgium: Higher institute of commerce, 12, no. 1, Sept.; Polytechnic Faculty of Mons Centennial, 21, no. 1, Sept.

Belgrade, Yugoslavia: Institutions of higher education, 88, no. 3, Nov.

Beloit College: Religious survey, 31, no. 1, Sept.

Berea College (Kentucky), 273-274, no. 8, Apr.

Berkeley, Calif.: Students use script exchange service, 21, no. 1, Sept.

Berry College (Mount Berry, Ga.), 273, no. 8, Apr.

Bethlehem, Pa.: School survey, 124, no. 4, Dec.

Better Farmer program, North Carolina, 29, no. 1, Sept.

Beust, Nora: Appointed to Office of Education staff, 120, no. 4, Dec.; 281, no. 8, Apr.; Bookmobile, 351-352, no. 10, June.

Bibliographies on Thanksgiving and Christmas (McCabe), 76-77, no. 3, Nov.

Bilingualism: A handicap, 93, no. 3, Nov.; mental development, a study, 124, no. 4, Dec.

Birds and soil, conservation, 277, no. 8, Apr.

Birmingham, Ala.: Character development, 30, no. 1, Sept.

Birth registrations checked by school enrollments, 118, no. 4, Dec.

Birth-rate statistics, 1930-1936, 54, no. 2, Oct.

Blacksburg, Va.: Vocational agriculture project, 79, no. 3, Nov.

Blatz, William E.: Conference on Dionne quintuplets, 121, no. 4, Dec.

Blind: Mississippi, aided by WPA, 157, no. 5, Jan.; Social Security Board payments, 270, no. 7, Mar.; students broadcast, 325, no. 9, May.

Blose, David T.: Average salary of teachers, supervisors, and principals, 254-255, no. 7, Mar.; length of public-school term, 316, no. 9, May; per pupil cost in public schools, 111, no. 4, Dec.; school attendance by States, 94, no. 3, Nov.

Book lists: 88, no. 3, Nov.; 327, no. 9, May.

Book selection, 331-332, no. 9, May.

Book truck, serving Indian schools, Arizona, 365, no. 10, June.

Book wagon—parent education in Vermont, 16, no. 1, Sept.

Bookkeeping: Employment opportunities, 278, 296, no. 8, Apr.; enrollment, 278, no. 8, Apr.

Bookmobile (Beust), 351-352, no. 10, June.

Books and pamphlets. *See* New books and pamphlets.

Books for elementary schools, 88, no. 3, Nov.

Boston University: New School of Business Administration 30, no. 1, Sept.

Botanical laboratory, University of Iowa, 61, no. 2, Oct.

Boutwell, William Dow: 74, no. 3, Nov.; "Brave New World" broadcasts, 70-72, no. 3, Nov.; Pan American Day, 256-257, no. 7, Mar.

Bowling Green, Ohio: Young Farmers' Association, 116, no. 4, Dec.

"A boy's will is the wind's will" (Longfellow), 248, no. 7, Mar.

Brandt, Rosa K.: Author of *The Colored Land*, 158, no. 5, Jan.

"Brave New World" broadcasts (Boutwell), 70-72, no. 3, Nov.; new radio series, 40, no. 2, Oct.; program, 59, no. 2, Oct.; 71-72, 75, no. 3, Nov.; 107, no. 4, Dec.; 283, no. 8, Apr.

Bread Loaf School of English, Middlebury College, Middlebury, Vt., 331, no. 9, May.

Brentwood Cooperative Hall, University of California, 331, no. 9, May.

Bridgeport, Conn.: Home visiting plan, 267, no. 7, Mar.

Bridgeport, Ill.: Oil-field training course, 116, no. 4, Dec.

Broadcasting: Facilities, Brooklyn Technical High School, 155, no. 5, Jan.; library, University of Michigan, 288, no. 8, Apr.; N. E. A. on the air, 52, no. 2, Oct. *See also* Radio programs.

Broadcasts: Educational, 59, no. 2, Oct.; for foreign countries, 99, no. 4, Dec. *See also* Radio programs.

Broken homes: Children, 269, no. 7, Mar.

<sup>1</sup> Index prepared by Margaret F. Ryan, Editorial Division, Office of Education.

Brooklyn Technical High School, broadcasting facilities, 155, no. 5, Jan.  
 Broome, Edwin C.: On freedom of principals and teachers to initiate new plans, 300, no. 8, Apr.  
 Brown University: Change in requirements for A. B. degree, 30-31, no. 1, Sept.  
 Budget—Los Angeles school district, 60, no. 2, Oct.  
 Buffalo, N. Y.: Exposition of work of public schools, 91, no. 3, Nov.  
 Buffalo seal, 280, no. 8, Apr.; page 1 of cover, no. 8, Apr.  
 Building the Flag, Future Farmers of America, 117, no. 4, Dec.  
 Bulletin board. See Educators' bulletin board.  
 Bulletin soon off press, 259, no. 7, Mar.  
 Bureau of Mines Experiment Station, film on modern engines available, 110, no. 4, Dec.  
 Bureau of Standards: Time conversion chart, 2, no. 1, Sept.  
 Bureau of the Census: Bulletin on safety—A Monument to Carelessness, 58, no. 2, Oct.  
 Bus stops, West Virginia, 364, no. 10, June.  
 Business and liberal arts subjects in new course, New York University, 61, no. 2, Oct.  
 Business as a social institution, 268, no. 7, Mar.  
 Business education, Fifth Congress, Chicago, Ill., 313, no. 9, May.  
 Business officials of public schools, annual convention, 126, no. 4, Dec.  
 Business training in Europe, 12-13, no. 1, Sept.  
 Buying educational services—references, 10-11, no. 1, Sept.

## C

California: Aid to dependent children, 365, no. 10, June; reports on adult education (Proffitt), 139, no. 5, Jan.; rural schools, visiting groups, 364, no. 10, June; school trends, 30, no. 1, Sept.; Teachers' Association—Placement record, 267, no. 7, Mar.; test of mutual maturity, 269, no. 7, Mar.  
 Callander, Canada: Visit to Dionne quintuplets by conference on their development, 121, no. 4, Dec.  
 "Calling all countries," good-will broadcast, 283, no. 8, Apr.  
 Can we educate for peace? References, 10, no. 1, Sept.  
 Canal Zone and its schools (Cook), 345-347, no. 10, June.  
 Capitol, 84, no. 3, Nov.  
 Carmichael, Oliver C.: Chancellor, Vauderbilt University, 268, no. 7, Mar.  
 Carnegie Foundation report, results of school examinations, Pennsylvania, 365, no. 10, June.  
 CBS: American School of the Air, 68, no. 3, Nov.; aspects of American literature, 99, no. 4, Dec.; television, 99, no. 4, Dec. See also Columbia Broadcasting System.  
 CCC: Agricultural training, 138-139, no. 5, Jan.; aided by State education departments, 73, 75, no. 3, Nov.; camp adviser, 24-25, no. 1, Sept.; camp advisers' conference, 51, no. 2, Oct.; education, 51-52, no. 2, Oct.; 67, 73, 75, no. 3, Nov.; 146, no. 5, Jan.; 221, no. 6, Feb.; 251, 253, no. 7, Mar.; enrollees inducted into citizenship, 286, 292, no. 8, Apr.; films, 6, no. 1, Sept.; graduate students study, 321-322, no. 9, May; Indians, reading material, 301, no. 8, Apr.; individualized instruction, 119-120, no. 4, Dec.; libraries, 85, 90, no. 3, Nov.; training schools for citizenship, 119-120, no. 4, Dec.; visual aids, 362-363, no. 10, June.  
 Census: Estimates between decades based on school enrollments, 118, no. 4, Dec.; information available, 43-44, no. 2, Oct.  
 Centennial celebration, Newark, N. J., public high school, 364, no. 10, June.  
 Centennials of interest to teachers: New books and pamphlets, 100, no. 4, Dec.  
 Ceramics course—New Jersey College for Women, 30, no. 1, Sept.  
 Certificates: Granted to CCC enrollees, 73, no. 3, Nov.; required of rural teachers, 110, no. 4, Dec.  
 Chamberlain, Harmon J.: 75, no. 3, Nov.; library service in CCC camps, 85, 90, no. 3, Nov.  
 Changes in home and family life and their relation to education (Frank), 241, no. 7, Mar.  
 Chapel Hill, N. C.: Youth coordinating council, 137, no. 5, Jan.  
 Character development, Birmingham, Ala., 30, no. 1, Sept.; Washington, D. C., 125, no. 4, Dec.  
 Charlotte, N. C.: Vocational agriculture course leads student to career, 115, no. 4, Dec.  
 Chart showing distances students live from college, 136, no. 5, Jan.  
 Charter of National Education Association amended by Congress, 67, no. 3, Nov.  
 Chase, Stuart: Conservation, 9, no. 1, Sept.  
 Chemistry, high-school, 269, no. 7, Mar.  
 Chicago: Classroom use of radio, 288, no. 8, Apr.; conference on educational broadcasting, 99, no. 4, Dec.; parental school, 91, no. 3, Nov.; photographic survey of public schools, 30, no. 1, Sept.; radio-newspaper instruction, 68, no. 3, Nov.  
 Child development studies, University of Toronto, 332, no. 9, May.  
 Child welfare, new pamphlets, 264, no. 7, Mar.  
 Childhood education (Davis), 350, no. 10, June.  
 Children from broken homes, 269, no. 7, Mar.  
 Children's Bureau: Film on posture, 322, no. 9, May; trends in different types of public and private relief, 69, no. 3, Nov.; Yesterday, Today, and Tomorrow, new publication, 109, no. 4, Dec.  
 Chile: Compulsory attendance law, 270, no. 7, Mar.  
 China: College of Commerce, 13, no. 1, Sept.; specialization in education, 294, no. 8, Apr.  
 "Christmas": Upper grade pupils, 104, no. 4, Dec.

Christmas and Thanksgiving, bibliographies, 76-77, no. 3, Nov.  
 Christmas the whole year 'round (Sickler), 104-105, no. 4, Dec.  
 Christopher Wren Building, tablet to King William and Queen Mary, 36, no. 2, Oct.  
 Cincinnati, Ohio: Adult Education Council, 137, no. 5, Jan.; Federated Council of Teachers' Organizations, report, 155, no. 5, Jan.  
 Citizenship training: CCC camps, 286, 296, no. 8, Apr.; new books and pamphlets, 17, no. 1, Sept.  
 Civil-service positions, 21, no. 1, Sept.  
 Civilian Conservation Corps: Established by Congress, 67, no. 3, Nov. See also CCC.  
 Claremont Colleges, California: Cooperation with other institutions, 358, no. 10, June.  
 Classification of schools in Europe and America, 133-134, no. 5, Jan.  
 Classroom use of motion pictures, 123, no. 4, Dec.; radio, 288, no. 8, Apr.  
 Cleveland: Educational Museum, 91, no. 3, Nov.; evening classes, 60, no. 2, Oct.  
 Clinic, educational: Pittsburgh, Pa., 267, no. 7, Mar.  
 Clunk, Joseph F.: Special agent for blind, Office of Education, 29, no. 1, Sept.  
 Code of college and fraternity relations, 331, no. 9, May.  
 Coeducation celebrates, 38, no. 2, Oct.  
 Collected Studies on the Dionne Quintuplets, a recent publication, 132, no. 5, Jan.  
 College entrance ages (McNeely), 44, no. 2, Oct.  
 College of the City of New York: WPA bibliography on Guam, 268, no. 7, Mar.  
 College of the Future, a book appraising American higher education, 124-125, no. 4, Dec.  
 College of William and Mary: 36, 40, no. 2, Oct.; study of curriculum at Matthew Whaley High School, 330, no. 9, May.  
 College receipts and expenditures (Badger), 284, 285, 302, no. 8, Apr.  
 Colleges: Art encouraged, 101-102, no. 4, Dec.; catalog, Teachers College, Columbia University, 156, no. 5, Jan.; cooperative, 287-288, no. 8, Apr.; distances students live from college, 135-136, no. 5, Jan.; faculties, 268, no. 7, Mar.; fraternity relations, code, 331, no. 9, May; freshmen, 15, no. 1, Sept.; graduates, 15, 25, no. 1, Sept.; self-help, 273, 274, no. 8, Apr.; student mortality, 259, no. 7, Mar.; university practices, Office of Education, 204, no. 6, Feb.; wing of Department of the Interior art gallery, 101-102, no. 4, Dec. See also In colleges.  
 Collins, Albert H.: New State superintendent, Alabama, 124, no. 4, Dec.  
 Cologne University, 65, no. 3, Nov.  
 Colonial University, Antwerp, Belgium, 134, no. 5, Jan.  
 Color movie films, Indiana University, 268, no. 7, Mar.  
 Colorado: State course in traffic safety, 60, no. 2, Oct.  
 Colorado Springs Fine Arts Center and Colorado College sponsor fine arts conference, 281, no. 8, Apr.  
 Columbia Broadcasting System: Booklet Radio Goes to College, 257, no. 7, Mar.; N. E. A. programs 52, no. 2, Oct. See also CBS.  
 Columbia University: Cooperation with professional schools, 358, no. 10, June; survey of developments, practice, and appreciation of motion pictures, 257, no. 7, Mar.  
 Commercial education: 151, no. 5, Jan.; 215, no. 6, Feb.; 278, 296, no. 8, Apr.; Europe; 12-13, no. 1, Sept.; Italy, 12-13, no. 1, Sept.; progress, 318, 333, no. 9, May.  
 Commission of Human Relations, Progressive Education Association, film experiment, 363, no. 10, June.  
 Commissioner of Education: Annual report, 143-144, 146, no. 5, Jan.  
 Communism: Repeal of "Red Rider," 68, no. 3, Nov.  
 Community: Development Council, Greenville, S. C., 60, no. 2, Oct.; film work, 99, no. 4, Dec.; project, Hallowe'en activities, 124, no. 4, Dec.; school program, Pelzer, S. C., 49, no. 2, Oct.  
 Comparative education: Japan, 126, no. 4, Dec.; Office of Education, 227, no. 6, Feb. See also In other countries.  
 Comparing marks—study of marks received in high school, 31, no. 1, Sept.  
 Comparing typical teachers (Frazier), 261, 263, no. 7, Mar.  
 Complete your file, 15, no. 1, Sept.; 46, no. 2, Oct.; 126, no. 4, Dec.  
 Compulsory attendance law, Chile, 270, no. 7, Mar.  
 Conferences: International Bureau of Education, 97-99, no. 4, Dec.; Office of Education, 4-5, no. 1, Sept.; 186, no. 6, Feb.  
 Congress in session, 67, no. 3, Nov.  
 Congressional enactments relating to education, 67-68, no. 3, Nov.  
 Conservation, 210, no. 6, Feb.; 353-354, no. 10, June; conferences, 4-5, no. 1, Sept.; new books and pamphlets, 100, no. 4, Dec.; Office of Education, 143-144, 146, no. 5, Jan.; progress in teaching, 41-42, no. 2, Oct.; a warning (Chase) 9, no. 1, Sept.; activities for children (Bathurst), 277, 302, no. 8, Apr.  
 Constitution: Bibliography (McCabe), 47, no. 2, Oct.; one hundred and fiftieth anniversary: Proclamation, 3, no. 1, Sept.; pageants, 15, no. 1, Sept.; schools, 11, no. 1, Sept.; Sesquicentennial anniversary contests, 130, no. 5, Jan.; shrines, 14, no. 1, Sept.  
 Consumer education, 263, no. 7, Mar.; Detroit, Mich., 30, no. 1, Sept.; Stephens College, 30, no. 1, Sept.  
 Contests in study of the Constitution, 130, no. 5, Jan.  
 Controlled observation technique, study, 331, no. 9, May.  
 Convention bulletin board (Kauffman), 249-250, no. 7, Mar.; 281, no. 8, Apr.; 313, no. 9, May; 349, 352, no. 10, June.

Cook, Katherine M., 40, no. 2, Oct.; 348, no. 10, June; The Canal Zone and its schools, 345-347, no. 10, June; Third Inter-American Conference on Education, Mexico City, 39, 46, no. 2, Oct.  
 Coon, Beulah I.: Some questions for home economists, 250, no. 7, Mar.; and Wheeler, Helen Ellis: Education for home and family life, 323-324, 325, 326, no. 9, May.  
 Cooperation among higher institutions (Ratchiffe), 357-359, no. 10, June.  
 Cooperation needed between CCC camp libraries and State and county libraries, 90, no. 3, Nov.  
 Cooperative colleges (John), 287-288, no. 8, Apr.  
 Cooperative educational programs: Office of Education, 192, no. 6, Feb.; school and community, Pelzer, S. C., 49, no. 2, Oct.; Texas, 83, no. 3, Nov.; vocational education, Lapeer, Mich., 48, no. 2, Oct.  
 Cooperative Hall, University of California, 331, no. 9, May.  
 Cooperative Study of Secondary School Standards executive committee meeting, Old Point Comfort, Va., 91, no. 3, Nov.  
 Coordinating services for youth (Lang), 137, 158, no. 5, Jan.  
 Coordination that counts, 115-116, no. 4, Dec.  
 Coordinators of part-time classes, 83, no. 3, Nov.  
 Copenhagen, Denmark: Technological Institute, 66, 72, no. 3, Nov.  
 Core of our philosophy (Studebaker), 162, no. 6, Feb.  
 Cornell University: Alumni "all 'round the world," 124, no. 4, Dec.; industrial education program, 364, no. 10, June; new English course, 156, no. 5, Jan.  
 Correspondence education, international conference, 302, no. 8, Apr.  
 Counterfeit degrees (John), 245, 246, no. 7, Mar.  
 County and State trade schools, 79, no. 3, Nov.  
 Courses for abler students, University of Kansas, 31, no. 1, Sept.  
 Courses of study in the library (Wright), 57, no. 2, Oct.  
 Cover, School Life, 8, no. 1, Sept.; 40, no. 2, Oct.; 74, no. 3, Nov.; 106, no. 4, Dec.; 140, no. 5, Jan.; 248, no. 7, Mar.; 280, no. 8, Apr.; 312, no. 9, May; 348, no. 10, June.  
 Covert, Timon: 312, no. 9, May; Federal funds for education, 314, no. 9, May.  
 Coyle, David Cushman: Technological changes and their meaning for education, 337-338, no. 10, June.  
 Craft group in Chicago Park Center, 109, no. 4, Dec.  
 Creditentials in European schools, 133-134, no. 5, Jan.  
 Criteria being developed for secondary schools, 91, no. 3, Nov.  
 Curriculum: Matthew Whaley High School, Williamsburg, Va., 330, no. 9, May; Office of Education, 210-215, no. 6, Feb.; Michigan high schools, 123, no. 4, Dec.; Minnesota, 364, no. 10, June; Oregon State Department of Education, 330, no. 9, May; Sarah Lawrence College, 30, no. 1, Sept.; values of travel (Bathurst), 353-354, no. 10, June. See also Courses of study.  
 Cutbank Boarding School, Blackfoot Reservation, Mont., 270, no. 7, Mar.  
 Czechoslovak-Sokol Congress, 366, no. 10, June.  
 Czechoslovakia: New university established, 125, no. 4, Dec.

## D

Dallas, Tex.: Parents' study groups, 292, no. 8, Apr.  
 Damrosch, Walter: Music Appreciation Hour broadcast, 68, no. 3, Nov.  
 Danville, Va.: CCC demonstration program, 139, no. 5, Jan.  
 Darrow, B. H., educational director, station WBEN, 7, no. 1, Sept.  
 Davis, Mary Dabney: Childhood education, 350, no. 10, June; report on conference, 102, no. 4, Dec.  
 Deaf and hard-of-hearing: WPA survey of employment possibilities, 232, no. 6, Feb.  
 Decrease in school enrollment (Foster), 54, no. 2, Oct.  
 Deffenbaugh, W. S.: In public schools, 30, no. 1, Sept.; 60, no. 2, Oct.; 91, no. 3, Nov.; 123-124, no. 4, Dec.; 155, no. 5, Jan.; 267-268, no. 7, Mar.; 300, no. 8, Apr.; 330 no. 9, May; 364, no. 10, June.  
 Degrees: Cooperative study, 288, no. 8, Apr.; counterfeit, 245-246, no. 7, Mar.; English universities, 34-35, no. 2, Oct.; higher institutions, finances, 302, no. 8, Apr.; land-grant colleges, 156, no. 5, Jan.  
 Delegates: Conference on Higher Education, Paris, France, 99, no. 4, Dec.; Inter-American Conference on education, Mexico City, 46, no. 2, Oct.; International Bureau of Education, Geneva, 97, no. 4, Dec.  
 Delinquency in New York, study, 62, no. 2, Oct.  
 Democracy: Ideal, 8, no. 1, Sept.; objectives of education, 168, no. 6, Feb.  
 Denmark: Technological Institute of Copenhagen, 66, 72, no. 3, Nov.  
 Dent, Ellsworth C.: Author of a handbook on Audio-Visual Education, 7, no. 1, Sept.  
 Dental hygiene course, University of Michigan, 330, no. 9, May.  
 Department of Agriculture: Cooperates with National Youth Administration, 125, no. 4, Dec.; soil survey maps, 69, no. 3, Nov.  
 Department of Commerce: Handbook of broadcasts on history of selected industries, 69, no. 3, Nov.; weekly radio program, CBS, 68, no. 3, Nov.  
 Department of Labor, apprentice training, 262, no. 7, Mar.  
 Department of Supervisors and Directors of Instruction, meeting, Atlantic City, 141, no. 5, Jan.  
 Department of Teachers' Colleges, N. E. A., meeting, Atlantic City, 141, no. 5, Jan.  
 Department of the Interior: Art gallery, 92, no. 3, Nov.; 101-102, no. 4, Dec.; growth, 112-113, no. 4, Dec.; motion pictures, 6-7, no. 1, Sept.; radio studio, 68, no. 3, Nov.











- Puerto Rico: Congress extends benefits of Jones-Bankhead Act relating to agriculture, 68, no. 3, Nov.
- Punta Gorda, Fla.: Homemaking project for Negroes, 48, no. 2, Oct.
- Pupil-adjustment, 92, no. 3, Nov.; high-school girls, Los Angeles, 123, no. 4, Dec.
- Pupils: Personnel services, information available, 43-44, no. 2, Oct.; progress, 269, no. 7, Mar.; welfare, information available, 43-44, no. 2, Oct.
- Q**
- Qualifications of rural teachers, 103, 110, no. 4, Dec.
- Queens College, Flushing, N. Y., 30, no. 1, Sept.
- Quintuplets. See Dionne quintuplets.
- Quoddy Village, Maine: Vocational guidance experiment, 82-83, no. 3, Nov.; work-experience project (Williams), 82-83, no. 3, Nov.
- R**
- Radio: Calendar, 99, no. 4, Dec.; 334, no. 9, May; demonstrations, Office of Education, 193, no. 6, Feb.; director and staff, 72, no. 3, Nov.; English course, State College of Washington, 156, no. 5, Jan.; forum of parents and teachers, 108, no. 4, Dec.; grants for 5-year study, 301, no. 8, Apr.; handbook, 270, no. 7, Mar.; in education, 225, no. 6, Feb.; in the classroom, 288, no. 8, Apr.; increasing number of school series, 38, no. 2, Oct.; institute, Southern Methodist University, Dallas, 7, no. 1, Sept.; listening centers sponsored by University of Kentucky, 99, no. 4, Dec.; programs, 52, 59, no. 2, Oct.; 68, no. 3, Nov.; 99, 107, 110, no. 4, Dec.; project, 72, no. 3, Nov.; 225, no. 6, Feb.; 232, no. 6, Feb.; 283, no. 8, Apr.; script catalogs, 363, no. 10, June; script exchange, 21, no. 1, Sept.; 68, no. 3, Nov.; 288, no. 8, Apr.; 363, no. 10, June; scripts, Let Freedom Ring! 341, no. 10, June; studio, Department of the Interior, 68, no. 3, Nov.; visual aids in schools, 224, no. 6, Feb.; workshops, National Music Camp, Interlocken, Mich., and New York University, 322, no. 9, May; yearbook, Institute for Education by Radio, 322, no. 9, May.
- Radio and screen (Koon), 7, no. 1, Sept.; 38, no. 2, Oct.; (Studebaker), 68, no. 3, Nov.; 99, no. 4, Dec.; 141, no. 5, Jan.; 257, no. 7, Mar.; 288, no. 8, Apr.; 322, no. 9, May; 363, no. 10, June.
- Radio and the English Teacher*, new brochure, 270, no. 7, Mar.
- Radio broadcast: By blind students, 325, no. 9, May; on health education, 53, no. 2, Oct.; N. E. A., 154, no. 5, Jan.
- Radio programs. See Aspects of American Literature; Brave New World; Calling All Countries; Education in the News; Exits and Entrances; Music Appreciation Hour; Our American Schools; World Is Yours.
- Railway literature: New books and pamphlets, 88, no. 3, Nov.
- Rainey, Homer P.: Youth agency leaders, 158, no. 5, Jan.
- Ratcliffe, Ella B.: 280, no. 8, Apr.; cooperation among higher institutions, 357-359, no. 10, June; self-help colleges, 273-274, no. 8, Apr.
- Reading: Eye movements, 268, no. 7, Mar.; facilities in CCC camps, 85, 90, no. 3, Nov.; interests, 62, no. 2, Oct.; 124, no. 4, Dec.; lists, 356, no. 10, June; materials, 62, no. 2, Oct.; 275-276, 295, 301, no. 8, Apr.; readiness, 62, no. 2, Oct.; 93, no. 3, Nov.; skills, new books, 264, no. 7, Mar.; study of teaching, 301, no. 8, Apr.; texts, study, 332, no. 9, May.
- Receipts and expenditures, higher institutions, 284-285, 302, no. 8, Apr.
- Recent advances in training standards of rural teachers (Gauhnitz), 103, 110, no. 4, Dec.
- Recent theses (Gray), 17, no. 1, Sept.; 59, no. 2, Oct.; 88, no. 3, Nov.; 100, no. 4, Dec.; 153, no. 5, Jan.; 264, no. 7, Mar.; 297, no. 8, Apr.; 327, 333, no. 9, May; 356, no. 10, June.
- Records, uniform, Office of Education, 199, no. 6, Feb.
- Recreational leadership course offered by Massachusetts State College, 92, no. 3, Nov.
- Reeves, Floyd W.: 8, no. 1, Sept.; Federal relationships to education—Advisory Committee on Education, 1-2, no. 1, Sept.
- Reference list for American Education Week (McCabe), 10-11, 13, no. 1, Sept.
- Regional conferences in home economics education (Fallgatter), 18-19, no. 1, Sept.
- Registrations: In languages 22, 23, no. 1, Sept.; in fine arts and physical education, 55-56, no. 2, Oct.; in vocational subjects, 86-87, 90, no. 3, Nov.
- Rehabilitation of disabled persons, 115, no. 4, Dec.; 263, no. 7, Mar.; 328, no. 9, May.
- Reindeer herd, Eklutna, Alaska, School, 270, no. 7, Mar.
- Reindeer Service administration transferred, 32, no. 1, Sept.
- Reliability of test results, discussed in monograph, 125, no. 3, Nov.
- Relief and school building aid provided by Congress, 67, no. 3, Nov.
- Relief expenditures data given in Children's Bureau Publication, 69, no. 3, Nov.
- Relief projects, Office of Education, 232, no. 6, Feb.
- Religious activities, Beloit College and University of Iowa, 31, no. 1, Sept.
- Remedial reading, 125, no. 4, Dec.
- Report on conference (Davis), 102, no. 4, Dec.
- Reports, uniform, 355, no. 10, June.
- Requirements for B. A. degree, Brown University, 30-31, no. 1, Sept.
- Research: In measurement, 269, no. 7, Mar.; in universities, WPA project, 232, no. 6, Feb.; instructional materials, 52-53, no. 2, Oct.; new books and pamphlets, 153, no. 5, Jan.; Office of Education, 181-184, no. 6, Feb.; procedure, 62, no. 2, Oct.; with a purpose, 116, no. 4, Dec. See also in educational research; Recent theses.
- Resettlement Administration: Publications describing activities, 69, no. 3, Nov.
- Responsibility of education in four fundamental areas, 131-132, no. 5, Jan.
- Responsibility increases (Studebaker), 280, no. 8, Apr.
- Retardation, New York City, report, 268, no. 7, Mar.
- Rochester, Minn.: Community project for Halloween, 124, no. 4, Dec.
- Rochester, N. Y.: Parents' study groups, 291, no. 8, Apr.; school budget report, 155, no. 5, Jan.
- Rogers, James Frederick: 40, no. 2, Oct.; safety and health for the school year, 37-38, no. 2, Oct.
- Rome, Italy: Bimillennium of birth of Augustus Caesar, 63, no. 2, Oct.
- Roosevelt, Franklin D.: Proclamation, 150th anniversary of the Constitution, 3, no. 1, Sept.; the third dimension in education, 162, no. 6, Feb.
- Roosevelt, Mrs. Franklin D.: Addressed group, Hampton Institute, Va., 359, no. 10, June; at N. E. A., 313, no. 9, May.
- Ross, W. A.: 106, no. 4, Dec.; 10 years of F. F. A. progress, 117, 121, no. 4, Dec.
- Royal Frederick University, Oslo, Norway, 66, no. 3, Nov.
- Rural education, 216, no. 6, Feb.
- Rural schools: California, 364, no. 10, June; enrollment, 290, no. 8, Apr.; new books and pamphlets, 153, no. 5, Jan.; 356, no. 10, June; New Jersey, 290, no. 8, Apr.; New York State, 330, no. 9, May; teachers, 103, 110, no. 4, Dec.
- Ryan, Margaret F.: In other Government agencies, 32, no. 1, Sept.; 62-63, no. 2, Oct.; 125, no. 4, Dec.; 157-158, no. 5, Jan.; 269-270, no. 7, Mar.; 301, no. 8, Apr.; 332-333, no. 9, May; 365, no. 10, June; New Government aids for teachers, 14-15, no. 1, Sept.; 50, no. 2, Oct.; 69, no. 3, Nov.; 109-110, no. 4, Dec.; 142, no. 5, Jan.; 247, no. 7, Mar.; 289, no. 8, Apr.; 315-316, no. 9, May; 342, no. 10, June.
- S**
- Sabbatical leave: Law, Pennsylvania, 60, no. 2, Oct.
- Safety and health for the school year (Rogers), 37-38, no. 2, Oct.
- Safety education: Course of study, Colorado, 60, no. 2, Oct.; in land-grant colleges, 91-92, no. 3, Nov.; Indiana, 9, no. 1, Sept.; new books and pamphlets, 59, no. 2, Oct.; 88, no. 3, Nov.; 100, no. 4, Dec.; project of Parent-Teacher Congress, 108, no. 4, Dec.; required by law, New York State, 123, no. 4, Dec.
- Salaries: Restoration for faculty, University of Southern California, 61, no. 2, Oct.; rural teachers, 103, no. 4, Dec.; teachers, supervisors, and principals, 254, 255, no. 7, Mar.; typical teacher, 261, no. 7, Mar.
- Salt Lake City: Vocational coordination, 115, no. 4, Dec.
- Samuelson, Agnes: Youth agencies, 137, no. 5, Jan.
- San Francisco: Dedication of Sunshine School for the physically handicapped, 122, no. 4, Dec.; diagnostic school, 91, no. 3, Nov.; President's Council Guidance Bureau, 360, no. 10, June.
- Sanitation, safety, and health for the school year, 37-38, no. 2, Oct.
- Santa Fe Indian School: Handiwork on display, 332-333, no. 9, May; sports program, 32, no. 1, Sept.
- Sarah Lawrence College: Gift from General Education Board, 30, no. 1, Sept.
- Saturday Evening Post*, article entitled "One Minute to Go," 363, no. 10, June.
- Scholarships established, Germany, 158, no. 5, Jan.
- Scholastic achievement of accelerated pupils, 31, no. 1, Sept.
- School administration: Conference, Peabody College, 30, no. 1, Sept.; information available, 43-44, no. 2, Oct.; new books and pamphlets, 88, no. 3, Nov.
- School and college, enrollments this fall, 15, no. 1, Sept.
- School and community: Program, Pelzer, S. C., 49, no. 2, Oct.; safety and health for the school year, 38, no. 2, Oct.
- School attendance by States (Blose), 94, no. 3, Nov.
- School buildings: Information available, 43-44, no. 2, Oct.; problems, Office of Education, 200, no. 6, Feb.; statistics, 145-146, no. 5, Jan.; wider use, St. Louis, Mo., 268, no. 7, Mar.
- School of Business Administration, Boston University, 30, no. 1, Sept.
- Schools: Commercial, Europe, 12-13, no. 1, Sept.; construction, 14, no. 1, Sept.; costs, Illinois, 364, no. 10, June; enrollment decreases, 54, no. 2, Oct.; exhibit, A. V. A. convention, Baltimore, Md., 152, no. 5, Jan.; facilities available to CCC camp enrollees, 73, no. 3, Nov.; finance, 43-44, no. 2, Oct.; 107, no. 4, Dec.; 202, no. 6, Feb.; 327, no. 9, May; garden work, Green Bay, Wis., Opportunity School, 267, no. 7, Mar.; health association, 108, no. 4, Dec.; information available, 43-44, no. 2, Oct.; legislation, 107-108, no. 4, Dec.; 201, no. 6, Feb.; 327, no. 9, May; libraries, 100, no. 4, Dec.; 123, no. 4, Dec.; movies, study, 322, no. 9, May; lunches, 37-38, no. 2, Oct.; Open-House Day, references, 11, 13, no. 1, Sept.; programs, new books, 153, no. 5, Jan.; projects financed by Federal grants or loans, 67, no. 3, Nov.; savings accounts, Los Angeles, 267, no. 7, Mar.; size and efficiency, 269, no. 7, Mar.; statistics as basis for census estimates, 118, no. 4, Dec.; survival rates (Foster), 265-266, no. 7, Mar.; term length, 317, no. 9, May; trends, California, 30, no. 1, Sept.; use radio, conference, 7, no. 1, Sept.
- Schools and school buildings (Foster), 145-146, no. 5, Jan.
- Schools and the Constitution, references, 11, no. 1, Sept.
- Score card of services for school children, Missouri, 268, no. 7, Mar.
- Scotland: Classification of schools, 133, no. 5, Jan.
- Screen and radio. See Radio and screen.
- Script exchange service. See Radio, script exchange.
- Sears, Jesse B.: Author of Research Memorandum on Education in the Depression, 62, no. 2, Oct.
- Seattle, Wash.: School placement service, 300, no. 8, Apr.
- Training in specific trades, 262, no. 7, Mar.
- Secondary education: Europe, 65-66, 72, no. 3, Nov.; specialization abroad, 293, no. 8, Apr.
- Secondary schools: Enrollments, 77, no. 3, Nov.; 355, no. 10, June; number, 145, no. 5, Jan.; practices, 203, no. 6, Feb.; standards, 91, no. 3, Nov.; 269, no. 7, Mar.; survival rates, 265-266, no. 7, Mar.
- Segel, David: In educational research, 31-32, no. 1, Sept.; 62, no. 2, Oct.; 92-93, no. 3, Nov.; 124-125, no. 4, Dec.; 156-157, no. 5, Jan.; 268-269, no. 7, Mar.; 300, no. 8, Apr.; 331-332, no. 9, May; 365, no. 10, June.
- Self-help colleges (Ratcliffe), 273-274, no. 8, Apr.
- Sesquicentennial Anniversary of Constitution: Contests, 130, no. 5, Jan.; Proclamation, 3, no. 1, Sept.
- Seventy-fifth Congress: Educational Enactments in first session, 67-68, no. 3, Nov.
- Shorthand, enrollment, 278, no. 8, Apr.
- Short-wave broadcasts, 99, no. 4, Dec.
- Short-wave educational stations: 288, no. 8, Apr.; Montana, 363, no. 10, June.
- Sick-leave ruling, Erie, Pa., 108, no. 4, Dec.
- Sickler, Eleanor Vore: 106, no. 4, Dec.; Christmas the whole year round, 104-105, no. 4, Dec.
- Significant trends in CCC education (Oxley), 251, 253, no. 7, Mar.
- Small, R. O.: Industrial training, 298, no. 5, Apr.
- Smith, Margaret R.: Author of a study on student-aid through loans and fellowships, 92, no. 3, Nov.
- Smith, Rufus D.: Population and schools, 306-307, no. 9, May.
- Smithsonian Institution dramatizations, 283, no. 5, Apr.
- Smouse, David W.: Tools for the handicapped: excerpts from address at opening of Sunshine School, San Francisco, 122, no. 4, Dec.
- Social problems, new book, 153, no. 5, Jan.
- Social security, New York plan for dependent children, 32, no. 1, Sept.
- Social Security Act: Applicable to educational employees, 27, no. 1, Sept.; public health program, 109, no. 4, Dec.
- Social Security Board: Aid to needy, 62, no. 2, Oct.; 158, no. 5, Jan.; 270, no. 7, Mar.; 333, no. 9, May; 365, no. 10, June; Annual Report available, 292, no. 8, Apr.
- Social studies: Bibliography, 343-344, 347, no. 10, June; course, Oregon, 124, no. 4, Dec.
- Socializing experiences, new books and pamphlets, 327, no. 9, May.
- Society for Visual Education, handbook, 7, no. 1, Sept.
- Soil-survey maps prepared by Department of Agriculture, 69, no. 3, Nov.
- Sokol Congress, Czechoslovakia, 366, no. 10, June.
- Some current publications, Office of Education, 23, no. 1, Sept.; 95, no. 3, Nov.; 127, no. 4, Dec.; 159, no. 5, Jan.; 239, no. 6, Feb.; 271, no. 7, Mar.; 303, no. 8, Apr.; 335, no. 9, May; 367, no. 10, June.
- Some questions for home economists (Coom), 250, no. 7, Mar.
- Sound films in education, 141, no. 5, Jan.
- South America: History outlined in *Brave New World* programs, 71-72, no. 3, Nov.
- South Dakota: Presents statue of General Beadle for Statuary Hall, Washington, D. C., 91, no. 3, Nov.
- Southeastern University: Name changed by Congress, 68, no. 3, Nov.
- Southern Junior College, Collegedale, Tenn., 274, no. 8, Apr.
- Southern States: Vocational agriculture, 116, no. 4, Dec.
- Spanish: Registrations in American high schools, 22-23, no. 1, Sept.
- Special education: 219-221, no. 6, Feb.; supervisor appointed, Michigan, 267, no. 7, Mar. See also Exceptional children.
- Specialization abroad (Abel), 293-294, no. 8, Apr.
- Spelling difficulties, research study, 300-301, no. 8, Apr.
- Spelling list, new pamphlet, 264, no. 7, Mar.
- SSB. See Social Security Board.
- St. Louis, Mo.: Anniversary of opening of the first public school, 300, no. 8, Apr.; 100 years of progress in public schools, 330, no. 9, May; wider use of school buildings, 268, no. 7, Mar.
- St. Louis University: Cooperation with professional schools, 358, no. 10, June.
- Staff, Office of Education, page 3 of cover; no. 1, Sept.; no. 2, Oct.; no. 3, Nov.; no. 4, Dec.; no. 5, Jan.; 238, no. 6, Feb.; no. 7, Mar.; no. 8, Apr.; no. 9, May; no. 10, June.
- Standard time: Conversion chart, National Bureau of Standards, 2, no. 1, Sept.; throughout the world, 15, no. 1, Sept.
- Standardizing measurements for children's garments, 92, no. 3, Nov.
- Standards in universities, 34-35, no. 2, Oct.
- Standards of training for rural teachers, 103, 110, no. 4, Dec.
- Standing Rock Community School, Fort Yates, N. Dak., 157, no. 5, Jan.
- Star Farmer of America receives award, 117, no. 4, Dec.
- State and county trade schools, 79, no. 3, Nov.
- State and local school administration, Office of Education, 198, no. 6, Feb.
- State and standardization, European universities, 33-35, no. 2, Oct.
- State College of Washington: Course in better radio English, 156, no. 5, Jan.; NYA students construct dormitory, 331, no. 9, May.
- State education departments aid CCC (Oxley), 73, 75, no. 3, Nov.

State legislation affecting education (Keesecker), 107-108, no. 4, Dec.

State progress on reports (Foster), 355, no. 10, June.

State reports on local school units study, 105, no. 4, Dec.

State school systems: Legislation, Arkansas and Georgia, 107-108, no. 4, Dec.; uniform statistical reports, 122, no. 4, Dec.

Statistics: Enrollment, school and college, 15, no. 1, Sept.; high-school enrollments, 77, no. 3, Nov.; new uses, 118, no. 4, Dec.; Office of Education, 43-44, no. 2, Oct.; per pupil cost in public schools, 111, no. 4, Dec.

Stenographers: Employment opportunities, 278, 296, no. 8, Apr.

Stevens College: Project in consumer education, 30, no. 1, Sept.

Stewart, Irvin: Director, committee on scientific aids to learning, 7, no. 1, Sept.

Stones River National Military Park, Murfreesboro, Tenn., 157, no. 5, Jan.

Stories of American Industry, Handbook prepared by Department of Commerce, 69, no. 3, Nov.; record volume, 355, no. 10, June.

Studebaker, Gordon: Radio and screen, 68, no. 3, Nov.; 99, no. 4, Dec.; 141, no. 5, Jan.; 257, no. 7, Mar.; 288, no. 8, Apr.; 322, no. 9, May; 363, no. 10, June.

Studebaker, J. W.: 248, no. 7, Mar.; 312, no. 9, May; core of our philosophy, 162, no. 6, Feb.; an engineer plus, 348, no. 10, June; essence of Americanism, 248, no. 7, Mar.; ideal of democracy, 8, no. 1, Sept.; land-grant colleges, 74, no. 3, Nov.; private airways for public education, 244, no. 7, Mar.; promoting the cause of education, 40, no. 2, Oct.; responsibility increases, 280, no. 8, Apr.; searching for peace, 312, no. 9, May; a unified plan of education, 140, no. 5, Jan.; and Williams, Chester: Low cost forums for smaller communities, 308-311, no. 9, May.

Student activities: New books and pamphlets, 100, no. 4, Dec.

Student-aid through loans and scholarships, study, 92, no. 3, Nov.

Student Home Economics Clubs, Arkansas, 324, no. 9, May.

Student loans, University of Texas, 331, no. 9, May.

Student personnel service: New books and pamphlets, 88, no. 3, Nov.

Student placement, New York City, 49, no. 2, Oct.

Students leaving college before graduation (McNeely), 258-259, no. 7, Mar.

Study group, parents, 291-292, no. 8, Apr.

Subscription blank, *School Life* 27, no. 1, Sept.; 55, no. 2, Oct.; 154, no. 5, Jan.

Successive stages of education at home and abroad (Abel), 133-134, no. 5, Jan.

Summer art colony, Washington State College, 364, no. 10, June.

Summer-holiday course, University of Debrecen, Hungary, 301-302, no. 8, Apr.

Summer radio workshops, New York University, 322, no. 9, May.

Summer sessions, 364-365, no. 10, June.

Summerfield scholarships, University of Kansas, 331, no. 9, May.

Sunshine School, San Francisco, dedication, 122, no. 4, Dec.

Supervisors' salaries, 254-255, no. 7, Mar.

Survey findings presented, vocational education and guidance of Negroes, 72, no. 3, Nov.

Surveys of Youth, new publication of American Council on Education, 91, no. 3, Nov.

Surveyors plan reservoir above Grand Coulee Dam, 113, no. 4, Dec.

**T**

Tax delinquency penalties, 27, no. 1, Sept.

Taxable persons, Social Security Act, 27, no. 1, Sept.

Teacher education, 149, no. 5, Jan.

Teacher improvement, University of Denver, 156, no. 5, Jan.

Teacher-training: Facts, 329, no. 9, May; North Carolina, improvement, 155, no. 5, Jan.

Teacher welfare, legislation, 107, no. 4, Dec.

Teachers College, Columbia University: New catalog, 156, no. 5, Jan.; study of bilingualism and mental development, 124, no. 4, Dec.; study of reading interests, activities, and opportunities of bright, average, and dull children, 124, no. 4, Dec.

Teachers: Health, 38, no. 2, Oct.; information available, 43-44, no. 2, Oct.; number, 355, no. 10, June; oath, new pamphlet, 153, no. 5, Jan.; salaries, 254-255, 267, no. 7, Mar.; typical, 261, 263, no. 7, Mar.

Teaching (Wallace), 9, no. 1, Sept.; methods, new pamphlets, 297, no. 8, Apr.; social studies (Wilson and Murra), 343-344, 347, no. 10, June; reading, study, 301, no. 8, Apr.; requirement, Pennsylvania, 288, no. 8, Apr.

Technical education, international congress, Berlin, Germany, 302, no. 8, Apr.

Technological changes and their meaning for education (Coyle), 337-338, no. 10, June.

Technological Institute of Copenhagen, Denmark, 66, 72, no. 3, Nov.

Television, CBS, 99, no. 4, Dec.; six published articles, 257, no. 7, Mar.

Ten million for cancer research, Yale University, 31, no. 1, Sept.

Ten years of F. F. A. progress (Ross), 117, 121, no. 4, Dec.

Term lengthened, Knoxville, Tenn.; night schools, 155, no. 5, Jan.

Tests and measurements, Office of Education, 208, no. 6, Feb. See also In educational research.

Texas: Cooperative training program, 83, no. 3, Nov.; natural resources, film available, 53, no. 2, Oct.

Textbook improvement, 53-54, no. 2, Oct.

Thanksgiving: Bibliography, 76-77, no. 3, Nov.

Theater arts in Mexico, 270, no. 7, Mar.

Theses. See Recent theses.

Thesis collection of the library (Wright) 326, no. 9, May.

Thesis requirements, University of Chicago, 330, no. 9, May.

They learn about oil, 116, no. 4, Dec.

Third dimension in education (Roosevelt), 162, no. 6, Feb.

Third Inter-American Conference on Education (Cook), 39, 46, no. 2, Oct.

Time conversion: Chart, National Bureau of Standards, 2, no. 1, Sept.; throughout the world, 15, no. 1, Sept.

Toms River, N. J.: Vocational training program, 329, no. 9, May.

Tools for the handicapped (Smouse), 122, no. 4, Dec.

Trade analyses: Vocational rehabilitation, 79, 83, no. 3, Nov.; trade and industrial education, 150, no. 5, Jan.; 213, no. 6, Feb.; Knoxville, Tenn., 48, no. 2, Oct.; Pennsylvania, 360-361, no. 10, June; progress, 318, no. 9, May.

Trade schools of counties and States, 79, no. 3, Nov.

Traffic safety courses, 60, no. 2, Oct.

Trail-side exhibits, National Park Service, 157, no. 5, Jan.

Training: Out-of-school youth in Virginia, 115, no. 4, Dec.; personnel work, Graduate School, Northwestern University, 31, no. 1, Sept.; plan for auto repair shop manager or owner, 119, no. 4, Dec.; public service, University of Pennsylvania, 60-61, no. 2, Oct.; standards of rural teachers, 103, 110, no. 4, Dec.

Training leaders in the business world (Abel), 12-13, no. 1, Sept.

Transportation of pupils: Michigan, 300, no. 8, Apr.; Pennsylvania, 267, no. 7, Mar.

Travel: Bibliography, 350, no. 10, June; bureau established by National Park Service, 93, no. 3, Nov.; curriculum values, 353-354, no. 10, June.

Traveling libraries: CCC camps, 85, no. 3, Nov.; parent education in Vermont, 16, no. 1, Sept.

Tree planting, 277, no. 8, Apr.

Troublesome children, 269, no. 7, Mar.

Turosienski, Severin K., 74, no. 3, Nov.; education in Yugoslavia, 89-90, no. 3, Nov.

Tuskegee Institute, 273, no. 8, Apr.

Twins: *A Study of Heredity and Environment*, new volume issued by University of Chicago Press, 62, no. 2, Oct.

Tynan, Maurice I.: Appointed to Office of Education, 299, no. 8, Apr.

Typewriting: Employment opportunities, 278, 296, no. 8, Apr.; enrollment, 278, no. 8, Apr.

**U**

Undergraduate major, George Washington University, 61, no. 2, Oct.

Unified plan of education (Studebaker), 140, no. 5, Jan.

Uniform reports, 122, no. 4, Dec.; 355, no. 10, June.

United States Coast Guard Academy: Permanent staff established, 67, no. 3, Nov.

United States delegates to Inter-American Conference on education, 46, no. 2, Oct.

United States Department of the Interior: Museum, 280, no. 8, Apr.; 359, no. 10, June; plaque of official seal, 280, no. 8, Apr.; radio studio, 68, no. 3, Nov.

United States Naval Air Station, apprenticeship courses, 114, no. 4, Dec.

United States Tourist Bureau, 301, no. 8, Apr.; established by National Park Service, 93, no. 3, Nov.

Universities: Foreign, 33-35, no. 2, Oct.; 65-66, 72, no. 3, Nov.

University of Belgrade, College of Engineering, 89, no. 3, Nov.

University of California: Brentwood Cooperative Hall, 331, no. 9, May; cooperation with professional schools, 358, no. 10, June; Institute of Child Welfare, studies of young children, 332, no. 9, May.

University of Chicago: Libraries issue report on reading habits, 62, no. 2, Oct.; School of Business, conference, 268, no. 7, Mar.; thesis requirements shifted, 330, no. 9, May.

University of Chicago Press: Books on educational use of radio, 38, no. 2, Oct.

University of Cincinnati, College of Engineering, cooperation with industry, 287, no. 8, Apr.

University of Cologne, 65, no. 3, Nov.

University of Debrecen, Hungary, summer-holiday course, 301-302, no. 8, Apr.

University of Denver, conference on improvement of teaching, 156, no. 5, Jan.

University of Iowa: Fine Arts curriculum changed, 331, no. 9, May; new botanical laboratory, 61, no. 2, Oct.; new men's dormitory, 330, no. 9, May; religious activities, 31, no. 1, Sept.

University of Kansas: English requirements, 156, no. 5, Jan.; fire college, 92, no. 3, Nov.; Graduate School, offers doctor of education degree, 155, no. 5, Jan.; health service, 92, no. 3, Nov.; special courses for able students, 31, no. 1, Sept.; Summerfield scholarships, 331, no. 9, May.

University of Kentucky: Sponsoring mountain radio listening center system, 99, no. 4, Dec.

University of Liverpool, 13, no. 1, Sept.

University of London, 34-35, no. 2, Oct.

University of Louisville: Study of 1937 high-school graduates, 155, no. 5, Jan.

University of Michigan: Alumni university, 330-331, no. 9, May; broadcasting library, 288, no. 8, Apr.; centenary, 31, no. 1, Sept.; dental hygiene course, 330, no. 9, May.

University of Minnesota: Hospital librarianship, 92, no. 3, Nov.; volume on research studies, 156, no. 5, Jan.

University of Missouri: Cooperation with junior colleges, 358, no. 10, June.

University of North Dakota: Cooperation with Wesley College, Grand Forks, N. Dak., 357-358, no. 10, June.

University of Pennsylvania: Institute of Local and State Government, 60-61, no. 2, Oct.; survey of Bethlehem (Pa.) schools, 124, no. 4, Dec.

University of Pittsburgh: Research in industrial hygiene, 92, no. 3, Nov.

University of Southern California: Institute of government, 15, no. 1, Sept.; restoration of faculty salaries, 61, no. 2, Oct.

University of Texas: Student loans, 331, no. 9, May; survey of first-year students, 268, no. 7, Mar.

University of Toronto: Study of Dionne quintuplets, 132, no. 5, Jan.; 332, no. 9, May.

University of Vermont: Homemaking conferences, 78, no. 3, Nov.

University of Washington: Class for parents of freshmen, 156, no. 5, Jan.; employment bureau, 21, no. 1, Sept.; participation in State Conference of Social Work, 61, no. 2, Oct.

University of Wisconsin: Land additions to arboretum, 61, no. 2, Oct.

University research project, 232, no. 6, Feb.

University specialization abroad, 294, no. 8, Apr.

University standardization, 33-35, no. 2, Oct.

Urban schools: Enrollment, 290, no. 8, Apr.; New York State, 330, no. 9, May.

Urban universities, 20-21, no. 1, Sept.

**V**

Vacation and travel (McCabe), 350, no. 10, June.

Value of property, school, 355, no. 10, June.

Vanderbilt University: New chancellor, 268, no. 7, Mar.

Varnell, W. D., and Lockmeyer, Elsie: Electricity at Norris School, 260, no. 7, Mar.

Venezuela: National Institute of Geology, 126, no. 4, Dec.

Vermont: Bookmobile, 351, no. 10, June; reports on parent education (Lombard), 16-17, no. 1, Sept.

Virginia: Need for vocational agriculture training in rural areas, 262, no. 7, Mar.; program for out-of-school youth, 115, no. 4, Dec.; public-school libraries, 30, no. 1, Sept.; Conservation Commission: Loans motion picture film of historic and scenic plans, 257, no. 7, Mar.

Visiting rural schools, California, 364, no. 10, June.

Visual aids, 141, no. 5, Jan.; 363, no. 10, June; CCC education (Oxley), 362-363, no. 10, June; Cleveland, 91, no. 3, Nov.; directions for making, 68, no. 3, Nov.; WPA production, 7, no. 1, Sept.

Visual education: Eighth National Conference, Chicago, Ill., 313, no. 9, May; new pamphlets, 297, no. 8, Apr. See also Radio and screen.

Visual educationists meet, 322, no. 9, May.

Vocal music registrations, 55-56, no. 2, Oct.

Vocational agriculture: Blacksburg, Va., 79, no. 3, Nov.; Charlotte, N. C., 115, no. 4, Dec.; Eagle Grove, Iowa, 115, no. 4, Dec.; Edinburg, N. Dak., 109-110, no. 4, Dec.; evening courses, Iowa, 28-29, no. 1, Sept.; follow-up record, 116, no. 4, Dec.; Knoxville, Iowa, 28, no. 1, Sept.; promotion, 150, no. 5, Jan.; southern States, 116, no. 4, Dec.; traders cooperate with Inter-State Milk Producers Association, 298, no. 8, Apr.; York County, Pa., project, 78-79, no. 3, Nov.

Vocational convention, 75, no. 3, Nov.

Vocational coordination, Salt Lake City, 115-116, no. 4, Dec.

Vocational education, 140, no. 5, Jan.; CCC camps, 67, 73, 75, no. 3, Nov.; 119-120, no. 4, Dec.; convention, 149-152, no. 5, Jan.; George-Deen Act, 67, no. 3, Nov.; grants to States and Territories, 67, no. 3, Nov.; growth, 144, 146, no. 5, Jan.; Knoxville, Tenn., 48, no. 2, Oct.; Lapeer, Mich., 48, no. 2, Oct.; new pamphlets, 264, no. 7, Mar.; progress (Arthur), 317-318, 333, no. 9, May.

Vocational guidance, 151, no. 5, Jan.; Negroes, WPA project, 232, no. 6, Feb.; Quoddy Village, Maine, 82-83, no. 3, Nov.

Vocational high schools, New York City: Student placement in industry, 49, no. 2, Oct.

Vocational oil-field training course, Bridgeport, Ill., 116, no. 4, Dec.

Vocational rehabilitation, 151-152, no. 5, Jan.; case history, 115, no. 4, Dec.; Federal grants approved for District of Columbia, 68, no. 3, Nov.; progress, 333, no. 9, May; trade analyses, 79, 83, no. 3, Nov.

Vocational schools, enrollments, 28, no. 1, Sept.

Vocational subjects, registrations, 86-87, 90, no. 3, Nov.

Vocational summary (Arthur), 28-29, no. 1, Sept.; 48-49, no. 2, Oct.; 78-79, 83, no. 3, Nov.; 114-116, no. 4, Dec.; 147-148, 154, no. 5, Jan.; 262-263, no. 7, Mar.; 298-299, no. 8, Apr.; 328-329, no. 9, May; 360-361, no. 10, June.

Vought, Sabra W.: New home for the library, 294, no. 8, Apr.; a new quarterly, 354, no. 10, June.

**W**

Wages, cooperative students, 288, no. 8, Apr.

Wallace, Henry A.: Teaching, 9, no. 1, Sept.

Washington City and Capital, volume in American Guide Series, 84, no. 3, Nov.

Washington (State): Conference of Social Work, Longview, 61, no. 2, Oct.; home projects for home economics students, 328, no. 9, May; survey of public education, 300, no. 8, Apr.

Washington and Lincoln (McCabe), 148, 152, no. 5, Jan.

- Washington, Mrs. Margaret L.: Education for handicapped children, 151-152, no. 5, Jan.
- Washington State College: NYA students construct dormitory, 331, no. 9, May; summer art colony, 364, no. 10, June.
- Water color exhibition available for colleges, 124, no. 4, Dec.
- WBEN, new educational director, 7, no. 1, Sept.
- Wesley College, Grand Forks, N. Dak.: Cooperation with University of North Dakota, 357-358, no. 10, June.
- West Virginia: Bus stops, 364, no. 10, June; evening schools in vocational agriculture, 328-329, no. 9, May; future homemakers clubs, 329, no. 9, May; home projects for home economics students, 328, no. 9, May.
- Wheeler, Helen Ellis, and Coon, Beulah I.: Education for home and family life, 323-324, 325, 326, no. 9, May.
- White, J. J.: Apprentice training, 262, no. 7, Mar.
- White House, East Room, 84, no. 3, Nov.
- Whitney, Frederick L.: Author of *The Elements of Research*, 62, no. 2, Oct.
- Who buys—What and how? 114, no. 4, Dec.
- Why school?* pamphlet on importance of an education, 330, no. 9, May.
- Wildlife: Laboratory, University of Wisconsin, 61, no. 2, Oct.; trails, 277, no. 8, Apr.
- Williams, Aubrey, 74-75, no. 3, Nov.; Quoddy work-experience project, 82-83, no. 3, Nov.
- Williams, C. S.: Federal forum project, 45-46, no. 2, Oct.; and Studebaker, J. W.: Low-cost forums for smaller communities, 308-311, no. 9, May.
- Williamsburg, Va.: College of William and Mary, 36, no. 2, Oct.; study of curriculum, Matthew Whaley High School, 330, no. 9, May.
- Wilson, Howard E.: 348, no. 10, June; and Murra, Wilbur F.: Teaching of the social studies, 343-344, 347, no. 10, June.
- Winterset, Iowa: Merchants loan material for class work, 361, no. 10, June.
- Wisconsin's folk high school (Howe), 26-27, no. 1, Sept.
- Women: College graduates, employment, 25, no. 1, Sept.; Oxford University, 270, no. 7, Mar.; purchasers, 114, no. 4, Dec.
- Woodruff, Caroline E.: Elected president of N. E. A., 9, no. 1, Sept.
- Work-experience project, Passamaquoddy Village, Maine, 269-270, no. 7, Mar.
- Works Progress Administration: Educational activities, 157-158, no. 5, Jan.; native craft, 365, no. 10, June; projects for the blind, 125, no. 4, Dec. See also WPA.
- World Is Yours*—Radio program, 59, no. 2, Oct.; 75, no. 3, Nov.; 107, no. 4, Dec.; 283, no. 8, Apr.
- WPA: Art centers, New York City, 158, no. 5, Jan.; bibliography on Guam, 268, no. 7, Mar.; education, 144, no. 5, Jan.; employment deaf and hard-of-hearing, 202, no. 6, Feb.; forum project, 45-46, no. 2, Oct.; Local school administrative units project, 105, no. 4, Dec.; 232, no. 6, Feb.; nursery schools, 242-243, 246, no. 7, Mar.; Office of Education projects, 232, no. 6, Feb.; production, visual aids, 7, no. 1, Sept.
- Wren Building, College of William and Mary, cover of *School Life*, 40, no. 2, Oct.
- Wright, Edith A.: Courses of study in the library, 57, no. 2, Oct.; museum welcomes visitors, 359, no. 10, June; thesis collection, 312, 326, no. 9, May.
- Wyoming Conference on radio, motion pictures, 7, No. 1, Sept.

## Y

- Yale University: Cancer research foundation, 31, no. 1, Sept.; graduate fellowships, 364, no. 10, June.
- Yearbook of the Institute for Education by Radio*, 322, no. 9, May.
- Yesterday and today in land-grant colleges, 80-81, no. 3, Nov.
- York County, Pa.: Vocational agriculture project, 78-79, no. 3, Nov.
- Yosemite School of Field and Natural History, 301, no. 8, Apr.
- Young Farmers Association, Bowling Green, Ohio, 116, no. 4, Dec.
- Your Forests—Your Fault—Your Loss*: Poster by James Montgomery Flagg, 110, no. 4, Dec.
- Youth: Coordinating services, 137, 158, no. 5, Jan.; new book, 297, no. 8, Apr.; problem, references, 11, no. 1, Sept.; program, F. F. A., 298, no. 8, Apr.; surveys, 88, 91, no. 3, Nov.; Virginia's program for those out-of-school, 115, no. 4, Dec.
- Yugoslavia: Education, 89-90, no. 3, Nov.; cultural relations section established in Ministry of Education, 126, no. 4, Dec.





# SCHOOL LIFE



REFERENCE

OCT 1937

OCT 1937

OCT 1937

**September 1937**

**VOLUME 23 • NUMBER 1**

**• OFFICIAL ORGAN OF THE OFFICE OF EDUCATION**

**UNITED STATES DEPARTMENT OF THE INTERIOR • WASHINGTON**

**WRITE**

The Office of Education,  
U. S. Department of the Interior,  
Washington, D. C.

**FOR PUBLISHED  
INFORMATION**

**ON:**

- Nursery-Kindergarten-  
Primary Education
- Elementary Education
- Secondary Education
- Colleges and Professional  
Schools
- School Administration
- School Finance
- School Legislation
- Exceptional Child  
Education
- Rural School Problems
- School Supervision
- School Statistics
- School Libraries
- Agricultural Education
- Educational Research
- School Building
- Negro Education
- Commercial Education
- Homemaking Education
- Radio Education
- Forums
- Native and Minority  
Group Education
- Vocational Education
- Parent Education
- Physical Education
- Rehabilitation
- Teacher Education
- CCC Education
- Health Education
- Industrial Education
- Educational Tests and  
Measurements
- Comparative Education
- Adult Education

# SCHOOL LIFE



**CONTENTS OF THIS ISSUE • SEPTEMBER 1937  
Volume 23 Number 1**

	PAGE
The Advisory Committee on Education . . . . .	<i>Floyd W. Reeves</i> . . . . . 1
150th Anniversary of the Constitution . . . . .	3
Conferences . Conservation-Guidance-Forums . . . . .	5
Interior's Division of Motion Pictures . . . . .	<i>Fanning Hearon</i> . . . . . 6
Radio and Screen . . . . .	<i>Cline M. Koon</i> . . . . . 7
Editorials . The Ideal of Democracy . . . . .	<i>J. W. Studebaker</i> . . . . . 8
Among the Authors . On Your Calendar	
Quoting From Detroit . . . . .	9
A Reference List for American Education Week . . . . .	<i>Martha R. McCabe</i> . . . . . 10
Training Leaders in the Business World . . . . .	<i>James F. Abel</i> . . . . . 12
New Government Aids for Teachers . . . . .	<i>Margaret F. Ryan</i> . . . . . 14
Enrollments This Fall . . . . .	<i>Emery M. Foster</i> . . . . . 15
Vermont Reports on Parent Education . . . . .	<i>Ellen C. Lombard</i> . . . . . 16
Educators' Bulletin Board . . . . .	17
Regional Conferences in Home Economics Education . . . . .	<i>Florence Fallgatter</i> . . . . . 18
Distinguishing Urban Universities . . . . .	<i>Walton C. John</i> . . . . . 20
Registrations in Languages . . . . .	<i>Carl A. Jessen</i> . . . . . 23
The Job of the Camp Adviser . . . . .	<i>Howard W. Oxley</i> . . . . . 24
Employment Bright Spots . . . . .	<i>Betty A. Patterson</i> . . . . . 25
Wisconsin's Folk High School . . . . .	<i>Frederic C. Howe</i> . . . . . 26
Vocational Summary . . . . .	<i>C. M. Arthur</i> . . . . . 28
Educational News . . . . .	30
In Public Schools . . . . .	<i>W. S. Deffenbaugh</i>
In Colleges . . . . .	<i>Walter J. Greenleaf</i>
In Educational Research . . . . .	<i>David Segel</i>
In Other Government Agencies . . . . .	<i>Margaret F. Ryan</i>
In Other Countries . . . . .	<i>James F. Abel</i>

Congress, 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." To diffuse expeditiously information and facts collected, the Office of Education publishes SCHOOL LIFE, a monthly service, September through June. SCHOOL LIFE provides a national perspective of education in the United States.

Order its service for 1 year by sending \$1.00 to the Superintendent of Documents, Government Printing Office, Washington, D. C. To foreign countries, \$1.45 a year. On all orders for 100 copies or more to be sent to one address, the Superintendent of Documents allows a discount of 25 percent. Enter subscriptions also through magazine dealers. Send all editorial communications pertaining to SCHOOL LIFE to Editorial Division, Office of Education, U. S. Department of the Interior, Washington, D. C. The printing of SCHOOL LIFE has been approved by the Director of the Budget.

## The Advisory Committee On Education

*by Floyd W. Reeves, Chairman*



★★★ Within a few months, and in time for early consideration this coming winter by the President and the second session of the Seventy-fifth Congress, The Advisory Committee on Education expects to make its report on Federal relationships to education. This plan is in accordance with the request of President Roosevelt, who appointed the committee on September 21, 1936.

At the outset, the committee was instructed to "study the existing program of Federal aid for vocational education, the relation of such training to general education and to prevailing economic and social conditions, and the extent of the need for an expanded program." On April 19, 1937, the President addressed a letter to me as Chairman of The Advisory Committee on Education in which he referred to the numerous bills relating to educational matters then pending in Congress, and requested the committee "to give more extended consideration to the whole subject of Federal relationship to State and local conduct of education."

### *Need for the Inquiry*

The scope of the committee's assignment is in some ways even broader than that of the former National Advisory Committee on Education appointed by President Hoover in 1929. The report of that committee in 1931 has been of major importance in bringing the fundamental issues in the field of Federal relations to education to the attention of educators and of the public. Many events, however, have transpired in the intervening years.

The widespread break-down in our national economic life made it imperative in 1933 for the Federal Government to come to the financial support of many State and local governmental services; but the extent to which it has been necessary for the Federal Government to enter into new and unaccustomed relationships to public education in order to meet public needs and public demands, has not been commonly realized.

A few of these developments will illustrate the point. Federal aid to keep schools open in many rural areas was provided during the depression, implying for the first time that the Federal Government has an obligation to maintain at least a low minimum of educational opportunity throughout the Nation. Funds have also been made available in recent years, as a part of the public works program, to assist in the financing of construction and repair of thousands of school buildings. Several hundred thousand needy students in high schools and colleges have received financial aid under the program of the National Youth Administration. Thousands of unemployed teachers have been employed under the emergency education program of the Works Progress Administration to instruct over 2,000,000 persons who availed themselves of these new educational opportunities. Approximately a million and a half young men have already passed through the ranks of the Civilian Conservation Corps, which was first established as a form of work relief but has acquired educational objectives of increasing breadth and of great public interest.

Meanwhile, the Federal Government has continued and expanded its older and more familiar types of aid to vocational education in the high schools, to agricultural extension work for men, women, and children of rural areas, and to the land-grant colleges.

We are now coming out of the depression that produced so many of the developments just noted. Public attention is rapidly shifting from the existing emergency program to proposed permanent programs. The present Congress has before it a great many bills relating to education. The broadest in scope is perhaps the Harrison-Black-Fletcher bill, which would authorize an initial annual appropriation of \$100,000,000 by the Federal Government, to be increased over a period of years to a total of \$300,000,000. Other bills have been introduced to provide Federal aid for the education of crippled children, to promote adult civic education, to provide for nursery schools and other forms of pre-grade

education, to promote conservation education, to provide Federal support for libraries, and for other educational purposes.

These various developments indicate the present necessity for restudy of the problem of Federal relations to education and have supplied the background for the work undertaken by the Advisory Committee on Education.

### *Largely Lay Committee*

The Advisory Committee is largely a committee of laymen, and all of its members are in a position to consider in a disinterested manner the problems with which the committee is confronted. There are 22 members, 18 of whom were appointed last fall and the other four in the spring when the President enlarged the functions of the committee.

Five members of the committee were appointed from agencies of the Federal Government: Assistant Secretary Oscar L. Chapman of the Department of the Interior; Assistant Secretary Ernest G. Draper of the Department of Commerce; Katharine F. Leuroot, Chief of the Children's Bureau in the Department of Labor; Mordecai Ezekiel, Economic Advisor to the Secretary of Agriculture; and Gordon R. Clapp, Director of Personnel in the Tennessee Valley Authority.

The members from the field of business include T. J. Thomas, president of the Valier Coal Co.; John H. Zink, a Baltimore contractor who is president of the Heating, Piping, and Air Conditioning Contractors National Association; and W. Rowland Allen, personnel director of Ayres Department Store at Indianapolis.

Members from the field of organized labor include Thomas Kennedy, secretary-treasurer of the United Mine Workers and Lieutenant Governor of Pennsylvania; Elizabeth Christman, secretary-treasurer of the National Women's Trade Union League; and George Googe, chairman of the Southern Organizing Committee of the American Federation of Labor.

The following members of the committee were appointed from the profession of educa-

tion: Edmund deS. Brunner, professor of rural sociology, Teachers College, Columbia University; Frank P. Graham, president of the University of North Carolina; George Johnson, director of the department of education of the National Catholic Welfare Conference; Charles H. Judd, head of the department of education, the University of Chicago; Arthur B. Moehlman, professor of educational administration and supervision, the University of Michigan; and George F. Zook, president of the American Council on Education.

Other members of the committee are: Alice Edwards, consultant to the Resettlement Administration and to the Regents' Inquiry into Education in New York State; Henry Esberg of New York City, a businessman who for many years has maintained an active interest in the field of vocational rehabilitation; Luther Gulick, Director of the Institute of Public Administration; and Henry C. Taylor, a nationally known agricultural economist, who was formerly Chief of the Bureau of Agricultural Economics and is now director of the Farm Foundation at Chicago.

### Studies in Progress

Brief but comprehensive studies are now well advanced with respect to the following subjects: The financing of education, educational research, educational administration as a major phase of State government, the quality of existing educational programs in the States, the new and emergency Federal education programs, education in special Federal jurisdictions, and the social, economic, and governmental factors basic to a consideration of Federal relations to education.

The committee has been fortunate in the staff that it has secured to carry on these studies, and it is deeply indebted to the many institutions that have recognized the importance of the committee's work by releasing personnel at considerable inconvenience.

### Directing Major Units

Staff members directing major units of the studies include the following persons: Lloyd E. Blanch, who has been serving on the senior staff of the committee since the beginning; Doak S. Campbell, director of the division of surveys and field studies, George Peabody College for Teachers; Walter D. Cocking, formerly Tennessee State commissioner of education; Newton Edwards, of the University of Chicago; Paul R. Mort, director of the advanced school of education at Columbia University; John Dale Russell, of the University of Chicago; and Payson Smith, formerly commissioner of education in Massachusetts and now a member of the faculty of the graduate school of education at Harvard University.

Raymond M. Hughes, president emeritus of Iowa State College, Dean George A. Works, the University of Chicago, and Alonzo Grace, of the University of Rochester, are serving the

committee as general consultants and will assist in coordinating the various groups of studies. A number of other consultants have been appointed to advise on special aspects of educational problems.

Paul T. David, an economist who has served on the staff of a number of Federal agencies, including the President's Committee on Administrative Management, is secretary of the committee and has charge of administrative matters.

### Committee Objective

In the relatively short time available for the work of The Advisory Committee on Education, it is not possible to conduct elaborate researches. The objective of the committee is to organize effectively the results of the professional thinking and the research studies that have already been completed. One notable exception to this procedure should be mentioned.

The organization of educational administration as a phase of State government has been studied relatively so little and is of such major importance to the determination of whether and how Federal aid should be provided for public education that a great deal of effort is being concentrated on studies of this subject. During recent months field representatives of the committee, several of whom have recently served in or who have been borrowed from the State departments of education, have traveled extensively throughout the country gathering data by personal conferences with State officials.

### Cooperation Extended

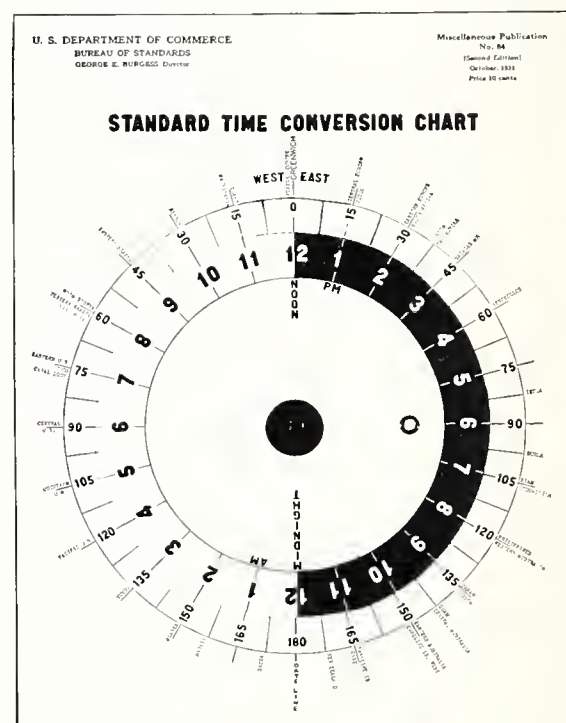
The work of the committee is being greatly facilitated by assistance from the Office of Education, United States Department of the Interior. The Commissioner of Education has assigned several specialists from the personnel of the Office of Education to work with the staff of the committee, and the committee has available to it the extensive collection of research materials of the Office of Education bearing upon Federal relations to education.

The National Resources Committee is cooperating in studies of the social and economic aspects of Federal relations to education, and in the relations of the Federal Government to educational research. The committee and staff are also receiving assistance and advice from the Advisory Committee of the National Youth Administration, from officials of the Works Progress Administration, the Civilian Conservation Corps, the Resettlement Administration, the Tennessee Valley Authority, the Department of Labor, the Department of Agriculture and a number of other Federal agencies.

Among the nongovernmental organizations that have already made important contributions to the committee's inquiry are the American Youth Commission, the Council of Chief State School Officers, the Educational

Policies Commission of the National Education Association, and the American Library Association. Advisory committees have been appointed from each of these agencies.

Throughout the past year there has been impressive evidence of the widespread public interest in the studies undertaken by the committee. During the winter and early spring the committee held conferences in a number of centers on certain aspects of its studies. Statements and expressions of opinion on particular problems have been received from numerous organizations and individuals. Such evidence of interest on the part of laymen as well as specialists, is, I believe, highly significant. The cooperation of many organizations, agencies, and individual citizens is necessary for a realistic, impartial study of the fundamental issues involved in existing and proposed relationships in the field of education between the Federal Government and the States.



## What Time of Day?

When it is 10 a. m. "your time" and you want to know what time it is "down under" or at the Howland Islands, for example, you may consult the *Standard Time Conversion Chart* prepared by the National Bureau of Standards in Washington, and you will know immediately. A copy of this chart may be had by sending 10 cents to the Superintendent of Documents, Washington, D. C. Ask for Bureau of Standards, Miscellaneous Publication No. 84.

A map showing *Standard Time Zones of the United States and Adjacent parts of Canada and Mexico* (Miscellaneous Publications No. 111) giving Eastern Standard, Central Standard, Mountain Standard, and Pacific Standard Time has also been prepared by the National Bureau of Standards. The Superintendent of Documents has copies at 10 cents each.



# 150<sup>th</sup> ANNIVERSARY *of* THE *CONSTITUTION*

1787



1937

BY THE PRESIDENT OF THE UNITED STATES OF AMERICA  
*A PROCLAMATION*

*WHEREAS* the Constitution of the United States was signed on September 17, 1787, and had by June 21, 1788, been ratified by the necessary number of States and,

*WHEREAS* George Washington was inaugurated as the first President of the United States on April 30, 1789,

*NOW, THEREFORE*, I, FRANKLIN D. ROOSEVELT, President of the United States of America, hereby designate the period from September 17, 1937, to April 30, 1939, as one of commemoration of the one hundred and fiftieth anniversary of the signing and the ratification of the Constitution and of the inauguration of the first President under that Constitution.

In commemorating this period we shall affirm our debt to those who ordained and established the Constitution "in Order to form a more perfect Union, establish Justice, insure domestic Tranquility, provide for the common defence, promote the general Welfare, and secure the Blessings of Liberty to ourselves and our Posterity."

We shall recognize that the Constitution is an enduring instrument fit for the governing of a far-flung population of more than one hundred and thirty million, engaged in diverse and varied pursuits, even as it was fit for the governing of a small agrarian Nation of less than four million.

It is therefore appropriate that in the period herein set apart we shall think afresh of the founding of our Government under the Constitution, how it has served us in the past and how in the days to come its principles will guide the Nation ever forward.

*IN WITNESS WHEREOF*, I have hereunto set my hand and caused the seal of the United States of America to be affixed.

*DONE* at the City of Washington this fourth day of July, in the year of Our Lord nineteen hundred and thirty-seven, and of the Independence of the United States of America the one hundred and sixty-second.

By the President:

*Cordell Hull*  
SECRETARY OF STATE

*Franklin D. Roosevelt*



**CONSERVATION**



**GUIDANCE**



**FORUMS**

# OFFICE OF EDUCATION CONFERENCES

Recognizing the responsibilities of education in the fields of conservation, guidance, and forums, the Commissioner of Education recently called conferences in Washington on

these subjects. Federal officials, State educational administrators, and other leaders came from many parts of the country to discuss problems and make suggestions.

## Conservation

The conference on conservation education emphasized the importance of conservation in the school program and recommended enlargement of the Office of Education activities in this field to meet the growing needs of schools. Attention was focused upon steps already taken in conservation education by some schools. The conference urged that the introduction of conservation education into the schools be promoted thoughtfully and intelligently and in harmony with accepted principles of curricular organization. It was agreed that "the ultimate hope of conservation education on a Nation-wide scale is through organized education."

A conference on guidance brought together representatives of various agencies particularly interested in youth guidance. The suggestions which grew out of the meeting will assist the Office of Education Committee on Youth Guidance during the coming year.

Members of this special committee are: Chairman, Maris M. Proffitt, educational consultant and specialist in guidance; executive secretary, John A. Lang, administrative assistant, CCC camp education; Mrs. Anna L. Burdick, special agent, Trade and Industrial Education; William A. Ross, specialist, agricultural education; Elise H. Martens, specialist in education of exceptional children; W. J. Greenleaf, specialist in higher education; James F. Rogers, M. D., specialist in health education and consultant in school hygiene; and David Segal, specialist and consultant in tests and measurements.

Those who attended the Office of Education Guidance Conference were: Edith Everett,

Administration, leadership, principles and problems, measuring results, and demonstration conclusions were among the major topics at the conference on public forums, with Commissioner Studebaker as chairman. This conference brought together men and women who have been active in the forum demonstration centers made possible through Federal Emergency funds administered by the Office of Education. It gave an opportunity for thinking through thoroughly the whole forum movement and for making suggestions for future developments in the field.

Administrators who attended the conference were: Hobart M. Corning, Colorado; W. H. Pillsbury, New York; Ray Armstrong, North

Among those attending this first national conference on the subject called by a Federal agency were the following representatives: Lester K. Ade, State superintendent of public instruction, Pennsylvania; John R. Arnold and P. G. Johnson, of Cornell University; Hollis L. Caswell, George Peabody College for Teachers; Frank J. Clark, vice principal of Roosevelt High School, Seattle, Wash.; H. H. Davis, Ohio State University; R. E. Haggerty, University of Minnesota; Jennie Hall, adviser in science, Minneapolis public schools; George O. Hendrickson, Iowa State College; J. Russell Smith, Columbia University; and J. F. Waddell, assistant State superintendent, Wisconsin.

National organizations interested in conservation were represented by: Mrs. Margaret Boardman and Mrs. Robert C. Wright, conservation committee, Garden Club of America;

Ovid Butler, American Forestry Association; Edward A. Preble, American Nature Association; Harry G. Vavra, Educational Conservation Society; and M. d'Arcy Magee, M. D., vice president, Izaak Walton League.

From other agencies in the Federal Government came: G. A. Barnes, Soil Conservation Service; Irwin T. Bode, Extension Service; W. C. Bryant, National Park Service; Osear L. Chapman, Assistant Secretary, United States Department of the Interior; M. S. Eisenhower, United States Department of Agriculture; Charles W. Eliot 2nd, National Resources Committee; Dana Parkinson, Forest Service; and John C. Page, Bureau of Reclamation.

The Office of Education was represented by Commissioner Studebaker, Effie Bathurst, Mrs. Katherine M. Cook, Howard W. Oxley, and William T. Spanton.

## Guidance

White-Williams Foundation, board of education, Philadelphia; Alice Weeks, department of guidance and research, public schools, Providence; George E. Hutcherson, State supervisor of guidance, State department of education, Albany; H. Edmund Bullis, National Committee on Mental Hygiene, New York City; Frank Barber, director, American Youth Council, Springfield, Mass.; Robert Hoppock, assistant director, National Occupational Conference, New York City; Helen Dernbach, director of educational guidance, public schools, South Bend; Leona Buchwald, director of guidance and placement, public schools, Baltimore; J. Hillis Miller, president, Kenka College, Kenka Park, N. Y.; Bertha M. Luckey, director, psychological clinic, public

schools, Cleveland; Helen E. Samuel, director of guidance, Gordon Junior High School, Washington; Donald Bridgman, personnel officer, American Telephone & Telegraph Co., New York City; Frances J. Stewart, director of guidance, Benjamin Franklin School, Rochester, N. Y.; Paul W. Boynton, Standard Oil Co. of New York; Richard Brown, deputy director, National Youth Administration; William F. Patterson, executive secretary, Federal Committee on Apprentice Training; Ivan Booker, assistant director, research division, National Education Association; Joel Nystrom, educational adviser, First Corps Area, CCC, Boston; Homer P. Rainey, director, and Kenneth Holland, American Youth Commission, Washington; F. C. Rosecrance, professor of education, Northwestern University; and Elaine Exton, 1938 Yearbook Commission, American Association of School Administrators, Washington.

## Forums

Carolina; Carl G. Leech, Pennsylvania; Floyd B. Cox, West Virginia; Leon C. Staples, Connecticut; R. C. Hall, Arkansas; L. P. Benozet, New Hampshire; and Arthur L. Rankin, Tennessee.

Forum directors present were: James Sheldon, Connecticut; W. C. Paschall, Georgia; Katherine Kohler, Minnesota; John Barelay, North Carolina; Capt. T. D. Brown, Jr., Ohio; Zula E. Griswold, Oregon; J. Weldon Hoot, Pennsylvania; H. D. Hopkins, Tennessee; R. J. Dangerfield, Texas; Elvena

Miller, Washington; Cameron Ralston, West Virginia; L. A. Van Dyke, Utah; Lloyd Huntington, Arkansas; and Walter S. Nichols and Jack H. Telfer, Wisconsin.

Forum leaders included Homer C. Chaney and Walter J. Millard, Connecticut; Emil Lengyel and John Duvall, Pennsylvania; Ernest Bryan, Wallace McClure, and Irene Galloway, Washington, D. C.; Monoah Leide-Tedesco and Edwin Thayer, New York City; and Ethan Colton, New Jersey.

The Office of Education was represented by Commissioner Studebaker; Chester S. Williams, Assistant Administrator, Public Forum Project; P. H. Sheats, Mrs. Mildred E. Allen, and Osgood Nichols, of the project.

# Interior's Division of Motion Pictures

by *Fanning Hearon, Director*



**Downstream Face of Boulder Dam With All Twelve Outlets Open. From Boulder Dam Film.**

★★★ Today, through a "youthful" Division of Motion Pictures and its old reliable Bureau of Mines, the United States Department of the Interior offers to the schools and colleges of the country, as well as to other groups, a growing library of new sound and silent motion pictures of its varied activities.

These films are available in 35- and 16-millimeter prints free upon request. The majority of the pictures of the Department's activities have been written, photographed, edited, and mechanically produced by the Division of Motion Pictures, and industrial subjects have been produced commercially under the supervision of the Bureau of Mines with the sponsorship of industrial and commercial organizations.

The activities of the Division of Motion Pictures are based upon two beliefs: (1) It is the privilege of the people to be thoroughly and impartially informed of the Government's business and the responsibility of the Government to provide the information; (2) pictures are made to be seen.

The first recognizes a responsibility of which the second acknowledges acceptance and pledges fulfillment. The significance of the statement "Pictures are made to be seen" is simply that the Department of the Interior is determined to meet the requests of legitimate exhibitors and to keep its pictures out of the vault and on the screen.

The Department's several Bureaus and Divisions provide a variety of interesting picture subjects—the magnificence of the national parks and the development of State and county

parks; the Indian reservations and their colorful inhabitants; the Bureau of Reclamation with its Boulders and its Grand Coulees; the protection of petroleum and the restoration of the cattle ranges; the far-flung activities of the General Land Office and the Geological Survey; mining and big industry through the Bureau of Mines; the Territories and island possessions such as Alaska and the Virgin Islands; and the Nation's sponsorship of its schools and colleges through the Office of Education.

## *Consolidation Ordered*

The Department recognized the fact that the documentary film had "arrived" when Secretary Ickes ordered consolidation of Interior's motion- and still-picture activities November 25, 1935. At that time the picture personnel and equipment of all bureaus except the Geological Survey and the Bureau of Mines went into the new Division of Motion Pictures, Office of the Secretary. Geological Survey was left to itself because its picture work is highly specialized, and the Bureau of Mines was not included because of its established cooperative production policy and the maintenance of its large separate film distribution office at its experiment station in Pittsburgh.

Establishment of this new picture division was given strong impetus by the Civilian Conservation Corps organization, whose Director, Robert Fechner, is concerned with job training and broader education of CCC enrollees through the medium of the moving film. Hence, the Division of Motion Pictures accepts as a major responsibility the visual education of the corps through the production of films of CCC activities and distribution of these films to the camps. Government pictures not immediately concerned with the corps and pictures on nongovernment educational subjects also are in constant camp circulation through the Division's facilities.

Because of its unusually effective distribution system and exhibitor connections made over a number of years, the Bureau of Mines in 1936 alone, displayed its wares to nearly 7 million persons; and in the last 4 years an audience of over 12 million has seen the pictures, distributed from Washington by the Interior Department.

## *Distribution Regulations*

In presenting the following distribution regulations of the Division of Motion Pictures and the condensed information from the Bureau of Mines, the Department emphasizes that its films are the people's and that having them exhibited by all those



**Drillers on Black Canyon Cliffs Preparatory to Construction of Boulder Dam. From Boulder Dam Film.**

interested is a source of genuine pleasure and encouragement.

1. There are no rental charges for the films. Borrowers will assume responsibility for their return in good condition. Bookings will be scheduled for 1 day's use unless the borrower specifies a longer time, in which instance the Division will gladly comply with reasonable requests.

2. If the shipment weighs only 4 pounds or under (two 16-millimeter reels or less) it will be sent from the Division to the borrower under Government frank and the borrower will return it parcel post or express prepaid. All film shipments weighing over 4 pounds (three or more 16-millimeter reels and any number of 35-millimeter reels) will be sent express collect and must be returned express prepaid.

3. Prints of all subjects in the list of films available, except those marked by an asterisk, are obtainable for continuous use through a commercial laboratory at contract prices, the result of competitive bidding. Those who desire to purchase prints shall request such authority from the Division of Motion Pictures, indicating clearly the use to be made of the films. The prices now in effect are as follows:

35-millimeter safety prints, silent, per foot.....	\$0.018
35-millimeter safety prints, sound, per foot.....	.018
16-millimeter reduction prints, silent, per foot.....	.015
16-millimeter reduction prints, sound, per foot.....	.0185

The footage figures in the accompanying list cover 35- and 16-millimeter film sizes. A 16-millimeter reel is 40 percent as long as a 35-millimeter print of the same subject, but

it requires the same projection time—about 11 minutes for a full sound reel and 15 minutes for a silent reel.

4. Films borrowed or purchased will be furnished with the understanding that no admission or rental fees shall be charged for programs on which the films are used, unless they are shown in licensed theaters as parts of regular programs. The regulation against charges is directed at persons who might charge lecture groups to see Government films and at those who might realize revenue from the rental of Government films.

5. No change may be made in the subject matter of any film nor anything added without obtaining prior approval of the Division of Motion Pictures, Department of the Interior.

Applications for films should be made as far in advance as possible to the Division of Motion Pictures, United States Department of the Interior, Washington, D. C. They preferably, should specify several choices of subjects and show dates.

Each request for films should indicate clearly the address to which shipment should be made; the exact dates on which the films will be used (including alternate dates); whether 35-millimeter (standard width) or 16-millimeter (narrow width) prints are desired; and whether sound or silent versions are wanted. Unless this information is furnished there will be booking delays.

Films of the Bureau of Mines are loaned to educational institutions, engineering and scientific societies, civic and business associations, clubs, churches, and other responsible organizations. On request, a complete list of films, describing contents of each reel, will be sent.

These silent films depict mining operations and related manufacturing processes; they show where minerals are found and how they are extracted from the earth, manufactured or refined into useful every-day products, utilized, and conserved. The prevention of accidents and the protection of human life have been given special attention, and several pictures deal specifically with this important subject. Production is in charge of M. F. Leopold, supervising engineer, motion-picture production section, United States Bureau of Mines, Washington, D. C., to whom inquiries should be addressed. Distribution is in charge of Louis Perry, supervising engineer, graphic section; all requests for loans from this center should be sent to him at the U. S. Bureau of Mines Experiment Station, 4300 Forbes Street, Pittsburgh. In addition, for the convenience of borrowers distant from Pittsburgh, copies of certain films are deposited at subdistributing centers, selected with regard to accessibility. The allotment of such films is made on May 1 each year. As it is impossible to make extensive assignments afterward, borrowers desiring to obtain films for distribution or for long-time loans should each year apply before that date.



Citadel Mountain and Upper St. Mary's Lake, Glacier National Park. From *Glacier National Park Film*.

## ● RADIO *and* SCREEN

### Angell Appointed

A significant development in the field of education by radio during the summer months was the appointment of Dr. James R. Angell, retiring president of Yale University, as educational counselor of the National Broadcasting Co.

### Stewart Director

Another important development was the setting up of the Committee on Scientific Aids to Learning by the National Research Council. Dr. Irvin Stewart, recently a member of the Federal Communications Commission has been appointed director of the committee.

### Reviewing Films

In the educational film field a committee of eight prominent educators has been appointed by Will H. Hays to review 15,000 sound film short subjects for possible instructional use in public schools. Dr. Mark A. May of Yale University is chairman of the committee.

### Darrow Chosen

The first radio institute of the southwest was held recently at Southern Methodist University at Dallas. B. H. Darrow, joint sponsor of the institute, who has been director of the Ohio School of the Air for the past 9 years is the new educational director of station WBEN, Buffalo.

### Predicts State Service

Reports indicate that the Wyoming Conference on the School Use of Radio, Motion Pictures and Other Visual Aids, which was held at the university recently may lead to the establishment of a State visual service to the schools of Wyoming.

### Production Centers

The Works Progress Administration plans to encourage the establishment of several centers throughout the country for the production of visual aids for school use. Representatives of local school systems who may be interested in having such centers established in their areas should communicate with Frank A. March, WPA, Walker-Johnson Building, Washington, D. C.

### Indian Programs

Programs of Indian music have been given spasmodically over radio stations in various parts of the country, but at Santa Fe, N. Mex., students of the United States Indian School have broadcast weekly over station KRQA for more than a year. The program was started April 28, 1936, and has been heard regularly over this station each Tuesday night at 7:30 p. m., M. S. T. During the summer months, when school is not in session, boys who are working on the campus entertain the radio audience which is composed of Anglos (white people), Spanish-Americans, and Indians in the pueblos.

The purpose in inaugurating this series of regular broadcasts was to further interest in pure Indian music and the expression of it, to create among the white people a sympathetic understanding of the native expression, and to assist and encourage the Indians in evaluating and preserving their own music.

### New Handbook

The Society for Visual Education, 327 South LaSalle Street, Chicago, recently has published *A Handbook on Audio-Visual Education*, by Elwood C. Dent.

CLINE M. KOON



SCHOOL LIFE

IS ISSUED MONTHLY, EXCEPT JULY AND AUGUST  
BY THE  
UNITED STATES DEPARTMENT OF THE INTERIOR  
OFFICE OF EDUCATION

Secretary of the Interior, HAROLD L. ICKES  
Commissioner of Education, J. W. STUDEBAKER  
Assistant Commissioner of Education, BESS GOODYKOONTZ  
Assistant Commissioner for Vocational Education,  
J. C. WRIGHT  
Editor, WILLIAM DOW BOUTWELL  
Assistant Editors, MARGARET F. RYAN, JOHN H. LLOYD  
Art Editor, GEORGE A. MCGARVEY

Terms: Subscription, \$1.00 per year, in advance; to foreign countries in which the mailing frank of the United States is not recognized, \$1.45. 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.

Remittance should be made to the SUPERINTENDENT OF DOCUMENTS, Government Printing Office, Washington, D. C.

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

SEPTEMBER 1937

*Among the Authors*

FLOYD W. REEVES, professor of education, University of Chicago, who is chairman of the Advisory Committee on Education appointed by President Roosevelt, gives first-hand information in this month's issue of SCHOOL LIFE, on the plans and work of this important committee.

FANNING HEARON, Director of the Division of Motion Pictures in the Department of the Interior, tells how schools, colleges, and other educational agencies, may obtain both sound and silent motion pictures from his division. He describes the work of this "youthful" division.

JAMES F. ABEL, Chief of the Comparative Education Division, Office of Education, describes the university studies in commerce in other countries and shows their expanding interests.

FLORENCE FALLGATTER, Chief, Home Economics Education Service, Office of Education, gives helpful information on the purposes, functioning and plans of the regional conferences in home economics education.

FREDERIC C. HOWE, Special Adviser, Office of the Secretary of Agriculture, presents a description of Wisconsin's Folk High Schools, which are patterned after the famous folk schools of Denmark.

WALTON C. JOHN, Senior Specialist in Higher Education, discusses some of the features of

# The Ideal of Democracy

INCREASING PROFESSIONAL STRENGTH through unity of purpose can come only as more and more of us in the field of education perceive and understand the unique function of our profession in a democracy.

We have little justification for our existence, unless we can constantly demonstrate continuing progress toward the goal of increasingly intelligent direction through self-government of the conditions of life. As social illiteracy is reduced, the evils and maladjustments from which we suffer will gradually disappear and the ideal of democracy as a richer and fuller life will be more fully achieved. As our predecessors fought, and, for all practical purposes, won the battle for universal childhood education, so we in these days must unite for the duration of the war against social and civic illiteracy among adults.

Schools—colleges—universities are beginning a new year. This September more than 29,200,000 boys and girls are attending the elementary and secondary schools of the Nation; 1,250,000 students in pursuit of higher education are enrolled in colleges and universities. Approximately 1,020,000 teachers are professionally serving the cause of education.

Let us, as a profession, shelve any internal differences, any conflicting interests, and through closer cooperation and consolidation of our forces, proceed to the great task before us. Let us bring to all citizens a renewed faith in organized education as democracy's greatest defense against the break-down of our system of self-government.

Commissioner of Education.

urban universities that distinguish them from other higher education institutions.

ELLEN C. LOMBARD, Associate Specialist in Parent Education, reports on Vermont's demonstration which may well encourage other States in their parent education programs.

*May We Hear From You?*

SCHOOL LIFE comes to you this September in a brand new "appearance", designed by the Government Printing Office. Each succeeding month it will bring a new picture on its cover. On the inside pages, in addition to its articles in the various fields, you will also find information on new Government publications, and other valuable material. Give us your comments, suggestions, criticisms, at any time. SCHOOL LIFE's purpose is to promote the cause of education, effectively and helpfully.

The new design enables the publication each month of approximately one-sixth more material than formerly.

*Pictorial Reports*

On the cover page of this issue is a picture entitled "Today's Children Learn of World Relations." Today's children must learn of world relations if they are to carry forward successfully in future years the spirit of democracy and the ideal of peace throughout the world.

This picture comes to us from Superintendent Frank Cody, of the Detroit schools, to whom we are grateful. It is one of many pictures found on the pages of The Superintendent's Annual Report for the 93rd Year of the Detroit Public Schools, Part I, 1937. In that report Detroit has pictorially presented the activities of its schools. It is a beautiful and most instructive presentation. Other schools throughout the country—New York City, Baltimore, Chicago—and many others, are using pictorial material in their recent reports and it seems most effective in driving home the work of the schools.

## On Your Calendar

AMERICAN PUBLIC HEALTH ASSOCIATION meets at New York City, October 5-8.

Of particular interest to educators will be the sectional meetings on public health education and on child hygiene. The effectiveness of visual education through movies, posters, etc., will be discussed at two sessions. A report of progress in school health education from the World Federation of Education Associations, which met in Tokyo this year, will be presented.

NATIONAL ASSOCIATION FOR NURSERY EDUCATION meets at Nashville, Tenn., October 20-23.

The program of this convention will be built around Safeguarding the Early Years of Childhood. The organization is seeking to arouse awareness of the coordinating processes involved in early childhood care. Specialists in medicine, psychiatry, psychology, anthropology, social work, dentistry, and nursing will discuss the contributions of their fields to early childhood.

NATIONAL ASSOCIATION OF PUBLIC SCHOOL BUSINESS OFFICIALS meets at Baltimore, October 11-15.

One day of this convention will be devoted to short papers and panel discussion in three sections: Accounting; operation; and supplies and maintenance. At another session members will present questions for an informal round table on problems of school business officials.

Other educational meetings of national importance which will be held are:

AMERICAN ASSOCIATION OF SCHOOL PHYSICIANS. New York City. October 2-8.

AMERICAN DIETETIC ASSOCIATION. Richmond, Va. October 18-21.

AMERICAN SPEECH CORRECTION ASSOCIATION. Chicago. October 11-13.

ASSOCIATION OF AMERICAN MEDICAL COLLEGES. San Francisco. October 25-27.

CAMP FIRE GIRLS, INC. Dallas, Tex. October 6-9.

COLLEGE ENTRANCE EXAMINATION BOARD. New York City. October 27.

GIRL SCOUTS, INC. Savannah, Ga. October 13-15.

NATIONAL COUNCIL ON SCHOOLHOUSE CONSTRUCTION. Columbus, Ohio. October 20-23.

NORTHERN BAPTIST EDUCATION SOCIETY. Springfield, Mass. October 26.

STAMMERERS ADVISORY GUILD. Chicago. October 11-13.

## Safety in Indiana

With a total mileage of around 25,000,000 miles, hauling 215,000 children, Indiana reports not a single child's life lost last year in school buses. Over 7,000 drivers making approximately 150,000 miles a day, deserve great credit for such records.

SCHOOL LIFE. September 1937

2884-37-2

# Quoting From Detroit



Caroline S. Woodruff, who was elected president of the National Education Association at the Detroit meeting. Miss Woodruff is principal of the State Normal School, Castleton, Vt.

As school opens in September, many of the messages presented at the National Education Association convention this summer will have their influence upon the work of those who heard them.

The familiar lines, "I shot an arrow into the air, It fell to earth, I knew not where", still hold true and if Detroit speakers could visit the Nation's schools this fall, here and there they would undoubtedly see influences of their counsel.

HENRY A. WALLACE, *Secretary of Agriculture*, commented on good teaching:

The best teachers in my observation are those who contribute by a subtle process of contagion a joyous attitude toward life. They do not merely teach the regular curriculum but they are so aware of the changing outside world that they can continually use current facts in their teaching. To such a teacher who feels himself or herself a part of a continually unrolling present, a glance at every morning paper is a vivid experience, furnishing facts with which to embroider the underlying principles.

STUART CHASE, *author and lecturer on economics*, warned:

The primeval balance is gone forever. Living in the power age we cannot hope to

recapture nature's equilibrium of 1630 before the coming of the white man. Our problem is to find a new equilibrium which will meet nature's minimum demands, and at the same time allow us the benefits of the machine. For 300 years we have outraged nature, until her patience is exhausted. The brutal, careless missiles we hurled at her forests, grasses, waters, wildlife, are turning into boomerangs. Like the prodigal son we are coming to the end of our legacy. At whatever cost, whatever upsetting of legal niceties, the minimum which nature demands must be met.

ARTHUR E. MORGAN, *chairman of the Tennessee Valley Authority*, thus defined the field of education:

I should go beyond Horace Mann, not in his underlying philosophy, but in its application, and say that education should concern itself not only with formal teaching but also with providing opportunity for and guidance to experiences in the affairs of men which will give reality and vitality to intellectual study. Education should see itself as universal, as providing opportunity and incentive for the development in good proportion of every phase of personality which is significant for effective living.

HALFORD E. LUCCOCK, *of the Yale University Divinity School*, said:

Education must develop different types of tools for the shaping of any future world that will be worth building or living in. Its task is human engineering, to create the directing minds so that the mechanized achievements of tomorrow will be a blessing and not a means of collective suicide.

WILLARD E. GIVENS, *executive secretary of the National Education Association*, discussed the function of teachers as a professional group:

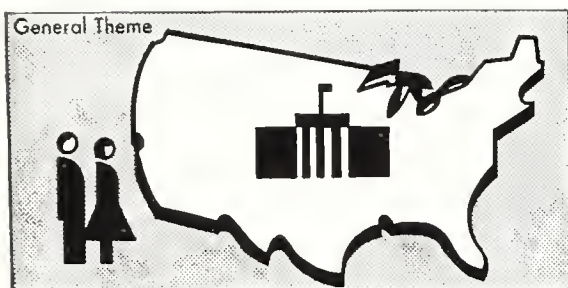
Teachers are potentially the strongest professional group in America. As a profession we have not yet begun to achieve the possibilities within our reach. In our ranks we have allowed ourselves to be divided over insignificant and petty details, frequently to the advantage of our enemies. Our professional organizations have not wielded the social power which they have at their disposal. Education is not today receiving the attention and financial support which it merits, and the responsibility is largely our own. In this connection we may well remember Cassius' classic reply to Brutus, "The fault, dear Brutus, is not in our stars but in ourselves that we are underlings." We can be, if we will, a stronger social force than any other professional group in America.

# A Reference List for American Education Week

by Martha R. McCabe, Assistant Librarian, Office of Education

With a view to assisting the many persons who within the next few weeks will be responsible for American Education Week activities, November 7-13, the following suggested reading list is offered. It represents a few of the many

books that might be chosen as a reading background for the theme Education and Our National Life. For the most part these suggested books may be found in local libraries.



## Education and Our National Life

### General References

Jones, Vernon. Character and citizenship training in the public schools. An experimental study of three specific methods. Chicago, University of Chicago Press, 1936. 400 p.

Seventh- and eighth-grade pupils are involved. Methods used were: The first-hand experiencing method; the discussion method; and the first-hand-experiencing plus the discussion method. Author thinks that improvement in character through teaching is possible, and that the third method was the most effective.

National Education Association. Educational policies commission. The unique function of education in American democracy. Washington, D. C., The Association, 1937. 129 p.

This pamphlet was prepared by the above commission under the sponsorship of the National Education Association and the Department of Superintendence, with "great indebtedness to Charles A. Beard." It brings out the significant features of American education in the past and the outstanding issue in the present. The study does full justice seemingly to the past accomplishments in education, with terse suggestions for the future, showing obstacles and difficulties, with objectives and ideals indicated.

Patterson, S. Howard; Choate, Ernest A.; and Brunner, Edmund deS. The school in American society. Scranton, Pa., International Textbook Company, 1936. 570 p. (The modern school series.)

The study aims to stress the essentially social character and objectives of education as a social institution. Emphasizes the socialized curriculum and the various social activities of a modern school system.

Rugg, Harold. America's march toward democracy. History of American life, political and social. Boston, New York, Ginn & Co., 1937. 515 p. (The Rugg social science series.)

This book may be used alone or with others in the series. Instead of chapters the contents are presented in units I-IX, being the story of our national life and its development. The author aims at introducing youth to the chief conditions and problems which will meet them when they become citizens of the world.



### Can We Educate for Peace?

Committee on world friendship among children. Creating a world of friendly children; suggestions for children's activities and programs. New York, Committee on world friendship among children, 1932. 83 p.

Contains songs of world friendship with music, lists of helpful literature, and films; and describes its world friendship projects and contests in composition on world peace.

McMullen, Laura W., ed. Building the world society; a handbook of international relations. New York, Whittlesey House, McGraw-Hill Book Co., Inc., 1931. 434 p.

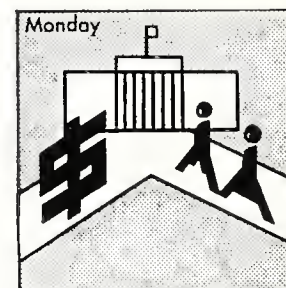
A plan for guided adult study, with selected readings, bibliographies at chapter ends, etc.

Smith, Henry L. and Canary, Peyton H. Some practical efforts to teach good will. Bloomington, Indiana University, Bureau of Cooperative Research, 1935. 169 p. (Bulletin of the School of education, Indiana University, vol. xi, no. 4.)

Outlines principles and methods for teaching the attitude of good will, and gives the lessons for elementary and secondary schools, and for colleges and universities, with a bibliography.

Sternberger, Mrs. Estelle M. The supreme cause; a practical book about peace. New York, Dodd, Mead & Co., 1936. 218 p.

Discusses issues on the questions of war and peace, pro and con; problems presented in the programs of the various peace movements, and problems presented by the headlines of the press. Bibliographies on these subjects and others are furnished.



### Buying Educational Services

Chism, L. L. The economic ability of the States to finance public schools. New York, Teachers' College, Columbia University, 1936. 169 p. (Contributions to education, no. 669.)

Presents the ability of the States to raise tax revenue under a system of taxation based on the model plan of State and local taxation, with special reference to the relative ability of the States to support education.

Covert, Timon. State provisions for equalizing the cost of public education. Washington, U. S. Government Printing Office, 1936. 49 p. (U. S. Office of education. Bulletin, 1936, no. 4.)

Presents different plans of public education at State expense, the apportionment methods in equalization of school costs, recent increases in State funds for education, and methods of apportioning the increase, etc.

Frederic, Katherine A. School finance and school districts. Washington, D. C., National League of Women Voters, 1936. 41 p.

Gives an outline of some of the important aspects of the problem of providing adequate support for the public schools.

Mort, P. R., and others. State support for public education. Abr. ed. Washington, D. C., American Council on Education, 1935. 262 p. (National Survey of School Finance publication.)

The third and last study of the survey committee on school finance; the absence of the supplements causes the abridgment, all the basic material remains the same. The status of educational expenditures and State action, evolution of basic principles underlying State support, the minimum educational program, measurement of needs, equalization of taxation in the various States, and other subjects are presented.

Norton, John K. and Norton, Margaret Alltucker. Wealth, children, and education. New York, Teachers College, Columbia University, 1937. 100 p. (Strayer-Engelhardt school administration series.)

A study of the economic ability of the States, the relative ability of the States, efforts of the States to support education, etc. Bibliography.



Pearman, William I. Support of State educational programs; by dedication of specific revenues and by general revenue appropriations. New York, Teachers College, Columbia University, 1933. 141 p. (Contributions to education no. 591.)

A study of certain factors which relate to the adoption and use of these general policies by State governments.



### Horace Mann

Craven, Eleanor and Sandison, Mildred. Let the next generation be my client; a centennial play for high schools. *Journal of the National Education Association*, 26: 45-46, February 1937.

This play is easily obtainable by teachers and may be used for high-school programs.

Curti, Merle. Education and social reform: Horace Mann. *In his The social ideas of American educators*, p. 101-138. New York, Charles Scribner's Sons, 1935. (American Historical Association. Commission on the social studies in the schools. Pt. 10.)

Well documented for original sources; gives brief summary of Mann's social ideas, bringing out the important aspects of our "first really great educational leader."

Educating for democracy; a symposium. Yellow Springs, Ohio, The Antioch Press, 1937. 148 p.

In honor of Horace Mann. Some of the contributors are: Ernest H. Lindley: The educational program in a democracy; George F. Zook: The educational program in a democracy; Karl T. Compton: Education and social progress; John Dewey: Education, the foundation of social organization.

Hubbell, George A. Horace Mann, educator, patriot and reformer. Philadelphia, William F. Fell Co., 1910. 285 p.

A detailed story of the early life of the man, revealing his rare personality and soul, his tastes, and ideals; shows why his character is still appealing and dominating today.

Mann, Mrs. Mary Peabody. Life of Horace Mann. By his wife, Mary Peabody Mann. Washington, D. C., National Education Association, 1937. 609 p. front. port.

This centennial edition in facsimile makes available the intimate account of Dr. Mann's life and work as an inspiration to teachers. Especially useful for the climax of the centennial which will be during education week in November.

Morgan, Joy E. Horace Mann; his ideas and ideals. Washington, D. C., National Home Library Foundation, Sherman F. Mittell, editor, 1936. 150 p.

A short presentation of some important high spots in the work of Mann, appropriate for use in the celebration of his centennial and education week.



### Our American Youth Problem

Chambers, M. M. Youth-serving organizations. Washington, D. C., American Council on Education, American Youth Commission, 1937. 327 p.

This is an introductory survey and a directory of 330 national nongovernmental organizations having programs for serving youth.

Douglass, Harl R. Secondary education for youth in modern America. Washington, D. C., American Council on Education, 1937.

In this report of the readjustment of modern education direction is given to some of the major conditions that influence youth with suggestions for study and experimentation.

Hanna, Paul R. and research staff. Youth serves the community. Works Progress Administration. New York, D. Appleton-Century Co., Inc., 1936. 303 p.

The result of a survey to bring youth into a cooperative and useful place in the community. The nine chapters present the timely subjects: Youth contributes to public safety, to civic beauty, to community health, to agricultural and industrial improvement, to civic arts, to local history, protection and conservation of resources.

Pendry, Elizabeth R. and Hartshorne, Hugh. Organizations for youth. Leisure time and character building procedures. New York and London, McGraw-Hill Book Co., Inc., 1935. 359 p.

This book brings together the names of organizations that are functioning in the service of youth, and their programs and plans.



### Schools and the Constitution

American Bar association. A handbook of the Constitution. Chicago, Ill., The Association.

A collection of information concerning the Constitution, historical mostly, which contributes to its interest and understanding, and the effect on American history of this document.

Barnes, Mrs. Mary Clark. "We, the People" and our Constitution. Cambridge, Mass., Woman's National Committee for Law Enforcement, 1 Arsenal Square, 1927. 55 p.

A simple and understandable study of the Constitution written especially for women's clubs interested in law enforcement; may also be useful for new Americans to create loyal and intelligent public sentiment.

Beck, James M. The Constitution of the United States, yesterday, today, and to-

morrow. New York, George H. Doran Company, 1924. 352 p.

Deals with the origin of the Constitution, with discussion of basic principles, and philosophy.

Bennett, Henry Arnold. The Constitution in school and college. . . . New York, London, G. P. Putnam's Sons, 1935. 315 p.

Deals with the study and teaching of the Constitution, with a bibliography.

Magruder, Frank A. and Claire, Guy S. The Constitution. New York and London, McGraw-Hill Book Co., 1933. 395 p.

Aims to give an explanation of the Constitution and our fundamental governmental structure in simple and clear form understandable by any intelligent individual; gives text clause by clause, with explanations, comments, and cases illustrating the meaning.

National Council for the Social Studies. Seventh yearbook: Education against propaganda. Developing skill in the use of the sources of information about public affairs. Edited by Elmer Ellis. Cambridge, Mass., The Council, 1937. 182 p.

A contribution to the field of social studies instruction. The chapters are presented by authorities in the social studies, and show the best theory and practice of teachers in effective means of educating students against propaganda, and resisting efforts of pressure groups.

Nebraska State Teachers' Association. Vitalizing the teaching of the Constitution. Lincoln, Nebraska State Teachers' Association, 1936. 31 p. (Research bulletin no. 6.)

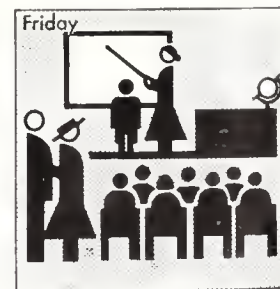
This study is approved by various agencies, viz: The University of Nebraska, State department of public instruction, Nebraska State normal board and colleges, American Bar Association, and the American Legion. Gives general suggestions and concrete cases, including the plans of Philadelphia and Rochester, N. Y.

Richardson, Charles R. and Spaulding, Marjorie G. Know your Constitution. [Minneapolis, Minn., the authors, West High School.] 1936. 55 p.

A manual useful to teachers and others, presented in the question and answer form, with historical sketch and other information.

Thorndike, Edward L. The teaching of controversial subjects. Cambridge, Mass., Harvard University Press, 1937. 39 p. (Inglis lecture, no. 13.)

Outlines a scheme for teaching controversial subjects "with most of the controversy replaced by science." Advocates that teachers have their classes consider both sides of a question in dispute, with the admonition that schools should teach the public to trust its ablest men.



### School Open-House Day

Clark, E. C. The open-house exhibit as a stimulus to interest in visual instruction. Educational screen, 16: 87-88, March 1937.

(Concluded on page 13)

# Training Leaders in the Business World

by James F. Abel, Chief, Comparative Education Division

★★★ Eugène Léauté in 1886 sent to "Monsieur le Commissaire du Bureau d'Education, á Washington" a copy of his ambitious 775-page work on "Commercial Education and Schools of Commerce in France and in the Entire World." Being a Frenchman, Mr. Léauté wrote a thorough-going account of commercial education in France as it was then. He told of its history and development, described the different schools and kinds of schools, gave their programs of study in full, and outlined the methods of administration. From that mass of facts he drew certain conclusions about how it could be improved and made emphatic recommendations for its reform. Some of his recommendations are now in effect.

"In 1820", he writes, "two Parisian merchants, Brodard and Legret, interested in the future of our commerce, concurred in the project of founding a school to prepare young people of affairs through special studies complementary to their general instruction. These men of initiative, whose names merit being taken out of unjust oblivion, created for that purpose on Rue de Grenelle-Saint Honore an establishment that was then of an absolutely new type, to which they gave the name Special School of Commerce. Such an enterprise, which now seems to us entirely natural, was daring and difficult at the time that our modest initiators undertook it. In effect, opinion then recognized neither the utility, nor the necessity, nor even the possibility of such an education, which until then had been acquired only by practical experience."

The school they founded had many difficulties but it persisted and is now the Higher School of Commerce of Paris.

## *Antwerp Among Earliest*

One of the earliest commercial training institutions of university rank established in any country is the Higher Institute of Commerce at Antwerp, Belgium. It opened in 1853 with 51 students. It was first proposed in 1847 by Dr. Matthysens in a brochure entitled, "Proposal for the Organization of a Belgian University of Commerce and Industry."

We quote from Mr. Léauté:

"University of commerce, there the word was with all its letters! But there is many a slip twixt the cup and the lip. The official world and the Belgian university men could

not admit that one should place instruction in commerce and in the humanities on the same level. So the title of Institute was substituted for University, and it was arranged that the creation should be not by law but by a simple ministerial arrêté which would place the Institute in a position inferior to the normal schools, universities, athenees, and middle schools of the kingdom and ought to lessen its scope for a long time."

During his survey, Mr. Léauté found in the United States for 1884, 165 business colleges and 104 commercial colleges. He gives a good directory of them with the names of the principals, the location, the date of founding, and statistics of teaching staffs and attendance.

Since Mr. Léauté's work no one, as far as I know, has written and published an account of commercial education "in the entire world." It would be an interesting task, by no means impossible of achievement, and if well done would be welcome to persons directly engaged in commercial education and to many others. The most important production of this nature for commercial education as it is now, came through the efforts of the International Society for Business Education. This work, whose English title is "A Comparative Study of School Systems in General and Business Education in Particular in Various Countries" is in four languages printed in parallel columns. It deals with 23 countries, is illustrated with graphs, and is about as strictly factual as such a study can be. For some purposes that objective presentation is essential and in any case is valuable. But it lacks the entertaining qualities, the shrewd opinions—with which one may or may not agree—that stimulate thinking and action and indicate to later generations the customs and thought habits of the time.

When he wrote, "Young Americans think more of the proverb 'Time is money' than the young people of any other nation"; and in defense of coeducation, "The prohibition against smoking, everywhere made and everywhere violated, is scrupulously observed at Oberlin College because of the presence of young women students toward whom no man student would wish to show lack of respect", Mr. Léauté was throwing on his picture of commercial education in the United States certain side lights that helped in understanding it.

Four levels or types of commercial training are now recognized in nearly all important

countries: 1. Part-time, given in continuation schools, evening classes, etc., to boys and girls that have just completed compulsory elementary schooling; 2. Full-time, given in junior commercial schools mainly in 2-year curricula to elementary school graduates; 3. Senior secondary instruction sufficiently practical to replace the apprenticeship entirely and give in 4- to 5-year curricula a solid general education as well; and 4. Training for business administration in university faculties of commerce, commercial universities, schools of economics, etc.

## *Prejudice Has Disappeared*

While the first three levels are important, only the fourth, commercial training in institutions of university rank, will be considered here. The prejudice among university men against considering business training on an equality with the study of law, medicine, theology, and the humanities, which Mr. Léauté expressed in his writings and fought as strongly as he could, has generally disappeared. Commercial training holds its recognized place in schools or faculties of universities or in institutions set up for that special purpose. In Germany are the Handels-Hochschule at Berlin, Königsberg, Leipzig and Nürnberg, and faculties of economics in several of the universities. The Hochschule für Welthandel (University for World Trade) at Vienna is the standard institution for Austria. Belgium has an "école des sciences économiques commerciales" in each of the 4 universities, and 10 separate commercial institutes. Only the former may grant the degree of doctor in commercial and economic sciences and train teachers for secondary schools of commerce, but instruction in the institutes is on university levels. The London school of economics and political science in the University of London is probably the best known school of its kind in Great Britain, but about 10 other English and Scotch universities offer good training and grant degrees in commerce. The École des Hautes Études Commerciales and the École des Sciences Politiques, both in Paris, are old, strong institutions and commercial studies are offered in nearly all the universities.

## *Requirements Rigid*

In Italy are royal higher institutes of economic and commercial sciences at Bari, Catania, Florence, Genoa, Naples, Rome, Turin, Trieste, and Venice, and private insti-

tutes of equal rank in Bologna, Milan, and Palermo.

China has the National College of Commerce of Shanghai, Hopei College of Law and Commerce at Tientsin, Peiping College of Railway Administration, College of Engineering and Commerce at Tientsin, Provincial School of Commerce of Shansi at Yanghe, and faculties of commerce in several of the universities. The Tokyo University of Commerce, Kobe Commercial University, Osaka University of Commerce, and the faculties of economics in the imperial universities of Tokyo and Kyoto are the main centers of commercial training in Japan.

In all these countries the requirements for admission to commercial studies are essentially as rigid as those fixed for law, medicine, arts, sciences, and engineering. The first degree is usually to be attained in from 3 to 4 years of studies and provision is made for advanced degrees for those who wish to take them.

What courses are offered? The schemes differ among countries and institutions, of course, and the question cannot be answered in full. The programs of the Royal Higher Institute of Economic and Commercial Sciences of Venice is illustrative of practices in Italy. The institute has a faculty of economic and commercial sciences, a consular section, and three additional sections—one each for teachers of economics and law, book-keeping and accounting, and foreign languages. The curriculum of the faculty of economic and commercial sciences is 4 years in duration and leads to the laurea, the degree granted by all Italian universities. It is as follows:

Subject	Hours a week			
	I	II	III	IV
Institutions of private law	3			
Institutions of public law	3			
Commercial and maritime law, industrial law		3	3	
International law				3
Political economy (general course)		3	3	
Science of finance and of financial law			3	
Statistical methodology		3		
Demographic and economic statistics			3	
Political economy				3
General bookkeeping and accounting, applied bookkeeping	6	4		
Financial mathematics	5	5		
Merchandise			3	3
Commercial technics		6	6	
Economic geography	3	3		
History of economics	3			
French	3	2	2	
English	6	3	3	
German	5	3	3	
Serbo-Croatian	3	3	2	

Not all four of the languages need be studied; at least two are required, and it is expected that English or German will be one of them.

The University of Liverpool, England, School of Social Sciences and Administration, has departments of economics, commerce, geography, and social sciences, and the subject of public administration. The bachelor of commerce degree is conferred as either the ordinary or the honors degree. The curriculum of the former covers 3 years. The sub-

jects of the first year are commerce; either French, Spanish, Italian, German or Russian; modern economic and social history, or geography; and one additional subject not to be presented for examination. The second year calls for commerce, economics, a modern foreign language as listed above, and one additional subject chosen from geography, social science, a second modern foreign language, law, philosophy, science or engineering, and mathematics. The required subjects in the third year are commerce, commercial law, and an optional subject which may be any of 10, of which the main ones are transport, banking and finance, advanced accounting and auditing, industrial administration, and public finance and administration.

#### Honors Degree

The degree with honors may be taken in either commerce and administration, economics, or geography. Candidates must attempt the first part of the examination not later than the close of the third year of study, and the second part within the subsequent year. The subjects for part I are trade and industry, business finance, principles of economics, and statistical methods. The tests are both written and oral. In part II are the dissertation and oral examination, international trade, trade and industry of the British Empire and leading foreign countries, and a special subject in commerce.

Two years after having earned the bachelor of commerce, the student may attain the master of commerce degree by studying under the general direction of the head of the department, passing a further examination, and presenting an approved dissertation.

These two examples, one from Italy, the other from England, serve to show something of the nature of university studies in commerce as they are offered abroad. The central and western European countries have their plans of training that differ considerably from these but have the same purpose—to train leaders in the business world.



#### Health in Colleges

The National Tuberculosis Association called a national conference a few months ago, to consider all phases of college hygiene and to set forth on paper what seemed to be the best ways and means of preserving, restoring, and improving the health of students. The proceedings of this meeting are now in print and are presented in concise and readable form.

Administrators of colleges and universities will here find information as to what they should do and how they should do it and special workers in the field of college hygiene will read much that is helpful and stimulating. The publication, bearing the above title, may be secured from the National Tuberculosis Association, 50 West Fiftieth Street, New York City.

## A Reference List for American Education Week

(Concluded from page 11)

Exhibits prepared by the school may be of many kinds, art, agriculture, transportation, manual arts, health and physical education, etc., and may be made to interest parents and the public in the work of the schools.

Grinnell, J. Erle. Interpreting the public schools. A manual of principles and practices of public school interpretation with special emphasis on published materials. New York and London, McGraw-Hill Book Co., Inc., 1937. 360 p. (McGraw-Hill series in education, Harold Benjamin, consulting editor.)

Interpreting in the sense of telling the public what the schools are doing for the children, expressed in terms of detailed programs of publicity in the newspapers, magazines, bulletins, exhibits, and various other ways. Also presents the value and types of reports, pupil publications, pupil activities, and out-of-school agencies



#### Lifelong Learning

Laidler, Harry W. A program for modern America. New York, Thomas Y. Crowell Co., 1936. 517 p.

Many of the important questions and problems which men and women are to meet in their personal and national life are presented here, and discussed.

Stuebaker, John W. The American way. New York and London, McGraw-Hill Book Co., 1935. 206 p.

Suggestions are given for the work of leaders of forums, with subjects for discussion, and instructions to panel leaders. This is a form of adult education possible in almost any community. Suitable for lifelong learning programs.

Stuebaker, John W. and Williams, Chester S. Education for democracy; public affairs forum. Washington, U. S. Government Printing Office, 1936. 74 p. (U. S. Office of education. Bulletin, 1935, no. 17.)

Offers suggestions for effective organization and administration of forums and public affairs discussions, founded on experience. By this means, adults are able to continue their learning of public affairs at home and abroad

*Editor's Note.*—The sketches are used through the courtesy of the National Education Association and are the work of Pictorial Statistics, Inc.



# New Government Aids FOR TEACHERS

by MARGARET F. RYAN



**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

## Constitution Shrines

Hazel B. Nielson, director of educational activities of the United States Constitution Sesquicentennial Commission, announces the availability of the following aids in the celebration:

*Our Constitution.*—A historical pageant to be used in connection with the celebration.

*Shrines for the Constitution.*—Brief mention of these was made on page 272 of *MAY SCHOOL LIFE*. The shrine, consisting of a floor stand made of steel finished in baked enamel with a bronze finish and with an ornamental eagle fastened on its top, is suitable for use in schools, libraries, and other public places

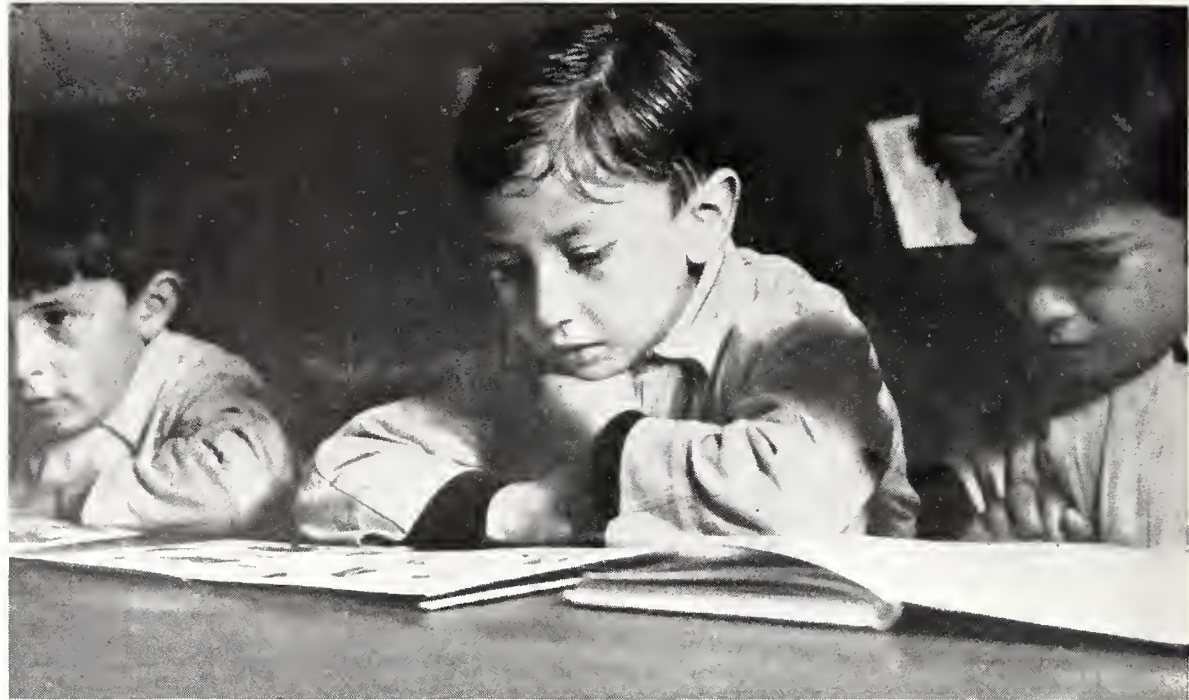
The standard is 6 feet 4 inches high and has an ingenious provision for holding the frames on which the facsimiles are placed and covered with transparent cellulose acetate for protection. Each frame is instantly detachable for study and examination in individual classrooms. The three frames, each approximately the size of a newspaper page, provide six surfaces which are taken up by the Constitution on four sheets, the Declaration of Independence on one, and a sheet of the portraits of the signers on the other.

The price of the shrine, complete with facsimiles as described, is \$25. Orders should be addressed to the United States Constitution Sesquicentennial Commission, House Office Building, Washington, D. C. All checks or money orders should be made payable to the Treasurer of the United States.

● A chart entitled *Farm Real Estate Values Rise Fourth Straight Year*, showing the estimated value per acre of farm real estate, 1920, 1930, 1933, and 1937 as percentage of pre-war level, is available free from the Bureau of Agricultural Economics, United States Department of Agriculture.

● A study of our administration of justice primarily as it affects the wage earner and of the agencies designed to improve his position before the law is presented in *Bureau of Labor Statistics Bulletin No. 607, Growth of Legal-Aid Work in the United States*. Price, 20 cents.

● Hendrik Willem van Loon made the 15 line drawings which illustrate *Why Social Security?*—A brief account of the development of measures for social security published by the Social Security Board.



In the Children's Library of the Cultural Theater, Colombia. *Bulletin of the Pan American Union.*

● In a recent issue of the *Bulletin of the Pan American Union* may be found among others the following articles: *Beyond Mexico on the Inter-American Highway*; *The cultural theater of Colombia*; *Summer schools of Spanish*; *Inter-American book and library notes*; and *Two low-cost housing developments in Lima*. Single copies of this issue, 15 cents.

● *Farm gardens are maintained on approximately 79 percent of all farms in the United States, the average value of the products per garden being estimated at \$68. General information on the planting, cultivation, irrigation, etc., of a farm garden and the culture of specific garden crops such as greens, salad crops, vine crops, legumes, etc., is given in The Farm Garden, Farmers' Bulletin No. 1673. 10 cents.*

● *Employment of Women in Tennessee Industries, Women's Bureau Bulletin No. 149 (10 cents), gives data on the hours, earnings, and working conditions covering 27,000 women in factories, stores, laundries, dry-cleaning plants, and hotels and restaurants.*

● *Home Canning of Fruits, Vegetables, and Meats (Farmers' Bulletin No. 1762) contains directions for canning fruits, tomatoes, and other acid foods; nonacid vegetables; and meats and chickens. 5 cents.*

## Directory Available

Persons directly engaged in teaching, research, or demonstration of agriculture and home economics in State agricultural colleges and experiment stations in 1936-37 are listed in *Office of Experiment Stations Miscellaneous Publication No. 254*. Copies of this directory are available at 15 cents.

● "Geographical distributions of mortality from tuberculosis, cancer, appendicitis, and typhoid fever, in the white population of the United States", "The need for industrial hygiene courses in public health curricula", and "Evaluation of the industrial hygiene problems of a State" are the titles of some of the articles appearing in the volume 52, number 25 issue of *Public Health Reports*, a copy of which costs 5 cents.

● *Schoolhouse construction has been one of the major accomplishments of the Public Works Administration, according to Public Works Administration Aids to Education, a publication prepared by the Research Section of the PWA Projects Division. The school buildings constructed under the PWA program serve four general purposes, namely: To replace and consolidate one-room schools; to replace obsolete buildings; to provide additional accommodations for the constantly increasing number of school children; and to improve existing school buildings.*

## Films Available

According to a recent survey made by the Brookings Institution of Washington, it was found that 533 Government films are available to the public. The Department of Agriculture produced 307; the Bureau of Mines, 55; the Bureau of Reclamation, 13; the National Park Service, 16, with 20 others showing scenic and recreational features. A number of CCC films were also made by both the Department of the Interior and the Department of Agriculture. The Resettlement Administration, the Federal Housing Administration, and the Social Security Board are also mentioned in the survey. Further information may be had by writing to the individual agencies.

● *Standard Time Throughout the World.* Bureau of Standards Circular No. 406 (5 cents), shows the increasing adoption of the international time zone system and contains a small map showing standard time zones in the United States. Another map showing time zones of the world is also included, as well as the national system of time signals and signals for the radio transmission of foreign time.

● A cartographic engineer of the Coast and Geodetic Survey, United States Department of Commerce, has prepared a bulletin on *Cartography* (Special Publication No. 205) which traces briefly the attempts made through the ages to depict on paper accurate geographic information which leads to a better understanding of the terrain and the sea, their history and relationship and their characteristics and phenomena. It also outlines what are now considered the best methods of securing and utilizing map data and indicates how to use the maps and charts after they have been constructed and printed. Sets forth the method and details entering into the compilation of nautical charts in the Division of Charts of the Coast and Geodetic Survey. 60 cents.

● The new *Directory of the Activities of the Bureau of Plant Industry*, Miscellaneous Publication No. 238, of the Department of Agriculture, is just off the press. 10 cents.

## Constitutional Pageants

Two pageants have been issued recently by the United States Constitution Sesquicentennial Commission—one entitled, *Our Constitution*, is a historical pageant; the other *From Many to One* was designed for use in churches or by congregations or communities during the commemoration period. Copies are available at the Commission's headquarters, Washington, D. C., at 10 cents.

## COMPLETE YOUR FILE

Back copies of *SCHOOL LIFE* may be obtained at 10 cents each, from the Superintendent of Documents, Government Printing Office, Washington, D. C.

*SCHOOL LIFE*, September 1937

## Statistics

# Enrollments This Fall

SCHOOL AND COLLEGE by Emery M. Foster, Chief  
Statistical Division, Office of Education

Statistics would indicate that when fall school enrollments are completed there should be approximately 2,050,000 new enrollees in first grades of the Nation's elementary schools. Those entering the first year of high school will probably reach 2,000,000, and it can be reasonably expected that 400,000 will enroll in the first year of college.

### Entering Elementary School

The drop in birth rate from 18.9 children born per 1,000 total population in 1930 to 18.0 born in 1931 should be reflected in the number of children entering school this fall, as those born in 1931 will be 6 years of age in 1937, and will be ready to start to school. Since there were approximately 96,000 fewer children born in the United States in 1931 than in 1930 it would seem that there may be approximately this number fewer children enter school in September 1937 than in 1936. Approximately 2,050,000 children will become 6 years of age in 1937 and constitute the potential new pupils for the first grade in September.

### Entering High School

The number of pupils in the first year of high school in 1935-36, estimated from data for 26 States, shows an increase of 7.36 percent in first year pupils since 1933-34. As the eighth grade elementary school class from which the 1937 high-school freshmen will be drawn is only slightly larger (1.4 percent) than was the class from which the 1936 freshmen were drawn, there may be no great increase in high-school freshmen this year, unless a larger percentage continue into high school than previously. It is therefore estimated there will be about 2,000,000 in first year high-school work in 1937-38, as compared with only 1,855,026 in 1933-34.

### Entering College

Last fall, September 1936, there was an increase in college freshmen of 4.7 percent over the number entering in September 1935. This followed annual increase of 14 percent from 1933 to 1934 and 7.4 percent from 1934 to 1935 according to data compiled by Dr. Raymond Walters in "School and Society." With a slight increase this fall, September 1937, there will probably be about 400,000 in the freshmen classes of the various colleges, calculating on the basis of data on number of

freshmen reported to the Office of Education in 1933-34.

### College Graduates

The proportion of college graduates in the total population has increased from 2 persons in each 1,000 in 1880 to almost 20 persons in each 1,000 in 1936. While the population increased from 51,000,000 to 128,000,000—only a little more than twice as large in 1936 as in 1880—the number of college graduates in the population increased from 106,000 to 2,515,000—about 24 times as great in 1936 as in 1880. The number of persons being graduated annually from college increased from 10,000 in 1880 to 135,000 in 1936.

### Public-School Enrollment

The decrease in public elementary school enrollments and the increase in public high-school enrollments (last 4 years of school systems) in the decade from 1926 to 1936 is well shown in the accompanying table. There are approximately 518,000 fewer children enrolled in the elementary school grades in 1936 than in 1926 but about 2,220,000 more enrolled in the high-school grades.

[Data from Statistical Summary]

Year	Elementary	High (4 years)
1926.....	20,984,002	3,786,071
1928.....	21,268,417	3,940,855
1930.....	21,278,593	4,426,708
1932.....	21,182,472	5,164,894
1934.....	20,880,120	5,715,608
1936 (estimated).....	20,466,000	6,000,000



## Institute of Government

Gathered to discuss current local and national problems of government administration, over 500 officials, educators, and businessmen took part in the Ninth Annual Institute of Government, recently sponsored by the University of Southern California. Participants included authorities from Federal, State, county, and city governments, according to the director of the 5-day conclave. Technical and administrative fields of city planning, management, traffic control, public health, law enforcement, delinquency, taxation, budgets, and phases of highway construction were included in the discussions.

# Vermont Reports on Parent Education

by Ellen C. Lombard, Associate Specialist, Parent Education



The experiment in parent education which concluded its fifth year in 1937 in the rural State of Vermont is an outstanding example of what can be done under efficient leadership in rural communities in the field of parent education.

A 5-year report furnished the Office of Education by the director of the Vermont project, shows that State education and health departments, numerous other institutions, organizations, and individuals have given active cooperation to the program.

## *Among First States*

Good leadership, WPA funds of the Federal Government, and the smallness of the State were some of the important factors that helped bring success. Before Federal funds were made available and with the cooperation of State leaders in existing agencies, Bennington College proceeded in 1932 to call a conference of leaders. The objective was to provide much needed resources in the psychological and mental hygiene aspects of family life for the whole State. As an outcome, a committee was formed which set up a comprehensive program of parent education for the State. This program, it is reported, has continued through the 5 years, practically as it was outlined by the committee. Soon after the committee was formed Federal funds became available and Vermont was one of the first States to become associated with the WPA nursery school and parent education project.

## *Cooperating Groups*

Cooperating in this project were State, county, and local agencies and officials. It was reported that parent-teacher associations and the home demonstration groups were most closely associated with this work. Church groups, women's clubs, the grange, and other groups in local communities were generally contacted and they responded in various ways.

Not only Bennington College but the University of Vermont and Middlebury College have held conferences in connection with this program in which leaders of outstanding ability outside the State took part. These were generally attended not only by lay leaders but also by social workers and many professional leaders. The forms of presentation varied. Sometimes the discussion method is used, or panels, or lectures, or addresses.

A "School of Family Relationships" was arranged as a part of the 1937 summer session

of the University of Vermont. This is a project of the PWA Adult Education program. The professor of eugenics of the university arranged for senior students to receive one-third credit for the preparation of an exhibit for the school. A 1937 fall conference is scheduled at Bennington College at which "Education Out of School" will be the theme.

## *Personnel and Training*

At first the personnel of this parent-education project consisted of a supervisor, who was also State study-group chairman for the parent-teacher association, and three workers. This number of workers has now been increased, according to the report, to include 12 women and 1 man.

The workers receive in-service training from the supervisor. This consists of guidance in reading, help in making contacts, instruction in methods, demonstrations, and observations; 3-day institutes once in 3 months, and individual assistance with special problems given by the supervisor.

## *Types of Meetings*

Parents' meetings are conducted in connection with the 14 nursery schools, by the parent-education staff. Home visits are made by the workers when desirable.

College students are instructed in groups. They have been given practical experience in making a study of a local community to determine what is adequate teaching in respect to family relationships. The study covered four parents' groups, and groups in high school, junior high school, and young people's church groups.

One group meeting was held in the women's reformatory. In the year 1935-36, 250 study groups were reported to have met four times in 135 different townships. In some instances the group comes together from distant rural areas.

The discussion subjects sometimes were seasonal, but the questions most often raised related to discipline, sex education, adolescence, and getting children to help in the home.

## *The Book Wagon*

The back-road rural sections in Vermont are inaccessible in winter so that parent-education work must be carried on especially in mountain areas, when the roads are in good condition. In one remote town of 258 inhabitants where the cash income per family per year did

not exceed \$25, a health clinic was established with the cooperation of doctors and nurses of the State board of health and of neighboring townships. All but two of the school children in the town were examined physically and most of the corrective work necessary was done by the use of funds from county and State sources.

The book wagon of the State free traveling library department is an important asset to the development of isolated rural communities. Parent-education workers anticipate the coming of the wagon. The women come together in a group to listen to the librarian's discussion of children's reading and the children listen to stories told by the librarian. Sometimes families bring picnic lunches to the neighborhood on the day the book wagon is expected.

## *Other Activities*

The State supervisor cooperates in a program of the Protestant churches in 12 most neglected rural sections of the State. In all the towns selected there are parent-education workers. College students interested in social welfare will conduct the work, the program of which is under preparation.

A monthly letter and a radio program have reached rural dwellers in Vermont who could never attend study groups.

Exhibits of posters, home-made toys, children's furniture, and miniature play equipment are features that hold the interest of parents.

Eighteen junior play schools were maintained in the State during July and August 1936, with an average daily attendance of 25 children, 2 to 5 years of age. Each play school was supervised by a parent-education worker and assisted by an NYA girl and six girls of high-school age. The play schools were organized to give the girls skill and experience in handling young children. In order to get admittance for the children, mothers were compelled to attend four parents' meetings.

A project that has reached many persons not easily contacted, has been the family workshop, where individuals get a new outlook on life. They are instructed in how to remodel clothes, tie quilts, knit, and make toys while "guided conversation" goes on. A large foreign population is reached by a worker of their own nationality.

The program in Vermont is comprehensive. It reaches practically all types of parents in the State. The supervisor and workers



## New Books and Pamphlets

### Educational Bibliographies

Selected References in Education, 1936. Chicago, Ill., The University of Chicago, 1937. 215 p. 90 cents.

Contains 20 monthly lists of annotated references published cooperatively during 1936 by the School Review and the Elementary School Journal; classified and indexed.

Bibliography of Literature on Education in Countries Other Than the United States of America, by Henry Lester Smith and William Isaac Painter. Bloomington, Ind., Bureau of Cooperative Research, Indiana University, 1937. 341 p. 75 cents. (From Indiana University Bookstore, Bloomington, Ind.)

Annotated references to material published in the English language, Jan. 1, 1925, to Dec. 31, 1936. Classified and indexed to facilitate the location of any specific phase of education in foreign countries.

### Selections for Retarded Readers

Adventure Bound, edited by Chester L. Persing and Bernice E. Leary; New Horizons, edited by H. Augustus Miller and Bernice E. Leary. New York, Harcourt, Brace & Co., 1936. 2 v. (The Discovery Series.) \$1 each.

A series of reading selections for slow readers in high school classes. Adventure Bound is for retarded freshmen; New Horizons for retarded sophomores. In content and interest, they are on the high-school level, but in reading difficulty range from fourth- to ninth-grade levels.

### Holiday Programs

Let's Give a Play, by Gertrude Smith Buckland. New York, Thomas Y. Crowell Co., 1937. 197 p. illus. \$1.50.

Nine original plays for the different holidays in each month of the school year, with specific directions for costume, stage, and other details.

Bird, Flower, and Arbor Day Program. Nashville, Tenn., published by the State Department of Education, 1937. 47 p. (The Tennessee Educational Bulletin, vol. 15, no. 2.)

Suggestions for school programs and also for civic clubs and women's organizations, includes information on conservation work now in progress in the State of Tennessee.

### Library History

Libraries and Lyceums, by Frank L. Tolman. New York, Columbia University Press, 1937. 91 p.

A history of the libraries and lyceums in New York State. Reprinted from the History of the State of New York, vol. 9.

### Citizenship Education

Our Flag and Our Schools, compiled by Samuel Engle Burr, Superintendent of Schools, New Castle, Del. Wilmington, Del., published by the Americanism committees of the Department of Delaware, The American Legion and La Grande Voiture de Delaware, La Société des 40 et 8, 1937. 80 p. illus. 75 cents, single copy. (Order from compiler.)

Suggestions to teachers to aid in developing a proper attitude toward the American flag and a better understanding of the ideals for which it stands. Pt. 3 is the "Flag Code" published by the United States Flag Association.

Sketches from our Constitutional History, by J. A. Van Osdol. Boston, The Christopher Publishing House, 1937. 115 p.

These sketches were first prepared in 1927 (2d rev. ed., 1937) for use in the National and State oratorical and essay contests on the Constitution in Indiana; they review the outstanding events that culminated in constitutional government.

### Teachers

Women and Men in the Teaching Profession, by Leo M. Chamberlain and Leonard E. Meece. Lexington, Ky., University of Kentucky, 1937. 62 p. 50 cents. (Bulletin of the Bureau of School Service, University of Kentucky, vol. 9, no. 3.)

A summary view of the distribution of men and women in the teaching personnel and of the issues involved.

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.

ANDREWS, GEORGE F. Physical education for boys in the secondary schools in India: a critical study with sugges-

tions for reconstruction. Doctor's, 1934. Teachers College, Columbia University. 219 p.

BENTLEY, DUDLEY F. Study of failures in the Rosedale junior-senior high school of Kansas City, Kans., during 1932-33. Master's, 1936. University of Kansas. 95 p. ms.

CATON, ANNE J. How much time is needed to take an average fifth or sixth grade pupil from inadequacy to 100 percent accuracy in a fundamental process of arithmetic—multiplication for example? Master's, 1936. Boston University. 65 p. ms.

FLEGAL, BLAIR A. Survey of schools in Sargeut County, N. Dak. Master's, 1936. University of North Dakota. 134 p. ms.

GEIGER, LORRAINE L. Commercial education for the blind. Master's, 1935. Boston University. 100 p. ms.

GREENLEAF, EDITH E. Evaluation of visual perception tests for predicting success in first grade reading. Master's, 1936. Boston University. 34 p. ms.

HAULER, ARTHUR. Scientific and creative plan of procedure for inductive observation of teaching as carried on in industrial arts teacher education. Master's, 1936. Syracuse University. 79 p. ms.

HOLMES, FRANCES B. Experimental study of the fears of young children. Doctor's, 1934. Teachers College, Columbia University. 298 p.

HEYLMUN, ELIZABETH C. Analysis of present practices and tendencies in freshman English in certain colleges and universities. Master's, 1935. George Washington University. 127 p. ms.

JONES, A. QUINN. Inventory of 149 students in the ninth, tenth, eleventh, and twelfth grade classes of the Lincoln High School, Gainesville, Fla. Master's, 1935. Hampton Institute. 93 p. ms.

KNAPP, IVAR. Financial and population survey of the school districts of Williams County, North Dakota. Master's, 1936. University of North Dakota. 100 p. ms.

MCCONNELL, GORDON. Teaching cooperation. Master's, 1936. University of North Dakota. 78 p. ms.

MCCOY, BERNICE B. Secondary education in Mexico. Masters, 1934. George Washington University. 75 p. ms.

NORTON, LUCY O. Functions of a dean of women. Master's, 1936. Syracuse University. 90 p. ms.

RATHBONE, JOSEPHINE L. Residual neuromuscular hypertension: implications for education. Doctor's, 1936. Teachers College, Columbia University, 221 p.

RICHARDSON, EVAN C. Home-made and improvised apparatus and materials in general science instruction. Master's, 1936. Boston University. 245 p. ms.

ROBISON, SOPHIA M. Can delinquency be measured? Master's, 1936. Columbia University. 277 p.

ROSS, EUGENE W. Seating practices found in school-rooms of 10 selected towns in Ward County, North Dakota. Master's, 1936. University of North Dakota. 72 p. ms.

SOLES, GERALDINE A. Problem unit as a basis for twelfth grade history class work. Master's, 1936. Boston University. 97 p. ms.

TRICHE, ANDREW. Comparative study of vocational education in the 48 States. Doctor's, 1935. Pennsylvania State College. 47 p.

RUTH A. GRAY

assist in programs of home-demonstration clubs, parent-teacher associations, groups of underprivileged parents (borderline and relief cases), mothers in business, sewing-room groups (relief work), church clubs, women's clubs, and others.

### Types Reached

The report gives evidence that under intelligent guidance and with sufficient determination, a program of parent education may

be so comprehensive as to reach not only the cities and towns but also the sparsely settled areas, where neglected people are to be found. It has been demonstrated in Vermont that existing institutions and organizations will cooperate in a worth-while project such as has been carried on as a WPA nursery school and parent-education project. The tangible results of this experiment should encourage other States to set up such projects under State and local support.

★ ★ SCHOOL LIFE, official organ of the Office of Education, United States Department of the Interior, will come to you one year (except July and August) for one dollar. With your subscription you also receive *March of Education*, the news letter of the Commissioner of Education. This news letter brings information on important current matters. Order SCHOOL LIFE from the Superintendent of Documents, Government Printing Office, Washington, D. C.

# Regional Conferences in Home Economics Education

by Florence Fallgatter, Chief, Home Economics Education Service, Office of Education



In developing a program of vocational education it seemed desirable to provide opportunity annually for State representatives to meet together to discuss common problems, pool experiences, and gain professional stimulation. The plan of holding annual conferences in each of the four regions, has been consistently carried out since 1918 with the exception of one year during the depression.

The prime purpose of the regional conferences has always been that of professional improvement of those responsible for the development of the program. In the early years it was necessary to give time during the conferences to clarifying provisions of the vocational education act, and to interpreting administrative policies. This has been true again in the past year because of the modifications in policy made possible through the passage of the George-Deen Act. These regular annual meetings have also made it possible to study certain phases of the home economics program which may need to be strengthened, for example, consumer education, home management, or family relationships. In the summer of 1922 a 4 weeks national conference, which supplemented the regular regional conferences, was called for the purpose of training leaders in the analysis of homemaking and in the conference method.

Conferences in all three fields of vocational education—agriculture, trade and industry, and home economics—have frequently been held at the same time and place. This practice has consistently been followed in the Pacific region, but plans have varied in the others. At present, separate home economics conferences are held in the North Atlantic and Central Regions, while in the South, joint ones are planned with agriculture. The time and place of meeting are arranged insofar as possible to comply with expressed preferences by members of the groups. The conferences vary in length from 3 to 5 days.

The Vocational Division of the Office of Education calls these conferences, and the regional agents assume responsibility for planning the programs. The agents also prepare summary reports of the conferences and follow up the work initiated. State supervisors, members of teacher-training staffs, and itinerant teacher-trainers attend the conferences regularly; other groups represented by more shifting personnel include heads of home economics departments in colleges, city supervisors, and State directors.

In addition to the regional meetings, inter-State conferences have been planned for those members of State departments of education and teacher-training staffs who are responsible for home economics in Negro colleges and



Florence Fallgatter.

schools. In 1937, two of these conferences were held, one for the States in the southeastern section and the other for south-central States.

## Procedures

The "working conference" has always characterized the type of program followed. Therefore, attendants make considerable preparation prior to each meeting so that they are able to participate rather than to assume only the role of listener.

Procedures which predominate vary from year to year and from region to region. It is common to include the following:

1. Group discussion, both in large and small groups. At all of the conferences some of the sessions provide for discussion in the total group. Such discussion is often stimulated by a general presentation of the major problem by a well-known educator invited for the particular piece of work, by a member of the Home Economics Education staff, or by a member of the conference group. This general presentation and discussion usually lay the foundation for subsequent work of the week. In the development of certain problems, the general discussion is followed by or alternated with work by small groups composed of those with common interest in particular phases of the larger problem. When the smaller groups

are a part of the working plan, provision is made for reporting and evaluating their contributions during the summarization of the major problem of the conference.

2. Committee work is part of the conference procedure in all regions. In three of the four regions, standing committees are organized which continue their work over a long enough period to make progress in the solving of specific problems. In all regions, committee groups function during the conference. The members of committees work together at several different times in the conference week to check and evaluate progress, and to plan next steps. Reports of each committee are presented by the chairman in order that all members of the conference may keep in touch with all of the studies under way. Not infrequently, a committee seeks the help of the entire group either through general discussion of the problem at the time of the conference, or through correspondence during the year. In two of the regions, standing committees are carrying forward the study of the problem around which the major part of last year's conferences were built, namely, the building of home economics curricula.

3. Talks and reports of interesting pieces of work are a part of most conference programs. These afford a means of keeping abreast of the times on developments in the field of home economics; experiments being tried in other fields of education; results of research in home economics education; and programs of organizations and other Government agencies with which these groups can cooperate.

The types of problems studied through the regional conferences have been for the most part selected by members of the different groups to meet the needs of each region. At times, the same problem has been considered in each of the four regions in order to profit by the study in a larger group. Such problems have included:

### *Responsibilities and Difficulties of the Day School Teacher*

This study was initiated in 1925 and consistently followed through in all regions over a 4-year period.

### *Interrelationships between the State Supervisors and the Teacher-Training Staffs in Home Economics*

Specific consideration was given at the 1930 conferences to the interdependence of the State supervisor and members of teacher education staffs in the successful development of State programs in home economics.

### *Consumer Education*

In 1934 in response to a general interest in problems of the consumer and the need for more specific instruction in home economics



for consumer-buying, special attention was given to this problem in all regional conferences. Bulletin No. 182, Consumer-Buying in the Educational Program for Homemaking, was published by the Office of Education to help with some of the problems revealed in conference discussion.

#### *Curriculum Construction*

Because of national interest in the curriculum problem, the work that had been done on this in all regions in the 1934 conferences was compiled into a report for study.

The work at each year's conference is based upon the previous year's program, upon new needs that are revealed through visits to the States, and upon developments of the continuing committees. This makes for a certain continuity of study within each region and also for the introduction of fresh viewpoints. The major studies that have been followed in recent years outside of curriculum construction and consumer education, reflect regional differences to some extent.

#### *North Atlantic Region*

In the North Atlantic Region, study has centered around curricula in teacher-training institutions; principles of supervision; evaluation of results of instruction; correlating the work of the school and the home; and objectives in teacher education and means of achieving these.

#### *Southern Region*

Joint programs between home economics and agriculture have been consistently followed in the Southern Region. In addition, problems in relation to developing programs for out-of-school youth and adults; itinerant teacher training and district supervision; graduate programs; community surveys; problems basic to home economics and agricultural programs in the South; and rural electrification, have been considered.

#### *Central Region*

The central regional group has given considerable attention to testing and measuring improved supervisory techniques; adult programs for homemakers; family relationships and child development; graduate studies and research; the rating of teachers; and various aspects of the teacher-education program.

#### *Pacific Region*

In the Pacific States conference work has been focused upon teaching family and social relationships based upon underlying principles of mental hygiene; techniques in supervision; community planning to meet homemaking education needs of all groups; home economics for older youth and young adults; measurement of results of instruction; preparation of teachers for home projects; and essential experiences in home economics education courses.

Informal mimeographed reports of the conferences are issued following each meeting, and constitute the first follow-up by the regional agents. These are prepared primarily for those who have participated in the conferences and are to a large extent in the nature of progress reports.

# Planning October Convention

*To Members of the Future Farmers of America:* As national President of the Future Farmers of America, I am issuing a call for the Tenth National Convention to be held at the Municipal Auditorium in Kansas City, Mo., October 17 to 22, 1937.

Officers of chartered State, Territorial and Insular associations are requested to make plans for representation. Each association in good standing, is entitled to two official delegates.

For the past 2 years, plans have also been under way to appropriately observe this particular national F. F. A. gathering with a "Tenth Convention Celebration." Numerous special events are to be included. The success and effectiveness of this planning will depend largely on whole-hearted and widespread participation on the part of associations and chapters thereof. A cordial invitation to be present is extended to all F. F. A. members, their parents and friends.

May we therefore have full attendance at this coming event to properly celebrate 10 years of F. F. A. progress and in order to lay plans for still greater years of accomplishment ahead.

JOE H. BLACK,  
*President, F. F. A.*

The Future Farmers of America, which is sponsored by the Office of Education, is composed of boys studying vocational agriculture



in secondary schools. There are 143,600 members in the 5,000 chapters of the organization in 47 States, Hawaii, and Puerto Rico.

Further follow-up of the conferences is given by the regional agents and by the special agent for studies and research through their visits to the States and frequent correspondence with chairmen of continuing committees. The personal contacts which are made through the regular field work of the agents afford the most effective means of guiding adaptations to local situations, of stimulating interest in regional studies, and in determining needs to be met in succeeding conferences.

With professional improvement as the major purpose of regional conferences, success can be judged by the educational values which accrue, those values that are commonly recognized as coming from the discussion method, the social process of learning. The opportunity for free exchange of experiences and expression of ideas that is provided through conferences reveals differences in situations and suggests ways in which new information can be applied to given situations or modifications in practice that may be desirable. It stimulates both individual and group action. Some of the forms of activity which have followed from the regional conference discussions are school visiting by supervisors and members of teacher-training staffs, stimulating and guiding local and State studies, conducting of district and State conferences, and carrying administrative responsibilities.

The conferences have also stimulated State workers to make more careful studies of their own problems and to make more independent and original attacks upon them. The combined opportunity for securing group judgment upon the problems that occur in a developing program and for having follow-up individual assistance of regional agents in planning, carrying out, and evaluating specific studies or procedures has contributed to the development of home economics education.



#### **Home Economics Resolutions**

The American Home Economics Association, in convention this summer, in Kansas City, Mo., adopted the following resolutions: "That the chairmen of departments of the association devote a portion of their programs to the presentation of the common purpose and to a consideration of the social significance of their particular field of work to the ultimate objective of home economics; that school administrators be urged to provide for participation of home economics teachers in those phases of health education in which they are best qualified to give instruction; that school administrators be urged to secure supervision of the school lunchroom by trained persons on a professional rather than a commercial basis.

# Distinguishing Urban Universities

by *Walton C. John, Senior Specialist in Higher Education*



The term *urban universities* in this country generally refers to a classification of institutions of higher learning that are located in cities and that are dependent for their student body to a greater or less degree on their local communities, and in certain cases for their support. In the latter case, they are generally called municipal universities or colleges.

At the present time, a group of 32 institutions are organized as the Association of Urban Universities. This Association was organized during the latter part of 1914. Nevertheless, institutions that classify themselves as urban universities represent in other ways a variety of types of institutions, such as the University of Minnesota, which is a State university and land-grant institution; Harvard University, one of the largest privately endowed universities in the country; Polytechnic Institute of Brooklyn, primarily an engineering school; Hunter College of the City of New York, a municipally supported college for women.

## Administration

From the standpoint of administration, attention is called to those that are municipally controlled and those that are not. Of the urban universities that are members of the Association of Urban Universities, the following nine receive their main support from local municipalities: University of Akron, University of Cincinnati, Newark College of Engineering, Hunter College of the City of New York, University of Louisville, College of the City of New York, University of Toledo, Wayne University, and the Municipal University of Wichita. Those that receive their main support from other than municipal sources include Birmingham-Southern College, Boston University, Polytechnic Institute of Brooklyn, Brown University, University of Buffalo, Carnegie Institute of Technology, University of Denver, Detroit University, Drexel Institute, Fordham University, George Washington University, Harvard University, University of Minnesota, New York University, Northwestern University, University of Pennsylvania, University of Pittsburgh, University of Rochester, University of Southern California, Syracuse University, Temple University, Washington University, and Western Reserve University.

The total enrollments in the 32 institutions of this group for 1933-34 were 193,623. Of these 66,553 students were taking extension and off-campus courses.

The urban university is by no means a new development. Its history goes back in some of its forms to the middle ages. However, in

## FURTHER INFORMATION

**The History of the Municipal University in the United States, Bulletin 1932, No. 2, Office of Education, gives important information concerning the origin and development of the municipal university in the United States. Copies of this bulletin may be obtained through purchase (20 cents each) from the Superintendent of Documents, Washington, D. C.**

its modern organization we look to its beginning in England in 1880. The principal factors in the establishment of urban universities in England grew out of the interest in technical vocational training and adult education.

## History

The first municipal universities established in the United States were the College of Charleston and the University of Louisville. Both were established in 1837.<sup>1</sup>

Examination of the programs of the urban universities listed above shows two definite tendencies: First, the regular educational program is not limited to traditional forms of education, that is, courses of study are given which are of particular appeal to urban constituencies; second, the student body is not restricted by age limitations nor by many of the traditional educational standards.

Interesting examples of these programs are given herewith:

The 4-year college program of the Harvard University Extension Courses leading to the degree of *Adjunct in Arts*. For this degree no entrance examinations are required.

The programs of the College of Practical Arts and Letters of Boston University which have for their purpose specific occupational goals for women, such as advertising artist or copy writer, assistant in a bank, costume designer, executive secretary, lunchroom or tearoom manager, store buyer, textile or furniture designer, secretary to an editor, to a lawyer, etc.

The Graduate Courses in Engineering given in the evening to employed engineers by Polytechnic Institute of Brooklyn, New York University, and affiliated schools.

Evening courses in the principal fields of engineering leading to the degree of bachelor of science are offered by Carnegie Institute of Technology. These degree programs are 9 or 10 years in length.

<sup>1</sup> Kolbe, Parke R. *Urban Influences on Higher Education in England and the United States*. Macmillan Co., 1928.

Samples of special offerings of several other urban universities are likewise of interest:

The University of Akron offers courses in the organization and administration of municipal recreation, and also of industrial recreation, among many other special offerings.

Birmingham-Southern College offers a course to assist students in the preparation of club papers and programs.

The University of Buffalo offers a short lecture series on current economic and political problems.

Hunter College has a program of courses given in cooperation with the museums of New York City.

The University of Louisville is featuring a series of lectures on problems in local government.

The College of the City of New York offers a group of four courses in retail merchandising in cooperation with leading department store executives.

Washington University has established a vocational guidance clinic and a leadership course in the training of playground, recreational, and camp leaders.

Cleveland College, Western Reserve University, offers evening courses in social work and public health nursing for practitioners. Special science courses have been added, such as "Chemistry in Daily Life" and "Social Biology."

## Special Work

In general, it may be said that much of the special work offered primarily to adults by these institutions is of two types: Courses which help the student in understanding his economic and social environment; and courses which are helpful in the better utilization of leisure.

It is significant to note that the majority of those taking advantage of the special courses or programs offered by these institutions have definite objectives and, as a result, the quality of their work is uniformly high.

As to the character of work done by students in adult classes, Froman has shown that—

Adult students in the University of Buffalo Evening Session are on the average slightly superior to the freshman classes in the College of Arts and Sciences, and the School of Business Administration. The seniors in the College of Arts and Sciences, on the other hand, are superior in college aptitude to the complete group of adult students. But an examination of the mean scores in advanced courses in the Evening Session comparable to those in the Senior College of the College of Arts and Sciences reveals that students enrolled in these courses have a mean college aptitude test score approximately equivalent to that of seniors on the campus. \* \* \*

We therefore conclude that other things being equal, adult students in the Evening Session of the University

of Buffalo possess the same capacity for higher education as do day students.<sup>2</sup>

A study by Sorenson of the comparative abilities of extension and nonextension students at the University of Minnesota shows a slight superiority of extension students over the regular students.<sup>3</sup>

Urban universities from time to time have been of assistance to local authorities in making special studies and tests which have proved helpful in the social as well as the scientific aspects of city government.

The urban universities by virtue of their contiguity to municipal art centers, libraries, museums, and to great industrial and scientific concerns have an exceptional opportunity in coordinating the cultural forces of their communities and making available to every seeker after truth increasing opportunities for self-expression and service.



### Under King's Patronage

The Polytechnic Faculty of Mons, Rue du Houdain, Mons, Belgium, will celebrate on September 24 to 26, 1937, the centennial of its founding. The event will be under the patronage of the King of Belgium. Faculties of engineering and applied science, and associations of engineers in the United States are invited to participate in the commemoration by sending representatives.

The Polytechnic Faculty of Mons was established in 1836. It is an institution for the higher training of engineers. Its curricula are 5 years in duration, the first two of which are devoted to giving the students a solid scientific substratum, and the last three are given to specialization, though general culture is by no means neglected.

The Institution is maintained by the Province of Hainaut, the most highly industrialized province in Belgium, and takes some pride in its close connection with industrial organizations and the great amount of practical work that its students must do.

Any recognition that engineering colleges, institutions, and societies in the United States may accord the celebration will be greatly appreciated by the Polytechnic Faculty and the Government of Belgium.

### Employment Bureau

A permanent employment bureau, which keeps contacts with the more than 700 graduates, is maintained at the University of Washington by officials of the School of Electrical Engineering. Although graduates are scattered in all sections of the United States, in Russia, Japan, the Philippine Islands, Mexico, and Alaska, their activities are known to the department, which keeps contact with a view toward placing the men in better jobs as they gain experience.

<sup>2</sup> Proceedings of the Twenty-third Annual Meeting of the Association of Urban Universities, 1936. 14th Report, pp. 50-51

<sup>3</sup> Ibid., pp. 54-61.

# Services of Script Exchange



This group of Berkeley, Calif., students make good use of the script exchange service.

More than 1,600 school, college, CCC and civic groups are now using the services of the Script Exchange in the Office of Education which acts as a central clearing house for radio scripts and production suggestions. The Script Exchange facilitates the exchange of radio experiences among groups in various parts of the country and it has distributed more than 50,000 radio scripts since the first of January.

### Scripts Available Free

Below you will find a list of 12 script series which include 100 radio continuities, as well as several aids to production which are available free of charge, upon request:

Interviews With the Past.

*Biography.*

Answer Me This—Cities series.

*Social Science.*

American Yesterdays.

*History.*

Symphony Hall.

*Music.*

Have You Heard—10 minutes.

*Natural Science.*

Have You Heard—15 minutes.

*Natural Science.*

Safety Musketeers.

*Safety Education.*

Treasures Next Door.

*American Literature.*

Epoch Discoveries of the Past.

*Scientific Discoveries.*

Answer Me This—Miscellaneous series.

*Social Science.*

Answer Me This—Songs series.

*American Songs.*

Planning Your Career.

*Vocational Guidance.*

A RADIO MANUAL which gives valuable suggestions to schools and nonprofessional groups for the preliminary arrangements, general organization and production of radio programs.

A RADIO GLOSSARY which is a work book of terms peculiar to radio.

MUSIC ARRANGEMENTS are available for several of the script series.

To obtain the services of the Exchange address your request to the United States Department of the Interior, Office of Education, Educational Radio Script Exchange, Washington, D. C. You will then receive a script catalog and request blank on which you may place your order. Your name will also be placed on the mailing list to receive a copy of the second supplement to the catalog to be released this fall, describing some 50 additional scripts which will be available to you.



### Civil-Service Positions

A new clearing house for information on civil-service positions has been set up at Ohio State University, as a means of encouraging students to enter the public service. It is believed that the college-trained man and woman should take a large place in the public affairs of the country. Arrangements have been made according to the announcement, for the civil service commissions in the various States and in leading cities to send the university information concerning openings in their respective territories. The information is then made available to students and Ohio State University alumni.



# Registrations in Languages

*Text by Carl A. Jessen, Senior Specialist in Secondary Education. Table on Preceding Page Prepared Under Direction of Lester B. Herlihy, Assistant Statistician.*

★★★ Five languages predominate in the offerings of American high schools and in the programs of pupils attending those high schools. These are, in the order of their importance, English, Latin, French, Spanish, and German. A number of other languages are taught, but their combined registrations amount to only 1 percent of the registration in the four foreign languages mentioned above. Data by States regarding the extent of offerings and the number of registrations in English and in the four leading foreign languages are given in the accompanying table.

## English

Leaving out of consideration all seventh- and eighth-grade enrollments as well as all schools having only seventh- and eighth-grade pupils, one finds that, while all schools offered English in 1934, only slightly over 90 percent of the pupils were registered in regular English classes. This compares with 93 percent in 1928. The term "regular" is important here as meaning English courses usually designated as English I, English II, etc; registrations in other English courses listed under such names as literature, dramatics, and journalism have been omitted from the table. This helps to explain the 90-percent registration since in many schools pupils are given opportunity to substitute special English subjects for regular English in the last high-school year. Moreover, in a considerable number of communities, especially in the Middle West and the Far West, a pupil is not required to take any English work during his last year in high school.

## Foreign Languages

Foreign languages, while they generally recorded gains between 1928 and 1934 in gross number of schools offering them and in total number of pupils registering for them, nevertheless showed recessions when the number of offerings and registrations are compared, respectively, with the total number of schools and their enrollments. German, which is recovering from almost complete elimination as a high-school subject a few years ago, is the only language among those included in the table to show a percentage gain in offerings and in registrations during the 6-year period. Unfortunately it was not possible in the limited space of the attached table to show total pupil enrollment in the schools reporting. The percentages quoted in the following paragraphs are, however, comparable for the years 1928 and 1934.

Latin registrations continued to drop in relative position. Registrations in this subject reached their peak from 1900 to 1910 when approximately half of the pupils attending high schools were taking Latin. Since 1910 the decline has been steady: 37.3 percent of the total enrollment pursued Latin in 1915; 27.5 percent, in 1922; 22.0 percent, in 1928; and 15.6 percent, in 1934. The number of schools offering the subject has also dropped but not to the same extent; more than 63 percent of the schools reporting in 1934 were offering Latin in their programs of study.

French has more nearly retained its position in American high schools than any other foreign language. Its peak was reached in 1922 when 15.5 percent of the pupils were taking it. The percentages declined to 14 in 1928 and to 10.7 in 1934. The percentage of schools offering French varied only from 35.6 in 1928 to 34.9 in 1934.

Spanish also reached its peak in 1922 when 11.3 percent of the pupils in schools reporting were registered in Spanish classes. Its decline in registrations has somewhat paralleled the trend in French, although the drop has been more pronounced; 6.1 percent of the pupils were taking Spanish in 1934. Five-sixths of the schools reporting offered no Spanish courses.

German has had a varied history in the American high school. From 1890, when the first registration study was made by the Office of Education, German remained in second position among foreign languages (its registrations being exceeded only by Latin) until 1915; in that year one among every four pupils in the typical high school was taking German. When the next study was made in 1922, not even one in one hundred was taking German. Since 1922 German has gradually been coming back into the schools but even in 1934 it attracted only one pupil from every forty. One school in every fifteen offers German.

## Variations among States

Schools in the eastern part of the United States and in California are more likely to report offerings and large registrations in foreign languages than are the schools of other sections. Schools in New England and in the Middle Atlantic States are especially high in their registrations in Latin and French. Some of the States in the northeastern part of the Mississippi Valley show high registrations in Latin but not in French, while a number of Southern States record higher registrations in French than in Latin. Spanish holds forth especially along the Mexican border, outstripping all other foreign languages in Cali-

fornia, Arizona, New Mexico, Colorado, Nevada, and Texas; more than two-fifths of the total registrations in Spanish are reported from these six States. Historical and geographical associations also tend to account for the high registrations in French recorded by Maine and Louisiana, and in German by schools in Pennsylvania and in States of the Northern Mississippi Valley.

Naturally the tendency for those of foreign birth to settle in groups has had an effect on the curriculums of the schools. Consequently the offerings and registrations in foreign languages show more significant variations as among States than do other high-school subjects.

*Note.*—Registrations in all five large academic subject fields and in commercial subjects have been dealt with in articles appearing in successive issues of *SCHOOL LIFE* beginning with February 1937. The article in the October issue will deal with fine arts and physical education.—*Editor.*

★★★

## Some Current Publications

The Office of Education during the past year has published information in many educational fields. You may wish at the beginning of the school year to obtain copies of some of these publications. They may be obtained by purchase from the Superintendent of Documents, Government Printing Office, Washington, D. C.

Below are listed a few of the Office of Education publications that have recently come from the press:

Review of Conditions and Developments in Education in Rural and Other Sparsely Settled Areas. Bulletin 1937, No. 2, Chapter 5 of Volume I. 10 cents.

Trends in Secondary Education. Bulletin 1937, No. 2, Chapter 2 of Volume I. 10 cents.

Student Health Services in Institutions of Higher Education. Bulletin 1937, No. 7. 10 cents.

Insurance and Annuity Plans for College Staffs. Bulletin 1937, No. 5. 10 cents.

Conservation in the Education Program. Bulletin 1937, No. 4. 10 cents.

Interpretive Science and Related Information in Vocational Agriculture. Vocational Education Bulletin No. 191. 10 cents.

Vocational Rehabilitation of the Physically Handicapped. Vocational Education Bulletin 190. 15 cents.

Home Economics Education Courses. Vocational Education Bulletin 187. 15 cents.

Cooperative Training in Retail Selling in the Public Secondary Schools. Vocational Education Bulletin 186. 20 cents.

Business Problems in Farming. Vocational Education Bulletin 183. 10 cents.

Safety and Health of the School Child. Pamphlet No. 75. 10 cents.

Subject Registrations in Private High Schools and Academies. Pamphlet No. 73. 10 cents.

Status of Rural School Supervision in the United States, 1935-36. Pamphlet No. 72. 10 cents.

An Annotated Bibliography on the Education and Psychology of Exceptional Children. Pamphlet No. 71. 10 cents.

Per Capita Costs in City Schools, 1935-36. Pamphlet No. 70. 10 cents.

Essentials in Home and School Cooperation. Leaflet No. 35. 5 cents.

State Library Agencies as Sources of Pictorial Material for Social Studies. Leaflet No. 34. 5 cents.

# The Job of the Camp Adviser

by Howard W. Oxley, Director of CCC Camp Education

★★★ The keystone of the camp program of education is the educational adviser. Increasingly has the position of the adviser risen in importance during the 4 years of CCC education. At this, the beginning of a new school year in the camps, let us review the development of the adviser's position and analyze what this job entails.

When the advisers were first sent into the camps in January, 1934, they were instructed: "Yours is a task without clear precedents. Your ingenuity in devising ways of meeting the situation as you find it at the camp is your real test. The activities you carry on must grow out of the needs and wishes of the men. There is no program planned outside the camp and imposed from above. The program must be worked out for each camp separately."

In addition to this wise counsel, the advisers were told to build upon the program already under way and to talk with the officers and enrollees "about what they think would be most desired by the men and most feasible to carry out." As to the materials and methods they were to use, they were advised: "Individual counseling, guidance, and stimulation are the keys to the selection of materials. Informal study, reading, and discussion will characterize the methods probably used most largely."

Guided by these early instructions, the advisers laid the foundation of a progressive and individualized system of education throughout the camps. Their activities and accomplishments have attracted the attention of educational leaders in all parts of the country. The camps have become a human conservation agency of first rank. In a recent address before the New England Camp Advisers, Dr. Hollis P. Allen of the Harvard Graduate School of Education contended: "A century from now, the CCC will be regarded as occupying a position of importance in the progress of education, a position similar to that of the high school or academy of a hundred years ago."

## A New Profession

Dr. Allen concluded that the job of the camp educational adviser is now a profession, the profession of adviser to America's youth, and either it or a similar type of work is destined to exist in the years to come. This statement gives formal recognition to the place which the adviser, through arduous effort and long struggle, has achieved in the field of education and youth conservation. Scores of similar statements from other lead-

ing educators could be added here as further evidence of what this job has come to mean.

Upon analyzing the background, training and experience of the men who now fill the adviser's position throughout the corps, we find a high type of personnel. Of the 4,500 men who have been appointed to this position, approximately 1,800 now remain. These 1,800 men, therefore, represent to some extent the cream of the crop. They remain after much sifting and elimination have taken place.

Of the advisers in the camp today, 99 percent are college graduates, 22 percent hold the master's degree, and 1 percent the doctorate. Most of them have majored in professional subjects which fit the camp situation, such as education, social science, physical science, and vocational subjects.

Over 70 percent of them had educational experience prior to their camp service. More than 50 percent had taught school, and 18 percent had administered school systems. Scores of others saw experience as social workers.

Over 48 percent of the advisers had experience in industry or business prior to reaching the camps. Naturally, this type of experience serves them effectively in their efforts to interpret what education should do to fit the enrollee for employment.

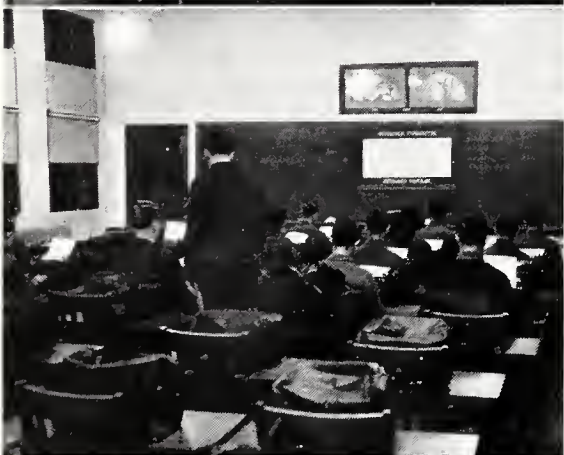
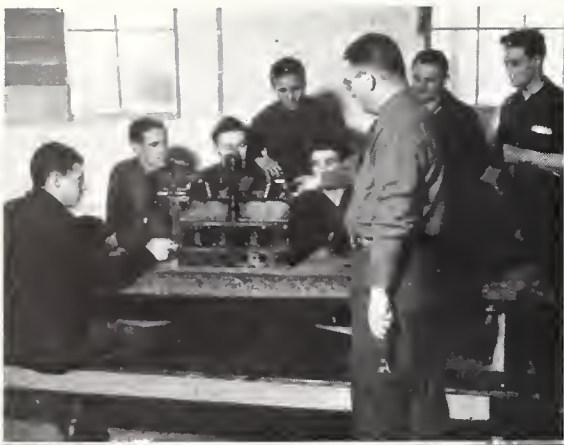
## Analysis of Position

In making a job analysis of the adviser's position, as it has been developed in the camps, we note that his primary duty is to promote an educational program which will succeed on a noncompulsory basis; and in order to do this, he must study his students to find their interests and study the camp situation and work projects to find their educational value. Then, he must secure from the camp overhead personnel and from the surrounding community instructors who will work with him in teaching the men. He must prepare curriculum, secure equipment, train his instructors, and maintain camp-wide interest in education and the placement of enrollees in employment. He himself must be a vital, interesting, and practical teacher, a counselor, and guide to the men.

## The Camp Adviser's Day

In order to learn more about the work of the camp adviser, Columbia University made a study of how he spends his work day. A total of about 200 advisers were surveyed. It was found that the average adviser spends

From Top to Bottom: Camp Auto-Mechanics Class; Enrollees Become Artists; Learning Woodcraft; Enrollees Use Nearby School; and A CCC Library.





CCC Advisers Training in Shops.

about 3 hours of the day in preparing for his classes and teaching, 2½ hours for meals, 1¼ hours on office work including correspondence, records, and reports, 1¼ hours on guidance and placement, 1¼ hours in supervising and training instructors, and 3¼ hours on general activities such as visiting work projects, securing equipment, and promoting recreational pursuits. These activities add up to a total of 13 hours per day.

Willingness on the part of the advisers to serve these long hours is indicative of their

devotion and enthusiasm for their work. It is this type of spirit which has made their position what it is in the camp today. The chief purpose of this study was to discover ways and means of using the time to better advantage in order that the work day might be materially reduced.

#### *Training the Adviser*

To keep each adviser properly posted on educational trends and developments and to

improve his methods, each corps area has worked out a system of training conferences. In the winter these meetings usually are held by subdistricts and occur monthly. A group of 10 to 25 advisers will gather in a seminar fashion and, under the direction of an expert leader, will discuss their problems. During the summer they are called together in corps area meetings of over 100 enrollment or in district sessions of from 25 to 50 enrollment. Corps area and district conferences train the men through lectures, seminars, regular college courses, and shop work.

#### *Increased Responsibilities*

In addressing the Third Corps Area advisers' conference at the University of Maryland recently, Robert Fechner, Director of the CCC, pointed out that the educational adviser has one of the most difficult as well as important jobs in the camp set-up. He emphasized the growing significance of the adviser's influence in the camp and urged each man to meet his responsibilities with fearlessness and vision. He pledged his whole-hearted support behind the adviser in his important task.

Plans are now under way to strengthen the status of the adviser in each company during the new year and place at his disposal more resources and facilities. Having proven his ability to meet the individual needs of thousands of enrollees during the past 4 years, the camp adviser is now ready and willing to assume extended responsibilities.

## Employment Bright Spots

The 1937 graduates, according to news releases from college placement bureaus, are facing a brighter outlook than graduates of the past few years.

Sampling these employment reports, considerable encouragement for students is found.

The head of the department of economics and business administration at the College of Mines and Metallurgy, a branch of The University of Texas, states:

"Job possibilities are more than double the number of graduates in the economics and business administration department at the College of Mines this year."

According to the dean, all the graduates in the mining and engineering division of the College of Mines have already obtained positions. Several of the seniors will leave for positions in South America.

The director for the placement service at Massachusetts State College says, "It's a good year for college graduates seeking jobs. Not only have industrial conditions improved, but more business concerns are looking for college-trained men."

This last sentence should be of particular significance to the college student and to student counselors.

The head of the department of forestry and range management at Washington State College has found that the demand for trained men has been so great that, in addition to the seniors, all juniors and sophomores in the department were placed in jobs for the summer. Even freshmen were drawn upon for forestry and range management work. There were 128 students in the department.

Men trained along range management lines were particularly in demand, since various governmental agencies have been working to complete a range survey of 728 million acres of range land in the West.

At Northwestern University, the placement director considered prospects for employment to be 25 percent better than last year. He expected 80 percent of this year's graduating class to be placed by early summer and practically all to be employed by fall. According to the director the average starting salary has also gone up.

From the Pennsylvania State College of Mineral Industries comes the news that the demand for graduates of the school is even better than in boom times. Ninety-seven percent of the graduates of the engineering school have positions, the release states, and scores more could have been placed if they had been graduated.

The call for seniors at Columbia University was three times that of last year and at considerably higher salaries.

The dean of Barnard College says that the chances of employment for women college graduates are much better. Fewer women plan to enter the teaching field; many are looking for interesting jobs in scientific research; and there is a considerable demand for well-trained social workers.

The University of Wisconsin finds a favorable increase in the percentage of seniors placed in new positions immediately after graduation. Particularly promising is the outlook in the field of engineering, where many of the students have positions. All electrical engineering students were placed before graduation. The School of Education of the university reports a 15 percent rise over last year in the number of graduates placed; the school of Commerce indicates a 20 to 25 percent increase in positions found; and the School of Journalism reports placing more students than in any previous year since 1929.

Most of the teacher-training institutions describe the placement of elementary school teachers as up to predepression levels, with secondary teacher placement much improved over recent years.

At the annual meeting of the American Library Association in New York in June, it was stated that most library school graduates would be placed by the beginning of the school year.

BETTY A. PATTERSON



## Wisconsin's Folk High School

by *Frederic C. Howe, Special Adviser, Office of the Secretary of Agriculture*

If Wisconsin's folk high schools, so essentially American and so essentially democratic, spread to any great extent, they will certainly contribute within a few years toward making over the farm life of America.

★★★ I have visited this pioneering enterprise. I observed the students in the great assembly hall, saw how they were living, working, and making sacrifices to get for themselves the best things the university has to offer. I had visited similar institutions in Denmark, of which there are 60 in that little country with a population of 3,500,000 people. It is my conviction that within this experiment there is the beginning of something profoundly significant in education.

It is natural that this State and Chris L. Christensen, dean of the College of Agriculture, should know about the Danish Folk High Schools that have done so much for that little State and made it the outstanding democracy of the world. Dean Christensen went to Denmark and studied there and he has adapted the Folk High School idea to the College of Agriculture. The school was started 5 years ago; today there are 355 young men between the ages of 20 and 26, who come to Madison for 4 months during the winter, not to learn

alone about dairy cattle and hogs, about soils and plant life, but to get acquainted with things that have heretofore been denied them—with history, literature, art and cultural things, just as city folks are educated in another branch of the university on another section of the campus.

These young men come to college, after they have been at work for from 3 to 5 years on the farm. They are seasoned, experienced and beyond the distractions of the adolescent age. They come because they want to come.

There were no accommodations for these young men, so some old agricultural buildings ready to be torn down, were made weather-tight and converted into dormitories and study rooms. The boys sleep and dine together in large halls at a cost of approximately \$4 a week. There are few outside distractions and from early morning until late in the evening the boys devote themselves to listening to lectures, to discussions, to music and to the best that the university is able to afford. There are no examinations and few textbooks. The course of study is built around cultural and social subjects as well as around vocational interests. There is training it is true in farm production, but emphasis is placed on the uses to which things are to be put, on distribution, on marketing and on consumption. There is a six-day school in cooperative management for the officers, directors and employees of cooperative associations throughout the State. Wisconsin makes the study of the cooperative movement mandatory within the State. The course of study includes history, rural sociology, rural politics, and public speaking. There are also courses in dramatics, in literature, in the appreciation of music and in art.

### *Evening Forums*

One of the features in this Folk School is the "evening forum." Three or four evenings a week these young men gather together in their large assembly hall to listen to what is going on in the world today—problems with relation to industry, to the distribution of

**The Kind You Like to Own.**





wealth, as to government, foreign relations, banking, transportation and agriculture. Accompanying these forum talks there is opportunity for discussion.

The great majority of the boys come back for a second year. As they have to pay their own way, often out of their own savings, this is evidence of its value to them. The great majority of the boys remain on the farm. They stick to their business—possibly because the farm has been given dignity to them. Human values are created from the living together in simple dormitories, while the educational process becomes a continuous thing throughout life.

Carrying the Folk School to farm girls as well as boys is being contemplated. The girls will come at a different period than the boys but they will get the same kind of an education.

#### Quoting Christensen

Dean Christensen has this to say of his experiment: "So here in the Farm Folk School has developed a form of adult education that builds for good citizenship. The educational process is informal, cultural, meaningful, and yet practical. Young farm men who experience two winters in the Farm Folk School return to their own farms and communities with a new sense of pride and respect for themselves and their vocation—farming. They are awakened to an eagerness to learn to be intelligent in the things they do, the things about them and what happens to them. They become better citizens within their communities, in the State and in the Nation."



## Educational Employers Warned

Delinquent employers in the educational field not specifically exempted were recently advised by Commissioner of Internal Revenue Guy T. Helvering to make immediate tax returns as required under the provisions of titles VIII and IX of the Social Security Act to avoid further payment of drastic penalties which are now accruing.

Commissioner Helvering pointed out that every taxable person employed in the educational field came under the provisions of title VIII, which imposes an income tax on the wages of every taxable individual and an excise tax on the pay roll of every employer of one or more. This tax is payable monthly at the office of the Collector of Internal Revenue. The present rate for employer and employee alike is 1 percent of the taxable wages paid and received.

Under title IX of the act, employers of eight or more persons must pay an excise tax on their annual pay roll. This tax went into effect on January 1, 1936, and tax payments were due from the employers, and the employers alone, at the office of the Collector of Internal Revenue on the first of this year.

This tax is payable annually, although the employer may elect to pay it in regular quarterly installments.

#### Employer Held Responsible

The employer is held responsible for the collection of his employee's tax under title VIII, the Commissioner explained, and is required to collect it when the wages are paid the employee, whether it be weekly or semi-monthly. Once the employer makes the 1 percent deduction from the employee's pay, he becomes the custodian of Federal funds and must account for them to the Bureau of Internal Revenue.

#### Form SS-1

This is done, Mr. Helvering said, when the employer makes out Treasury form SS-1 which, accompanied by the employee-employer tax, is filed during the month directly following the month in which the taxes were collected. All tax payments must be made at the office of the collector of internal revenue in the district in which the employer's place of business is located.

Penalties for delinquencies are levied against the employer, not the employee, the Commissioner pointed out, and range from 5 to 25 percent of the tax due, depending on the period of delinquency. Criminal action may be taken against those who willfully refuse to pay their taxes.

#### About Deductions

The employers of one or more are also required to file Treasury forms SS-2 and SS-2a. Both are informational forms and were required to be filed at collectors' offices not later

than July 31, covering the first 6 months of the year. After that they are to be filed at regular quarterly intervals. Form SS-2 will show all the taxable wages paid to all employees and SS-2a the taxable wages paid each employee.

Participation in a State unemployment compensation fund, approved by the Social Security Board, does not exempt employers from the excise tax under title IX, Commissioner Helvering said. Nor does the fact that there is no State unemployment compensation fund relieve the employer of his Federal tax payments. In those States where an unemployment compensation fund has been approved, deductions up to 90 percent of the Federal tax are allowed the employer who has already paid his State tax. These deductions are not allowed unless the State tax has been paid.

#### Rate Increases

This tax is due in full from all employers in States having no approved fund. The rate for 1936 was 1 percent of the total annual pay roll containing eight or more employees, and for 1937 it is 2 percent. The rate increases to 3 percent in 1938 when it reaches its maximum. The annual returns are made on Treasury form 940.

An employer who employs eight or more persons on each of 20 calendar days during a calendar year, each day being in a different calendar week, is liable to the tax. The same persons do not have to be employed during that period, nor do the hours of employment have to be the same.

Further information may be obtained from any collector of internal revenue, or through the office of the Commissioner of Internal Revenue.

CUT OUT ALONG THIS LINE

## SCHOOL LIFE *Subscription Order*

The subscription price of SCHOOL LIFE is \$1.00 per year. SCHOOL LIFE subscribers also receive *March of Education*, the Commissioner's news letter on current matters. It is issued from time to time during the year.

**School Superintendents Please Note:**  
On all orders for 100 copies or more to be sent to one address, there is a discount of 25 percent.  
You may wish to take advantage of this for your entire staff.

SUPERINTENDENT OF DOCUMENTS, *Government Printing Office, Washington, D. C.:*

Please send me School Life for 1 year, and find \$1.00 (check or money order) enclosed as payment.

Name \_\_\_\_\_

Position \_\_\_\_\_

Street \_\_\_\_\_

City \_\_\_\_\_ State \_\_\_\_\_



## Plumbing Courses in 25 States

One hundred sixteen courses for workers and prospective workers in the plumbing trade were in operation in 25 States and the Island of Puerto Rico in 1936, figures compiled from reports of State boards for vocational education to the Office of Education show. Most of these courses were conducted in evening and part-time classes for workers already employed as apprentices and journeymen in the trade, who enrolled for instruction which would help them to improve their skill and to keep abreast of new developments in processes, equipment, and technique in the plumbing trade. Wisconsin, with plumbing courses in 36 cities and towns, divided about evenly between part-time and evening classes, stands first in the number of courses offered. New York with courses in 12 cities or towns, Massachusetts with courses in 9 localities, Pennsylvania and New Jersey with courses in 6 localities, and California with courses in 7 localities, are among other States which are giving particular attention to training for the plumbing trade. Most of the New York courses are offered in day schools, evening courses predominate in Massachusetts and Pennsylvania, and the courses in evening, part-time, and day schools are evenly distributed in California. Other States in which one or more plumbing trade courses are offered are: Arkansas, Colorado, Connecticut, Florida, Georgia, Illinois, Iowa, Kentucky, Louisiana, Maryland, Michigan, Missouri, North Carolina, Ohio, Oregon, Rhode Island, Tennessee, Texas, Washington, and Puerto Rico.

## Baltimore Offers Opportunity

Occupational classes for girls who, due to lack of interest in the regular academic subjects of the fifth and sixth grades, become restless and neglect their work and who eventually would drop out of school, have been set up in Baltimore under the direction of the Maryland Division of Vocational Education. In 18 centers, 14 in white elementary and 4 in Negro elementary schools, a total of 937 girls are enrolled for a 6-hour school day, 3 hours of which are devoted to intensive instruction in home management; planning, preparation, and serving of meals; money management; clothing selection, construction, and care; home nursing; child care; and social and family relationships. Last fall a nine-room cottage, known as the "Occupational Practice House" was opened to selected groups of girls from the various occupational centers for a month or 6 weeks of intensive training in homemaking. Under the supervision of the home economics teacher in charge, the girls run the home, plan the meals, answer the telephone, receive guests, do the

## ALMOST TENFOLD

**Enrollments in vocational schools operated under State plans, in agriculture, in trade and industry, and in home economics, increased from 164,123 in 1918, to 1,381,701 in 1936, according to official reports to the Office of Education.**

family laundry, and all other household duties that fall to the lot of the homemaker. Twenty girls are enrolled at one time. Each week five new girls enter and five girls who have spent a month in the practice house return to their home schools. Under the house schedule girls act as hostess, first or second cook, housekeeper, nursemaid, first or second waitress, dietitian, laundress, designer, and in other capacities. In this way each girl receives practical experience in all the duties of running a home. Through their experience in the practice house girls are learning that refinement in home life is attainable with moderate means.

## Survey Points the Way

Based on a farm survey taken recently to determine whether it was rendering adequate service to the community, the vocational agricultural department in the Knoxville (Iowa) High School has divided its instruction program into three types—classroom instruction, demonstrations, and services. Its survey showed, for instance, that classroom instruction was needed on such subjects as farm crops and soils, livestock and feeding, farm management, and farm shopwork. Demonstrations, the survey indicated, could be conducted to advantage in such fields as machinery repair, soil tests, pasture improvement, erosion control, pruning, poultry culling, fertilizer tests, field arrangement, and water system installation. Special services, the survey disclosed, were needed to acquaint farmers and prospective farmers with the methods of treating and testing farm seeds, balancing livestock rations, purchasing and mixing feeds, and a number of other phases of farm activities. The Knoxville survey furnishes just another example of the value of a community survey in formulating and putting into operation a vocational agriculture program which will meet the specific needs of the farming community it serves.

## Air-Conditioning Facts

Five principal types of personnel are needed in the air-conditioning industry, a report of a special committee of trade and industrial educators in the North Atlantic States shows. According to this report, which was submitted at the annual regional conference of trade and

industrial educators of the North Atlantic region, called by the Office of Education, the industry needs engineers, salesmen, estimators and draftsmen, mechanics, and service men. Engineers are required, it is explained, to design installations. Although many colleges give some training in air conditioning, vocational evening school courses are needed to train those employed as designers, and also for contractors. Courses for salesmen, the report shows, should include some technical content but should be concerned primarily with merchandising problems. There is an apparent scarcity of draftsmen qualified to lay out the installation of air-conditioning plants from the design of the engineer, and of men qualified to do estimating work—a good field, it is brought out, for technical high-school graduates. Four types of mechanics are needed—electricians, sheet metal workers, steam fitters, and plumbers. Adequately trained service men, the air-conditioning research committee found, are difficult to find. Few engineers wish to enter this field; in fact few engineers are qualified technically. The committee recommends extension courses in servicing, open to the best installation mechanics, especially electricians. Refrigeration service men, it points out, may also be trained in air-conditioning servicing classes. Best results are secured in setting up and operating air-conditioning training classes when manufacturers and contractors in the air-conditioning field cooperate with vocational educators in planning courses suited to local needs. The committee report points out what is being done in several cities to meet the need for trained personnel in air-conditioning work in trade preparatory and extension classes, and the types of instruction presented in these classes. The importance of the air-conditioning industry, the report brings out, is attested by the fact that the value of orders for air-conditioning equipment increased from \$8,330,336 in 1933 to \$18,409,392 at the end of March 1937.

## 70 Advisory Committees

Advisory councils of representative farmers and others have been utilized in Iowa during the past year in connection with the organization of evening schools for farmers. Seventy instructors of vocational agriculture in the State report that they have received help from this source in establishing evening courses. The number of persons composing such councils ranges from 3 to 11, the most common range being from 5 to 7. Leading farmers, livestock breeders, school board members, county agricultural agents, and superintendents of schools are among those frequently found in the advisory groups. These advisory

committees assist vocational agricultural instructors in selecting the courses or problems to be considered in evening classes, assume responsibility for securing enrollment, advise on plans and procedures to be followed in organizing and carrying on the classes, suggest changes or improvements in the program, make recommendations to the local school board concerning adult classes, and in short, act as the planning and steering committee for the adult programs.

### Philadelphia Pioneering

Three-year courses for prospective workers in the distributive occupations and part-time evening classes for those already employed in wholesale and retail selling activities will be put in operation in Philadelphia high schools with the beginning of the fall term. Courses in general merchandising and selling as well as in food merchandising will be offered, and the most modern equipment will be provided. Each of the two new vocational schools, where the courses are to be given, will be equipped with two model stores—one for training in food merchandising and the other for department store and specialty store training. Plans for training in these two new schools include in addition to the day-school classes: (1) Trade extension conference work for employers and employees; (2) short, intensive courses for retailers and their workers; and (3) classes for retail store workers at designated hours each day or week. Subjects covered in the day-school program include related English, arithmetic, handwriting, Philadelphia geography, social and industrial history, art, junior store training and business behavior, typewriting, hygiene, record keeping, and distributive geography, American history, business economics, business law, store management, office practice, and salesmanship. Merchants' associations cooperated in setting up these courses by sending representatives to all course-planning conferences and by making valuable suggestions concerning the curriculum plan, subject content, needed equipment, guidance programs, part-time cooperative work—under which students alternate practice and classroom work—and placement. The importance of the courses in distributive occupations is emphasized by John G. Kirk, director of commercial education in the Philadelphia schools, who points out that there are 100,000 persons employed in the retail establishments in the city, that an additional 25,000 persons own or operate retail establishments, and that the annual pay roll for retail selling establishments in the city totals \$86,000,000.

### Worthy to be Copied

Down in the Wingate (N. C.) District a "Better Farmer" or "A-1 Farmer" program has been set up, under which farmers who have done outstanding work in their farming operations receive grades ranging, according to their achievements, from C-2 to A-1. Very definite standards must be met by farmers who



Joseph F. Clunk.

Joseph F. Clunk has joined the staff of the vocational rehabilitation division of the Office of Education as special agent for the blind. Mr. Clunk, who assumed his new duties early in June, was born in Lisbon, Ohio. He received his early education in his home town and later spent 2 years at Western Reserve University. Following the loss of his sight at the age of 22, he conducted a retail business and in addition served on the staff of the Cleveland Society for the Blind. In 1920 he took charge as executive secretary of the newly organized Youngstown Society for the Blind. During his service with the Youngstown society he studied law at the Youngstown

Law School from which he was graduated with honors. In connection with his work for the blind in Cleveland, he practiced law, specializing particularly in legal service for the poor. Mr. Clunk left his work in Youngstown in 1928 to accept service with the Canadian National Institute for the Blind, at Toronto, Canada, where he developed a national placement service for blind persons. During the period of his service with the Canadian organization, the wages and income of blind persons placed through his efforts amounted to more than a million dollars. He came to the Office of Education from his Toronto position. Duties in his new position will be to find employment openings for blind persons in all fields of work, including work as operators of confectionery stands in public buildings under the act passed by the 73d Congress in June 1936; and as employees in industrial plants and business houses. He is a proponent of the idea that there are thousands of opportunities of employment for the blind, and that the only thing necessary to place them in suitable openings is to convince employers that the blind can do many types of work heretofore delegated only to sighted persons. He has frequently given employers convincing evidence that blind persons are capable of handling work on machinery, by taking his place on a production machine in a factory and proving that he can operate it with the same productivity as a person with sight. He believes in the old saying that "ocular demonstration defies contradiction." In his job employment activities in the Office of Education Mr. Clunk will work with State commissions for the blind, divisions of vocational rehabilitation, industrialists, and businessmen throughout the country.



qualify for honors under this program. The story of one farmer, who recently qualified under this program, as told by him at a conference of supervisors of vocational agriculture in North Carolina, held at Greensboro, is of interest. Farmer Chaney told how the group of farmers of which he is a member had organized under the rural electrification program and brought electricity to the farms of the community. He told how he had virtually reorganized his entire farm program since 1934 as a result of instruction in an evening class under vocational agriculture instructor Worley, of Wingate. He told the supervisors some other things also—how he has developed a dairy herd and a complete program of cash crops; how he worked out a farm plan providing for rotations, good seed, improved fertilization practices, terracing, a live-at-home program, farmstead improvement, and record keeping. Mr. Chaney reported that since he started on the A-1 Farmer program he had built up his dairy herd from 11 scrub animals to 16 high grade cows with a grade A rating,

that he has built up his poultry flock from 70 scrub birds to 140 birds of a good strain; that he has built up his apiary from 2 to 11 hives; that he has an orchard of fruits and pecans where none existed previous to 1934; that he has increased his yield of cotton from 452 to 573 pounds per acre through the use of improved seed and improved fertilizing practices; and that his corn yields have jumped from 21 to 37 bushels per acre. A second farmer, a Mr. Allen, from Marshville, reported that since he had entered upon the Better Farmer program, he has increased his poultry flock from 150 to 400 laying hens and that his egg production is now 222 eggs per bird per year. Of the A-1 Farmer plan set up by Instructor Worley in connection with evening classes at Wingate, a vocational education authority says: "I think this plan, which serves as an unique basis for organized evening school work in vocational agriculture, should be commended to other regions."

C. M. ARTHUR.



## In Public Schools

### Character Development

An interesting plan for character development is that practiced in the public schools of Birmingham, Ala., where the board of education each year adopts a slogan for character development to be emphasized that year in the schools. To date 12 such slogans have been in effect for 12 successive years. They have concerned the development of character through health, sportsmanship, work, the love of the beautiful, thrift, courtesy, the study of nature, the worthy use of leisure, wonder, service, cooperation, and self-reliance.

### School Trends

"California Schools" for May 1937, contains an article on "Current Trends in the Schools" of the State for a 6-year period, 1930 to 1936. Data are included on average daily attendance, enrollments, number of employees and their salaries and sources and expenditure of funds.

### Photographic Survey

The Chicago Board of Education has recently issued a publication, "Our Public Schools", which is a photographic survey of the trends in education in the schools of that city. To quote the president of the board of education, "The pamphlet is presented to parents in order that they may have a comprehensive view of the schools, their work, aims and purposes, and to secure their cooperation in assisting the children to avail themselves of the great educational opportunities offered by the Chicago public schools."

### Popular Course

The consumer course, conducted at the Northern High School, Detroit, Mich., by the department of evening schools, has proved popular. The work in the course included material of consumer interest appearing in current newspapers and magazines. Pamphlets and bulletins issued by the Federal Government and cooperating agencies were studied. Moving pictures and exhibits added to the interest of the course. In addition, speakers from various governmental and service groups addressed the class on subjects of consumer interest.

### Intelligent Consumers

Stephens College, Columbia, Mo., is planning this school year to get under way with a project in education of the consumer at the junior college level, which is likely to prove significant for secondary education generally. The project as planned involves four important

phases: A study of all literature available on consumer education and assembling of such literature in a special library; establishment of a consumer clinic from which students and alumni may secure important information and vital viewpoints with regard to needed services in such fields as health, mental hygiene, housing, clothing, food, insurance, and the like; development of courses in consumer education to be offered to pupils of the school; and preparation of publications on the project which can be circulated to other schools interested in teaching their pupils to be intelligent in matters of consumption as well as production.

### Themes Discussed

"New Administrative Philosophies for Schools in a New Social Order" was the general theme of the Eighth Annual School Administrators Conference, Peabody College, June 10, 11, and 12 under the sponsorship of Dennis H. Cooke and Ray L. Hamon, professors of school administration of George Peabody College. Among the problems discussed in panel meetings were:

1. Have the schools undertaken more functions and responsibilities than they can adequately discharge? If not, what other functions should be added, if any? If so, what should be eliminated or left for other social agencies to perform?
2. Should the schools teach the existing social order or attempt to recreate society? Why?
3. How can the National Congress of Parents and Teachers promote the schools in a new social order?
4. Should the schools foster and promote the work of the Parent-Teacher Associations? If not, why? If so, how?
5. Should the school curriculum be adjusted, in whole or in part, to community needs? If so, how? If not, what are the proper bases for curriculum construction?
6. Should there be a new social order? If not, why? If so, what should it be?
7. Should the schools provide education that functions in the home? If not, why? If so, how?

### Changed Conception

The State Board of Education of Virginia, through the Division of School Libraries and Textbooks, spent \$118,480 in 1935-36 for the books for public-school libraries. In the June issue of the Virginia Journal of Education, Sidney B. Hall, State superintendent of public instruction, reports, "Almost half of this was spent for elementary schools, showing the change from the former conception that elementary children needed only the required textbooks."

W. S. DEFFENBAUGH

## In Colleges

### Sarah Lawrence College

With the general education board's gift of \$100,000 to be used during the next 4 years, Sarah Lawrence College will be able to continue its program of study and experimentation with curricula and teaching methods especially adapted to the needs and interests of late adolescence according to announcement. This work was begun 2 years ago under a grant of \$64,000 from the board.

### Boston University

A million-dollar building to house Boston University School of Business Administration was recently voted by the university trustees. This building will be the first unit in the proposed quadrangle that the university hopes to have on its Bay State Road Campus, housing most of the university departments.

### Queens College

The fourth unit of the city college system opens its doors this fall on its 52-acre campus in Flushing, N. Y. This new institution will join with City College, Hunter College, and Brooklyn College in offering opportunity to the more than 50,000 students who receive college training each year at the expense of the city of New York, under the administration of the board of higher education. Queens College will offer the B. A. degree and the B. S. degree in specialized semiprofessional fields of work.

### New Jersey College for Women

A 4-year curriculum in ceramics is being introduced at New Jersey College for Women this fall to be given in cooperation with the Department of Ceramics at Rutgers University. The emphasis will be upon ceramic art as a background for designing and merchandising.

### Brown University

Recognizing the increasing diversity of opportunity and personal interests, the requirements for the B. A. degree at Brown University and also at Pembroke College will be changed this September, according to announcement. Students who can show proficiency in English composition and a reading knowledge of a foreign language will not be required to take courses on these subjects in college. The plan provides for flexibility. There is a minimum requirement of acquaintance with four broad fields of knowledge to be chosen from special courses provided in five groups—the physical sciences, biological sciences, social sciences, literature and other arts, and mathematics and philosophy. At

the end of the freshman year, each student will be required to outline what he considers to be a coherent educational program for his last 3 years.

### Training for Personnel Work

The Graduate School of Northwestern University announces a program of study designed to give professional training for personnel work in higher education, commerce, and industry, which will be open to a limited number of well-qualified graduates of institutions of accepted standing. This program will be offered under the immediate supervision of the Division of Correlated Studies. Each student's program will be an individually planned combination of course work and practical training. The minimum course requirement will be 24 semester-hours, including a thesis. In addition, each candidate must serve an apprenticeship in personnel work. The program will involve 2 years in residence. In the selection of candidates, consideration will be given to scholarship, experience, interest, and personality. Applicants must meet the usual requirements for admission to the Graduate School.

### University of Kansas

A plan to permit abler students to take special courses for satisfactory completion of which they will receive special honors has been approved by the faculty of the College of Liberal Arts at the University of Kansas, according to announcement. At the same session the faculty approved also a plan for group majors, instead of departmental majors, for college students who are preparing to become teachers.

### Board of Religious Activities

Further development of definite programs of religious activities in the extra-curricular field will be carried on at the University of Iowa under the direction of a new 17-member board of religious activities. The board includes faculty representatives from the school of religion, churchmen, campus religious organizations, and the university at large. The board states it will attempt to stimulate and express the religious motive through programs fostered by religious societies, through discussion groups organized by faculty or students, through counseling on personal religious problems, and through gatherings such as the freshman conference, vespers, and receptions for new students and their parents. The board proposes to consider the needs of students as a whole and will encourage relationships among groups of different religious cultures toward the development of cooperative thinking and action.

### Religious Survey

An extensive survey of the religious attitudes of Beloit College students was carried on by two seniors during the past year. The study was intended as a thesis to fulfill part of the new requirements for graduation with honors. A questionnaire was prepared and distributed

to the student body, 76 percent of whom replied. From these returns the following general conclusions have been reported: (1) The majority of the students have a sincere religious feeling, although many have not as yet formed definite ideas on all the aspects of religion, (2) their approach to religion is a rational one in general; (3) their criticisms are directed at the church rather than at religion; (4) underclassmen are more orthodox than upper classmen; (5) women are more orthodox than men.

### Michigan's 100 Years

The University of Michigan, pioneer of the State-supported universities, celebrated its hundredth birthday in June. *June 5, 1837*, saw the meeting at Ann Arbor of the first board of regents chosen by the newly admitted State and the founding of the university. The development of State-supported higher education in this country owes much to the University of Michigan's pioneering in offering scientific courses and the first teachers' courses, in admitting women as students, as well as removing its governance from partisan political control. Michigan differed early from the universities of the eastern seaboard in following a continental rather than British pattern, and in so doing greatly influenced American education. Her centenary is of national interest.

### Ten Million for Research

The establishment of a fund understood to be about \$10,000,000 to be used for cancer research has been announced by Yale University. The foundation is the largest ever made to Yale for scientific research. The deed of gift provides that, if and when the cancer problem is solved, the foundation is to devote its time to other unsolved medical problems; or, if the governing body so decides, to unsolved problems in other fields of science.

WALTER J. GREENLEAF



## In Educational Research

### Comparing Marks

Harl R. Douglas and N. E. Olson have made a careful comparison of the marks received by boys and girls in high school. Comparisons were made using pupils equated for I. Q. for (a) boys in classes taught by men, (b) boys in classes taught by women, (c) girls in classes taught by men, (d) girls in classes taught by women. This study is reported in the *School Review* for April 1937.

### Studied Achievement

W. A. Herr studied the scholastic achievement and social factors for pupils who had been accelerated in junior high school. This was done by following two groups of pupils through senior high school—the one an accelerated group in junior high school and the other group consisting of pupils who had

been eligible for acceleration but who due to parental objection, were not accelerated. This is an important study, since it deals with a very practical aspect of pupil adjustment. Many problems such as this one require periodical investigation, due to the advances in methods of study available. This study is reported in the *School Review* for March and April 1937.

### Measuring Attitudes

There has been a great increase in the construction of scales designed to measure attitudes. It has been assumed for most of these tests that there is a high correlation between the attitude and actual behavior. Without this assumption there would be, of course, little reason for considering such scales valid. Because of the difficulty in getting behavior records corresponding to the attitudes tested very few investigations of the relationship have been attempted. Stephen Corey, in the April 1937 number of the *Journal of Educational Psychology*, has reported an attack on this problem. He finds no relation between attitude toward cheating in class and actual cheating in class. If further work on a variety of attitudes shows the same discrepancy between attitude and overt behavior radical changes in both measurement and instruction are indicated.

### Accomplishment Quota

Edward Cureton has developed an accomplishment quotient technique which does not partake of many of the imperfections of the accomplishment quotient as originally developed. The A. Q. has been defined as  $\frac{EA}{MA}$ . Cureton shows that through the use of the regressed MA a much more accurate A. Q. results. The new coefficient is abbreviated as the RAQ. As pointed out, however, it would be necessary for intelligence test makers to furnish mental ages regressed so that we get the educational age estimated from the mental age. The formula is as follows:

$$RAQ = \frac{EA}{b_{EA,MA}MA + (M_{EA} - b_{EA,MA}M_{MA})}$$

The development for this formula is reported in the *Journal of Experimental Education* for March.

### Diagnosing Delinquency

One factor in the prevention of delinquency is the early identification of potential delinquents. The diagnosis of potential delinquency upon the basis of a single or very few factors has been the ideal to which research workers have looked forward. However, more and more it is realized that delinquency can only be successfully diagnosed by a fairly complete study of the individual. One area of this diagnosis is the personality of the child. Melvin Durea reports in *Child Development* for June 1937 a comparison of the interests, worries, fears, likes, etc., of a group of young delinquents with a group of non-delinquents. Important differentiating fac-

tors are found. For example, the likes and interests of juvenile offenders are mostly of a superficial or relatively evanescent nature, such as is shown by their pronounced stressing of circus, movie stars, tap dancing, joy riding, and candy.

DAVID SEGEL



## In Other Government Agencies

### Social Security

Approval of the New York plan for aid to dependent children recently announced by the Social Security Board aided approximately 65,500 children, according to the estimate of New York State officials.

On the basis of reports received, the Social Security Board estimated that 1,716,900 needy persons in 43 States received Federal, State, and local aid under approved public-assistance plans during May. Of this total 1,323,000 were needy aged; 34,000, needy blind; and 359,900, dependent children.

### Reindeer Service

Administration of the Alaska Reindeer Service was transferred July 1, 1937, from the Governor of Alaska to the Office of Indian Affairs, according to David E. Thomas, Chief of the Alaska Section. The Reindeer Service, now in charge of about three-quarters of a million reindeer, was conducted by the Bureau of Education from its inception in 1890 until November 1, 1929, when its administration was transferred to the Governor of Alaska.

Teachers in the schools for natives are required as a part of their official duties to act as local supervisors of reindeer herds in the vicinity of their schools, keep records of ownership of reindeer, assist in their distribution to the natives, etc., since these teachers are the only official representatives of the Government in close contact with the Eskimos in their home surroundings and are in a position to influence and guide them.

### Enrollments

Enrollment of Indian children during the last school year was as follows:

Local public schools.....	50,328
Federal day schools.....	10,609
Federal reservation boarding schools.....	8,509
Federal nonreservation boarding schools.....	4,192
Mission, private and State day schools.....	1,455
Mission, private and State boarding schools.....	6,543
Sanatorium schools.....	448
Special schools.....	447

### Indian Affairs

Indian Service summer schools for all classes of educational personnel were conducted at Pine Ridge, S. Dak., Sequoyah, Okla., Wingate, N. Mex., and Chilocco, Okla., during the past summer. Courses in elementary and secondary education, school



Archery, Santa Fe Indian School, New Mexico.

administration, fine arts, pottery, weaving, art metal, wrought iron, anthropology, Indian lore, social problems, health education, guidance, philosophy and administration of Indian education, etc., were offered.

Girls at the Santa Fe Indian School, New Mexico, enjoy a full program of planned intramural and interclass sports. In the autumn there is volley ball, speed ball, and groups in hiking or tumbling. Winter brings basket ball, goal-throwing contests, ring tennis, and tap dancing. Soft ball, archery, tennis, track, and horseshoe pitching are part of the spring sports program.

MARGARET F. RYAN



## In Other Countries

### A Community School

The Lago Community School on the Island of Aruba in the Netherlands West Indies is an 11-teacher institution with an enrollment of over 200 children of the American and English employees of an American oil company which has built on Aruba the largest crude oil refinery in the world. The Netherlands West Indies government permits the school to operate as a private institution without restriction and all the instruction is in English though the official language is Dutch, and Papiamento is commonly spoken on the island.

The school is organized on the six-six plan used in the United States. The teachers are recruited from this country and all of them hold college or university degrees and have excellent experience records. In the student body, 30 States and 12 foreign countries are represented. The science department of the school presents unusual opportunities. Chemistry and physics are linked closely with the research and inspection laboratories of the refinery. For biology Aruba offers many forms of tropical animal life. The school laboratory has a collection of several hundred specimens of land and marine forms. Ath-

letics, particularly swimming, dramatics, and social life are all included in the school's activities. The "Pan-O-Ram" published by the students, is an unusually interesting and attractive journal.

### Studies Planned

The International Bureau of Education at Geneva, Switzerland, has recently published a study entitled "The Inspection of Instruction" (*L'Inspection de l'Enseignement*). The study is made up of replies to a questionnaire that was sent to the Ministries of Public Instruction of 39 countries. It covers primary, secondary, vocational, and higher education. The first part is a general survey of the situation; the second part a study by countries.

For the coming year the Bureau plans at least two studies, one on the salaries of primary school teachers, and the other on textbooks used in elementary and secondary schools. The study of teachers' salaries is being made in collaboration with the International Bureau of Labor.

### Announcement from France

Students of modern education and of the history of education, and many college registrars should be interested in an announcement from France that J. -B. Piobetta, director of the central service of examinations of the baccalaureate of the University of Paris, has just published a 1,040-page work on the baccalaureate of secondary education. Because of his position, M. Piobetta had peculiar advantages in writing such a study. That the subject is of much importance, is indicated by the fact that the rector of the Academy of Paris in one of his public addresses spoke of the baccalaureate as "the most popular institution in France and one of the most characteristic traits of our national life." Foreigners sometimes say that acquiring the baccalaureate is one of the main industries of the French people.

According to the reviews, M. Piobetta's book has two parts: Documentary and critical. The former gives the programs and legislation of the baccalaureate from the decree of March 17, 1808, to the proposed legislation placed before Parliament on March 5, 1937. The critical section deals with the pedagogical, political, and social questions connected with the baccalaureate and proposes solutions of certain difficulties.

One review states:

"The heads of educational institutions in foreign countries whose diplomas admit to higher studies and are accepted by the French universities as equivalent to the baccalaureate, will find in this book information that is indispensable to them. They will be able from now on to know more precisely the value of the baccalaureate and to set up an exact comparison between the French diploma and the diploma of their country."

The work is entitled "Le Baccalaureat" and is published by J. -B. Bailliere et Fils, Paris.

JAMES F. ABEL

# UNITED STATES DEPARTMENT OF THE INTERIOR

HAROLD L. ICKES, *Secretary*  
OSCAR L. CHAPMAN, *Assistant Secretary*

## OFFICE OF EDUCATION—ORGANIZATION

J. W. STUDEBAKER, *Commissioner*  
BESS GOODYKOONTZ, *Assistant Commissioner*      J. C. WRIGHT, *Assistant Commissioner for Vocational Education*  
C. F. KLINEFELTER, *Administrative Assistant to the Commissioner*

### OFFICE OF THE ASSISTANT COMMISSIONER OF EDUCATION

*Assistant Commissioner of Education*—BESS GOODYKOONTZ.

#### CONSULTANTS:

JAMES F. ROGERS, senior specialist in health education.  
MARIS M. PROFFITT, senior specialist in guidance and industrial education.  
DAVID SEGEL, senior specialist in tests and measurements.  
LEWIS R. ALDERMAN, senior specialist in adult education.

#### DIVISIONS:

##### *Higher education:*

FREDERICK J. KELLY, chief.  
BEN W. FRAZIER, senior specialist in teacher training.  
WALTON C. JOHN, senior specialist in higher education.  
CLINE M. KOON, senior specialist in education by radio.  
WALTER J. GREENLEAF, specialist in higher education.  
JOHN H. MCNEELY, specialist in higher education.  
ELLA B. RATCLIFFE, chief educational assistant.

##### *American school systems:*

WALTER S. DEFFENBAUGH, chief.  
MARY DABNEY DAVIS, senior specialist in nursery-kindergarten-primary education.  
CARL A. JESSEN, senior specialist in secondary education.  
ALICE BARROWS, senior specialist in school-building problems.  
HENRY F. ALVES, senior specialist in State school administration.  
TIMON COVERT, specialist in school finance.  
WARD W. KEESECKER, specialist in school legislation.  
ELLEN C. LOMBARD, associate specialist in parent education.

##### *Comparative education:*

JAMES F. ABEL, chief.  
ALINA M. LINDEGREN, specialist in western European education.  
SEVERIN K. TUROSIENSKI, specialist in comparative education.

##### *Special problems:*

Mrs. KATHERINE M. COOK, chief.  
WALTER H. GAUMNITZ, senior specialist in rural education problems.  
ELISE H. MARTENS, senior specialist in education of exceptional children.  
AMBROSE CALIVER, senior specialist in the education of Negroes.

##### *Statistical:*

EMERY M. FOSTER, chief.  
DAVID T. BLOSE, assistant statistician.  
HENRY G. BADGER, assistant statistician.  
LESTER B. HERLIHY, assistant statistician.

##### *Editorial:*

WILLIAM DOW BOUTWELL, chief.  
JOHN H. LLOYD, editorial assistant.  
MARGARET F. RYAN, editorial assistant.  
JOHN S. SHAW, editorial assistant.

##### *Library:*

SABRA W. VOUGHT, chief.  
EDITH A. LATHROP, associate specialist in school libraries.  
MARTHA R. MCCABE, assistant librarian.  
EDITH A. WRIGHT, assistant in research bibliography.  
AGNES I. LEE, head cataloger.  
SUSAN O. FUTTERER, assistant cataloger.  
RUTH A. GRAY, junior assistant in research.

### OFFICE OF THE ASSISTANT COMMISSIONER FOR VOCATIONAL EDUCATION

*Assistant Commissioner for Vocational Education*—J. C. WRIGHT.

#### VOCATIONAL EDUCATION DIVISION:

##### SERVICES:

##### *Agricultural education:*

J. A. LINKE, chief.  
C. H. LANE, agent, north Atlantic region.  
D. M. CLEMENTS, agent, southern region.  
JAMES H. PEARSON, agent, central region.  
W. T. SPANTON, agent, western region.  
W. N. ELAM, agent, special groups.  
FRANK W. LATHROP, research specialist.  
R. W. GREGORY, specialist in part-time and evening schools.  
W. A. ROSS, specialist in subject matter.  
H. B. SWANSON, specialist in teacher training.

##### *Trade and industrial education:*

FRANK CUSHMAN, chief.  
G. A. MCGARVEY, agent, north Atlantic region.  
C. E. RAKESTRAW, agent, southern region.  
R. V. BILLINGTON, agent, central region.  
JAMES R. COXEN, agent, western region.  
ROY DIMMITT, special agent.  
Mrs. A. L. BURDICK, special agent, women and girls.  
R. W. HAMBROOK, special agent.  
N. B. GILES, special agent.  
JERRY R. HAWKE, special agent.

##### *Home economics education:*

FLORENCE FALLGATTER, chief.  
EDNA P. AMIDON, agent, north Atlantic region.  
RUA VAN HORN, agent, central region.  
MARIE WHITE, agent, southern region.  
Mrs. DORA S. LEWIS, agent, western region.  
SUSAN M. BURSON, agent, special groups.  
BEULAH I. COON, agent, studies and research.

##### *Commercial education:*

E. W. BARNHART, chief.

##### *Research and statistical:*

—, chief.  
C. M. ARTHUR, research specialist.

#### VOCATIONAL REHABILITATION DIVISION:

##### *Vocational rehabilitation service, States:*

JOHN AUBEL KRATZ, chief.  
I. M. RISTINE, agent, north Atlantic region.  
H. B. CUMMINGS, agent, southern region.  
TRACY COPP, agent, central region.  
F. J. CLAYTON, agent, western region.  
TERRY C. FOSTER, research agent.  
HOMER L. STANTON, research agent.

##### *Vocational rehabilitation service, District of Columbia:*

H. C. CORPENING, supervisor in charge.  
W. H. FUREY, supervisor.

### Federal Advisory Board for Vocational Education

PAUL H. NYSTROM, *Manufacturing and Commerce, Chairman*

HENRY A. WALLACE, *Secretary of Agriculture.*  
DANIEL C. ROPER, *Secretary of Commerce.*  
FRANCES PERKINS, *Secretary of Labor.*

J. W. STUDEBAKER, *Commissioner of Education.*  
CLARENCE POE, *Agriculture.*  
HENRY OHL, Jr., *Labor.*

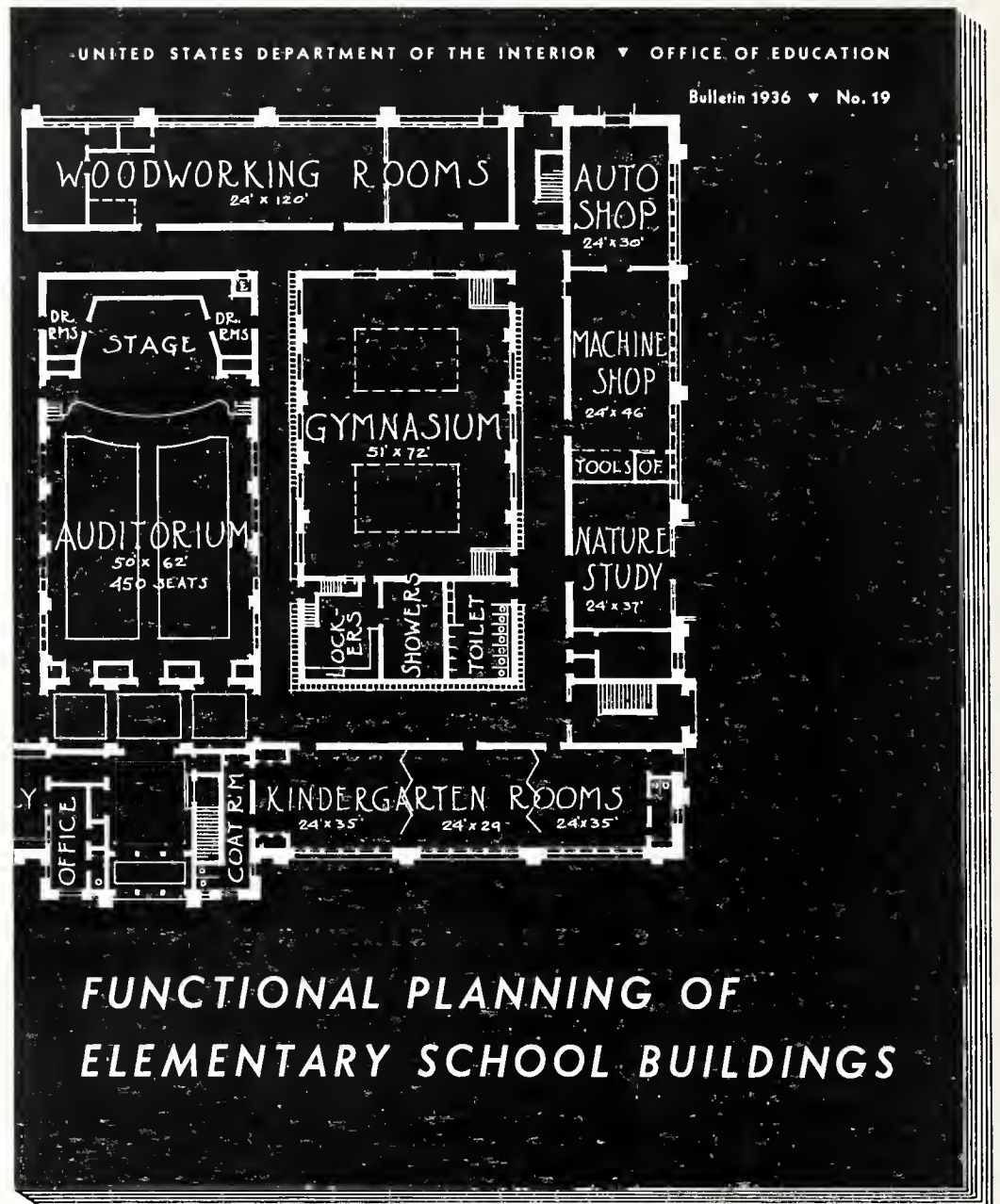
### CIVILIAN CONSERVATION CORPS CAMP EDUCATION OFFICE

HOWARD W. OXLEY, *director, CCC camp education.*  
SILAS M. RANSOPHER, *assistant director.*

GEORGE J. FINLEY, *assistant to director.*  
JOHN A. LANG, *administrative assistant.*

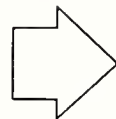
# Functional Planning of Elementary School Buildings

Bulletin, 1936 • Number 19



## FUNCTIONAL PLANNING OF ELEMENTARY SCHOOL BUILDINGS

**if** YOU ARE PLANNING CONSTRUCTION OR IMPROVEMENT OF YOUR SCHOOL BUILDINGS, YOU WILL BE VITALLY INTERESTED IN THIS BULLETIN



It is the result of an extensive research study on school building problems, conducted by the Office of Education in cooperation with the National Advisory Council on School Building Problems

### CHAPTER III PLANNING ELEMENTS FOR FOUR DIFFERENT TYPES OF SCHOOL ORGANIZATION

THE MAJORITY of the 74 buildings... built between 1927 and 1932... built between 1933 and 1935... built between 1936 and 1938...

PERIOD	NO. OF BUILDINGS	PER CENT OF TOTAL
1927-32	48	64.86
1933-35	18	24.47
1936-38	8	10.67
TOTAL	74	100.00

EDUCATIONAL ACTIVITIES FOR FOUR DIFFERENT TYPES OF SCHOOL ORGANIZATION

ACTIVITY	PER CENT OF TOTAL
WOODWORKING	10.81
AUTO SHOP	10.81
MACHINE SHOP	10.81
TOOLS OF NATURE STUDY	10.81
GYMNASIUM	10.81
AUDITORIUM	10.81
LOCKERS	10.81
SHOWERS	10.81
TOILET	10.81
OFFICE	10.81
COAT R.M.	10.81
KINDERGARTEN ROOMS	10.81

EDUCATIONAL ACTIVITIES FOR FOUR DIFFERENT TYPES OF SCHOOL ORGANIZATION

ACTIVITY	PER CENT OF TOTAL
WOODWORKING	10.81
AUTO SHOP	10.81
MACHINE SHOP	10.81
TOOLS OF NATURE STUDY	10.81
GYMNASIUM	10.81
AUDITORIUM	10.81
LOCKERS	10.81
SHOWERS	10.81
TOILET	10.81
OFFICE	10.81
COAT R.M.	10.81
KINDERGARTEN ROOMS	10.81

EDUCATIONAL ACTIVITIES FOR FOUR DIFFERENT TYPES OF SCHOOL ORGANIZATION

ACTIVITY	PER CENT OF TOTAL
WOODWORKING	10.81
AUTO SHOP	10.81
MACHINE SHOP	10.81
TOOLS OF NATURE STUDY	10.81
GYMNASIUM	10.81
AUDITORIUM	10.81
LOCKERS	10.81
SHOWERS	10.81
TOILET	10.81
OFFICE	10.81
COAT R.M.	10.81
KINDERGARTEN ROOMS	10.81

EDUCATIONAL ACTIVITIES FOR FOUR DIFFERENT TYPES OF SCHOOL ORGANIZATION

ACTIVITY	PER CENT OF TOTAL
WOODWORKING	10.81
AUTO SHOP	10.81
MACHINE SHOP	10.81
TOOLS OF NATURE STUDY	10.81
GYMNASIUM	10.81
AUDITORIUM	10.81
LOCKERS	10.81
SHOWERS	10.81
TOILET	10.81
OFFICE	10.81
COAT R.M.	10.81
KINDERGARTEN ROOMS	10.81

EDUCATIONAL ACTIVITIES FOR FOUR DIFFERENT TYPES OF SCHOOL ORGANIZATION

ACTIVITY	PER CENT OF TOTAL
WOODWORKING	10.81
AUTO SHOP	10.81
MACHINE SHOP	10.81
TOOLS OF NATURE STUDY	10.81
GYMNASIUM	10.81
AUDITORIUM	10.81
LOCKERS	10.81
SHOWERS	10.81
TOILET	10.81
OFFICE	10.81
COAT R.M.	10.81
KINDERGARTEN ROOMS	10.81

EDUCATIONAL ACTIVITIES FOR FOUR DIFFERENT TYPES OF SCHOOL ORGANIZATION

ACTIVITY	PER CENT OF TOTAL
WOODWORKING	10.81
AUTO SHOP	10.81
MACHINE SHOP	10.81
TOOLS OF NATURE STUDY	10.81
GYMNASIUM	10.81
AUDITORIUM	10.81
LOCKERS	10.81
SHOWERS	10.81
TOILET	10.81
OFFICE	10.81
COAT R.M.	10.81
KINDERGARTEN ROOMS	10.81

EDUCATIONAL ACTIVITIES FOR FOUR DIFFERENT TYPES OF SCHOOL ORGANIZATION

ACTIVITY	PER CENT OF TOTAL
WOODWORKING	10.81
AUTO SHOP	10.81
MACHINE SHOP	10.81
TOOLS OF NATURE STUDY	10.81
GYMNASIUM	10.81
AUDITORIUM	10.81
LOCKERS	10.81
SHOWERS	10.81
TOILET	10.81
OFFICE	10.81
COAT R.M.	10.81
KINDERGARTEN ROOMS	10.81

EDUCATIONAL ACTIVITIES FOR FOUR DIFFERENT TYPES OF SCHOOL ORGANIZATION

ACTIVITY	PER CENT OF TOTAL
WOODWORKING	10.81
AUTO SHOP	10.81
MACHINE SHOP	10.81
TOOLS OF NATURE STUDY	10.81
GYMNASIUM	10.81
AUDITORIUM	10.81
LOCKERS	10.81
SHOWERS	10.81
TOILET	10.81
OFFICE	10.81
COAT R.M.	10.81
KINDERGARTEN ROOMS	10.81

EDUCATIONAL ACTIVITIES FOR FOUR DIFFERENT TYPES OF SCHOOL ORGANIZATION

ACTIVITY	PER CENT OF TOTAL
WOODWORKING	10.81
AUTO SHOP	10.81
MACHINE SHOP	10.81
TOOLS OF NATURE STUDY	10.81
GYMNASIUM	10.81
AUDITORIUM	10.81
LOCKERS	10.81
SHOWERS	10.81
TOILET	10.81
OFFICE	10.81
COAT R.M.	10.81
KINDERGARTEN ROOMS	10.81

EDUCATIONAL ACTIVITIES FOR FOUR DIFFERENT TYPES OF SCHOOL ORGANIZATION

ACTIVITY	PER CENT OF TOTAL
WOODWORKING	10.81
AUTO SHOP	10.81
MACHINE SHOP	10.81
TOOLS OF NATURE STUDY	10.81
GYMNASIUM	10.81
AUDITORIUM	10.81
LOCKERS	10.81
SHOWERS	10.81
TOILET	10.81
OFFICE	10.81
COAT R.M.	10.81
KINDERGARTEN ROOMS	10.81

EDUCATIONAL ACTIVITIES FOR FOUR DIFFERENT TYPES OF SCHOOL ORGANIZATION

ACTIVITY	PER CENT OF TOTAL
WOODWORKING	10.81
AUTO SHOP	10.81
MACHINE SHOP	10.81
TOOLS OF NATURE STUDY	10.81
GYMNASIUM	10.81
AUDITORIUM	10.81
LOCKERS	10.81
SHOWERS	10.81
TOILET	10.81
OFFICE	10.81
COAT R.M.	10.81
KINDERGARTEN ROOMS	10.81

EDUCATIONAL ACTIVITIES FOR FOUR DIFFERENT TYPES OF SCHOOL ORGANIZATION

ACTIVITY	PER CENT OF TOTAL
WOODWORKING	10.81
AUTO SHOP	10.81
MACHINE SHOP	10.81
TOOLS OF NATURE STUDY	10.81
GYMNASIUM	10.81
AUDITORIUM	10.81
LOCKERS	10.81
SHOWERS	10.81
TOILET	10.81
OFFICE	10.81
COAT R.M.	10.81
KINDERGARTEN ROOMS	10.81

**ORDER** from Superintendent of Documents, Government Printing Office, Washington, D. C.  
Single copies, 25 cents, with a 25 percent reduction on orders of 100 copies or more.



# SCHOOL LIFE

NOV 23 1937  
REFERENCE

*Copy*  
**October 1937**

**VOLUME 23**

**NUMBER 2**

LIBRARY

→ OCT 2 1937 ←

NATIONAL EDUCATION ASSOCIATION

**OFFICIAL ORGAN  
OF THE OFFICE  
OF EDUCATION**

**UNITED STATES  
DEPARTMENT OF  
THE INTERIOR  
WASHINGTON**

## WRITE

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

## FOR PUBLISHED INFORMATION ON:

Nursery-Kindergarten-  
Primary Education

Elementary Education

Secondary Education

Colleges and Professional  
Schools

School Administration

School Finance

School Legislation

Exceptional Child  
Education

Rural School Problems

School Supervision

School Statistics

School Libraries

Agricultural Education

Educational Research

School Building

Negro Education

Commercial Education

Homemaking Education

Radio Education

Forums

Native and Minority  
Group Education

Vocational Education

Parent Education

Physical Education

Rehabilitation

Teacher Education

CCC Education

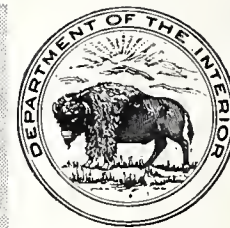
Health Education

Industrial Education

Educational Tests and  
Measurements

Comparative Education

Adult Education



## CONTENTS OF THIS ISSUE • OCTOBER 1937 Volume 23 Number 2

	PAGE
Observations on a Visit to European Universities . . . . .	<i>Frederick J. Kelly</i> . . . . . 33
Historic College of William and Mary . . . . .	<i>K. J. Hoke</i> . . . . . 36
Safety and Health for the School Year . . . . .	<i>James Frederick Rogers, M. D.</i> . . . . 37
Radio and Screen . . . . .	<i>Cline M. Koon.</i> . . . . 38
"III Conferencia Interamericana de Educación" . . . . .	<i>Katherine M. Cook</i> . . . . . 39
Editorials . Promoting the Cause of Education . . . . .	<i>J. W. Studebaker</i> . . . . . 40
Among the Authors . On Your Calendar	
Progress in Teaching Conservation . . . . .	<i>Effie G. Bathurst</i> . . . . . 41
The Office of Education—A Clearing House . . . . .	<i>Maris M. Proffitt.</i> . . . . 43
College Entrance Ages . . . . .	<i>John H. McNeely</i> . . . . . 44
Federal Forum Project . . . . .	<i>C. S. Williams</i> . . . . . 45
The Constitution of the United States . . . . .	<i>Martha R. McCabe</i> . . . . . 47
Vocational Summary . . . . .	<i>C. M. Arthur</i> . . . . . 48
New Government Aids for Teachers . . . . .	<i>Margaret F. Ryan</i> . . . . . 50
A New School Year Opens in Camps. . . . .	<i>Howard W. Oxley.</i> . . . . 51
Instructional Materials. . . . .	<i>Edith A. Lathrop.</i> . . . . 52
Decrease in School Enrollment . . . . .	<i>Emery M. Foster</i> . . . . . 54
Registrations in Fine Arts and Physical Education . . . . .	<i>Carl A. Jessen</i> . . . . . 55
Courses of Study in the Library. . . . .	<i>Edith A. Wright</i> . . . . . 57
Education Data on Accidents . . . . .	<i>Robert F. Lenhart.</i> . . . . 58
Edneators' Bulletin Board . . . . .	<i>Susan O. Futterer</i> . . . . . 59 <i>Ruth A. Gray</i>
Educational News . . . . .	60
In Public Schools . . . . . <i>W. S. Deffenbaugh</i>	
In Colleges . . . . . <i>Walter J. Greenleaf</i>	
In Educational Research . . . . . <i>David Segel</i>	
In Other Government Agencies . . . . . <i>Margaret F. Ryan</i>	
In Other Countries . . . . . <i>James F. Abel</i>	

Congress, 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." To diffuse expeditiously information and facts collected, the Office of Education publishes SCHOOL LIFE, a monthly service, September through June. SCHOOL LIFE provides a national perspective of education in the United States.

Order its service for 1 year by sending \$1.00 to the Superintendent of Documents, Government Printing Office, Washington, D. C. To foreign countries, \$1.45 a year. On all orders for 100 copies or more to be sent to one address, the Superintendent of Documents allows a discount of 25 percent. Enter subscriptions also through magazine dealers. Send all editorial communications pertaining to SCHOOL LIFE to Editorial Division, Office of Education, United States Department of the Interior, Washington, D. C. The printing of SCHOOL LIFE has been approved by the Director of the Budget.



Radcliffe Camera, Bodleian Library.

# Observations on a Visit to European Universities

by Frederick J. Kelly, Chief, Higher Education Division

## THE STATE AND STANDARDIZATION

★ ★ ★ An analysis of the current situation in American higher education readily reveals certain problems upon which the experience of foreign universities should shed light. Among these problems none is more fundamental than the relation of the State to the control and support of colleges and universities. In the United States, every college or university is chartered by one of the 48 States or Territories. The granting of this charter presupposes the State's interest in the purposes for which the institution is maintained, and carries with it the implied responsibility of the State to see that the institution accomplishes its purpose.

Too often, in actual practice, the State has not assumed fully its responsibility. Colleges have been chartered with little regard for the financial support required to maintain them adequately. No standards have been established by the State, in many cases, to assure the students and their parents that the work done at the chartered college is of high quality. Colleges have been empowered by their State charters to grant degrees, but the State has not fixed the minimum requirements for those degrees. Consequently, a given degree means very different achievements depending upon the college which grants it.

Coincident with this rather loose relationship of the State to higher education, the church has been active in both the control and the support of colleges and universities. Many church denominations with commendable zeal established colleges as part of the frontier development as the country expanded. The financial load imposed by these colleges upon many of the denominations has proved too heavy and the church has had to curtail, if not to terminate, its support. At the same time the States have built up State-supported universities and colleges so that students are unwilling to pay the increased tuition fees required by these church-controlled colleges. To further complicate the problem of these church-controlled colleges, local communities

in rapidly increasing numbers are establishing junior colleges as a part of the public school system.

Parallel with this growth of church-controlled colleges and universities, the States have chartered colleges and universities under the control of corporations. These are in charge of self-perpetuating boards. These boards have depended upon securing endowments to help support the institutions. While endowments have been bestowed generously upon colleges and universities, many colleges have not shared proportionately in them and now find the problem of adequate financing increasingly serious.

### *Direct Relation*

Even the colleges and universities organized and developed under State control and support have not always been safeguarded by adequately defined standards. The States in many cases have appeared to assume that colleges and universities need little State standardization. States have been willing to charter both publicly controlled and privately—or church—controlled colleges and universities without adequate assurances of their financial support. This in spite of the fact that the State from early in American

history has assumed quite full responsibility for the support and standardization of elementary and secondary schools.

It will be generally admitted that the quality of the educational work done in colleges and universities, as in all schools, bears a direct relation to the financial support available. States are becoming more generally conscious of their responsibility for the quality of work done in the colleges, whether these colleges are controlled by the State, by the church, or by a private corporation. This growth of a feeling of responsibility has been fostered no doubt by the excellent services of regional standardizing associations which now operate in all the States. The associations are voluntary agencies through which colleges in a given region cooperate in establishing standards on the basis of which colleges are accredited, or by omission from the lists, non-accredited. States are being made thus aware that institutions which by charter they have given a legal right to grant degrees are below standards fixed by extra-legal voluntary associations. The work done at these nonaccredited but chartered colleges is refused recognition by other colleges in the same State, as well as by colleges in other States.

Finally the reciprocal relations which should exist among the several States with respect to college degrees and licenses to practice the many professions dependent upon these college degrees, is directly involved. From every point of view it is desirable to facilitate the freest movement from State to State of professionally trained men and women. This can occur only when degrees have a more or less common significance from State to State.

Similarly, it is important that foreign countries respect the degrees granted by American colleges and universities. Since standards in education are a State, rather than a Federal responsibility in the United States, our embarrassed cultural and professional relations with other countries further emphasize the need of the more serious consideration by the

### FIRST IN SERIES

**The author of this article recently represented the Office of Education at European conferences. *School Life* asked Dr. Kelly to write a special series of articles based upon his observations abroad. This is the first of the series. *The Line Between Secondary and Higher Education* will be the title of the November article; and *Higher Education and Nationalism* will be the title for December.—Editor.**



Glasgow University.

States of the quality of work done by institutions which they charter and to which they thus give the legal right to grant degrees.<sup>1</sup>

This analysis will suffice to explain why the problem of the State's relation to higher education was made one of the questions to discuss with representatives of English universities. Universities have been maintained in England, and their standards jealously safeguarded for centuries.

#### England

For more than 500 years the only universities in England with authority to grant degrees were those of Oxford and Cambridge. During the centuries preceding 1825, when some new need in the field of college or university education was felt which was not being met by these universities, a new college might be established within either Oxford or Cambridge, but not a separate institution elsewhere. Thus these two universities came to comprise many colleges, each having considerable autonomy with respect to purpose and curricula. The universities, however, rather than the constituent colleges, awarded the degrees.

It is not, however, to Oxford or Cambridge I care to point for experience bearing upon the relation of the State to higher education. It was inevitable that a time would come when these two universities would prove inadequate to meet the higher education needs of England and Wales. A century ago the pressure to charter universities in other communities began to be irresistible. Instruction in institutions above secondary school level was being given in such centers as Liverpool, Leeds, Manchester, and Sheffield. But these institutions were not empowered to grant degrees. England faced the alternatives of chartering numerous other universities with power to grant degrees, or finding some other method of satisfying the demands of these populous communities for university facilities.

It was clear that no university or college could build itself up through the necessary

<sup>1</sup> There will be published in an early issue of *SCHOOL LIFE* an account of the spurious degrees being granted by diploma mills in this country.

first struggling years without the right to grant degrees, or without some other sort of State recognition. Without such State recognition, students and professors were unwilling to identify themselves with the institution. On the other hand, without students and professors, creditable college work could not be developed. The issue was exactly the same as faced the several States of the United States during the latter three quarters of the nineteenth century. The way the issue was met in the United States was to charter each college and give it the right to grant degrees. This was done without serious consideration of the likelihood of these colleges soon attaining to creditable standards of work.

#### University of London

In England the issue was met differently. There a single university was chartered by act of parliament in 1836 with authority to grant degrees for educational work pursued in any of these populous centers. That university was the University of London. It was chartered as a degree-granting university without the expectation that it would be responsible for any instruction itself. It was to be an examining body for students pursuing instruction anywhere. For 70 years after its founding, the University of London had only this so-called external function. Students pursuing their studies at any college were entitled to try the examinations set by the University of London. If they were successful, they were granted a degree

by the University of London. This became at once a recognized degree, and the colleges which prepared for its examinations had a goal and a standard to guide their efforts.

This plan proved to be both a stimulus and a safeguard to the development of universities outside of Oxford and Cambridge. Institutions which could see the possibilities of meeting the requirements set, could attract both students and professors. The degree was an honorable one from the start. An institution would naturally limit itself, however, to those branches of college work for which it could properly equip itself. To have students in considerable numbers fail on the examinations would naturally deter other students from pursuing similar courses at that institution. Therefore, high standards of work were assured.

#### Significant Steps

This point is important. The contention urged by almost every non-accredited college in the United States today is involved. Say these colleges: "If standards such as are now imposed upon us by standardizing agencies had been imposed upon Harvard, or Princeton, or Oberlin, during the early years of their existence, they would have perished. We are caught in the vicious circle. Without being accredited, we cannot obtain students and funds. Without students and funds, we cannot reach the standards required for accreditation." This contention constitutes a genuine problem. England found a way to encourage new colleges and at the same time hold to high standards. The plan there followed is worthy of careful study by those seeking a solution for the problem in many American States.

Three significant steps have followed the inauguration of the plan in England. First, colleges sought and obtained charters authorizing the name "university college", even though such chartering did not carry with it the right to grant degrees. It merely meant that the State acknowledged the need for a college in the given location, which should offer instruction in preparation for the examinations given by the University of London. Even that, however, served as a check upon the promiscuous creation of institutions beyond the needs of the people. Such chartered institutions could make their claims for financial aid before the University Grants Com-

#### University of London New Buildings in Bloomsbury.





Oxford Cathedral.

mittee, while nonchartered institutions could not. There was also implied in such chartering, the assurance that the institution could expect in due time to take the second step in university development, described in the following paragraph.

The second step which followed naturally from the establishment of the University of London was that the stronger ones of these university colleges, fostered by the examinations set by the University of London, grew to full university status. In due time they sought from the Privy Council the right to grant their own degrees and thus be established as independent universities. They had passed through the trial period, had built up their facilities, had demonstrated their strength, and now asked for the regular charter which would put them on their own responsibility.

#### Ten Universities

One by one these charters have been granted until England now has in addition to Oxford and Cambridge 10 universities with independent status, setting their own examinations and granting their own degrees. There are still three university colleges chartered to give collegiate instruction, but using the examinations set by the University of London because they have no authority to grant degrees.

The third step is the development of the internal instruction division of the University of London. Obviously, a great city like London has need for a wide variety of collegiate institutions. These developed under the stimulus of the external examinations of the University of London, some chartered and some not. As time went on, the need for coordination was felt. Overlapping among institutions was not only proving expensive but was tending to undermine standards. Consequently, many of these institutions sought closer affiliation with the University

of London, with a view to making a more unified institution to serve the city's university needs.

To meet this situation, the University of London about 30 years ago began to develop its internal structure, much like any other of the chartered universities of England. It now consists not only of a number of affiliated collegiate institutions having more or less autonomous rights, but also of certain institutions, particularly those of a graduate and research nature, which have no other governing body than the University of London. At present there is nearing completion on its Russell Square campus a magnificent structure, a real skyscraper from the point of view of London architecture, to house activities which are under the control of the University of London in essentially the same sense as any English university controls its instruction.

Therefore, the University of London is serving to systematize and unify the development of higher education in the city, as well as to stimulate and standardize by its external examinations the development of universities in the other populous centers throughout England.

#### Account Suggestive

This account of England's method of developing her universities with a minimum of centralized control, yet with a guarantee of high standards of collegiate work, has been necessarily very brief. It seems to me to be suggestive, however, for those educational leaders in the United States who feel that the States cannot indefinitely neglect their obligation to assure satisfactory standards of work at the colleges which they charter. The problem is how to save the good in the colleges they have chartered, foster their proper development, and yet discourage, if not prevent, their offering work of non-standard grade. For the State to provide for some examining agency competent to identify high quality of work would give students, faculty and public a confidence in the standing of any institution whose students met the tests. This confidence would provide a foundation upon which the institution could build both a financial and an educational structure such as to merit independent accreditation later on.

#### Systematic Development

It might appear to some States that such an examining agency should not be set up in each State separately. Such a function might be delegated by the State to some regional or national agency, and the State be guided in its chartering of colleges by its findings. Under such arrangement the State would be assuming the responsibility for a systematic development of colleges and universities of high quality, even though it delegated the standardizing function to some agency outside its borders.

## Education Publications Available

Safety and Health of the School Child, Subject Registrations in Private High Schools and Academies, Insurance and Annuity Plans for College Staffs, Student Health Services in Institutions of Higher Education, Per Capita Costs in City Schools, and Conditions and Developments in Rural and Other Sparsely Settled Areas are among titles to be found in the list of Office of Education publications issued during recent months:

INSURANCE AND ANNUITY PLANS FOR COLLEGE STAFFS. By Sherman E. Flanagan. Bulletin, 1937, No. 5. Price, 10 cents.

The purposes of this study are: (1) To describe and compare the various insurance and annuity plans suitable for college staffs; (2) to determine the extent to which universities and colleges have availed themselves of these devices for the financial security and social betterment of their employees; and (3) to show the principal features of existing plans or systems that seem to be most feasible for institutional adoption and most attractive for employees' participation.

STUDENT HEALTH SERVICES IN INSTITUTIONS OF HIGHER EDUCATION. By James Frederick Rogers, M. D. Bulletin, 1937, No. 7. Price, 10 cents.

Data on previous student health surveys and on present-day practices in colleges and universities, teachers colleges, junior colleges, and professional and technical schools.

TRENDS IN SECONDARY EDUCATION. By Carl A. Jessen, and others. Bulletin, 1937, No. 2. Chapter II of Volume I. Price, 10 cents.

A discussion of significant movements and undertakings in the field of secondary education during the biennium 1934-36. Special sections on exceptional pupils, vocational education, small high schools, tests and measurements, and guidance were prepared by other Office of Education specialists.

REVIEW OF CONDITIONS AND DEVELOPMENTS IN EDUCATION IN RURAL AND OTHER SPARSELY SETTLED AREAS. By Katherine M. Cook, and others. Bulletin, 1937, No. 2, Chapter V of Volume I. Price, 10 cents.

The significance of education in these areas, the State and the rural schools, organization for local administration and support, and some newer practices in education outside of cities (school buildings, forums in rural communities, and provisions for exceptional children) are the four major sections into which the material in this bulletin is divided.

STATE LIBRARY AGENCIES AS SOURCES OF PICTORIAL MATERIAL FOR SOCIAL STUDIES. By Effie G. Bathurst, Elias Katz, and Edith A. Lathrop. Leaflet No. 31. Price, 5 cents.

Mounted pictures, commercial collections of pictures, books and periodicals, stereoscopic views and stereoscopes, magazine and newspaper clippings, and photographs of pictorial material too valuable to lend are among the kinds of material available from the 29 agencies listed in this leaflet.

ESSENTIALS IN HOME AND SCHOOL COOPERATION. By Ellen C. Lombard. Leaflet No. 35. Price, 5 cents.

Parents, teachers, and school administrators have resources which make them mutually helpful in considering the welfare

(Concluded on page 54)

# Historic College of William and Mary

by K. J. Hoke, Dean

★ ★ ★ King William and Queen Mary of England on February 8th, 1693, granted a charter for the establishment of the College of William and Mary in Virginia. This charter named as the first president, James Blair, then Commissary in Virginia of the Bishop of London. The foundation of the first building—the main or college building, which was designed by Sir Christopher Wren, was laid in 1695.

The instruction of the college as indicated in the charter was divided into four schools:

First, an ordinary common school in which the children of Indian tribes were to be taught reading, writing, and arithmetic.

Second, a grammar school in which Latin and Greek were taught to boys who were preparing to enter the school of philosophy.

Third, a philosophy school in which was taught natural philosophy, mathematics, and moral philosophy. This school would correspond today to the present 4 years of college.

Fourth, a divinity school in which was taught the Hebrew language and the sacred Scriptures.

The administration of the college was in the hands of the president and six professors—two from the divinity school, two from the philosophy school, the master of the common school, and the master of the grammar school.

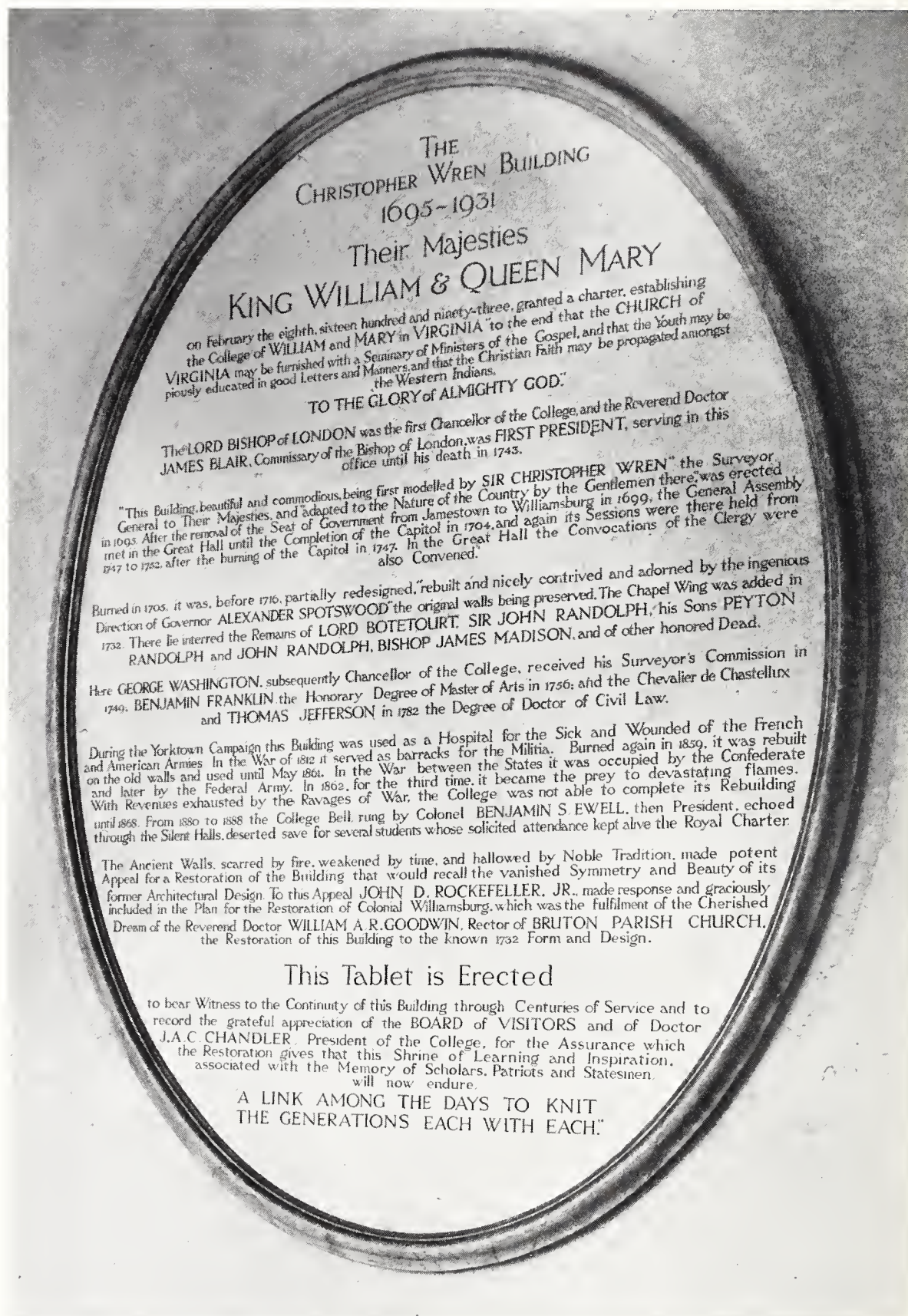
On December 5, 1776, five students of the college established the Phi Beta Kappa Society and in 1779 the college became a university. At this time the honor system was founded, and the elective system of study was introduced.

Thomas Jefferson, who was a student at the college from 1760 to 1762, exercised much influence in determining the policies of this institution.

His autobiography carries the following interesting statement:

"On the 1st of June, 1779, I was appointed (elected) Governor of the Commonwealth and retired from the legislature. Being elected also one of the Visitors of Wm. and Mary College, a self-electing body, I effected during my residence in Williamsburg that year, a change in the organization of that institution by abolishing the Grammar School, and the two professorships of Divinity and Oriental languages, and substituting a professorship of Law and Police, one of Anatomy, Medicine and Chemistry, and one of Modern Languages; and the charter confining us to six professorships, we added the law of Nature and Nations, and the Fine Arts to the duties of the Moral professor, and Natural history to those of the professor of Mathematics and Natural philosophy."

On account of lack of funds the college was closed in 1881. In 1888, it was reopened



with an annual appropriation from the State and Lyon G. Tyler was chosen president.

In 1918, under an act of the Virginia Legislature, the college opened its doors to women students. In 1919, after 31 years of service, Lyon G. Tyler became president

emeritus and was succeeded by J. A. C. Chandler. In 1934, President Chandler died and John Stewart Bryan became president; the twentieth president of the college.

The college now has an enrollment of approximately 1,250.

# Safety and Health for the School Year

by James Frederick Rogers, M. D., Consultant in Hygiene, Office of Education

★★★ Much has been said in the past century regarding the importance of the health of the school child, but practice in this field often lags behind theory. Conditions and activities pertaining to the preservation or promotion of the health of the school child and of his teacher fall under several headings. If so classed for description, their interrelation must not be overlooked.

*Sanitation.* Cleanliness, temperature, ventilation, lighting, seating, and means for personal cleanliness have a bearing from day to day on the comfort and health of the child and on his ability for work in the classroom. There is also an indirect relation to health, for we learn more by example than by precept. The school should be an example of sanitary housekeeping. Instruction concerning personal cleanliness is largely wasted if there is no wash basin, soap, nor towels with which to practice what is preached. Given the wherewithal for sanitary living, the condition of the outfit from day to day depends much upon the janitor and the janitor must cooperate fully with the teacher in training the child in hygienic practices. Without such aid, her lessons in cleanliness must be taken by the thinking child with a grain of salt, or as just so much "school work."

*Safety.* Not only should risk from fire or from other dangers in the school plant be reduced to a minimum, but safety in going to and from school and instruction in safety practices in the home fall into the province of education in the modern school.

*School feeding.* The feeding of the school child becomes a necessary feature in many schools. At least a noon meal must be provided for those who cannot return home at noon. But school feeding falls far short of its possibilities if the food is not wisely selected and if the common rules of cleanliness are not insisted upon. Not only does the school meal support or weaken the health lessons of the classroom but it lessens or increases the expenditures of time and money on the part of the dental department of the schools. Dietitian, dentist, dental hygienist, home economist, and health teacher may mutually assist each other in the matter of school feeding, while in the background the sanitary equipment of the school with its janitorial service and even the laboratory services of the city health department (in the examination of food handlers) are essential to complete effectiveness in protecting and promoting, through school feeding, the health of the child.

*Health service.* The systematic examination of school children by physicians for signs of communicable disease was introduced 30 years ago when the health commissioner of Boston appointed 50 "medical visitors" whose business was to inspect "all children thought by their teachers to be ailing." Later it became, by law in most States, the business of the teacher or school physician to look for defects of vision, hearing or other organic conditions interfering with school work.



The school doctor.

In many schools, considerable machinery has grown up which is too often looked upon as functioning fairly independent of the general daily activities of the school. It is well, however, to recall that the first school medical officers examined "all children thought by their teachers to be ailing." Diseases and defects do not delay their appearance until the day on which the school physician makes his annual, or biennial, or triennial routine examination of the child. The school physicians consulted by the White House Conference in regard to needed State legislation were unanimous in recommending as fundamental for an adequate medical inspection service, the training of teachers in the observation of children for gross physical defects and for signs of communicable disease. The teacher, especially the elementary teacher, is still the first-line worker in this field. The routine

**Have you done "those things" you ought to have done in order to make your school secure and sanitary? Safety and Health of the School Child, Pamphlet No. 75, written by Dr. Rogers, and published by the Office of Education, serves as a means of measuring your efforts along these lines. A copy may be had (10 cents each) from the Superintendent of Documents, Government Printing Office, Washington, D. C.—Editor.**

physical examination has been and should be used to arouse the interest of the child in his physical make-up—in the fact that his body is a physico-chemical mechanism affected for good or ill by his knowledge of the mechanism and his application of that knowledge.

The dental work of the school health service, as already noted, is intimately related to the school feeding service and to the health instruction offered in the classrooms. In turn, the dentist and dental hygienist fail of their full function if they are not centers of instruction in nutrition and in human physiology. Ninety-five percent of school children have decayed teeth and the mere filling of cavities or the use of a tooth brush will never stop the incidence of this most common of human diseases.

It does no good merely to find diseases or defects if nothing is done about them. Parents should be informed concerning such conditions, and urged to secure adequate treatment for their children.

*Health instruction.* Health inspiration and health instruction are not the monopoly of one set of school agents but janitors, dietitians, physicians, dentists, and nurses may impart, directly or indirectly, information influencing hygienic living. However, in the elementary schools it is the prescribed province of the classroom teacher to give instruction in the few and simple practices of cleanliness, of regular and right feeding, sleeping, resting, etc. She has abundant laboratory material always at hand in the children themselves and there are many books and other sources of facts and suggestions. In high schools the facts of physiology, of personal hygiene, and of home and community health deserve (if health is as important as we say it is) a thorough presentation, with a full equipment of apparatus for demonstration. It would seem that thoroughgoing instruction in this field would bear most fruit if given in the last 2 years of high school. As already suggested, however, it is hardly worth while to present facts or urge practices which are not made practical, or would seem to be contradicted, by the conditions in lavatories, lunch rooms, swimming pools, or gymnasium.

*Physical education.* Many a principal, when asked by a visitor regarding his health program, points at once to his gymnasium or playground as if this were the sole source of inspiration and training in hygiene. The word "rose" refers to the same thing today as it did 50 years ago, but unfortunately, this is not the case with the term "physical education." As the principal learned about it from the pages of Herbert Spencer's classic essay, physical education

meant everything bearing on the physical well-being of the individual.

Today the term "physical education" refers to the teaching and supervision of the physical activities of the playground, gymnasium, and pool.

The benefits from physical education have as much to do with mental satisfaction and social well-being as with physical health (if they can be separated) and this should be kept in mind by those in charge of such work.

Physical activities may be conducted in hygienic fashion or they may not. Conditions for play may be healthful or harmful. The physical education worker depends on the janitorial service for clean floors and lockers to prevent skin or other infections, and the physical educator himself must be versed in signs of overfatigue, of organic weakness or of infection lest he add physical insult to injury.

*Mental hygiene.* Mental hygiene is not new to the school, although persons specially trained in this field have been added to the school staff. The problem of the length of the school day, the suitability of studies, home study, etc., are ever present. Mental adjustment is of more importance for physical health of the school child than we usually dream. Home work may mean happiness or misery according as it is suitable or impossible.



Safety patrol.

*Teacher's health.* The health of the teacher deserves full attention, for we can only expect her to do her best work when she is in her best condition for that work. The teacher owes it to her employers to keep herself in good health, but both physical and mental conditions in the school beyond her control may war against this, and it is the business of the principal and of the school health service to bring about as perfect an adjustment as possible. There should be supervision of teacher health as well as of student health.

*School and home.* Attention has been called to the intimate relationship and interdependence of the various school activities bearing on the health of the child, but most of these activities fail of their full purpose if there is not, in addition, close and sympathetic relationship between school and home. If we are to get the most from our school medical and dental service, there needs to be first-hand contact with parents by having

them present at the examination of the child. The physician learns much about the child that he could not otherwise know and the parents are instructed directly as to what can be done in the way of home care, or medical attention, to improve the condition of the child.

Health lessons taught in school must be practiced in the home and they go for naught unless cooperation by the home permits such practice.

*School and community.* If there is need of reciprocal relations between school and home, the fences should also be removed between school and community when it comes to recreation. It is not enough to teach children for an hour or two a week a few stunts or

## ● RADIO and SCREEN

### School Series Increase

The National Broadcasting Co. is increasing the number of broadcast series which are planned for school use. Further information regarding them may be obtained from Franklin Dunham, Educational Director, National Broadcasting Co., Radio City, New York.

### League Offers Information

Technical improvements and the reductions in the price of equipment are among the factors prompting more schools throughout the country to make motion pictures. The National Visual Instruction Survey revealed that 8,806 school systems owned 575 motion-picture projectors in 1936. Schools not only make films of special events and regular school activities, but also of the processes involved in learning skill subjects such as manual arts, physical education, and typing. Even microscopic films are being produced to aid in the study of laboratory topics. Teachers interested in obtaining information regarding suitable equipment, costs, etc., may obtain it by addressing Col. Roy W. Winton, Managing Director, Amateur Cinema League, 420 Lexington Avenue, New York.

### Account of Production

Barrett C. Kiesling, well-known writer in the field of motion pictures, is the author of a new book entitled, *Talking Pictures: How They Are Made, and How to Appreciate Them*. This volume contains an authentic and fascinating account of the production of theatrical films, written in a style that is easily understood by high-school students. The Johnson Publishing Co. of Richmond, Va., has published the volume. Further information may be obtained from them. The Johnson Publishing Co. also announces two books on radio will soon be released of interest to schools. The first is intended for teachers and deals with the school use of radio. The second tells the story of radio. It contains numerous illustrations, and has been written

games. The energies of the child which normally flow into play slop over daily whenever there is opportunity, and not from "10 to 10:45 on Tuesday and Friday." There should be ample opportunity and needed supervision for play after school and on Saturdays and in summer vacations.

With so many school conditions affecting, either passively or actively, the health of the school child and with so many agents whose activities need to be kept in relation with each other, it is evident that there is need in a city or county school system, not only of trained directors in each special field, but of a directing and coordinating head, fully trained in all aspects of the school health program who can make the most of all the existing agencies.

to answer the questions on radio and broadcasting that girls and boys usually ask.

### Digest of Literature

The H. W. Wilson Co. announces the publication of a book entitled, *Motion Pictures in Education: A Summary*, by four well-known authorities in the field. This volume contains a digest of the literature in the field, and should be of service to teachers.

### Chicago Announcement

The University of Chicago Press announces the publication of two new books on the educational use of radio by S. E. Frost, Jr. One is called *Education's Own Stations*, and includes an authentic report of the history and work of the educational broadcasting stations in the United States. The other is, *Is American Radio Democratic?* and deals with regulation and control of broadcasting, including suggestions with a view to making it more democratic.

CLINE M. KOON



## Coeducation Celebrates

The one-hundredth anniversary of coeducation and of college education for women was observed at Oberlin College (Ohio) on October 8 by the dedication of a new architectural memorial on the campus. The memorial, made possible by a gift, will take the form of an architectural gateway and outdoor theater to be erected on the campus where, exactly 100 years ago, the first four women in the world to be accepted for a standard college course, matriculated for the degree of bachelor of arts. Their entrance into Oberlin College in 1837 was the beginning of college education for women and also of coeducation on the college level.



# "III Conferencia Interamericana de Educación"

by Katherine M. Cook, Chief, Special Problems Division

TERCERA CONFERENCIA INTERAMERICANA DE EDUCACION, QUE BAJO EL PATROCINIO DEL GOBIERNO DE LA REPUBLICA MEXICANA SE REUNIRA EN LA CIUDAD DE MEXICO, EL MES DE AGOSTO DE 1937

COMISION ORGANIZADORA

**PRESIDENTE HONORARIO:**

Sr. Lic. don Gonzalo Vázquez Vela, Secretario de Educación Pública de México.

**MIEMBROS HONORARIOS:**

Sr. Prof. don Adolfo Cienfuegos y Camus, Embajador de México en Guatemala, Presidente que fué de la Delegación Mexicana a la II Conferencia Interamericana de Educación, celebrada en Santiago de Chile. Sr. Dr. don Pedro de Alba, ex Director de la Facultad de Filosofía y Letras y de la Escuela Nacional Preparatoria de México, y actual Subdirector de la Unión Panamericana.

**PRESIDENTE EFECTIVO:**

Sr. Lic. Manuel R. Palacios, Presidente de la Comisión Técnica Consultiva de la Secretaría de Educación Pública, Profesor de la Escuela Nacional de Maestros y de la Universidad Obrera de México.

3

## A page from the official program

★ ★ ★ Representatives from 22 American countries participated in the Third Inter-American Conference on Education, held in the handsome Palacio de Bellas Artes, Mexico City, from August 22 to 29, inclusive. Official delegates, including in many instances the Secretary or Minister of Education from the respective countries, participated in two types of sessions, plenary and committee. The plenary sessions were presided over by the president of the conference elected at its first plenary session while each committee had a chairman and secretary selected at the same session. Spanish was the language used in all sessions. Interpreters were furnished for the delegates from the United States in all plenary and for such of the committee groups as seemed necessary.

### Fields Considered

The conference group was divided into nine sections, each with a chairman and secretary selected by the organizing committee. These sections considered the following fields of education: (1) Maternal and pre-school education, (2) primary and normal education, (3) secondary education, (4) technical education, (5) university education, (6) workmen's education, (7) rural education, (8) education of indigenous groups and other socially backward groups, (9) general subjects.

The chairman of the delegation from the United States was made chairman of the com-

mittee on maternal and pre-school education. The proceedings of this section of the conference are probably reasonably representative of those of other groups. A brief description of them may serve as illustrative of the activities of all of them.

A number of important papers prepared by persons selected by the organizing committee were read and discussed. From each paper certain conclusions were formulated in the committee meeting, then voted upon and approved or rejected. Those approved were reported to the organizing committee and then turned over to a committee on resolutions, whose assignment was to coordinate the conclusions of all committees in the form of resolutions for presentation to the next plenary session of the conference. The committees met twice each day during the first five days of the conference, submitting their conclusions at a final committee conference. The resolutions committee prepared the final report of conclusions, which were voted seriatim by the conference at the concluding plenary sessions when all resolutions submitted were discussed—some at considerable length—and approved or rejected.

Among resolutions which aroused considerable and sometimes strong discussions were those concerned with the proposed liberation of teachers in certain American countries (not named) who are imprisoned because of political beliefs; one approving equal pay for equal work for men and women teachers; one approving the establishment of special schools for workers and for the children of workers; one presenting a request for a textbook on the history of the Americas suitable for use in all the American countries.

During the conference many courtesies were extended the delegates by officials of the Mexican Government, generally the Secretariat of Education. Busses or taxicabs took the conferees to selected schools in the city five of the conference days. Luncheon was

served to all delegates at Xochimileo, Mexico's unique floating gardens. A delightful reception was tendered all visitors by the two national offices, the Secretariat of Education and the Office of Foreign Affairs.

### Impressive Messages

The closing session consisted of music by an orchestra of the department of fine arts; by the bands del Estado Major, and a soloist of the city; addresses by the president of the conference, Señor Palacios; the Secretary of Education, Sr. Lic. Vazques Vela, and two of the chairmen of the visiting delegates. During the second part of the session a symbolic ballet was presented representing three phases of Mexico's history during and following the Revolution.

The addresses at the closing session were of special interest. Sr. Palacios said among other things:

"We have come to the end of our work, but in reality to the beginning of what must be a greater work, a greater and more adequate response of education to the needs of the people for the fulfillment of their aspirations and the establishment of social justice. For education, of all social activities, has the mission of working for and contributing directly to the transformation of present society and the construction of a new society on the basis of social justice and brotherhood."

The delegate from Cuba, Senor Fernando Sirgo, Secretary of Education for the Republic of Cuba, gave an eloquent address, speaking for visiting delegates as well as for those from his own country. He said in part:

"It is significant that throughout the debates in the sessions, we have not easily agreed on the terms of some resolutions, but we have in each case agreed on the principle, on the heart of each resolution. We take with us for the education of our countries, inspiration and the assurance that here in

(Concluded on page 46)

Palacio de Bellas Artes, where conference sessions were held in Mexico.





SCHOOL LIFE

IS ISSUED MONTHLY, EXCEPT JULY AND AUGUST  
BY THE  
UNITED STATES DEPARTMENT OF THE INTERIOR  
OFFICE OF EDUCATION

Secretary of the Interior, HAROLD L. ICKES  
Commissioner of Education, J. W. STUDEBAKER  
Assistant Commissioner of Education, BESS GOODYKOONTZ  
Asst. Com. for Vocational Education, J. C. WRIGHT  
Editor, WILLIAM DOW BOUTWELL  
Acting Editor, OLGA JONES  
Assistant Editors, MARGARET F. RYAN, JOHN H. LLOYD  
Art Editor, GEORGE A. MCGARVEY

Terms: Subscription, \$1.00 per year, in advance; to foreign countries in which the mailing frank of the United States is not recognized, \$1.45. 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.

Remittance should be made to the SUPERINTENDENT OF DOCUMENTS, Government Printing Office, Washington, D. C.

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

OCTOBER 1937

*Among the Authors*

FREDERICK J. KELLY, Chief, Higher Education Division, Office of Education, in this issue of SCHOOL LIFE presents the first of his series of articles on Observations on a Visit to European Universities. College and university leaders will not want to miss any number in Dr. Kelly's series of higher education articles, which will be concluded in the December issue.

JAMES FREDERICK ROGERS, M. D., Consultant in Hygiene, in his presentation of Safety and Health for the School Year, gives practical suggestions and advice upon such problems as sanitation, school feeding, health service, health instruction, physical education, mental hygiene, teachers' health, and kindred topics.

MARIS M. PROFFITT, Educational Consultant and Specialist in Guidance and Industrial Education, points out the extensive requests for information that come to the Office of Education. He designates the Office as A Clearing House.

KATHERINE M. COOK, Chief, Special Problems Division, describes first-handed, the sessions of the Third Inter-American Conference on Education, recently held in Mexico City. Mrs. Cook was chairman of the delegation from the United States.

# Promoting the Cause of Education

ON THE EVE OF AMERICAN EDUCATION WEEK, it is especially fitting to announce the launching by the Office of Education of an undertaking designed through education to promote friendship between the United States and our neighbor nations.

I refer to the coast-to-coast radio series, "Brave New World", which will begin the night of November 1, and will continue for 26 weeks, over the Columbia Broadcasting System network.

"Brave New World" will present in dramatic form the rise of Latin-America and the forming of its great culture.

This friendly demonstration on the part of a government representing 130,000,000 people for its 20 neighbor republics, extends far beyond the presentation of the broadcasts on the air.

As educators, we can appreciate, and must impart to others, the deeper significance of the "Brave New World." Back of each program brought to the microphone is a deep desire to perpetuate the friendship cemented at the Buenos Aires Conference.

"Brave New World" is a sincere, scholarly effort on the part of the special staff assembled at the Office of Education to interpret Latin-American life and culture through subject matter adapted for dramatic presentation on the air. In this effort the Office of Education seeks the cooperation of school officials, teachers, and leaders in every civic and educational organization.

And after the presentation comes still another task, to "follow through"—to further, through printed material, study, and discussion, and by other means to capitalize the interest motivated by these broadcasts.

Out of such an attempt it is possible that a pattern will be produced for education in international friendship which the world may well note and follow.

Commissioner of Education.

HOWARD W. OXLEY, Director of CCC Camp Education, sets forth the program of A New School Year in Camps. He emphasizes the cooperation with schools and colleges.

DEAN K. J. HOKE, of the College of William and Mary, presents the background of that historic educational institution in Williamsburg, Va.

*This Month's Cover*

Through the courtesy of the College of William and Mary, a picture of the historic Wren Building decorates this month's cover of SCHOOL LIFE. The foundation of the first

building—the main or college building which was designed by Sir Christopher Wren—was laid in 1695.

The restoration of the Wren Building corresponds to that form of architecture which existed from 1716 to 1859. The walls are original with the exception of those portions which had to be built with new material in order to strengthen the building, and at the same time, to restore it to its colonial form. The Chapel, the Great Hall, and the Blue Room have been restored in every detail, it is claimed. The building is of fireproof construction. All of the rooms in the building are in use by the students and faculty of the college. Thousands of tourists visit this venerable shrine each year.

## On Your Calendar

THE SECOND NATIONAL CONFERENCE ON EDUCATIONAL BROADCASTING meets in Chicago on November 29, 30, and December 1, at the Drake Hotel.

Twenty-seven organizations of national importance in educational and cultural fields will sponsor the conference, to provide a forum where interests concerned with education by radio can come together to exchange ideas and experiences. An effort will be made to appraise American broadcasting as a background for consideration of its present and future public service. Reports on listeners' interest in this type of broadcasting and findings of other studies and researches will be made available to the conference.

Topics selected for the four general sessions are: The American System of Broadcasting; An Evaluation of Broadcasting From the Listener's Point of View; Educational Broadcasting; and The Future of Radio. Speeches on these subjects by representatives of education, the radio industry, and the listener will be followed by periods of open discussion. In sectional meetings speakers will discuss specific aspects of the four general subjects.

At a banquet on the second night, the speakers will discuss the international significance of radio. Those interested in the maximum contribution of broadcasting to educational and cultural development are invited to participate in the conference.

Among other educational meetings of national scope are:

ASSOCIATION OF LAND-GRANT COLLEGES.  
*Washington, D. C. November 15-17.*

ASSOCIATION OF URBAN UNIVERSITIES. *Birmingham, Ala. November 8-9.*

NATIONAL COUNCIL OF TEACHERS OF ENGLISH.  
*Buffalo, N. Y. November 25-27.*



## National Hearing Week

"It's sound sense to conserve hearing" is the theme of National Hearing Week, October 24-30, sponsored by the American Society for the Hard of Hearing.

Of the 800,000 school children whose hearing was examined last year in the United States, it is reported that over 5 percent were found to have impaired hearing.

# Progress in Teaching Conservation

by Effie G. Bathurst, Special Problems Division

"A unit on conservation is so rich in content and so diversified in its ramifications, that children of all ages may derive from it experiences of great value," writes Margaret Neagle who teaches in a one-room school in San Marcos, Santa Barbara County, Calif. The pictures in this article show the pupils of San Marcos School engaged in conservation activities appropriate to their ages and interest.

★ ★ ★ To teach the child to love nature, to consider the welfare of his neighbor, to employ wisely his goodly heritage of natural resources, and to pass this heritage as intact as prudent use allows to the next generation—that is the goal of conservation education. Children can understand many of the appealing facts about conservation. Even very young pupils can participate in conservation activities.

### The Problem

The United States no longer has the rich resources which school histories report the early settlers to have found here. Destruction of the topsoil is an illustration. Topsoil is almost irreplaceable. It has been estimated that nature requires from 400 to 1,000 years to build a single inch of topsoil. Since white men first broke America's forest cover, millions of tons of that precious topsoil have swirled in thick floods to the sea or collected in dangerous shoals and bars in river beds. "When the topsoil is gone, men must go; and the process does not take long," said Theodore Roosevelt in 1908. Today the country's leaders are giving increased attention to that warning, and there is something for every citizen, including children, to do in saving the remainder of the Nation's soil.

### Need for Campaign

The loss of other natural resources is as startling as that of soil; and children as well as adults can realize the need for a campaign of restoration. For example, many species of birds have disappeared entirely. A number of species of wild animals are reported extinct. Fish by millions have been destroyed by factory wastes, floods, and silt. Rich mines of metals and supplies of oil and gas have been exhausted. It required thousands of centuries for nature to create the beds of anthracite coal in Pennsylvania, yet it is estimated that, at the present rate of consumption, that coal probably will not last more than another hundred years. The first Virginians and the Pilgrims beheld a land covered with thriving

forests. Now four-fifths of those protecting trees have disappeared.

The Nation has not been idle with respect to conservation. "Employing every agency of the Government at hand to protect our birthright, we have in the past several years made advances far beyond the hopes of earlier-day conservationists," stated President Roosevelt at the dedication of the new Department of the Interior Building. The country's progress is indeed encouraging; but the task of recovery from ruthless waste of former years is enormous, and more work still is needed. The situation is so serious that a thorough Nation-wide program of scientific conservation is required for escape from the tragic decline that has met every nation which failed to use wisely its natural resources. There is no better way, and perhaps no other way, of completely accomplishing the necessary program of conservation than through organized education in the Nation's public schools.

### Progress Made

Instruction for conservation through organized education is gaining ground. With increasing frequency, conservation is included in curricula of elementary and secondary schools in science and in social subjects. It is studied in activity units or organized around important problems, themes, and topics. In universities, instruction in subjects related to use of natural resources and other background studies increasingly is being directed toward conservation. Teacher-education institutions are realizing the need for teachers prepared to teach the subject, and are offering special courses, both during the regular academic year and during summer terms. A number of State departments of education issue bulletins devoted directly to general instruction in conservation or prepared to promote special phases of conservation education, such as forestry, wildlife, and observance of Arbor Day, Bird Day, or Conservation Week.

A number of private agencies and governmental organizations provide services which can be utilized in school programs. They supply readable information for teachers and



pupils and assist with conservation activities in wild-flower preservation, winter feeding of birds, the development of nature trails, and other projects.

### *Need for Extension*

Altogether, an effective beginning has been made in the way of a constructive program of instruction for improved use of the natural resources. However, the need for immediate extension of the program is so great that the schools must rapidly increase their activity in essential respects. Only thus can their responsibility be fulfilled.

One of the first essentials in a program of increased activity is better preparation of teachers in the field of conservation. Many teachers have not studied the significance of conservation as a current national problem. Few are cognizant of the necessity for incorporating in children's ways of living such activities as protecting and attracting birds, planting wild-flower gardens, building nature trails, and beautifying highways. Many have not the techniques for helping pupils to combine learning with normal living, which particularly are required for the teaching of conservation. More teacher-training institutions should offer carefully planned and thorough courses to prepare teachers for the needs of the field in conservation education, if those needs are to be met.

### *Need for Integration*

Educational efforts of non-school organizations have not been well integrated with the school program. As a result there has been duplication of activities with overstimulation of some pupils and lack of participation on the part of others. Systematic coordination of the children's school and community activities in conservation should be achieved in such a way that any desirable educational services provided by nonschool organizations can be properly utilized under guidance of school authorities responsible for organizing the public educational program.

More readable materials should be published for teachers' information. For example, the scope of conservation has not yet been defined with respect to different natural resources in such a way that its desirable educational outcomes for children of varying age levels and interests are evident. Important principles involved in the conservation of forests, water, metals, soil, and other natural resources should be clearly stated for incorporation in the school curriculum. Few publications on conservation contain organized

teaching suggestions in the way of desirable factual content, activities, and sources of material to be utilized in different communities. There are few well-annotated bibliographies to show where teachers can secure books, visual and auditory aids, bulletins, and various supplementary materials for teaching. Courses of study in general do not provide definitely for inclusion of the subject.

### *Children's Interests*

There are too few books containing information about conservation based on children's interests, needs, and experiences, and prepared by authors who know how to write for children. Textbooks in geography and science, a reader now and then, and a few supplementary commercial books have information which can helpfully be used as a background for studies of soil erosion, forest restoration and preservation, national parks, conservation of wild animals, and the like. With a few exceptions, however, the books too frequently bury this helpful material in a mass of general information, and teacher and children either cannot find it or do not recognize it as being essential to the understanding of conservation problems which they meet day by day. The material published at present, generally speaking, is appropriate for older rather than younger pupils. To help pupils, especially those below the sixth grade, to become conservation conscious, more books should be prepared by talented children's authors; or the present geographies, readers, and books on science should be revised to include conservation facts in such a way that children will be able to use them in normal activities.

### *Next Steps*

In general it would appear that some next steps to be taken in an extended Nation-wide program of education for conservation are (1) better preparation of teachers in teacher-education institutions, including pre-service and in-service courses in both subject matter and methods; (2) systematic coordination of desirable services of nonschool organizations with the school program under guidance of the proper school authorities; (3) preparation of readable factual information for teachers; (4) more instructional helps prepared by qualified persons; (5) compilation of bibliographies annotated from the standpoint of helpfulness for different age groups and for children's varying interests; and (6) the publication of more informational material directly bearing on the subject of conservation prepared especially for younger pupils.

**From top to bottom: 1. Primary children, with the help of the fifth grade, build a ranger station. 2. A silt dam which Forestry Service men took the pupils to visit. 3. At the CCC camp the children observe that proper plowing checks erosion. 4. A canyon cut by water erosion which the pupils saw with CCC boys. 5. Dams constructed by the CCC boys prevent gully erosion.**

# The Office of Education—a Clearing House

by *Maris M. Proffitt, Educational Consultant and Specialist in Guidance and Industrial Education*

★ ★ ★ Incoming mail to the Office of Education for the fiscal year ended June 30, 1937, totaled 692,448 pieces.

The act of Congress of 1867—70 years ago—establishing what is the present Office of Education, provided that the Federal agency should collect statistics and other forms of information on education and diffuse such information as would be of value to “the people of the United States in the establishment and maintenance of efficient school systems, and otherwise promote the cause of education throughout the country.” As a consequence of that act, the Office of Education receives requests for information on practically every phase of education.

It is, of course, generally understood that for various reasons the Office cannot comply directly to all requests. But in cases where the Office has not the information for answering a specific inquiry, it is often able to refer the correspondent to a source or to a reference that will give him the help he seeks.

A partial classification of these varied requests shows the following wide range of subjects and problems that come to the Office of Education within almost any week of the year.

## *At Top of List*

*School administration and organization* inquiries may well be placed at the top of the list:

Responsibilities of superintendents to boards of education. Advantages of fiscally independent school boards. Selection of boards of education. Teachers' participation in administration. State control of the building of schoolhouses. Teachers' oaths laws. Length of school year. Dates for opening and closing school. School holidays. Advantages of the 10-months' term. Bond campaign plans. Plans for publicity of the work of the local school. Relative merits of the 7-grade and 8-grade elementary school. Grade plans of organization, as the 6-3-3, 8-4, etc. County unit plan of administrative organization. Work-study-play plan of organization. Organization of high schools to meet the needs of underprivileged and handicapped children. Differential certificates to indicate completion of differentiated curricula in the public schools. Plans for utilizing all community resources for educational services to youth. Supervision of school playgrounds. Administrative control of school medical services. Size of playgrounds relative to size of school. Methods of selecting school staff. Requirements as to teachers' participation in community activities. Qualifications of county superintendents. Insuring school property.

State regulations governing the use of school buses. Pupils per teacher. Duties of a high-school principal. Military instruction in State-supported institutions. Transportation of pupils. Consolidation of schools. State control over teacher personnel. State control over curricula and instruction. Requirements for the certification of public-school administrators. State requirements governing the granting of higher degrees. Professional titles and ranks in institutions of higher education. Amount of annual sick leave for teachers. High-school fraternities. Number of pupils assigned to a school physician or nurse. Local school responsibility for the care of defective children. State participation in adult education. Trends in college entrance requirements. Licensing of private vocational schools. Administration of evening schools. Administration of summer sessions. Organization and administration of libraries for school purposes. Principals' reports. Student government. Provisions for textbooks. Organization of education in foreign countries. Improving educational opportunities for pupils in rural communities. Continuing school census.

*School finance and school costs* come in for many questions along the following lines:

State aid for local schools. Federal aid for education. Total expenditures for education on the various levels. Per capita costs in cities of various sizes and in rural schools. Sources of school revenue. Tax rates for school purposes. School indebtedness. Tax-exempt securities. State and local regulations affecting school revenues. School building costs. Value of school buildings. Distribution of State aid on the basis of school census. Equalization of ability to support education. Unit costs in State teachers colleges. Cost of school and college textbooks.

## *Census Questions Included*

*Census data* are often requested:

Total enrollments, by States, for each educational level. Enrollments in various kinds of private schools. Data on school attendance. School persistency by grades. Educational level of the population. Number of teachers by educational levels. Subject enrollments. Enrollments in rural schools. Incidence of handicapped children. College graduates in the population. Enrollments by age. Proportion of age groups in population enrolled in school.

*Instruction and programs* seldom miss a day's incoming mail:

Instructional materials for various high-school subjects. Organization of instructional materials for the elementary school. Instructional material for various courses in teacher training. Curriculum revision for the various educational levels. Subjects of instruction for pupils of low ability. Methods of teaching pupils of low ability. Citizenship training. Character education. Home work for high-school pupils. Plans for individualizing instruction. Materials for teaching courses in parent education and child development. Plans and methods for health instruction in elementary grades; in high school. Sex instruction. School clubs. Courses in occupational information. Extracurricular activities. Elective and required subjects in high schools. Instruction in pan-American relations. Remedial instruction. Credit for laboratory and for shop work. Instructional problems peculiar to the small high school. Correspondence instruction. Correlation of curriculum subjects. Credit for work done outside of school. Marking systems. Postgraduate high-school work. Promotion plans. Supervised study periods. Materials for courses in contemporary education. Physical education in other countries.

## *Welfare Phases*

*Pupil personnel services and pupil welfare* questions are frequently asked:

Vocational counseling techniques. Organization of guidance services. Organization of placement services. Guidance personnel in city systems. Visiting teachers. Qualifications of counselors. Physical condition and school progress. Minimum for good lighting of schoolrooms. Desirable colors for school walls. Desirable seating of children. Requirements for heating and ventilating. Extent and frequency of medical examinations of school children. Medical examinations of teachers. Testing programs for elementary grades; for high-school grades. The use of tests for determining: Intelligence, achievement, aptitudes, and probability of success. Tests suitable for handicapped children. Evaluation of tests. Pupil progress through school. Evaluation of instruction. Rating systems. Honor point system. Cumulative record cards. Employment opportunities in specific vocations. School clinics, health and psychological. Procedures for the adjustment of “problem” children. Follow-up studies of school drop-outs and graduates. Cost of going to college. Opportunities for defraying expenses while going to college. Organization of homerooms for guidance purposes. Duties

of high-school deans of boys and of girls. High-school handbook of information for entering pupils. Information on requirements of specific vocations.

Teachers come in for their share of questions:

Teachers' certificates. Selection of candidates for teacher training. State coordination of teacher training. Student teaching. State control of teachers' qualifications. Curricula for training subject-matter teachers. Professional courses for: Elementary teachers, high-school teachers, supervisors, and administrators. Trends in salaries for various kinds of subject matter teachers, for urban and for rural teachers, and for teachers at various educational levels. Trends in tenure practices. Retirement provisions. Sabbatical leave. Professional ethics.

Schools make up another classification of inquiries:

Specific schools. (Information sought by persons contemplating enrolling for instruction.) Lists of schools by name giving certain types of instruction. Accredited colleges. Accredited secondary schools. Institutions giving cooperative courses. Value of credits from schools in foreign countries.

Organizations (auxiliary to education) make another group about which the following types of information are sought:

The development of the parent-teacher movement. Programs for parent-teacher organizations. Educational projects for: Women's clubs; Civic organizations; Health organizations; Welfare organizations. Subjects for discussion at meetings of national educational organizations and other associations interested in education. Lists of educational organizations and foundations.

Physical equipment is often asked about:

School building programs. Trends in school building construction. Plans for school buildings. Landscaping school grounds. School buildings to meet special community needs. Building codes. Data on obsolete school buildings. Costs of school building surveys. Buildings and shops for vocational classes and for industrial arts. Heating, lighting, and ventilating systems. Shop equipment. Laboratory equipment. Library equipment. Housing facilities and equipment for handicapped children. Playgrounds and playground equipment.

Philosophy is a general term under which some of the following types of inquiries fall:

General objectives of education. Objectives of: Secondary education; adult education; other levels of education. Values of education. Values of individual subjects. Evaluation of schools as to whether or not the objectives are realized. Effects of changes in social-economic life on educational objectives. Education as a medium for perpetuating democracy.

# College Entrance Ages

by John H. McNeely, Specialist in Higher Education

★ ★ ★ At what ages do students enter college? Do more students proportionately enter at immature or mature ages? Do differences exist between the ages of entrance of men and women students?

Involved in these questions are academic, psychological, and sociological problems of considerable significance. From an academic viewpoint, entrance in college at an early age indicates that the student has progressed through the elementary and secondary schools at an accelerated rate, while in the case of the student entering at a later age, this progress may have been retarded. The psychological aspects concern the relationship of the mental capacity or intellectual rating of the student to age of entrance. Sociological problems relate principally to adjustment of the student entering college at different ages to the collegiate environment.

For the purpose of making available information regarding these questions, data have been assembled on the age of entrance of 3,736 men and 2,698 women students, or a total of 6,434, in colleges of arts and sciences at 22 universities. The institutions are scattered throughout the United States. The students include those who registered for a degree at the beginning of the academic year 1931-32. They represent a fairly typical cross section of the student bodies of the universities.

## Cooperative Project

The data were collected through a study of college student mortality made by the institutions in connection with a cooperative project in research in universities, undertaken by the Office of Education in 1936 and financed by the Works Progress Administration. In the accompanying tabulation are given the number and percentage of the students who entered college at different ages. The ages of entrance are segregated into step intervals of 6 months from less than 17 to 20 years or over. Percentages are shown for men and women students separately.

The largest percentage of students—35.4 percent—entered college during their eighteenth year. This age has been assumed as the normal age of entrance to college, since a pupil entering elementary school at 6 years of age and progressing regularly through the elementary and secondary school grades would have attained the age of 18 years upon graduation from high school. It is interesting to note, therefore, that approximately 35 out of every 100 students, or about one-third, entered college at this so-called normal age.

*Distribution of 6,434 students classified by sex according to age of entrance in colleges of arts and sciences at 22 universities*

Age of entrance	Number of students	Percentage of—		
		Men students	Women students	Total students
1	2	3	4	5
Less than 17 years	533	6.4	10.8	8.3
17 years to 17 years 5 months	811	10.3	15.8	12.6
17 years 6 months to 17 years 11 months	1,122	13.9	22.4	17.4
18 years to 18 years 5 months	1,390	20.7	22.9	21.6
18 years 6 months to 18 years 11 months	887	14.2	13.1	13.8
19 years to 19 years 5 months	621	12.3	6.1	9.7
19 years 6 months to 19 years 11 months	353	7.1	3.3	5.5
20 years or over	717	15.1	5.6	11.1
Total	6,434	100.0	100.0	100.0

A larger percentage of the students entered the colleges at the maturer than the earlier ages. About 1 out of every 12 students entered at the ages of less than 17 years as compared with about 1 out of every 9 students who entered at the ages of 20 years or over. A smaller proportion of students entered at 19 years 6 months to 19 years 11 months than at 17 years to 17 years 5 months. The ratio for the former students was approximately 1 out of 18 and for the latter students 1 out of 9. Notwithstanding these differences, it is manifest that a rather large percentage of the total students entered at early ages. These students in general represent those advanced in academic progress and superior in intellectual capacity.

Age of entrance of men and women students differed considerably. While about the same percentage of men and women students entered the colleges at the normal age of 18 years, a greater proportion of women than men students entered at immature ages. Approximately 1 out of every 9 women students entered at less than 17 years as against 1 out of every 15 men students. Similarly, about 1 out of every 6 women students entered at 17 years to 17 years 5 months in comparison with 1 out of every 9 men students. On the other hand, larger percentages of men than women students entered at mature ages. There were approximately 1 out of every 6 men students who entered at 20 years or over and 1 out of every 14 at 19 years 6 months to 19 years 11 months. For the women students, the ratios entering at these ages were about 1 out of 18 and 1 out of 30, respectively.

# Federal Forum Project

by C. S. Williams, Assistant Administrator

★ ★ ★ The new and even broader forum program being planned for the current school year, faces in these two directions:

*It seeks to assist local school systems in developing community-wide forum plans for adults.*

*It undertakes to promote more vital consideration of public affairs by young people in schools and colleges.*

An appropriation of \$250,000 of emergency funds has been made available to the Office of Education for 1937-38, to carry forward its forum plans. This appropriation will give further aid to local school systems in developing forums.

The program being planned is based upon experience gained in 19 forum-demonstration centers in operation during the past year and a half. The reports and studies made by the managements of these projects are being organized for publication by the Federal Forum Project. This publication will place in the hands of educational leaders in all parts of the country detailed data on the organization and functioning of the 19 demonstration centers. It should prove a basis for many community-wide forum plans, sponsored and financed by local and State agencies of education.

## *A Glance at Last Year's Program*

In the space of 15 months over 10,000 meetings were conducted in the 19 centers, with a total attendance of over 1,000,000 individuals. Three projects were established in February 1936, which operated about 5 months. Ten projects were established in September 1936, and most of these operated 6 to 9 months. Nine more centers were launched in February 1937, which conducted

programs until June. Of the 10,000 meetings held about 6,500 were conducted during the last 5 months of the program when 18 projects were active.

The selection of competent leadership, organization of the community through advisory committees, determination of interesting and important subjects for discussion, effective scheduling of meetings in all parts of the project area and the publicity necessary for good public response were problems for the local educational managements. How the administrators and directors met these problems constitutes an important contribution to the future of forums. In addition to operating community-wide programs of vital and well-led discussion, these centers carried on many surveys and research studies dealing with problems of administration of this type of educational effort. All these matters will be discussed in the forthcoming publication on forum experiences.

In almost every project, special attention was given to regular forums for young people, both in and out of school. The cooperation of high school principals and university administrators, as well as social studies teachers and professors, resulted in the introduction of forum discussions to many secondary schools and university programs. In most cases, these short demonstrations have succeeded in laying the foundation for permanent forum programs for young people and adults under the auspices and management of public education.

These local managements have experimented with various kinds of forums, using panels, debates, and symposiums, as well as competently led discussions. Special forums have been held for business and professional people at luncheons; for women, in morning and afternoon; and for young people, during

and after school hours. Even motion pictures have been introduced as aids to public discussion. Thousands of charts, graphs and visual aids were devised to clarify problems under discussion. Cooperation with community organizations of all kinds interested in public affairs has resulted in a closer relationship between school administration and civic groups. The practical plans worked out in these demonstration centers form the basis for the new program.

## *Plans for the Coming Year*

Instead of continuing centers by providing more funds for staff and leadership, the new appropriation will be used to reach many more communities and States. The service to be provided is of three kinds.

First, the administrative staff in the Federal Forum Project will act as a clearing house and conduct a counseling service to assist hundreds of local communities in planning forum programs on the basis of the experience and knowledge now available. Publications will be available dealing with such problems as: Planning and conducting forums for young people in high schools and colleges; making the best use of library facilities and promoting reading of books and pamphlets in connection with discussion; finding pamphlet material on current affairs; and planning general programs of discussion for adults. This service will not be limited to school administrations, but will also reach civic leaders interested in promoting forums as the contribution to the community of a church, Y. M. C. A., women's club, labor-union, and other groups.

Second, the Federal Forum Project will be able to make available to the local projects which operated last year, and to many other communities planning forums this year, assistance in the form of personnel chosen from the relief rolls. In these cases, stenographic and promotional help, as well as the assistance of librarians, artists, and persons qualified to organize and lead group discussion, will be contributed to their programs. Particularly skilled teachers and supervisors of social studies will be given assistance in planning forums for young people in the schools, and for adults where the resources of school and college may serve to help the people deal more intelligently with public affairs.

Third, the Federal Forum Project will be able to work out plans with some 30 or more communities to organize forum programs involving a 3 or 4 weeks' visit of a group of experienced discussion leaders and field counselors. An attempt will be made to associate large and small communities in-

**A Forum in action.**



cluding rural and urban populations, so that each project will include a gross population of about 200,000. With the help of a staff selected from the relief rolls and with the guidance of citizen committees, the cities, towns, villages, and rural areas in each community will develop a program of discussion meetings. These meetings will be led for the most part by local volunteers and be served by research workers from the staff; but sometime during the operation of the program well-trained leaders and counselors will spend 3 or 4 weeks in a concentrated series of meetings.

### Organizing Forums

These forum specialists will contribute four types of service to the local projects.

*Leading forums.* They will be responsible for leading about 15 regular forums per week in various parts of the project area. This will give each of the communities some idea of the community-wide plan involving the use of competent leaders. These meetings will be scheduled and promoted by the local committees prior to the arrival of the leadership groups.

*Addressing groups.* The members of the leadership group will address as many clubs, organizations, and school audiences as possible on the problem of civic education and its relation to democracy. This activity will assure a rather general understanding of the basic principles of the forum program and a clearer conception of the role of education in modern democracy.

*Training leaders.* In each community or area, leadership training classes will be conducted by the forum specialists or field counselors. Educators and laymen desiring to understand the methods of organizing and conducting group discussion on public affairs will be enrolled in these classes by the local committees.

*Organizing conferences.* Numerous conferences will be conducted by these forum specialists, dealing with the practical problem of organizing, planning, financing, and conducting forums for adults and young people. Educational and civic administrators, members of boards of education, superintendents of schools, and representatives of various groups will sit down together to discuss the specific question: How can we operate an adult civic education program in this community or area? The forum specialists will be prepared to make available the specific data and experience gained from the longer demonstrations conducted last year. They will also be familiar with many other forum plans studied in the general survey conducted by the Office of Education.

In this way, the experiences gained in the demonstration centers and elsewhere will be utilized in many new communities by local educational and civic agencies. This program of short-term demonstrations will begin early in 1938 and operate about 5 months.

Correspondence indicates that new plans for forums are being made all over the Nation. State legislatures and local communities are discussing specific plans for adult civic education. Many high schools and colleges are

planning extensive programs of forum discussion for young people. In New York State some 43 colleges and universities have joined with scores of civic and educational organizations in promoting forum discussions of the problems involved in the constitutional convention now being planned. News reaches us that several new radio discussion programs are to be launched this year, supporting and supplementing the "Town Hall of the Air." The Department of Agriculture and the farm organizations are increasing their efforts to promote more forums on public affairs among the farmers. The publishers of pamphlets and inexpensive books on current social problems report an increased demand for such literature as a result of the growing discussion movement and the pamphlet displays held in some 30 places this past spring. The demand for outstanding speakers is increasing.

There seems to be general agreement among those who are closely associated with the adult education movement that the forum has made great strides in the past 2 years as a medium of citizenship education. Reports from England indicate that a similar growth has been experienced there. This growth is one practical answer to the challenge of dictatorships which dispute the possibility of self-government through parliamentary procedure and freedom of criticism and discussion.

## "III Conferencia Interamericana de Educaci6n"

(Concluded from page 39)

Mexico we have found new ways marked for wider service of education to the people of the nations.

"Sooner or later, and I believe, very soon, each American country will have to undertake in a serious way, the problem of providing adequate education for workers. It is the duty of the State to take the necessary measures to establish an effective equality of opportunity for education."

### United States Delegates

The United States was represented by three official delegates, as follows, Mrs. Katherine M. Cook, Office of Education, chairman; Willard W. Beatty, Office of Indian Affairs, and Esther J. Crooks, representing the American Council on Education. In addition there were at least 10 unofficial delegates representing universities and teachers colleges and teaching groups.

The delegates were unanimous in expressing their pleasure and satisfaction in regard to the conference proceedings; their appreciation of the courteous hospitality shown them by the conference officials and the people of Mexico in general; and their appreciation of the opportunity of conferring with and forming friendships among their fellow educators from the three Americas.

# Future Farmers of America

## Tenth Convention Celebration October 17-22, 1937

Headquarters—Municipal Auditorium  
Kansas City, Mo.

Wednesday, October 13, to Saturday, October 16

Meetings of National Board of Trustees and convention committee.

Saturday, October 16

8 a. m. to 10 p. m. Registration.

Sunday, October 17

8 a. m. to 3 p. m. Registration.  
9 a. m. Meeting of National Advisory Council.  
12 noon Radio broadcast.  
2:30 p. m. Meeting of State advisers.  
3 p. m. Concert, Kansas City Municipal Orchestra.  
5:30 p. m. Delegate dinner.  
7:30 p. m. Presentation of plaque to Baltimore Hotel, concert by Texas band.

Monday, October 18

8 a. m. to 10 p. m. Registration.  
9 a. m. Opening convention session.  
11:30 a. m. Radio broadcast.  
1:30 p. m. Second convention session.  
6 p. m. Past national officer dinner.  
7:15 p. m. Public speaking contest, concert by Utah band.

Tuesday, October 19, National F. F. A. Day

8 a. m. to 6 p. m. Registration.  
9 a. m. Third convention session.  
11:30 a. m. Radio broadcast.  
2 p. m. Parade at American Royal followed by presentation of Star Farmer Awards (broadcast); American Royal horse show.  
6 p. m. American Farmer dinner.  
7 p. m. Concert by Missouri band.  
7:30 p. m. Special tenth convention celebration program.

Wednesday, October 20

9 a. m. Fourth convention session.  
11:30 a. m. Radio broadcast.  
1:30 p. m. Fifth convention session.  
6:30 p. m. Banquet.

Thursday, October 21

9 a. m. Sixth convention session.  
11:30 a. m. Radio broadcast.  
1:30 p. m. Closing convention session.  
6 p. m. Dinner meeting 1936-37 and 1937-38 boards of trustees.

The above program is the result of the efforts of the tenth convention celebration committee working in cooperation with J. A. Linke, national adviser, and W. A. Ross, national executive secretary, members of the professional staff of the Office of Education, Washington, D. C.

### COMPLETE YOUR FILE

Back copies of SCHOOL LIFE may be obtained at 10 cents each, from the Superintendent of Documents, Government Printing Office, Washington, D. C.



# The Constitution of the United States

by Martha R. McCabe, Assistant Librarian, Office of Education

In connection with the one hundred and fiftieth anniversary of the adoption of the Constitution in 1787 and its celebration this year, we present a short, selected list of books, pamphlets, and articles which may be useful to schools, and to adults as well. The selection has been based upon giving a picture of conditions leading up to

the Constitutional Convention, the purpose and meaning of the great document, the story of the changes that have taken place, and why. Along with this has been revealed the effect of the Constitution upon the Nation, and its interpretation by some of the great national leaders.

Beard, Charles A. *The economic interpretation of the Constitution.* New York, The Macmillan Co., 1935. 330 p.

Divergent views from those of some authors are expressed; chapters on political doctrines, and economic interests, serve as methods of approach.

Beek, James M. *The Constitution of the United States, yesterday, today, and tomorrow.* rev. ed. New York, George H. Doran Co., 1936. 352 p.

Writes of the origin of the Constitution, its philosophy and basic principles, presenting historic facts, implication, cases, etc.

Bennett, H. Arnold. *The Constitution in school and college.* New York, G. P. Putnam's Sons, 1935. 315 p.

Thesis (Ph. D.)—Columbia University, 1935.

A study that involved an investigation of textbooks and the Constitution by periods. Presents chapters on the attempt to legislate the Constitution into the curriculum, actual instruction in the Constitution, and new theories and technique.

Elliott, Edward. *The biographical story of the Constitution.* New York, G. P. Putnam's Sons, 1910.

Reveals the meaning of the Constitution as bearing on the public activities of prominent national leaders, from Hamilton to Roosevelt.

George, William H. *The objectives of the Constitution of the United States.* Honolulu, University of Hawaii, 1935. 26 p. (University of Hawaii Occasional papers, no. 21)

Clauses and sections are explained with comments; concludes with the status of Hawaii.

Hart, Albert Bushnell. [The Constitution of the United States.] *In* We and our history. p. 67-73, New York, American Viewpoint Society, Inc., 13 Astor Place, 1923.

Many illustrations; language understandable; shows the main points as to the framing and ratification of the Constitution.

Hartman, Gertrude. *The making of the Constitution.* New York, Social Science Publications, 140 East Sixty-third Street, 1936. 104 p.

Describes briefly the early struggle for liberty in England and America, as background, "the formation, installation, and gradual modification of our framework of government". Suggestive for secondary school teachers. A volume of readings on the subject has also been prepared.

Holliday, Carl. *The Constitution of the United States.* Part I-IV. Scholastic, 10:10-11, 29; 10-11, 31; 10-11; 11-12, 25; Feb. 5-Mar. 19, 1927.

A study presented in four numbers of this journal in an interesting way for high-school students.

Kasson, John A. *The evolution of the U. S. Constitution.* Boston and New York, Houghton Mifflin Co., 1919.

A review of plans for government in the Colonies from 1643 to the Revolution, with discussion of the preliminaries of the constitutional convention of 1787. Comments on the debates in the convention.

Kenworthy, Leonard S. *Sesquicentennial of the Constitution, 1787 to 1937.* Social education, 1: 163-65, March 1937.

This article tells the story briefly of the celebration of the sesquicentennial, with suggestions where to obtain material, and what to emphasize in programs. An excellent bibliography is included.

Leigh, Randolph. *The citadel of freedom.* New York, G. P. Putnam's Sons, 1924. 234 p.

A brief account of the beginnings of constitutional government in the United States, with chapters dealing with men connected with its development, from Washington to Lincoln.

Lyon, Hastings. *The Constitution and the men who made it.* Boston, Houghton Mifflin Co., 1936. 314 p.

Deals with the convention, giving a detailed picture of the framing of the Constitution and its origins. A readable account, critical, but based on a knowledge of original sources. Also gives the careers of the signers after the convention.

Magruder, Frank A. and Claire, Guy S. *The Constitution.* New York and London, McGraw-Hill Book Co., 1933. 395 p.

Gives the text of the Constitution clause by clause, with comment and decisions on the important cases which have risen under each clause.

Munro, William B. *Makers of the unwritten Constitution.* New York, The Macmillan Co., 1930. 156 p. (The Fred Morgan Kirby lectures.)

Delivered at Lafayette College in 1929. Contains: Alexander Hamilton and the economic supremacy of the Federal Government; John Marshall and the achievement of Nationalism; Jackson and the democratization of the Constitution; Woodrow Wilson and the accentuation of presidential leadership.

Nebraska State teachers' association. *Vitalizing the teaching of the Constitution.* Lincoln, The Association, 1936. 31 p. (Research bulletin no. 6.)

Gives concrete suggestions for the study and teaching of the Constitution by a number of teachers. Furnishes valuable bibliography.

Norton, Thomas J. *The Constitution of the United States; its sources and its application.* Boston, Little, Brown & Co., 1922. 298 p.

"A clear and able exposition of the Constitution." Historical introduction, followed by comments on each section. Concludes with a list of the leading cases expounding the Constitution, with notes.

Root, Elihu. *Essentials of the Constitution.* *In his* Addresses on government and citizenship. p. 98-117. Cambridge, Harvard University Press, 1916.

The author has selected outstanding parts of the Constitution all of which aim to preserve rights by limiting power, and discusses them.

Smith, F. Dumont. *The story of the Constitution.* Chicago, Ill., The American Bar Association, Citizenship Committee, 1140 N. Dearborn Street, 1930. 41 p.

Presents the European background of the Constitution, and events leading up to the constitutional convention. Legal battles fought over interpretations and decisions are also dealt with.

Stimson, F. J. *The American Constitution as it protects private rights.* Boston, Mass., Charles Scribner's Sons, 1923.

A valuable book on an interesting and vital subject.

Tappan, Eva M. *The story of our Constitution.* Boston, Lothrop, Lee & Shepard Co., 1922. 182 p.

For grade school pupils.

Turkington, Grace A. *Helps for the study of our Constitution.* Boston and New York, Ginn & Co., 1925. 153 p.

Gives the text of the Constitution; some things you should know about the Constitution; sketches of the signers; etc.

Wade, M. J. and Bateson, W. H. *The Constitution through problems.* Iowa City, Iowa, American Citizen's Publishing Co., 1931. 286 p. illus.

Describes the laboratory method in teaching citizenship.



# THE VOCATIONAL SUMMARY



## A Challenge

Louisiana leads the States in the number of Junior Homemakers clubs whose membership is made up of girls enrolled in homemaking classes in the high schools of the State. The objectives of these clubs are: To develop leadership qualities among the members; to encourage cooperative effort in club and community programs; to develop an interest in home economics or homemaking as a profession; to encourage social and recreational activities and give homemaking students experience in entertaining and in conducting recreational affairs; and to give members experience in conducting club meetings and carrying on the routine business incidental to the operation of a club.

Junior Homemakers clubs bear the same relation to the home economics education program in the State as the Future Farmers of America bears to the vocational agriculture program. They are affiliated with the American Home Economics Association. A well-organized plan for parish and State meetings of Junior Homemakers has been developed in Louisiana under the leadership of Lela A. Tomlinson, assistant State supervisor of home economics, and local home economics teachers, who are advisers for the clubs in their respective communities. Louisiana's achievement in developing Junior Homemakers clubs is a challenge to other States.

## Much Out of Little

A little more than a year ago, the home economics department of the Punta Gorda (Florida) High School for Negroes decided that additional space was needed for the teaching of homemaking, but very little money was available for this purpose. With the help of the Charlotte County Board of Education and the Parent-Teacher Association of the school, funds were provided to rent a three-room house near the school, typical of houses where students of the school live after marriage.

To show what can be done in renovating a house and making the grounds both attractive and productive, students in the classes in home economics, vocational agriculture, and manual training went to work. They lined the walls with cardboard, papered them with wrapping paper, made rag rugs for the floors, refinished furniture and accessories, put up needed shelves, graded and planted the yard, pruned lemon and orange trees, and did many other things necessary to make the house and grounds presentable. Students who assisted in the renovation received school credit. The house is now used for a girls' club as well as for classes.

Spurred on by the renovation of the house and grounds, owners of four other houses on the street have made needed improvement in



**To the average person, the body and fenders of the car at the top would not seem worth repairing. But the class in auto body and fender repairs at the southern branch of the University of Idaho (Pocatello) transformed it into the neat model below. The only new parts supplied were one right rear fender and one running board. Practically all students who complete the vocational training course in this type of work at Pocatello find jobs in garages.**

their homes, and other residents have sought the advice and help of the school in improving their homes. As a result, a course in home improvement was started last fall.

Some of those who "loaned" furniture for the cottage were so surprised at its appearance after it had been repaired by the manual training students that they asked to have it returned for their own use.

## Courses Based on Facts

"City schools today have a report on vocational and industrial conditions in Knoxville with recommendations which may iron out many of the schools' trade education problems and bring the schools closer to industry." Clipped from a recent issue of the Knoxville (Tenn.) *News-Sentinel*, this paragraph heralds the completion of a survey conducted during January in an effort to determine the need for trade and industrial education in the Tennessee city. The survey was made at the request of the Knoxville Board of Education by C. E. Rakestraw, agent for trade and industrial education in the Southern States, in the Office of Education, who was assisted by A. S. Zoerb, State supervisor of trade and industrial education; E. M. Reed, the local supervisor; and Clyde H. Wilson, teacher trainer in trade and industrial education, University of Tennessee. An analysis

was made of the training needs for workers and prospective workers in the following trades: Auto mechanics, electrical, carpentry, painting and decorating, paperhanging, machinist, restaurant waitress, plumbing and steamfitting, printing, and retail selling. The recommendations growing out of the survey call for preapprentice training in all these trades except printing, and part-time and evening trade classes for those already employed in all of the trades. Forty-nine business, professional, and industrial representatives cooperated in making the survey. Statistics were compiled on the number of journeymen and apprentices in each trade, average age of journeymen, and conditions with respect to openings and employment in these trades. The survey will be used by the Knoxville Board of Education as a guide in adjusting its vocational-education program in trade and industry to the need of youth and adults for training and the need of industries for workers in various occupations.

## Bridging a Gap

Lapeer (Michigan) High School, according to a recent statement in the *Detroit Free Press*, "is successfully bridging the gap between school and employment, a gap so wide that thousands upon graduation have found the doors to jobs closed upon them because they lack training of any particular value to the prospective employer."

The Lapeer plan, according to the *Detroit daily*, is a combination of high-school training and practical experience in a business or industry. Students enrolled under it carry the usual courses through the ninth and tenth grades. In the eleventh grade they shift to the cooperative plan, spending mornings in the classroom and afternoons in business offices, shops, stores, or other places of employment. One girl is secretary to an attorney, another is employed selling dresses, and a third is engaged in the office of a utility company. A boy with an interest in radio is gaining practical experience in an appliance shop. Other boys are helping welders, photographers, electricians, dry cleaners, and plumbers.

School authorities in Lapeer feel that it is much better to permit students to test their aptitudes during school years than to jump from job to job after graduation in an effort to find work which fits their capabilities. "Students in cooperative courses," Superintendent of Schools E. E. Irwin reports, "are showing increased interest in their school work. They see the ways in which their learning will be applied practically in the future and this gives added meaning to the courses."

F. W. Dalton, instructor in vocational education in the high school, under whose direction the cooperative plan is carried on,

visits students in their places of employment, and aids them to correlate their practical and school training. Employers favor the plan because it permits them to find and train employees and to determine their ability in advance of hiring them permanently.

#### **Milk Bulletin Revised**

Farmers receive from 5 to 70 cents more per hundred pounds for good quality than for poor quality milk, according to the United States Department of Agriculture. Systematic instruction for present and prospective farmers in the production of quality milk, therefore, cannot be too strongly emphasized. With this in mind, the Office of Education several years ago issued a bulletin, *Analysis of Special Jobs in Quality Milk Production*, for the use of vocational agriculture teachers. The bulletin, which was recently revised, is intended to provide teachers of agriculture with current, reliable subject matter organized in teaching form, which will enable them to offer instruction on specific phases of milk production.

#### **Students Placed**

A total of 5,878 students attending the 23 vocational high schools in New York City were placed in jobs last year, according to Morris E. Siegel, director of the continuation and evening schools in that city. This is the record number of placements, Mr. Siegel reports, and "indicates that industry is once again able to absorb skilled workers." His report shows that many boys and girls were signed for jobs before they finished their courses, employers bidding against each other for their services. In most cases these students are employed as skilled apprentices and receive on the average about \$16 a week as beginners.

From January to June the vocational schools maintained their own employment offices, under the supervision of the city board of education. These offices, through their contacts with employers, found that there were more job openings than students in various branches of aviation, the mechanical and food trades, nursing, printing, and the needle trades. A large chain offered to take every boy in the cafeteria class. Girls enrolled in beauty culture, nursing, child guidance, and office assistant classes were placed before graduation. "Every trained metal trade student can get a job immediately", Mr. Siegel states. "Trained mechanics are needed in all lines. The baking, butcher, dairy, and all the food trades are short of skilled help and beg for our graduates. Thirty graduates of the aviation school were placed immediately. Skilled boys in our machine shop class had absolutely no trouble in getting placed."

#### **A School-Community Program**

A community cooperative project of unusual proportions, in which agricultural and home economics teachers play a part, and which centers around the Ellen Woodside High School in Pelzer, Greenville County, S. C., is reported by B. R. Fowler, teacher of vocational

agriculture in the school. About 1,500 families live in this community, 600 of them Negro families. Two full-time agriculture teachers and two full-time home-economics teachers are employed to work with boys and girls and adults enrolled for instruction in day, part-time, and evening classes in the school. Fifty-eight girls were enrolled last year in day-school homemaking classes and four groups of women, 100 in all, in evening classes. Seventy-seven boys were receiving instruction in agriculture in day-school classes, 20 out-of-school boys in part-time classes, and 600 adult farmers in evening classes.

Instruction in the school is carried out on a cooperative basis by the agricultural and home economics teachers, and dovetails with the practical work of students enrolled in agriculture and homemaking in the school. While the agricultural students learn how to raise various farm products such as livestock, corn, cotton, sorghum, sweetpotatoes, and other crops, and how to harvest, prepare them for market, and market them, homemaking students are taught how to make use of these products in the home.

A farm and home shop built on the school grounds is used by day-school students as a laboratory and by adult farmers in making and repairing farm machinery. A special soil conservation program sponsored by the agricultural teacher has brought about surprising results on local farms. The local chapter of the Future Farmers of America, composed of boys enrolled in agriculture in the high school, has organized its own pure-

seed association. The chapter distributed 12,000 pounds of seed last year.

A cooperative organization with 112 paid-up members is very active. Sweetpotatoes raised by the farm boys and farmers enrolled in the vocational agriculture classes in the school are kept in a storage house built by the cooperative organization, from their own funds and through loans secured from the Resettlement Administration and the Works Progress Administration. Sweetpotato seed bought by the association is distributed to farmers of the community. A second-hand sawmill, bought by the cooperative for \$200, cut 85,200 board feet of lumber for community residents last year. Syrup is produced in a mill bought and operated by the association. Approximately 17,500 cans of vegetables, 5,650 cans of fruit, and 4,250 cans of beef have been canned for the people of the Pelzer community in a cooperative cannery set up under the direction of the cooperative association at a cost of about \$225. Plans are under way for a cooling plant to be used by the community in curing meats. Fertilizers, baby chicks, high-grade mares and purebred bulls have been purchased for the members of the Pelzer community on a cooperative basis. Two thousand bushels of grain seed have been treated for smut.

What has been accomplished at Pelzer is a fine example of what is possible when the agricultural and homemaking departments in a rural high school join forces on a school-community basis.

C. M. ARTHUR

**Crushing juice from sorghum cane in the syrup mill owned by the community cooperative association established and operated by farmers attending classes in the Ellen Woodside School, Pelzer, S. C.**





# New Government Aids FOR TEACHERS



by MARGARET F. RYAN

**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

● Farmers and ranchers of Washington, Oregon, and Idaho may now consult a comprehensive handbook of up-to-date information on the control of soil erosion entitled "Soil and Water Conservation in the Pacific Northwest." The major portion of the bulletin describes methods now being used to combat erosion on 22 Soil Conservation Service demonstration areas in the region. One section is devoted to measures being used on cultivated land and another to those employed on grazing areas.

Prepared in collaboration with subject-matter specialists of the Soil Conservation Service, the new publication is amply illustrated and contains a brief summary of the history and extent of erosion in the Pacific Northwest. Ask for Farmers' Bulletin No. 1773, copies of which sell for 15 cents each.

● *Characteristics of State Plans for Old-Age Assistance* (No. 16), *Aid to the Blind* (No. 17), and *Aid to Dependent Children* (No. 18) give citations and dates of approval by the Social Security Board for each type of assistance, conditions of eligibility, limitations of allowances, administration, procedures, assistance costs, and sources of funds. 10 cents each.

● *A Description of United States Postage Stamps Issued by the Post Office Department from July 1, 1847, to December 31, 1936*, a new booklet containing for the first time reproductions of the postage stamps described therein, should lead to a wider study of the postal issues, the designs of which portray the history and accomplishments of the Nation. Paper-bound editions are available at 25 cents; cloth-bound editions, 75 cents.

● Official Government statistical information on nearly 100 metals, minerals, and mineral products, and a comprehensive and accurate record of economic developments and trends in mining during the calendar year 1936, both in the United States and abroad, are presented in *Minerals Yearbook 1937*, issued by the Bureau of Mines, United States Department of the Interior. Containing 1,500 pages, 120 illustrations, and a complete index, the volume sells for \$2.25.

● Pollination, culture, seedbed preparation and seeding, diseases and insects, varieties, and seed production of *White Clover*, which when grown with grass provides a nutritious

feed for livestock, is described in Department of Agriculture Leaflet No. 119. 5 cents.

● *Follow the White Marker*, a new one-reel, silent, safety educational motion-picture film was prepared under the supervision of the Bureau of Mines, United States Department of the Interior, in cooperation with a large manufacturer of cement, for the purpose of furthering the cause of safety on the highways.

Copies of the film in 16- and 35-mm sizes are loaned for exhibition purposes to schools, churches, clubs, civic and business organizations, and others, upon application to the Bureau of Mines Experiment Station, Pittsburgh, Pa. No charge is made for the use of the film, but the exhibitor is asked to pay transportation charges.



From Department of Agriculture Clothing Selection Chart, *Rompers, for Creeping Babies*.

● Home economics instructors in high schools may like to note the following nine clothing selection charts (each 20 by 30 inches) prepared by the Bureau of Home Economics, United States Department of Agriculture: Cloth Coats for Women, Wash Dresses for Women, Costume Slips, Women's Hosiery, Rompers for Creeping Babies (see illustration), Little Girls' Dresses, Little Boys' Suits, Winter Playsuits, and Sunsuits. Sold only in sets with a cover, they may be secured from the Superintendent of Documents for 40 cents.

● The Superintendent of Documents has revised the following free price lists: Foods and cooking—canning, cold storage, and home canning, No. 11; Engineering and Surveying—leveling, triangulation, geodesy, earthquakes, tides, terrestrial magnetism, No. 18; Fishes, No. 21; Transportation—Railroad and shipping problems, postal service, telegraphs, telephones, and Panama Canal, No. 25; Birds and wild animals, No. 39; Insects—Bees, honey, and insects injurious to man, animals, plants, and crops, No. 41; Weather, astronomy, and meteorology, No. 48; Health—diseases, drugs, and sanitation, No. 51; American history and biography, No. 59; Handy books, No. 73.

● *Foreign Consular Offices in the United States, January 1, 1937*, Department of State Publication No. 975, gives names, addresses, jurisdictions, and dates of recognition of consular officers from 61 foreign countries stationed in the United States. 20 cents.

● Pictures of the accomplishments of the CCC in State parks are to be found in *The CCC and Its Contribution to a Nation-wide State Park Recreational Program*, free copies of which may be had from CCC headquarters in Washington.

● *Shell Mounds in the Tennessee Valley*, a two-reel, silent film in both 16- and 35-mm sizes, showing the excavation of prehistoric shell mounds in the Pickwick Landing Dam area has just been released by the Tennessee Valley Authority. No rental charge is made for the use of the film; the exhibitor, however, must pay express charges. For further information write TVA, Knoxville, Tenn.

● Practices in effect at more than 90 forest stations in northern Idaho and western Montana to improve forest-fire control are described in *Measuring Fire Weather and Forest Inflammability*, Department of Agriculture Circular No. 398. 10 cents.

● Results of an investigation of the policies and practices governing the administering of relief by various agencies and of the types of aid given in Chicago, Cleveland, Minneapolis, and St. Paul, and Philadelphia, may be found in *Women's Bureau Bulletin No. 139 Women Unemployed Seeking Relief in 1933*. 5 cents.

# A New School Year Opens in Camps

by Howard W. Oxley, Director of CCC Camp Education

★ ★ ★ Throughout the Nation the CCC camps are swinging into a new school year. Activity of one sort or another is attracting the interest of enrollees. These enrollees want to improve themselves and to prepare for life. Soon there will come a time when they must seek employment. Soon they will want to be heads of families and have homes of their own. Training and preparation are valuable assets.

CCC education has found a firm footing in every company. It has come to be recognized as a major function of the camp. According to Congress, not only are the camps to be used for affording employment but also "vocational training" for the unemployed youth of the country.

The recent act of Congress, extending the corps, further provides: "That at least 10 hours each week may be devoted to general educational and vocational training." It grants the Director of CCC the authority to permit enrollees to break their term of enrollment to attend an educational institution and return to camp at the conclusion of the school term.

## Expansion of Facilities

In line with the movement to strengthen education in the camps, Robert Fechner, the Director of CCC, has approved an enlarged expenditure for instructional facilities for the current fiscal year. This expenditure, amounting to \$4,500,000, will provide for 2,600 square feet of space for classrooms and shops in every camp, an educational adviser for each company, and additional funds for the purchase of educational equipment and supplies. There is also a special allotment to each camp to defray the cost of instruction for enrollees in nearby schools and training centers.

The 10 hours of education each week will be offered the men on week-day nights and on Saturday mornings. Ambitious enrollees wishing additional hours of instruction will be offered further opportunities.

## Advisers' Conference

In their recent conference in Washington, the corps area educational advisers discussed at some length the philosophy and objectives of CCC education and plans to make the program more effective during the new school year. The camps offer extensive opportunities for a progressive and individualized type of education, that of combining instruction and application, education and work. In view of this fact, the corps area advisers felt that camp education should be based to an even

larger degree on the individual interests and needs of enrollees. Job training, they believed, should be more closely related to leisure-time instruction, and enrollees should be assigned to those work projects in which they have a vocational interest or aptitude.

Academic training, insofar as possible, should be developed on a functional basis, supplying the enrollee with the necessary tool subjects for getting along in a vocation.

The corps area advisers recommended a continuation of the objectives of CCC education, namely literacy and elementary training, high-school and college courses, vocational instruction, job training, avocational and leisure-time activities, citizenship development, and placement activities. It was further recommended that camp instruction be both formal and informal, utilizing whenever possible the abilities of the enrollees themselves in group leadership, the training and experience of the supervisory personnel, and the many types of leaders in nearby communities.

## Guidance Objectives

The counseling and guidance of enrollees were declared basic to every educational activity in camp. The conference maintained that counseling and guidance "involve all of the available resources and techniques pertinent to the enrollees—to the end that the enrollee shall make wise decisions, enter into constructive activity and be given the aids to assure him a reasonable degree of success in attaining his goals." The necessity for keeping each enrollee's cumulative record card up to date was recognized, and the use of information from this card in helping the individual find employment was highly recommended.

In addressing the corps area advisers' conference, Ned H. Dearborn, dean of the general education division at New York University, gave a summary of the objectives involved in any program of individual guidance. He graphically portrayed these objectives by means of a star. (See illustration on next page.)

As summarized by Dr. Dearborn, there are five major interests to be guided in the life of each individual. These are intellectual, recreational, ethical, aesthetic, and occupational interests. In the center of these five points is the guidance or advisory service which each individual needs. Corps area educational officials plan to take this suggested five-point program and make it the basis of their activities in individualizing camp instruction during the coming year.

## Educational Relationships

During the current school year, the corps area advisers anticipate not only an improved and strengthened training program within the camps but a more effective relationship between the camps and local educational institutions. Provision has already been made by Mr. Fechner to defray the expense involved in utilizing nearby school facilities for instructing enrollees. In addition, under the authority granted him by the recent act of Congress, Mr. Fechner has directed that an enrollee may break his term of enrollment as long as 12 months to attend an educational institution, after which time he may return to his company. Both of these provisions are undoubtedly going to bring the schools and the camps closer together in their interests.

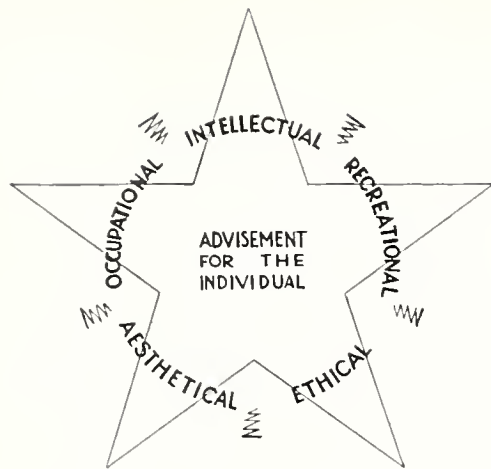
(Concluded on next page)

**Recent Conference of CCC Corps Area Educational Advisers. Seated from left to right: Joel E. Nystrom, First Corps; Henry R. Halsey, Fourth Corps; Sanford Sellers, Jr., Sixth Corps; Glenn O. Emick, Fifth Corps; Leon W. Rogers, Eighth Corps; Dueffort E. Wiedman, Ninth Corps; and Howard W. Oxley, National Director. Standing from left to right: Thomas G. Bennett, Third Corps; Silas M. Ransopher, Assistant National Director; Harold L. Dunn, Second Corps; and W. Homer Hill, Seventh Corps.**



# Instructional Materials

by Edith A. Lathrop, Associate Specialist in School Libraries



A recent request made of 120 colleges for scholarship aid for qualified enrollees has elicited a favorable response from over three-fourths of them. They have offered either scholarship assistance or NYA self-help jobs. Hundreds of enrollees will be helped by schools and colleges this fall to continue their education.

In view of the pronounced willingness of educators and community leaders to cooperate with camp activities, the CCC bids fair to become a more definite part this year than heretofore of the country's plan for the care, conservation, and education of its young manhood.



## The NEA on the air!

EVERY MONDAY AFTERNOON, 2:30-3:00 o'clock, E. S. T., Columbia Broadcasting System, *Exits and Entrances*. A current events program—an aid to teachers of the social studies. Begins Oct. 18, 1937.

EVERY WEDNESDAY EVENING, 6:00-6:15 o'clock, E. S. T., Red Network, National Broadcasting Company, *Our American Schools*. Promotes teacher welfare and better support for schools. Begins Oct. 13, 1937.

EVERY SATURDAY MORNING, 11:00-11:15 o'clock, E. S. T., Red Network, National Broadcasting Company, *Our American Schools*. Brings home and school in closer cooperation. Begins Oct. 16, 1937.

Attractive printed announcements of these programs are available free for distribution from the National Education Association, Washington, D. C.



The problem of providing instructional materials for schools was comparatively simple when the content of courses of study was organized according to the subjects taught in the schools such as reading, arithmetic, history, and geography. One textbook per pupil for each subject carried was thought to be sufficient. In addition to textbooks, a few reference books, maps, globes, paper, and pencils constituted about all of the materials of instruction.

Today the tendency is to organize the content of the courses of study into large units. In developing these units, it is necessary, first of all, to have many texts, reference and library books, as well as magazines, and other printed materials. In addition, there should be maps, globes, slides, moving pictures, radios, viotrolas, woodworking tools, sewing, cooking, and other laboratory equipment, and such other materials as will help pupils experience the various activities in which people throughout the world are now engaged as well as activities that have been carried on by past generations.

The extent to which the schools of the country are equipped with an adequate supply of modern textbooks and other teaching aids is not definitely known. Since reports of educational surveys is one source of information on the subject, an examination was made of 22 such reports published during the 5-year period from 1932 to 1936. From the 14 reports that treated textbooks and other instructional materials, it appears that there was a lack of such materials in the schools in which the surveys were made.

### Research Brings Results

Great improvements have been made in textbooks during recent years due considerably to research that has been carried on in the field of curriculum-making. The subject matter in the newer books is based more closely than formerly upon life situations and is told more interestingly than heretofore. The vocabulary consists of words that are familiar to children. Many pictures, graphs, maps, and diagrams are introduced to illustrate the text. Questions are asked to stimulate thought.

The survey reports emphasize the importance of modern textbooks to a school's program. For example, one report calls attention to the fact that the newer arithmetics are much more usable than the older ones for they are based upon the results of studies of the actual arithmetical skills needed in everyday life; they are also more interesting to children and better adapted to their differences in arithmetical ability. It calls attention also to the fact that since within

recent years juvenile literature has been enriched by countless new books based upon modern living conditions, there is no reason why children should lack reading matter describing the world in which they live.

The fullest discussion of the textbook situation in the 14 surveys is found in the report of a suburb of a large city. In the elementary schools, the textbooks are described as ill adapted to meet individual differences in child needs, interests and abilities and too old and out-of-date to serve instructional needs. The average date of the history books was 1924; a few were dated before the World War and the latest date was 1933—"before Hitler or the Italian-Ethiopian War", says the report. The geography texts were described as somewhat better than those for history but even so, there were nine that dated back to 1924 and one to 1920. The average date of the arithmetics was 1924 and that of the science books, 1930. The situation in the high schools is reported as somewhat like that for the elementary schools except that in some subjects fairly new books were found while in the more traditional subjects the older books were still being used.

The report calls attention to the fact that the textbook situation in this suburban city should improve because of a new State law regarding the supplying of free textbooks by the school district. Attention is called to the fact that when parents are compelled to buy the textbooks used by their children, school administrators often hesitate to change books because of the hardships that are brought to some parents.

Reports from some of the other 14 surveys show that the schools were finding it difficult to keep pace with modern developments in curriculum construction, either because of a shortage of books or because those available were out-dated. In one city it was found that there were no textbooks in science or in nature study, with the result that these subjects were found infrequently in the schools' program. In one State a survey of three counties showed that approximately one-third of the pupils did not own the required number of textbooks and that approximately 12 percent did not have as many as one-half of the required number; in this particular State parent-teacher and other similar organizations were furnishing textbooks to hundreds of school children; a similar situation prevailed in another State.

Somewhat better conditions were found in a few instances. In the report from one city it is pointed out that the board of education had been liberal in supplying text and supplementary books but that more consideration should be given to the purchase of fewer copies of one book in order that a greater variety might be supplied.

The reason for the shortage of the supply of textbooks was due to curtailments in budgets during the depression period. In the report for one city in which the supply of textbooks was reduced because of budgetary cuts, it is stated that the entire problem of textbook control needs careful study in order to guarantee that the maximum value is obtained for every dollar expended.

### **Library Books**

In addition to textbooks, schools should have an adequate supply of library books suited to the needs of the curriculum and to the reading interests and abilities of the children if modern methods of instruction are to be used. In general, the situation regarding library facilities is treated somewhat more fully than that for textbooks in the survey reports. However, the need for library books was found to be as acute as that for textbooks.

In one State the average number of library books per child was nine-tenths of one book. In another State, 45 percent of the elementary grades in county school districts and 11 percent of the elementary grades in graded school districts had no libraries; in the county school districts with libraries in the elementary grades, there was one library book for every two children and in the independent graded school districts with libraries, two books for every three children in the elementary grades.

It is to be expected that library service will be better in schools with a high expenditure per pupil enrolled than in those with a low expenditure. This was just what was found in one State survey in which comparisons were made of the library service found in schools of varying expenditure levels per pupil enrolled. In the schools with high expenditure levels, there was, with one exception, a wealth of books and magazines suited to the intellectual ages and tastes of the children. In the schools with low expenditure levels the books and reference materials were not well adapted to the needs and interests of the children. Similar conditions prevailed in the high schools.

### **Cities Report**

The report for one large city says that if the library is to play the prominent role that it should in the schools of that city, it must receive far more generous provisions in regard to space, equipment, books, and professionally trained personnel, than is now being given. The report for another city says, "No uniformly good system for giving library service to pupils in the junior and senior high schools is observable." A special study of library facilities is a characteristic of the survey of one county school system; according to this report the outstanding fact concerning the library situation is the inadequate number of books and the unbalanced classification.

In one city, the trend toward cooperation with the public library was most encouraging. In a county school district, some progress was

being made for the average number of volumes per pupil for all grades had increased in three years from 0.76 to 1.17 books per capita.

### **Magazines**

Magazines are important sources of information for current events. A school that fails to include a well-selected list of magazines among its teaching aids will find it difficult to function effectively. Very little appears in the 14 surveys about the number and type of magazines found in the schools, but from what is said it is evident that there is a scarcity of them and those that are available are not well selected. Magazines are named frequently among the instructional materials needed.

In one State, in which the average expenditure per pupil enrolled is on the lowest or median levels, the magazines are not subscribed for regularly or selected for their worth; some are poor fiction or movie magazines which have been brought in by the children.

### **Other Teaching Aids**

It has already been pointed out that the printed page is not the only source of information. The reports of the survey show that there was a lack of materials other than books; and that very often teachers were purchasing these materials from their own funds or that parent-teacher and other organizations were raising money for this purpose.

In one of the city survey reports, comment is made on the variance in equipment and supplies found in the different schools in the city. One high school was found with well-equipped science laboratories and rooms for industrial arts and home economics excellently equipped with apparatus. In another high school, the laboratory apparatus was so meager that teachers were forced to share it with one another. The situation regarding supplementary learning materials was described as "lamentable" in another city report. In practically all of the schools in a town in a populous industrial State, the supply of maps, globes, and other equipment for visual instruction is reported as meager and out of date.

### **Medium for Information**

In one State, in which supplies and equipment are reported as lacking, a study made in 1925 showed that nearly 1 million dollars was donated by communities for the purchase of supplies. In commenting on this fact, the report says that this indicates that the people have long recognized their obligation to furnish supplies for the school, but such materials should be provided for in the budgets of boards of education and not furnished by public donations.

This summarization of what is reported in 14 educational surveys regarding instructional materials is an index of the extent to which

schools are in need of such materials. It indicates that the survey is an important medium for finding information upon a subject that is vital to the proper functioning of the school and upon which comparatively little seems to be known. Local boards of education might well utilize the survey as a means of determining whether their school systems are adequately equipped with instructional materials.



## **Film Available**

*Glimpses of Texas, Its Natural Resources, and the Big Bend National Park Project*, a new one-reel silent film prepared under the direction of the National Park Service and the Bureau of Mines in cooperation with an industrial concern, is available from the National Park Service, Washington, D. C. No charge is made for the use of the film, but the exhibitor is asked to pay transportation charges.

The first part of the picture illustrates, through animated photography, the area of Texas in relation to that of the United States—the location of its six principal oil- and gas-producing areas, the United States Bureau of Mines helium plant where all the helium used in the dirigibles of the Army and Navy is produced, and the location of the principal sulphur-producing areas of the State.

Views of the Texas State parks are shown; then follows a tour through the Big Bend National Park project, which comprises approximately 736,000 acres of a land of unsurpassed beauty and interest, including inspiring view of the Chisos Mountains and canyons.



## **Health Education**

The American Medical Association announces for the season of 1937-38 a series of radio broadcasts addressed to teachers and students of junior and senior high schools. These are intended to be helpful in illustrating and amplifying the health lessons of the schools. The programs will be presented within school hours so that they may be used directly for class instruction.

---

★ ★ **SCHOOL LIFE**, official organ of the Office of Education, United States Department of the Interior, will come to you one year (except July and August) for one dollar. With your subscription you also receive *March of Education*, the news letter of the Commissioner of Education. This news letter brings information on important current matters. Order **SCHOOL LIFE** from the Superintendent of Documents, Government Printing Office, Washington, D. C.

# Decrease in School Enrollment

by Emery M. Foster, Chief, Statistical Division

★★★ In 6 years the public elementary school enrollment has decreased 4.07 percent, or 886,032 pupils.

One of the most pronounced and interesting trends in public education is the steady decrease in elementary school enrollment, according to David T. Blose, assistant statistician in charge of statistics of State school systems, who supplies the data this month. This trend is natural, when we consider the downward trend in the birth rate, as shown by the United States Department of Commerce, Bureau of the Census, Division of Vital Statistics.

Birth rate (number born per 1,000 of population)	Year	Year they will enter school (6 years old)
18.9	1930	1936
18.0	1931	1937
17.4	1932	1938
16.5	1933	1939
17.1	1934	1940
16.9	1935	1941
16.6	1936	1942

The above table shows that the decrease in elementary enrollments will undoubtedly continue until 1940, when it may cease for 1 year and then continue again.

## Causes of Decrease

The decrease for the United States as a whole can be considered as caused chiefly by the decrease in the birth rate, but the decreases or increases in individual States and regions may be due to a considerable extent to shift in population. Contributing causes are reduction in immigration and some increase in local private elementary school enrollment.

The regional arrangement of the public elementary school enrollments for 1934 and 1936 in the table by States shows these enrollments decreased more in certain sections of the country than in others, the North Atlantic States losing most, North Central next, followed by the South Atlantic. The South Central States, however, gained a larger proportion than the South Atlantic States lost.

The five largest proportional losses were in Oregon, 10.06 percent; South Dakota, 7.78 percent; Illinois, 6.49 percent; Connecticut, 6.47 percent; and New Jersey, 5.47 percent. The five largest proportional gains were in Arizona, 7.14 percent; New Mexico, 6.24 percent; District of Columbia, 5.09 percent; Kentucky, 4.83 percent; and West Virginia, 4.74 percent. In 34 States the public elementary school enrollment decreased. In 14 States it increased; and for one, Mississippi, no 1936 data are available.

Indications are that for 1937-38 public elementary school enrollment will be more than 1,000,000 pupils fewer than in 1929-30.

## Decrease in public elementary school enrollments

Division, State, and years	Enrollment		Decrease <sup>1</sup>	
	First year	Second year	Number	Per cent
United States:				
1930-36.....	21,278,593	20,392,561	886,032	4.07
1934-36.....	20,765,037	20,392,561	372,476	1.79
1932-34.....	21,135,420	20,765,037	370,383	1.75
1930-32.....	21,278,593	21,135,420	143,173	.67
1928-30.....	21,268,417	21,278,593	+10,176	+0.05
1934-36				
North Atlantic division.....	5,063,999	4,878,561	185,438	3.66
North Central division.....	5,900,391	5,710,180	190,211	3.22
South Atlantic division.....	3,356,078	3,303,902	52,176	1.55
South Central division.....	4,555,137	4,630,013	+74,876	+1.64
Western division.....	1,889,432	1,869,905	19,527	1.03
North Atlantic division:				
Maine.....	130,008	129,147	861	.66
New Hampshire.....	58,688	58,051	637	1.09
Vermont.....	53,544	55,326	+1,782	+3.33
Massachusetts.....	572,562	546,979	25,583	4.47
Rhode Island.....	95,361	93,515	1,846	1.94
Connecticut.....	251,383	235,117	16,266	6.47
New York.....	1,683,731	1,636,720	47,011	2.79
New Jersey.....	638,172	603,286	34,886	5.47
Pennsylvania.....	1,580,550	1,520,420	60,130	3.80
North Central division:				
Ohio.....	977,754	950,731	27,023	2.76
Indiana.....	520,604	510,607	9,997	1.92
Illinois.....	1,643,458	975,687	67,771	6.49
Michigan.....	739,636	717,375	22,261	3.01
Wisconsin.....	403,230	408,707	+5,477	+1.36
Minnesota.....	425,518	407,439	18,079	4.25
Iowa.....	417,729	402,552	15,177	3.77
Missouri.....	559,496	563,957	+4,461	+0.80
North Dakota.....	128,143	121,607	6,536	5.10
South Dakota.....	124,824	115,114	9,710	7.78
Nebraska.....	241,385	228,800	12,585	5.21
Kansas.....	318,614	307,604	11,010	3.46
South Atlantic division:				
Delaware.....	35,604	34,630	974	2.74
Maryland.....	238,361	229,494	+1,133	+0.48
District of Columbia.....	73,419	77,154	+3,735	+5.09
Virginia.....	492,485	487,097	5,388	1.11
West Virginia.....	355,958	372,825	+16,867	4.74
North Carolina.....	746,519	722,911	23,608	3.16
South Carolina.....	424,719	408,498	16,221	3.82
Georgia.....	664,468	642,533	21,935	3.30
Florida.....	324,545	318,850	5,695	1.75
South Central division:				
Kentucky.....	518,793	543,841	+25,048	+4.83
Tennessee.....	566,991	558,316	8,675	1.53
Alabama.....	578,998	595,794	+16,796	+2.90
Mississippi.....	543,320	543,320	-----	-----
Louisiana.....	389,939	387,099	2,840	.73
Texas.....	1,046,270	1,071,230	+24,960	+2.39
Arkansas.....	401,576	399,607	1,969	.49
Oklahoma.....	509,250	530,806	+21,556	+4.23
Western division:				
Montana.....	85,086	80,781	4,305	5.06
Wyoming.....	41,802	41,639	163	.39
Colorado.....	186,752	184,733	2,019	1.08
New Mexico.....	79,367	84,318	+4,951	+6.24
Arizona.....	75,544	80,937	+5,393	+7.14
Utah.....	101,196	98,439	2,757	2.72
Nevada.....	14,670	14,748	+78	+0.53
Idaho.....	88,154	88,418	+264	+0.30
Washington.....	240,544	234,323	6,221	2.59
Oregon.....	146,137	131,433	14,704	10.06
California.....	830,180	830,136	44	.01

<sup>1</sup> Increase indicated by plus (+) sign.

## Publications Available

(Concluded from page 35)

of the school child. This leaflet tells how to make use of these resources.

PER CAPITA COSTS IN CITY SCHOOLS, 1935-36. By Lula Mae Comstock. Pamphlet No. 70. Price, 10 cents.

The following six major items of current expense for which data are given in this pamphlet are: (1) General control; (2) instruction; (3) operation of plant; (4) maintenance of plant; (5) coordinate activities and auxiliary agencies; (6) fixed charges.

AN ANNOTATED BIBLIOGRAPHY ON THE EDUCATION AND PSYCHOLOGY OF EXCEPTIONAL CHILDREN. By Elise H. Martens and Florence R. Reynolds. Pamphlet No. 71. Price, 10 cents.

References to blind and partially seeing, crippled, deaf and hard-of-hearing, delicate, gifted, mentally retarded, socially or emotionally maladjusted, and speech defectives are included, as well as a number of general references.

SUBJECT REGISTRATIONS IN PRIVATE HIGH SCHOOLS AND ACADEMIES, 1932-33. By Carl A. Jessen, Lester B. Herlihy, and Blanche K. Choate. Pamphlet No. 73. Price, 10 cents.

Comparative data supplied on number of pupils registered in various subjects from 1890 to 1933, on enrollment in special subjects by States, and on the percentage relationships which these registrations bear to the total enrollments.

SAFETY AND HEALTH OF THE SCHOOL CHILD—A SELF-SURVEY OF SCHOOL CONDITIONS AND ACTIVITIES. By James Frederick Rogers, M. D. Pamphlet No. 75. Price, 10 cents.

Contains questions of a general nature to be answered by the teacher on: I. Physical conditions of the school plant affecting the life and health of the child, such as, fire protection, general housekeeping, air conditions, lighting, and seating; II. Mental conditions of the school influencing health, such as, the school program, physical activities, and instruction hygiene; III. Bodily conditions of the child affecting his life and health and that of others—periodical examinations and daily observations; and IV. Teaching staff—personnel and health of the teacher.

STATEMENT OF POLICIES FOR THE ADMINISTRATION OF VOCATIONAL EDUCATION. Vocational Education Bulletin No. 1. Revised. Price, 25 cents.

A revision of the 1926 edition. Brings up to date the general vocational education policies of the Office of Education, to which the functions of the Federal Board for Vocational Education were transferred in 1933.

ANALYSES OF SPECIAL JOBS IN QUALITY MILK PRODUCTION—PROCEDURES AND PRACTICES FOR QUALITY MILK PRODUCTION ON FARMS. By W. A. Ross. Vocational Education Bulletin No. 154, Agricultural Series No. 40. Revised. Price, 5 cents.

Provides teachers of vocational agriculture with current, reliable subject-matter organized in teaching form which will enable them to offer systematic instruction for present and prospective farmers.

RECLAIMED. Revised. Price, 10 cents.

A number of case studies of deaf, blind, crippled, etc., who have been rehabilitated through efforts of the Vocational Education Division of the Office of Education.

Orders for These Publications Should be Sent to the Superintendent of Documents, Government Printing Office, Washington, D. C.



# Registrations in Fine Arts and Physical Education

Text by Carl A. Jessen, Senior Specialist in Secondary Education

Table Prepared Under Direction of Lester B. Herlihy, Assistant Statistician

★ ★ ★ The fine arts and physical education made their debuts into the curriculums of American high schools at a later date than did most of the subjects importantly represented in the five major academic fields. In the earlier days much of the material comprehended in fine arts and physical education was not admitted to the inner circle where moved the better established big wigs of the curriculum. Even today in some quarters the feeling is entertained that equal status should not be accorded these newcomers. It is, therefore, not astonishing to find that they have led varied careers.

## Fine Arts

The 1934 data included in the accompanying table are basic to the discussion in this article. They were secured from 17,632 high schools with a total enrollment of 4,496,514 pupils in the last four grades (usually grades 9 to 12, inclusive) of these school systems. In arriving at these totals all schools not offering any of the last 4 years of work as well as all high-school enrollments in grades below the last four have been eliminated. By this means the data for 1934 are made comparable with those for 1928 when 14,725 schools with a total enrollment of 2,896,630 pupils reported.

Drawing and art subjects have remained about stationary in relative positions during the last 6 years. In total number of schools offering them as well as in total number of pupils registered for them there have been gains since 1928, but relationships of these figures to those given in the preceding paragraph have not changed materially. There has been a slight rise in percentage of schools offering drawing and art and a slight drop in the percentage of pupils registered for them. It should be mentioned that, in the figures here used, mechanical drawing and commercial art have been excluded as being special applications of art; all other art subjects are included in both 1928 and 1934 figures.

Music similarly shows little change in relative position over the 6-year period. As with drawing and art, the percentage of schools offering music has increased while the percentage of pupils registered has decreased. Registrations in orchestra and band are left out of the 1934 figures, but even when they are included the percentage of the total enrollment taking music in 1934 was 27.29 as contrasted with 26.04 percent in 1928 when band and orchestra may have been included by some of the schools reporting and excluded by others. Vocal music shows a percentage gain in offerings between 1928 and 1934 and a percentage

## NOVEMBER SUBJECT

The article on fine arts and physical education is the seventh in the series on registrations in high-school subjects which have appeared in successive issues of *School Life* since February 1937. Mr. Jessen will complete the series with an article on registrations in vocational subjects in the November issue.—*Editor.*

drop in registrations; percentagewise instrumental music held even in offerings and showed a downward trend in registrations.

The elemental fact revealed by these figures is that the fine arts have from 1928 to 1934 merely been holding their own in the school curriculum. During that period we have, of course, gone through a trying economic experience when schools found it necessary to eliminate many of the services which they formerly had; and numerous school authorities faced with such conditions made drastic reductions in the fine arts programs. However, while one is realizing this, he should realize also that the principal gains which have occurred since 1928 are in number of schools

offering fine arts subjects; the lag has been mainly in the number of pupils electing them.

## Physical Education

In 1922 only 2.60 percent of the schools reported having "physical training" and 5.73 percent of the student body in high schools of the United States were registered for the subject. By 1928 the percentages had risen to 7.01 and 15.03, respectively. In 1934 more than half of the schools reporting were offering physical education and more than half of the total number of pupils enrolled were registered in physical education classes. In some States practically all schools are offering the subject and a number not far removed from the total pupil enrollment is taking it. In other States physical education is offered in less than one-fifth of the schools and reaches one-third or less of the total school population of the State. It appears that areas most highly industrialized have been the most eager to introduce the subject while agricultural areas have not so keenly felt the need of it. Physical education and problems of American democracy had between 1928 and 1934 higher rates of increases both in offerings and registrations than any other subjects dealt with in these articles.

CUT OUT ALONG THIS LINE

## SCHOOL LIFE *Subscription Order*

The subscription price of SCHOOL LIFE (10 issues) is \$1.00 per year.  
SCHOOL LIFE subscribers also receive *March of Education*,  
the Commissioner's news letter on current matters.  
It is issued from time to time during the year.

### School Superintendents Please Note:

On all orders for 100 copies or more to be sent to one address,  
there is a discount of 25 percent.  
You may wish to take advantage of this for your entire staff.

SUPERINTENDENT OF DOCUMENTS, *Government Printing Office, Washington, D. C.:*

Please send me School Life for 1 year, and find \$1.00 (check or money order) enclosed as payment.

Name \_\_\_\_\_

Position \_\_\_\_\_

Street \_\_\_\_\_

City \_\_\_\_\_ State \_\_\_\_\_

Number of high schools reporting, their enrollments, and registrations in fine arts and physical education, 1928 and 1934

Number of schools offering and pupils registered in—

Table with columns for State or outlying part, Total number of schools reporting and their total enrollments, and four main categories: Drawing and art, Vocal music, Instrumental music, and Physical education. Each category is further divided into 1928 and 1934 data points for Schools offering, Pupils registered, Schools offering, and Pupils registered.

1 Data for New York do not include 105,460 registered in fine arts, 127,947 in music, and 305,774 in health education and hygiene in New York City. These 42 schools and their enrollments have been included in columns 4 and 5, but are not present in other columns carrying data for 1934; the textual comment accompanying the table is, however, based on total registrations including New York City.

# Courses of Study in the Library

by Edith A. Wright, Assistant in Research Bibliography

★ ★ ★ Although the collection of courses of study has been part of the routine work of the Office of Education since its establishment, it has been principally during the past 15 years that a special effort has been made to list the courses on file in the library and to make them available to research workers in education. During this period there has been unprecedented activity on the part of the State and city school systems in appointing curriculum committees, establishing laboratories and in other ways fostering curriculum revision. In order to keep informed of their activities in this field, school organizations have been circularized from time to time and requested to send to the Office of Education library their current courses. From those received, lists have been prepared at irregular intervals and distributed to school officials.

## *First Compilation*

The first compilation, prepared in 1924 and issued in mimeographed form, listed courses from 70 cities. Previous to that an analytic survey of State courses of study for rural elementary schools had been made by Charles M. Reinoehl and published as Bulletin, 1922, No. 42. Bulletin, 1931, No. 4, Current Practices in the Construction of State Courses of Study, contains a list of State courses of study in current use in 1931. "In order to provide curriculum committees with a list of recent courses of study", a second mimeographed list was published in 1933 (Circular No. 111), giving data from 34 States, the Philippine Islands, Hawaii, and 118 cities. The courses listed in this circular were placed on file in the library of the Office of Education and made available for reference. In the early part of 1935 the list was revised to contain courses published between 1930 and 1935. This list, issued as Circular No. 139, reported courses from 44 States, 4 territories and dependencies, and 169 cities. So useful had the collection become that it seemed desirable in the fall of 1936 to circularize school systems again. Accordingly, in November 1936, requests for courses of study were sent to State and city superintendents and, on this occasion, county superintendents were also included. From the replies received in response to this request, a list has recently been prepared, showing courses of study issued by State, city, and county superintendents between 1934 and 1937.

## *Current Collection*

These courses, over 1,600 in number, form our current collection of courses of study.

Included in the group are courses (printed or mimeographed) from 43 States, 2 dependencies, 295 cities, and 151 counties. California is represented by the largest number of cities, with courses from 29 cities. Pennsylvania follows California closely, with 25 cities. Among the county courses, California and Illinois lead, with 19 counties each represented. The collection has been arranged in pamphlet boxes, by place, and has been made accessible to students of education, teachers, and research workers. These courses are in constant use by visitors to the library and also in demand by libraries and individuals outside of the city. So far, it has not been possible to allow these courses to be borrowed from the library, as in many instances there is only one copy available. However, in the near future, with the cooperation of school systems, the library hopes to build up a duplicate collection which can be used by those outside of the city on an inter-library loan basis.

## *Answers many Questions*

So much helpful material is contained in this collection that, if studied intensively, it will furnish the answer to many questions of students engaged in the study of curriculum trends, such, for instance, as the extent to which the courses are integrated, how character is developed in the various school subjects, how the teaching of international understanding and good will is treated by different cities, what cities are doing in teaching guidance and occupations, where and how conservation is taught, and how the newer activities of the Federal Government are being handled, such as Social Security and the Tennessee Valley project.

There is also a wealth of material for teachers engaged in planning units of work on special topics. Units of work, showing the objectives, activities, desired outcomes, etc., have been carefully prepared on many subjects and no matter what the topic may be there is usually pertinent material to be found in some one of the many courses. It is to be regretted that few of these courses are indexed and as a consequence some of the most valuable material is difficult to locate.

## *Permanent Collection*

In addition to the current file, there is also the permanent collection, those courses which have been preserved and treasured through the years. No attempt has been made to keep for the permanent file the older mimeo-

graphed material, which for the most part is more or less experimental and therefore tentative. But the printed courses in the collection, numbering several thousands, date back to 1862 and form one of the largest collections of its kind in the United States. As a source of information for the study of curriculum trends in the elementary and secondary schools, its value cannot be surpassed.

## *One of the Goals*

From the beginning of its functioning, the Office of Education has been keenly interested in this phase of public education. When the first Commissioner of Education in 1868 submitted to the Senate a Special Report on the Condition and Improvement of Public Schools in the District of Columbia, he included with it a number of accompanying documents, one of which reported in detail on the courses of instruction in the public schools of 11 cities of the United States. In this 1868 report there are two early courses of study mentioned, both of which are in the permanent collection. One is entitled, "A Graded Course of Instruction for Public Schools", by W. H. Wells, superintendent of schools of Chicago (1862), and the other, "A Graded Course of Instruction for the Public Schools of New Bedford, Mass." (1868). Quoting from the earliest course (1862), the values in character education have remained much the same over a period of 75 years.

## *Character Development*

In the Chicago course of study, under Morals and Manners, we are told to "Lead a child to do a kind act, and you will increase his kindness of heart; and this is the best of all lessons on kindness. Let teachers ever remember that the exercise of virtuous principles, confirmed into habit, is the true means of establishing a virtuous character." A 1937 report on character development puts it in this way: "It is quite clear that it is not enough for the school subjects to have character-building values in themselves, but they must also be considered as an activity process which will develop traits of character." (Character Development Through Religious and Moral Education in the United States, by H. L. Smith and others, 1937, p. 68.)

So, as a means of comparing the new with the old, both as to objectives and means of attaining them, it is evident that no source can be more enlightening than an adequate collection of courses of study over a period of years. The assembling of such a collection has been one of the goals of the library.

November 7-13

## THE PROGRAM

General Theme.....	Education and Our National Life.
Sunday, Nov. 7.....	Can We Educate for Peace?
Monday, Nov. 8.....	Buying Educational Service.
Tuesday, Nov. 9.....	The Horace Mann Centennial.
Wednesday, Nov. 10....	Our American Youth Problem.
Thursday, Nov. 11.....	Schools and the Constitution.
Friday, Nov. 12.....	School Open House Day.
Saturday, Nov. 13.....	Lifelong Learning.

As a guide in preparation for the above programs throughout the Nation's schools, the Office of Education now has available for distribution a limited supply of reprints of a reference list for American Education Week from the September issue of *SCHOOL LIFE*.

★ ★ ★

## Agriculture Series

Prices for film strips issued by the United States Department of Agriculture range from 50 cents to \$1.10, depending upon the number of illustrations in the series. The majority of the 300 series now available will sell for 50 or 65 cents, each.

Film strips may be purchased on such subjects as farm crops, dairying, farm animals, farm forestry, plant and animal diseases and pests, roads, farm economics, farm engineering, soil conservation, home economics, and adult junior extension work. Lecture notes are provided with each strip.

Write to the Division of Cooperative Extension, United States Department of Agriculture, Washington, D. C., for a list of available film strips and instructions on how to purchase them.

★ ★ ★

## Write Surgeon General

*The Health Officer*, a monthly journal issued by the United States Public Health Service, and devoted to many phases of public health work is now available without cost, within the limits of its present number of copies, to instructors in hygiene in educational institutions. Requests for this publication should be addressed to the Surgeon General, United States Public Health Service, Washington, D. C.

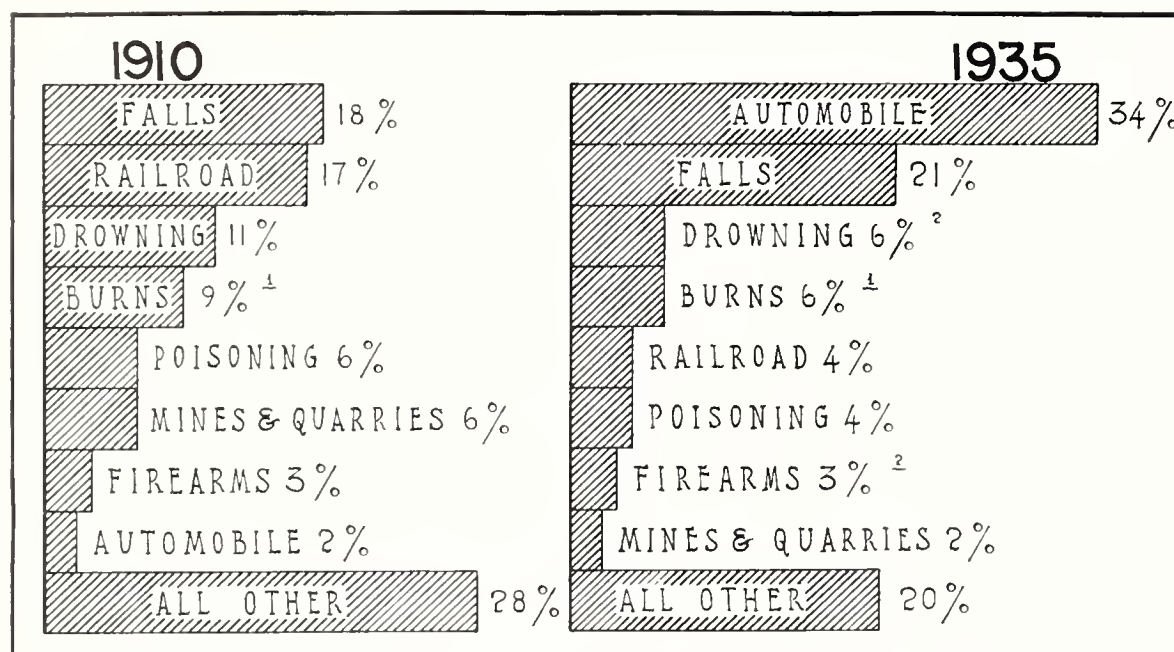


Figure 1. Important types of fatal accidents, and percent of total for 1910 and 1935: U. S. Registration Area.

★ ★ ★ In response to the demands made by students and teachers, in addition to the widespread requests of civic leaders and the general public, for factual information on deaths from fatal accidents, the United States Bureau of the Census has prepared a pamphlet entitled "A Monument to Carelessness." This pamphlet includes most of the available information on accident fatalities in the United States. It will be obtainable early in October from the Bureau of the Census, United States Department of Commerce, Washington, D. C.

Education is conceded to be one of the most important factors in accident prevention. Through it can come an awareness of the dangers of the highway, home, and factory. Through it can be developed a reasoned, intelligent viewpoint on obedience to safety laws and rules and regulations. Further, safety education can aid in the development of a public opinion favorable to the enforcement of these various rules.

### Basic Information

A prime requisite to safety education is basic information on fatal accidents. This includes, obviously, data on the frequency of the various types of accidents, their geographic distribution, the characteristics of persons killed, and other pertinent information. With these data available, as the basis for presentation of accident facts, local accident conditions can be pointed up more forcefully and safety rules of local application devised.

The pamphlet, *A Monument to Carelessness*, is set up with the objective of presenting the available factual material on accidental deaths in as simple a form as possible. The text, interspersed with illustrative charts,

graphs, and tables, is written to present the trends of the most important types of accidents over a period of years. The above cut, reproduced from the text, shows the changes that have come about in the past 25 years in the most important types of accidents. For instance, automobiles in 1910 caused only 2 percent of all accidental deaths, while in 1935 they caused 34 percent. During the same period railroad accidents decreased from 17 percent to 4 percent of all accident fatalities.

### Use of Data

The appendix tables are set up in terms of the number of deaths, the rate of death per 100,000 estimated population, and percentage distributions of various types. There are 13 tables, expressed in the above terms, showing the growth of the death registration area in the United States, the deaths from each accidental cause, the age distribution for each accidental cause, the place of accident (home, industry, or public place) for each accidental cause, and the seasonal distribution. Further the above data are given by States, and cities over 100,000 population. In every case, where possible, the above data are presented for a 10-year period, from 1926-35. The remaining tables are set up to include as many years as were available.

These data can be used as the basis for the presentation of accident facts to a group. They will serve to point up forcefully local accident conditions which need particular emphasis and aid in the development of safety principles. They may be used also as the basis for group problems and assignments and general discussion.

ROBERT F. LENHART



## New Books and Pamphlets

### Geography Teaching

Geographic News Bulletins. Washington, D. C., National Geographic Society, 1937-38.

Issued weekly, five bulletins to the weekly set, for 30 weeks of the school year. 25 cents (50 cents in Canada) to cover mailing cost for the year. They embody pertinent facts for classroom use, about boundary changes, exploration, geographic developments, new industries, costumes and customs, and world progress in other lands, with maps and illustrations.

Social Studies Unit, Geography Unit for the World, fourth grade level. Chicago, A. J. Nystrom & Co., 3333 Elston Avenue, 1937. 16 p. illus.

Based on demonstration work done in Frick Training School, Pittsburgh. Organized to provide the teacher with methods of introducing symbols and teaching the interpretation of maps and globes.

### Safety Education

Organized Safety by Organized Parents and Teachers. 1937 ed. Traffic safety education project of the National Congress of Parents and Teachers, 1201 Sixteenth St., N.W., Washington, D. C. 20 p. illus.

A safety manual prepared for use in local parent-teacher units. It suggests participation in adult education, home and school cooperation, and parent-teacher cooperation in community activity for safety.

Are Young Drivers Good Drivers? A candid discussion of the accident problem on Oregon streets and highways. Prepared especially for high-school students by Earl Snell, Secretary of State, and C. A. Howard, Superintendent of Public Instruction. Salem, 1937. 31 p. illus.

Aims to develop a sense of responsibility in drivers of high-school and college age.

### Health and Recreation

New Health Frontiers, Proceedings of the fifteenth annual conference of the Milbank Memorial Fund, at the New York Academy of Medicine. New York, Milbank Memorial Fund, 1937. 107 p.

Reports discussion on hygienic aspects of housing, health problems of adult life, nutrition and public health, social security and world peace, etc.

The Importance of Recreation in Modern Life, general theme, Proceedings of the twenty-second National Recreation Congress. New York, N. Y., National Recreation Association, 315 Fourth Avenue, 1937. 151 p. \$1.00.

Addresses include: The Responsibility of the Public Schools in Training Persons to Live, Creative Physical Activities, Enrichment of the Common Life, Recreation and the Social Integration of the Individual.

### Libraries

Library Trends, Papers Presented Before The Library Institute at The University of Chicago, August 3-15, 1936. Edited with an

introduction by Louis R. Wilson. Chicago, Ill., The University of Chicago Press, 1937. 388 p. \$2.

A study of library problems and the efforts made to adapt library activities to new conditions attendant upon social change.

### Audio-Visual Materials

Audio-Visual Aids for Teachers in Junior and Senior High Schools, Junior Colleges, Adult Education Classes, by Mary E. Townsend and Alice G. Stewart. New York, The H. W. Wilson Co., 1937. 131 p. (Social science service series: II.) 75 cents.

A general bibliography which contains highly selected and well-tried suggestions in every field of the audio-visual aids for the teaching of the social studies.

### Parent Education

Learning to be Good Parents, Talks to Fathers and Mothers, by Eleanor Saltzman. Boston, Manthorne & Burack, Inc., 1937. 55 p. 25 cents.

Written for parents of limited education.

SUSAN O. FUTTERER



## Recent Theses

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

BEAL, ALICE B. An evaluation of techniques for determining the difficulty of primary grade reading. Master's, 1937. Boston University. 113 p. ms.

BLISS, MURIEL F. Necessity of follow-up after camp. Master's, 1937. Boston University. 62 p. ms.

BRENNER, BEATRICE M. Significant factors that indicate reading readiness. Master's, 1937. Syracuse University. 105 p. ms.

BURROWES, LOUISE W. Training opportunities in nursing and related fields in the District of Columbia and vicinity. Master's, 1937. George Washington University. 86 p. ms.

CAMPBELL, GEORGE W. Influence of court decisions in shaping the policies of school administration in Kentucky. Doctor's, 1937. University of Kentucky. 132 p.

FARSON, MABEL R. Comparison of orthogenic backward children and regular grade children at the 6-year performance level. Doctor's, 1932. University of Pennsylvania. 31 p.

GAMES, FRANK S. Economics in the high school with a suggested functional course. Master's, 1937. Boston University. 156 p. ms.

GILGER, GEORGE A., jr. Comparison of the final semester grades obtained by students at the Syracuse Emergency Collegiate Center during the fall and spring semesters of 1935-36, with those obtained in parallel courses by students at Syracuse University during the same semesters. Master's, 1937. Syracuse University. 66 p. ms.

HERNDON, MIRIAM J. Evolution of supervision in the public schools of the District of Columbia. Master's, 1937. George Washington University. 80 p. ms.

HOLLAND, BERTRAM H. Biology as a medium for guidance in the worthy use of leisure. Master's, 1937. Boston University. 176 p. ms.

KRUGMAN, ABRAHAM. Study of the factors associated with maladjustment in nondelinquent institutional boys. Doctor's, 1936. New York University. 80 p. ms.

LAHEY, Sister M. FLORENCE L. Retroactive inhibition as a function of age, intelligence, and the duration of the interpolated activity. Doctor's, 1936. Catholic University of America. 93 p.

LYON, RALPH M. Basis for constructing curricular material in adult education for Carolina cotton mill workers. Doctor's, 1935. Teachers College, Columbia University. 129 p.

MAISCH, FRANCES. Duties and qualifications of head residents of college operated dormitories for undergraduate women in accredited coeducational colleges and universities. Master's, 1937. Syracuse University. 147 p. ms.

MANSKE, ARTHUR J. Reflection of teachers' attitudes in the attitudes of their pupils. Doctor's, 1934. Teachers College, Columbia University. 67 p.

MATHEWS, C. O. Grade placement of curriculum materials in the social studies. Doctor's, 1926. Teachers College, Columbia University. 153 p.

NYSTROM, WENDELL C. Selection and provision of textbooks with special reference to Kansas. Doctor's, 1936. University of Kansas. 125 p.

RASCHE, WILLIAM F. Reading interests of young workers. Doctor's, 1936. University of Chicago. 154 p.

SINCLAIR, THOMAS J. Journalism: its place in the secondary school system. Master's, 1937. Boston University. 161 p. ms.

TOBIN, FRANCIS L. Activities of state teachers' associations from 1931 to the present, in relation to the economic aspects of the profession. Master's, 1937. George Washington University. 42 p. ms.

RUTH A. GRAY



## Education on the Air

"THE WORLD IS YOURS"

Smithsonian Institution dramatizations  
Sundays, 1:30 p. m. EST, 3:30 p. m. CST  
2:30 p. m. MT, and 1:30 p. m. PT.

NBC-Red Network

"BRAVE NEW WORLD"

Dramatizations of Latin American life  
and culture  
Mondays, 10:30 p. m. EST, 9:30 p. m. CST  
8:30 p. m. MT, and 7:30 p. m. PT.

Columbia Network

(Beginning November 1)

"EDUCATION IN THE NEWS"  
Highlights of educational developments  
of the week

Fridays, 6 p. m. EST, 5 p. m. CST,  
4 p. m. MT, and 3 p. m. PT.  
NBC-Red Network



## In Public Schools

### New Pennsylvania Law

The Sabbatical Leave Law, Act No. 481 of the Pennsylvania Legislature, approved July 1, 1937, provides, under certain conditions for a leave of absence for teachers. The provisions of the act were effective September 1, 1937. This law does not carry with it blanket authorization for the granting of a leave of absence to all teachers but restricts eligibility to those who have taught in the public schools of the Commonwealth for 10 years or more. Those who have taught for a period of at least 10 years are entitled to receive their first sabbatical leave and at each subsequent period of 7 years they are entitled to receive another sabbatical leave. The period of the leave of absence may be either one semester or one full school year at the option of the teacher. The teacher on leave will receive the difference between the salary paid to the substitute teacher and her own regular salary less the amount deducted as contribution to the retirement fund—in case the teacher elects to continue her retirement contributions. The law restricts the total amount receivable by any teacher on leave, however, to a maximum of \$1,600. Reimbursement to the district from the Commonwealth will be on the basis of the salary of the regular teacher under the same terms as while she is in regular service. No school district shall limit the number of leaves of absence granted in any school year to less than ten per centum (10 percent) of the number of persons eligible for such leave of absence regularly employed in such district provided, however, that schools which have a staff of seven or fewer teachers shall be permitted at least one leave of absence each year.

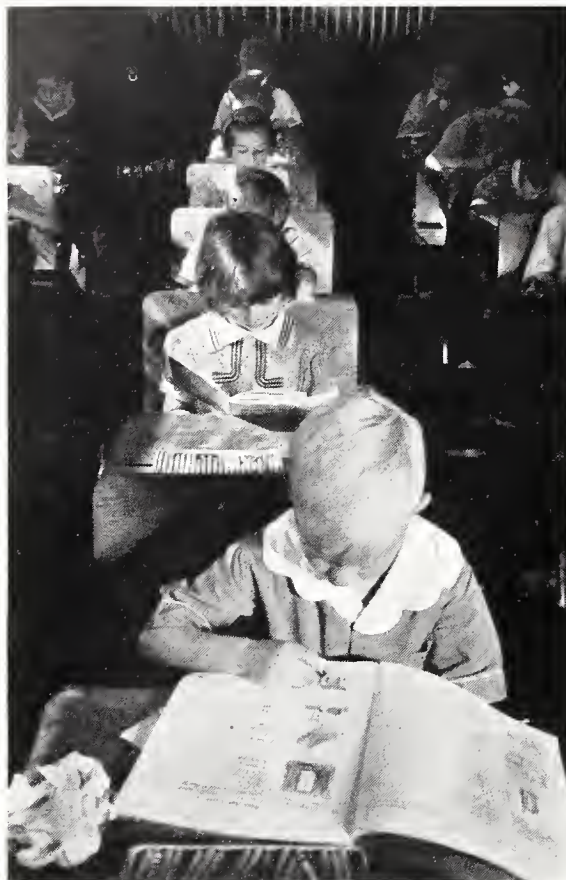
### Presenting Budget

The school board of Los Angeles, Calif., recently issued an illustrated publication containing an analysis of the tentative budget for the Los Angeles school district for the year 1937-38. This publication should suggest to many other boards of education an interesting method of presenting their proposed school budgets to the public.

### Traffic Safety Courses

The department of education, of the State of Colorado, recently issued a course of study on traffic safety for junior and senior high schools. The State superintendent of public instruction, Inez Johnson Lewis, in her foreword to the course says: "In view of the serious situation—dangers and hazards of the city streets and highways of Colorado, we believe that the emergency is such that the State department is justified in suggesting

that at least one period a week throughout the 4-year-high-school course be given to instruction in traffic safety courses. This subject should be presented as a part of the regular social science or citizenship courses and credit given for the work done."



*From New York Annual Report*

### Cleveland's Evening Classes

Evening school classes for the education of adults have been offered in the Cleveland, Ohio, schools for 86 years. According to the latest published report of the superintendent of schools of that city such classes were conducted in the elementary field in 32 centers, which were housed in 14 public-school buildings and in 18 other buildings of public or semipublic nature. During the first term 90 classes were conducted with an enrollment of 2,422 adults; the second term 85 classes were conducted with an enrollment of 2,288. Evening courses in the high-school field were held in 2 high schools. At the end of the year, 87 adults were granted high-school diplomas.

### New Teachers in Michigan

A summary of the numbers and classification of new teachers employed in Michigan during 3 school years has been compiled from Michigan Retirement Fund files. The study, prepared by W. P. A. helpers, is part of a series of data evaluated for the State board of

education by the division of teacher training and certification, department of public instruction. The study shows that approximately 1,800 new teachers are employed outside Detroit and that about 400 new teachers are placed on the Detroit pay rolls each year. Of these 2,200 teachers who have never previously taught in Michigan, about one-half are employed each year in rural areas; about one-fourth teach in nonrural elementary grades; and one-fourth are in the secondary schools of the State. The study appears to indicate that 900 new rural teachers should be trained and available each year, provided present conditions continue. The study also shows that for schools outside of Detroit approximately 450 new elementary (nonrural) teachers should be prepared, and that about 500 secondary teachers are needed.

### First Council Report

The Greenville County Council for Community Development, Greenville, S. C., has issued its first annual report which presents a description of the council's activities and achievements during the first year of its existence. The council has a 5-year program of cooperation and coordination in community development participated in by citizens, organizations, and agencies of Greenville City and County, and by Furman University and the Woman's College of Furman University, the Greenville public library, the schools of Greenville County, the Greenville city schools, and the Parker district schools.

W. S. DEFFENBAUGH



## In Colleges

### University of Pennsylvania

An Institute of Local and State Government which will be supported during the first 6 years by an anonymous gift of \$240,000 has been established at the University of Pennsylvania. The new institute will enable the university to place increased emphasis upon training for citizenship and public service, and its establishment marks the first major development in a bicentennial program designed to further strengthen the university's work in various fields. Among objectives of the Institute of Local and State Government will be that of establishing as complete a center of practical and printed knowledge about every phase of the problems of municipal, borough, county, township, and State government as it is possible to create; to maintain a center for the training of experts and administrators for cities and other units of

local and State government; and for the "in-service" training of those now employed in the public service, as well as for the education in local and State government affairs of students who expect to enter business or the professions.

The institute also plans to conduct research into problems which the development of its program and consultation with local and State government officials may indicate as most important.

#### **University of Washington**

The director and several members of the staff of the graduate school of social work and the department of sociology of the University of Washington took prominent parts in the proceedings of the thirtieth annual meeting of the Washington State Conference of Social Work held at Longview, Wash., early this month. In the few years since its establishment, the graduate school has gained wide recognition and is turned to increasingly for guidance and counsel in meeting the problems facing local communities today, according to report. Institute courses offered at the conference provided persons engaged in social work an opportunity to study problems of special interest under direction of qualified leaders.

#### **University of Wisconsin**

Two recent land additions to the University of Wisconsin's arboretum has brought the total acreage in the arboretum up to 900 acres giving the university and the State one of the world's largest outdoor laboratories for carrying on experimental work on problems of reforestation and the propagation of wildlife. More than 15,000 pine and spruce trees have been planted in the tract which at present is the home of a large number of species of game birds and mammals. These are expected to be increased rapidly in the future, as the particular kind of foods and cover needed by each species is provided. The arboretum not only provides the State with a huge outdoor laboratory in which to carry on experimental work on forestry and wildlife propagation problems but is useful as a demonstration ground in teaching land owners of the State the technique of conserving wild game.

#### **Ohio State University**

A new educational opportunity for students undecided on their life plans and for those not working for degrees, arranged by the college of arts and sciences at Ohio State University, went into effect this autumn quarter.

Under this program most of the customary requirements are waived until students have the opportunity to explore various fields under the guidance of experienced counselors. The plan is expected to benefit:

Students planning to remain in college only 1 or 2 years with no expectation of completing a course leading to certificate or degree.

Students who can remain only a year or two because of limited finances.

Students desiring to try out different courses before making final selection of a college curriculum. When the selection is made, these students will transfer to one of the regular curricula leading to a degree or certificate.

After students are admitted to the college of arts and sciences and are given permission of the college for exploratory work, they are permitted to elect courses in any department of the university for which previous training had qualified them. The only fixed requirements are the courses in military science, physical education, and hygiene.

Course selections are made in the light of the student's aims, interests, and abilities, and the guidance facilities of the college are made available at all times. The new plan contemplates no special classes for these students and no reduction in standards for admission to the university or quality of work to be done in the courses elected.

Students following the exploratory course may at any time transfer to a course leading to a degree, with credits for previous work fully counted insofar as they meet requirements of the regular curriculum.

#### **George Washington University**

A new plan of study for the undergraduate major was inaugurated this fall at George Washington University, Washington, D. C., completing the revision of the liberal arts program which has been in process for some time.

The new-type major displaces the mere accumulation of course-credits as the basis for graduation, substituting as the criterion for the granting of the baccalaureate degree the mastery by the student of content and method in a field of knowledge. The major program of each student will be individually formulated and supervised by faculty members, and independent reading and study will play as large a role in the major discipline as will the successful completion of stated courses. As evidence that he has attained to the mastery of his major field, the student will be required in the senior year to pass a written examination in his major.

The new plan expands the character of the major, making of it a coordinated approach to a broad field of learning rather than a narrow specialization confined to one department of study. Thus, rather than major in history, or in English, a student may major, for example, in international relations, extending over many subjects in the division of social sciences; or he may select a major such as American Thought and Civilization, which would involve studies not alone in the division of languages and literatures, but in the division of social sciences as well. Thus the object is to present the content and methods of the major field as a whole by organizing and coordinating the knowledge obtained in the various formal courses in the major subject,

as well as by suggesting material not usually included in such courses.

#### **University of Southern California**

Indicative of improving economic conditions increases over the present salaries of the 700 faculty members of the University of Southern California became effective with the opening of the fall semester. With full restoration of faculty salaries and an approximate enrollment of 15,000 students, the university is again practically on the same basis as in the more prosperous days of 1928-29.

#### **University of Iowa**

Increased efficiency in botanical research will be made possible at the University of Iowa with the opening of the new \$65,000 laboratory. The structure contains a plant physiology laboratory, a tree house, and a greenhouse in its three principal divisions, and includes a lecture room with the latest in laboratory equipment and research rooms for both faculty and student workers.

#### **New York University**

A new 4-year college course designed to give graduates both business training and broad culture was introduced by New York University at its college of arts and pure science this fall. The course which will lead to a bachelor of science degree, has been devised cooperatively by the faculties of the college and of the school of commerce, accounts and finance.

Under the new program a student may specialize in any one of several professional business fields while following a progression of liberal arts subjects throughout the 4 years.

An advantage of the new plan, it is claimed, is that it permits the postponement of the more philosophical liberal arts courses to the later academic years, when, generally speaking, the student's developing maturity will better equip him to profit from such courses.

#### **Fordham University**

The freshman class of Fordham College (N. Y.) uptown division, was restricted this year to 400 members, in accordance with the stand of the officials of the institution against "mass production in education", which it is contended "reduces the educational standards of students being turned out by the colleges." By exercising this restrictive system in future years it is hoped ultimately to have a total registration of not more than 1,200 students in the college.

#### **Modern Trend**

The General College is a new departure in higher education and represents a modern trend away from the departmental organization of college work in the first 2 years. The success of the University of Minnesota experiment and the University of Chicago plan has prompted a number of other universities to remodel their administrative organizations.

WALTER J. GREENLEAF

# In Educational Research

## Research Memorandum

The Educational Policies Commission, in cooperation with the Social Science Research Council, has issued a bulletin called "Research Memorandum on Education in the Depression." This bulletin suggests the types of research studies which should be carried on in order to discover the effects of the depression on education. A comprehensive survey of the whole field of education is presented. Many issues are presented in outline form, showing first the problem, the hypothesis upon which a study may be based, and the technique for use in the study, briefly stated. The bulletin divides its general field of suggested problems into (a) comparative problems, (b) student personnel, (c) the program of instruction, (d) staff personnel, (e) organization and administration, and (f) business and properties. This volume is a contribution to research literature because of its suggestions regarding problems and because of the research methods suggested. It was written by Jesse B. Sears and is issued by the Social Science Research Council, New York, N. Y.

## Reading Habits

The Reading Interests of Young Workers, by William F. Rasehe, issued by the University of Chicago libraries, is a report of several studies of the reading habits of young people and a description and evaluation of an experimental comprehensive reading program. The studies included the effect of age and grade completed upon book reading, the pupil use of the public library service, the effect of employment upon the book reading of young workers, and the like.

## Four Levels

An interesting experiment in the teaching of English composition has been carried on in the Frankford High School in Philadelphia, Pa., under the direction of Robert Adams, head of the English department. The experiment consisted of resectioning all high-school students for four levels of composition work regardless of former class affiliation. This made the classes much more homogeneous in regard to ability in composition and simplified the instructional attack. The teachers and pupils alike could see the difficulties more vividly and therefore the instruction appeared to be more effective. This experiment is reported in the June number of the *Journal of Experimental Education*.

## Delinquency Study

J. B. Maller has summarized his study of Juvenile Delinquency in New York in the *Journal of Psychology* for January 1937. This is a statistical study of the occurrence of delinquency in New York City over a period of 3 decades. The data are analyzed for type of offense, home environment, economic

status of home, foreign or native parentage, religious affiliation, and sex.

## Reading Materials

An experimental approach to the adaptation of reading materials to retarded pupils is made by H. H. Postel, and reported in the *Elementary School Journal* for March 1937. Stories of interest to upper-grade children were rewritten in terms of third- and fourth-grade vocabularies and presented to overage, mentally retarded children.

## Reading Readiness

An experimental study of the value of three reading-readiness tests is reported in the *Teachers College Record* for April 1937 by F. T. Wilson and A. Burke.

## "Twins"

A thorough study of the relative effects of environmental and hereditary influences is reported by H. H. Newman, F. N. Freeman, and K. J. Holzinger in a volume called "Twins: A Study of Heredity and Environment" issued by the University of Chicago Press. One part of the study is a comparison of 50 pairs of identical twins and 50 pairs of fraternal twins in regard to physical traits, ability and achievement test scores, and personality and temperament. The analysis, among other things, indicated that physical traits were least affected by environment, and personality and temperament the most.

## Research Procedure

Another excellent text on research methods has just appeared. It is Frederick L. Whitney's *The Elements of Research*, published by Prentiss-Hall, Inc. This text emphasizes somewhat more than other texts the various steps in research procedure. It begins with an exposition of reflective thinking and the traits necessary for good research. It then takes up the selection of a research problem, the analysis of previous research, and the method of collecting evidence. The remainder of the text is concerned mainly with the following types of research (a) descriptive, (b) historical, (c) experimental, (d) philosophical, (e) prognostic, (f) curriculum, (g) sociological, and (h) creative.

There is need for all teachers to have some training in research methods so that they will appreciate the differences in value of various research reports.

DAVID SEGEL



## Invitation Extended

A *Book Congress* will be held at Monte Carlo, Principality of Monaco, from October 28 to 30, under auspices of the Academie Mediterraneenne at Monte Carlo. Interested organizations and individuals in the United States are invited to attend. The program includes questions of interest to authors and publishers. Communications should be addressed to Jean Desthieux, Secretary General of the Mediterranean Academy, Post Office Box 153, Nice, France.

# In Other Government Agencies

## Office of Indian Affairs, United States Department of the Interior

The Interior Department appropriation bill for the fiscal year includes an item of \$119,000 for the construction of new community day schools in Alaska, according to David E. Thomas, Chief of the Alaska Section:



One of the improvised buildings which have been used in Alaska for school purposes pending appropriations for much-needed new construction

Construction in four villages will provide school facilities for approximately 200 native children of school age out of the 1,250 native children who have had no educational privileges, according to Mr. Thomas.

Schools are already established in other villages, but they are claimed to be so inadequate and dilapidated, due to the severe climatic conditions (see illustration), they must be replaced.

The appropriation bill also provides \$186,000 for construction of additional health facilities in Alaska. Among these is a new hospital at Bethel on the Kuskokwim River which will contain beds for 36 patients.

## Social Security Board

Approximately 2,000,000 needy—the aged, the blind, and dependent children—are receiving public assistance from Federal, State, and local funds in 47 States, the District of Columbia, Alaska, and Hawaii, according to Arthur J. Altmeyer, Chairman of the Board. During August \$961,700 was spent to aid 40,450 needy blind persons and \$5,602,400 for 471,350 dependent children.

## National Youth Administration

In her report of the progress of the Junior Employment Service of the NYA for the first 6 months of 1937, Mary Hayes, director, stated that during the half-year period, out of a total of 73,309 young people under 25 years of age who had registered for jobs,



33,758 had been placed in private employment. Commercial occupations absorbed about 32 percent, 26 percent found jobs in domestic and personal service, 19 percent in industrial plants, 17 percent as laborers, and 6 percent as errand runners and messengers.

Sixty-one percent of those registering were between 18 and 21 years of age and 28 percent were under 18.

As to their educational background: 18 percent had not progressed beyond the eighth grade, 34 percent had some high-school training, and 47 percent were high-school graduates. Less than 1 percent were college graduates.

Dr. Hayes also reports that 16 new employment offices were opened under NYA auspices during the period, bringing the total now in operation to 61. Located in 26 States and the District of Columbia they are conducted cooperatively by the NYA and State employment services.

MARGARET F. RYAN



## In Other Countries

### Exhibition in Rome

An Augustan exhibition in celebration of the bimillennium of the birth of Augustus Caesar is being held in Rome, Italy, from September 22, 1937, to September 23, 1938. The organizers are securing from various countries documents, reproductions of statuary, copies of paintings and mosaics, and other things that have found their way from Italy into private and public collections abroad. The main phases of the expansion of Rome, the age of the Augustan peace, the resistance offered the barbarian invaders, the establishment of the church, the persistence of the Roman idea in the Middle Ages and the Renaissance, all will be illustrated. The social life of the empire, agriculture and industry, the great public works that linked Rome and the Provinces, the legions and the fleet, and many other aspects of the Roman civilization will be given place in the display.

### Latest Pamphlet

"The Education of Backward Children" is the title of the latest pamphlet issued by the Board of Education of England and Wales.<sup>1</sup> While the author or authors do not indicate it, the subject matter is distinctly arranged in two sections, the first treating of the nature of backwardness, its causes, discovery, diagnosis, and preventive and remedial treatment. Whether rightly or wrongly, the conclusion is reached that innate dullness lies at the root of most of the really serious cases of educational backwardness, and the second section of this interesting little book deals with the form of education best suited to dull children.

<sup>1</sup> Great Britain Board of Education. The education of backward children with special reference to children who are backward because they are dull. Educational Pamphlets, No. 112. London, His Majesty's Stationery Office, 1937. 68 p.

Here are treated aims and methods, the curriculum, selection and training of teachers, and school organization and classification.

The board states three principles of method. The first is that dull children need more practice than normal children for the development of any skill. The second is that the grading of the work must be more extended; the gradient must be gentle and nothing like so steep as with the ordinary child. And third, the matter presented should, if possible, be presented in a form allowing either for visualization or manipulation.

With respect to teachers of dull children, two suggestions need to be cited:

"It would be well if successful work with a class of dull children could be reckoned as

an added qualification for the post of head teacher, for it may be argued with some show of reason that it would be fairer to judge schools and teachers by what they make of their dull pupils than by how their best succeed, since the latter are in most instances able to help themselves however poor their opportunities may be.

"The creation of a new class of specialist peripatetic teachers (for dull children) as a permanency would be as likely to hinder as to help the spread of knowledge and skill in handling backward children, because of the temptation that would beset the teachers in the schools to depend on such outside help rather than upon their own resources."

JAMES F. ABEL

## For Play Hours



Pictured above is the new high-school auditorium in Anson, Texas. It was erected with \$56,363 of Public Works Administration funds and replaces an old structure built many years ago and considered no longer safe. A part of the Public Works Administration allotment was used for the construction and equipment of an 8-room addition to a 2-story junior high school building in Anson.



# UNITED STATES DEPARTMENT OF THE INTERIOR

HAROLD L. ICKES, *Secretary*  
OSCAR L. CHAPMAN, *Assistant Secretary*

## OFFICE OF EDUCATION

J. W. STUDEBAKER, *Commissioner*  
BESS GOODYKOONTZ, *Assistant Commissioner*      J. C. WRIGHT, *Assistant Commissioner for Vocational Education*  
C. F. KLINEFELTER, *Administrative Assistant to the Commissioner*

### OFFICE OF THE ASSISTANT COMMISSIONER OF EDUCATION

*Assistant Commissioner of Education*—BESS GOODYKOONTZ.

#### CONSULTANTS:

JAMES F. ROGERS, senior specialist in health education.  
MARIS M. PROFFITT, senior specialist in guidance and industrial education.  
DAVID SEGEL, senior specialist in tests and measurements.  
LEWIS R. ALDERMAN, senior specialist in adult education.

#### DIVISIONS:

##### *Higher education:*

FREDERICK J. KELLY, chief.  
BEN W. FRAZIER, senior specialist in teacher training.  
WALTON C. JOHN, senior specialist in higher education.  
WALTER J. GREENLEAF, specialist in higher education.  
JOHN H. MCNEELY, specialist in higher education.  
ELLA B. RATCLIFFE, chief educational assistant.

##### *American school systems:*

WALTER S. DEFFENBAUGH, chief.  
MARY DABNEY DAVIS, senior specialist in nursery-kindergarten-primary education.  
CARL A. JESSEN, senior specialist in secondary education.  
ALICE BARROWS, senior specialist in school-building problems.  
HENRY F. ALVES, senior specialist in State school administration.  
TIMON COVERT, specialist in school finance.  
WARD W. KEESECKER, specialist in school legislation.  
ELLEN C. LOMBARD, associate specialist in parent education.  
———, elementary education.

##### *Comparative education:*

JAMES F. ABEL, chief.  
ALINA M. LINDEGREN, specialist in western European education.  
SEVERIN K. TUROSIENSKI, specialist in comparative education.

##### *Special problems:*

Mrs. KATHERINE M. COOK, chief.  
WALTER H. GAUMNITZ, senior specialist in rural education problems.  
ELISE H. MARTENS, senior specialist in education of exceptional children.  
AMBROSE CALIVER, senior specialist in the education of Negroes.  
———, education by radio.

##### *Statistical:*

EMERY M. FOSTER, chief.  
DAVID T. BLOSE, assistant statistician.  
HENRY G. BADGER, assistant statistician.  
LESTER B. HERLIHY, assistant statistician.

##### *Editorial:*

WILLIAM DOW BOUTWELL, chief.  
OLGA JONES, acting chief.  
JOHN H. LLOYD, editorial assistant.  
MARGARET F. RYAN, editorial assistant.  
JOHN S. SHAW, editorial assistant.

##### *Library:*

SABRA W. VOUGHT, chief.  
MARTHA R. MCCABE, assistant librarian.  
EDITH A. WRIGHT, assistant in research bibliography.  
AGNES I. LEE, head cataloger.  
SUSAN O. FUTTERER, assistant cataloger.  
RUTH A. GRAY, junior assistant in research.

##### *Library Service:*

———, chief.  
EDITH A. LATHROP, school libraries.  
———, school libraries.  
———, public libraries.

### OFFICE OF THE ASSISTANT COMMISSIONER FOR VOCATIONAL EDUCATION

*Assistant Commissioner for Vocational Education*—J. C. WRIGHT.

#### VOCATIONAL EDUCATION DIVISION:

##### SERVICES:

##### *Agricultural education:*

J. A. LINKE, chief.  
C. H. LANE, agent, north Atlantic region.  
D. M. CLEMENTS, agent, southern region.  
JAMES H. PEARSON, agent, central region.  
W. T. SPANTON, agent, western region.  
FRANK W. LATHROP, research specialist.  
W. A. ROSS, specialist in subject matter.  
W. N. ELAM, agent, special groups.  
H. B. SWANSON, specialist in teacher training.  
R. W. GREGORY, specialist in part-time and evening schools.

##### *Trade and industrial education:*

FRANK CUSHMAN, chief.  
G. A. MCGARVEY, agent, north Atlantic region.  
C. E. RAKESTRAW, agent, southern region.  
R. V. BILLINGTON, agent, central region.  
JAMES R. COXEN, agent, western region.  
Mrs. A. L. BURDICK, special agent, women and girls.  
ROY DIMMITT, special agent.  
R. W. HAMBROOK, special agent.  
N. B. GILES, special agent.  
JERRY R. HAWKE, special agent.

##### *Home economics education:*

FLORENCE FALLGATTER, chief.  
EDNA P. AMIDON, agent, north Atlantic region.  
MARIE WHITE, agent, southern region.  
RUA VAN HORN, agent, central region.  
Mrs. DORA S. LEWIS, agent, western region.  
BEULAH I. COON, agent, studies and research.  
SUSAN M. BURSON, agent, special groups.

##### *Commercial education:*

E. W. BARNHART, chief.

##### *Research and statistical:*

———, chief.  
C. M. ARTHUR, research specialist.  
———, educational consultant.

#### VOCATIONAL REHABILITATION DIVISION:

##### *Vocational rehabilitation service, States:*

JOHN AUREL KRATZ, chief.  
I. M. RISTINE, agent, north Atlantic region.  
H. B. CUMMINGS, agent, southern region.  
TRACY COPP, agent, central region.  
F. J. CLAYTON, agent, western region.  
TERRY C. FOSTER, research agent.  
HOMER L. STANTON, research agent.  
JOSEPH F. CLUNK, special agent for the blind.

##### *Vocational rehabilitation service, District of Columbia:*

H. C. CORPENING, supervisor in charge.  
W. H. FUREY, supervisor.

### Federal Advisory Board for Vocational Education

PAUL H. NYSTROM, *Manufacturing and Commerce, Chairman*

HENRY A. WALLACE, *Secretary of Agriculture.*  
DANIEL C. ROPER, *Secretary of Commerce.*  
FRANCES PERKINS, *Secretary of Labor.*

J. W. STUDEBAKER, *Commissioner of Education.*  
CLARENCE POE, *Agriculture.*  
HENRY OHL, Jr., *Labor.*

### CIVILIAN CONSERVATION CORPS CAMP EDUCATION OFFICE

HOWARD W. OXLEY, *director, CCC camp education.*  
SILAS M. RANSOPHER, *assistant director.*

GEORGE J. FINLEY, *assistant to director.*  
JOHN A. LANG, *administrative assistant.*

---

You will receive

SCHOOL LIFE

THE OFFICIAL JOURNAL OF THE OFFICE OF EDUCATION

for one year

*by sending ONE DOLLAR to the*

SUPERINTENDENT OF DOCUMENTS

GOVERNMENT PRINTING OFFICE

WASHINGTON, D. C.

---

# SCHOOL LIFE



*November 1937*

VOLUME 23

NUMBER 3

OFFICIAL ORGAN  
OF THE OFFICE  
OF EDUCATION

UNITED STATES  
DEPARTMENT OF  
THE INTERIOR  
WASHINGTON

**WRITE**

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

**FOR PUBLISHED  
INFORMATION  
ON:**

- Nursery-Kindergarten-  
Primary Education
- Elementary Education
- Secondary Education
- Colleges and Professional  
Schools
- School Administration
- School Finance
- School Legislation
- Exceptional Child  
Education
- Rural School Problems
- School Supervision
- School Statistics
- School Libraries
- Agricultural Education
- Educational Research
- School Building
- Negro Education
- Commercial Education
- Homemaking Education
- Radio Education
- Forums
- Native and Minority  
Group Education
- Vocational Education
- Parent Education
- Physical Education
- Rehabilitation
- Teacher Education
- CCC Education
- Health Education
- Industrial Education
- Educational Tests and  
Measurements
- Comparative Education
- Adult Education

# SCHOOL LIFE



**CONTENTS OF THIS ISSUE • NOVEMBER 1937  
Volume 23 Number 3**

	PAGE
The Line Between Secondary and Higher Education . . . . .	<i>Frederick J. Kelly</i> . . . . . 65
Educational Enactments of the 75th Congress . . . . .	<i>Ward W. Keesecker</i> . . . . . 67
Radio and Screen . . . . .	<i>Gordon Studebaker</i> . . . . . 68
New Government Aids for Teachers . . . . .	<i>Margaret F. Ryan</i> . . . . . 69
"Brave New World" Broadcasts . . . . .	<i>William Dow Bontwell</i> . . . . . 70
State Education Departments Aid CCC . . . . .	<i>Howard W. Oxley</i> . . . . . 73
Editorials . The Land-Grant Colleges . . . . .	<i>J. W. Studebaker</i> . . . . . 74
On the Cover . Among the Authors	
On Your Calendar . Vocational Convention	
Bibliographies on Thanksgiving and Christmas . . . . .	<i>Martha R. McCabe</i> . . . . . 76
High-School Enrollments Increase . . . . .	<i>Emery M. Foster</i> . . . . . 77
Vocational Summary . . . . .	<i>C. M. Arthur</i> . . . . . 78
Diamond Anniversary . . . . .	. . . . . 80
Quoddy Work Experience Project . . . . .	<i>Aubrey Williams</i> . . . . . 82
Library Service in the Camps . . . . .	<i>Harmon J. Chamberlain</i> . . . . . 85
Registrations in Vocational Subjects . . . . .	<i>Carl A. Jessen</i> . . . . . 87
Educators' Bulletin Board . . . . .	<i>Susan O. Futterer,</i> <i>Ruth A. Gray</i> . . . . . 88
Education in Yugoslavia . . . . .	<i>Severin K. Turossi</i> . . . . . 89
Educational News . . . . .	. . . . . 91
In Public Schools . . . . .	<i>W. S. Deffenbaugh</i>
In Colleges . . . . .	<i>Walter J. Greenleaf</i>
In Educational Research . . . . .	<i>David Segel</i>
In Other Government Agencies . . . . .	<i>Margaret F. Ryan</i>
School Attendance by States . . . . .	<i>David T. Blose</i> . . . . . 94
Current Publications . . . . .	. . . . . 95

Congress, 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." To diffuse expeditiously information and facts collected, the Office of Education publishes SCHOOL LIFE, a monthly service, September through June. SCHOOL LIFE provides a national perspective of education in the United States.

Order its service for 1 year by sending \$1.00 to the Superintendent of Documents, Government Printing Office, Washington, D. C. To foreign countries, \$1.45 a year. On all orders for 100 copies or more to be sent to one address, the Superintendent of Documents allows a discount of 25 percent. Enter subscriptions also through magazine dealers. Send all editorial communications pertaining to SCHOOL LIFE to Editorial Division, Office of Education, United States Department of the Interior, Washington, D. C. The printing of SCHOOL LIFE has been approved by the Director of the Budget.

# The Line Between Secondary and Higher Education

by *Frederick J. Kelly, Chief, Division of Higher Education*

★★★ The American college is an institution hard for European educators to understand. They ask: "Is your college a part of your secondary school system, or is it a part of the university?" To reply that it is a part of the university does not clarify the situation because, to the European, a university is a group of schools each pursuing only highly specialized studies. When you explain that the college devotes 2 years to broadening the student's understanding of the arts and sciences and 2 years to deepening his grasp of some chosen field of concentration among the arts and sciences, the European, particularly the Continental, cannot see how such an institution can be a part of a university.

What is the line between secondary and higher education? Has that line any significance such as to lead to the expectation that some common distinction between the two will or should become universally recognized?

The line between secondary and higher education is not necessarily something directly fixed by the nature of the educational process. It may be merely the difference established between two types of institutions as defined either by law or by custom or by both. Such laws and customs of course may reflect a belief that different educational processes are necessary for different levels. There is no reason, however, why the definition, or the purpose and scope of a school unit like the secondary school should be identical from one country to another. Nor that a university or a school of law or a school of medicine should be the same in the several countries. In each country the school system is determined by the prevailing social and political organization.

## *Distinctly American Conception*

That probably accounts for the fact that an institution like the college of liberal arts has grown up in the United States whereas no such institution exists in any of the foreign countries. The idea of a common-school system available alike to all the people is a distinctly American conception. European society has almost universally demanded a double-track school system—one line, the primary school, being for the great majority of children and the other line, the secondary school, being for more privileged children. This more privileged group has been quite generally those from the economically most-favored classes, but not always. Even with the attempts to make the secondary school avail-



The new building of the University of Cologne.

able to certain brighter children outside of the well-to-do class, the school system in European countries has been maintained on the assumption that society must of necessity be divided into at least two classes and the secondary schools were designed for the more-favored class. In America, with the determined effort to provide equality of opportunity, a quite different secondary school developed. The primary schools were to be for everybody and the secondary schools which merely continued above them were also to be for everybody.

But during the process of this development in America it was natural that many people desired a broader and richer study of the arts and sciences than could be carried on in these high schools. Colleges were organized to provide opportunity for this study. A few decades ago their curricula were not very different in content or difficulty from the better high schools of today. But as better high schools have developed colleges have advanced their own work not only going deeper into the various subjects but enriching their offerings as well. The period has now been reached when the college is in a sense caught between the university into whose field it is crowding and the high school which is developing further and further into the field once occupied by the college.

## *Junior College Development*

This squeezing of the college is probably partly cause and partly effect of the development of the junior college. In its arts and science division, the junior college is designed to round out the broadening phase of education in the arts and sciences. It prepares for the specialization work which is done in the senior division of the colleges of liberal arts. This

specialization is a part of university study, according to the European definition of a university.

Inasmuch as these junior colleges are being established increasingly as extensions of the locally maintained high schools, the college of arts and sciences is being compelled to consider more seriously than ever before whether its dual purpose, namely general education in the first 2 years and concentration in the last 2 years, may finally disqualify it for the place it has always held in the educational system of the United States. The question is often debated now as to whether the junior college is really a part of secondary or of higher education.

But this is not the essential issue. If the secondary schools do actually extend their function so as to round out general education in the arts and sciences, at least that aspect of the junior college will ipso facto become secondary education. If institutions of higher education continue to offer the same general courses in the arts and sciences that same work will ipso facto remain a part of higher education. The issue is much more important than that. The principal danger of circumscribing secondary education or higher education by definitions of a straitjacket kind is that educators are too likely to be self-complacent, satisfied to leave the school as it is. They are too inclined to be indifferent about the necessary adaptation and adjustment of their work to the changing needs of the people. Many present-day illustrations of that danger could be given, but the most striking one is the C. C. C. camps. Here are hundreds of thousands of boys who have dropped out of high school. The high school says they do not belong to it. They cannot meet the

entrance requirements of the college. Therefore, they do not belong to the college. Everyone agrees, however, that they need more education. They must not be left to drift in idleness. But educators have not come forward with a solution. The schools and colleges of the country have been shaped into patterns too fixed to allow for such quick fundamental adjustments.

#### *For Leadership Class*

Probably in part because the secondary schools in European countries have been designed essentially for the leadership class, other educational institutions quite separate from both the secondary schools and the universities have grown up to fill an educational need of that class of people not well served by the secondary schools or the universities. I can do no better in this brief article than to describe one such institution which in my opinion not only is rendering outstanding service to its clientele but affords many lessons for educators in this country. I refer to the Technological Institute of Copenhagen, Denmark.

#### *Technological Institute*

Located in the very heart of the city only a few blocks from the majestic City Hall, the Technological Institute occupies a large building—perhaps 400 feet long and half as wide. It was established in 1908 by action of the Federation of Danish Industries in Copenhagen. Throughout its history of nearly 30 years it has been under the control of a self-perpetuating board, but has been increasingly subsidized by both State and municipal public funds.

As I made my way into the main administrative office of the institute and presented my card to the young woman in charge she explained that not many activities of the institute were in progress during the summer and that not many of the teachers were present, but she would attempt to secure for me a member of the faculty who would be able to answer such questions as I cared to ask. After some little maneuvering, which I took to be for the purpose of assuring themselves that this visitor from the United States was not an unwelcome intruder and that they would be justified in devoting the necessary time to his visit, I was shown into the office of Edward Wolf.

I explained to Mr. Wolf that I was interested in the Technological Institute because it represented a type of institution not well developed in the United States. I made my explanations as simply as possible in the hope that this representative of a Danish institution would be able to understand my English. He listened to my explanation for what seemed to me an unnecessarily long time before he made any response. I finally apologized for having to ask him to use English because I was unable to use his language. To that apology he finally made answer in perfectly exquisite English about as follows: "I am happy to have this opportunity to repay in

part my debt to the United States. I shall never cease to be grateful for the part which Princeton University played in my education in permitting me to take courses there and granting me a master's degree. Be assured then that anything I can do to make your visit more helpful as well as more pleasant, I shall be most delighted to do." I later learned that Mr. Wolf was not only one of the administrative staff of the Technological Institute but also an English lecturer at the University of Copenhagen.

#### *Types of Work*

For 3 hours Mr. Wolf devoted himself to showing and explaining the work of the Technological Institute. It is neither a high school nor a college and certainly not a university. Yet it is performing some of the most scholarly research done anywhere and is undoubtedly offering instruction which in some fields is on a high university level. The point which increasingly impressed itself upon me with the explanation of each phase of the work was that here is an institution designed for a specific purpose and it is undisturbed by the fact that it is not a secondary school or college or university. That point seems to me may be of importance to the United States.

The work of the Technological Institute is of three types—(1) Teaching, (2) consultation and the resulting experimental work, and (3) exhibitory work. Its object is the direct support of Danish trades, especially those concerned with industry and handicraft. While there are other Danish institutions which serve industry in one way or another, the outstanding characteristic of the Technological Institute is that its service is rendered as directly as possible to the man on the job. It is an important illustration of the way in which technical education is developing in Europe.

Its teaching work is divided into three types, all of which are aimed at serving the journeyman and not the apprentice. It does

not offer any work for those who are not already full-fledged members of a given trade or craft. Men or women who are already in jobs and recognize the problems which those jobs confront them with are the persons the Technological Institute tries to serve.

The first type of teaching is the full-time day school for those who can come in from the provinces and spend uninterrupted time at study. These courses may last two weeks; they may last ten. But in every case they relate to a specific individual trade and can be pursued effectively only by masters or journeymen skilled in the trade concerned. They may be devoted to some highly special phase of a trade such as polishing, but they may concern the more general phases of a trade as well.

Evening courses of the same general sort are maintained for those who live in Copenhagen and may thus continue at their jobs while pursuing the courses. There is finally the extension teaching which is taken to other communities in Denmark and carried on for journeymen who cannot leave their tasks and attend the full-time day courses.

#### *Experimental Facilities*

Quite naturally this type of teaching led to the problem of how to answer many of the questions which confront the journeymen. This necessitated the establishment of experimental facilities in the institute and the employment of carefully trained scientists to attack the problems for which there seem to be no answers at present. The common practice is for individuals or more often an industrial firm to come to the institute with some technical difficulty which they are unable to surmount. It may be the presence of bubbles in loaves of bread, the tendency of an engine to overheat under the peculiar conditions under which it has to operate or any of hun-

*(Concluded on page 72)*

#### **The Royal Frederik University at Oslo.**





The Emergency Relief Appropriation Act of 1937 (H. J. Res. 361). This act stipulated that appropriation "shall be available for the following classes of public projects, Federal and non-Federal, and the amounts to be used for each class shall not, except as hereinafter provided, exceed the respective amounts stated, namely: . . . (c) assistance for educational, professional, and self-help and clerical persons and women's projects, \$380,000,000; and (d) National Youth Administration, \$75,000,000: *Provided further*, That no portion of the funds hereby appropriated shall be allocated or used for any purpose except to provide relief or work relief for persons in need:" (except that not more than 5 percent of the amount may be used for administrative purposes in certain cases).

This act also expressly provided that funds available to the Federal Emergency Administration of Public Works "for the making of loans or grants or loans and grants may be used for projects (in addition to other purposes for which funds may be used) of the following classes in amounts not to exceed the sum specified for each such class: (a) For school projects . . . to replace, eliminate, or ameliorate existing school facilities or conditions which, in the determination of the Administrator, are hazardous to the life, safety, or health of school children, \$60,000,000 for grants and \$11,000,000 for loans; . . ." (Approved June 29, 1937; Public Res. No. 47.)

#### National Education Association

Congress approved S. 709 (same as H. R. 4713) which amended the charter of the National Education Association, Washington, D. C., by providing that the qualifications, classifications, and rights and obligations of its members may be prescribed by bylaws of the corporation rather than by the original charter. (Approved June 14, 1937; Public, No. 146.)

#### Military and Naval Academies

The last session of Congress approved H. R. 2291 which amended 48 Stat. 73 by providing that on and after the date of accrediting of United States Military or Naval Academies by the Association of American Universities the superintendents thereof may, under such rules and regulations as the respective Secretaries may make, confer the degree of bachelor of science upon such other (previous) graduates now living of said academies as shall have met the requirements of the respective academies for such degree. (Approved July 8, 1937; Public, No. 189.)

In this connection it may be mentioned that Congress also approved S. 1441 which authorized the establishment of a "permanent" staff at the United States Coast Guard Academy. (Approved Apr. 16, 1937; Public No. 38.)



Congress in session.

# Educational Enactments of the 75th Congress, First Session

by Ward W. Keesecker, Specialist in School Legislation

★★★ Educational enactments of the Congress of the United States are usually of Nation-wide concern. This is especially true among teachers, educational workers, and all citizens interested in education. Perhaps in no previous session of Congress have so many measures relating to education been introduced. Notwithstanding the fact that education in the United States is generally regarded primarily as a State function, more than 100 bills relating to education went into the Federal legislative hopper during the last session of Congress.

Out of the numerous educational bills which were introduced approximately a dozen became law. Below is a brief summary of the principal laws enacted which relate to education.

#### Vocational Education

*Interior Department Appropriation Act* (H. R. 6958). This act includes an increase of approximately \$9,000,000 to the sums previously authorized for allotments to the States and Territories for vocational education in agriculture, trades and industries, and home economics, and also an increase of \$1,054,000 for the training of teachers in these fields, and furthermore included for the first time an appropriation of \$1,254,000 to be used in

initiating programs providing training for the distributive occupations, including teacher training in that field. (Approved Aug. 9, 1937; Public, No. 249.)

NOTE.—The increase above stated was previously authorized by the George-Deen Act (H. R. 12120) approved June 8, 1936. This act provided that the States and Territories participating in the increased grants are required to match by 50 percent the Federal increased grants for the first 5 years, after which the percentage is to be increased 10 percent each year until it reaches 100 percent in 1947.

#### C. C. C. Education

*Civilian Conservation Corps* (H. R. 6551). This measure established the Civilian Conservation Corps for a period of 3 years after July 1, 1937, "for the purpose of providing employment, as well as vocational training, for youthful citizens . . . who are unemployed and in need of employment, and to a limited extent . . . for war veterans and Indians, through the performance of useful public work in connection with the conservation and development of the natural resources of the United States, its Territories, and insular possessions: *Provided*, That at least 10 hours each week may be devoted to general educational and vocational training . . ." (Approved June 28, 1937; Public, No. 163.)

Two measures were recently approved by Congress in aid of education for blind persons, namely:

H. R. 4382, same as S. 1671, which provided an additional appropriation of \$115,000 to the American Printing House for the Blind (Lexington, Ky.) for the promotion of education of the blind. (Approved Aug. 23, 1937; Public, No. 339.)

H. R. 168, which authorized an increase of \$275,000 annual appropriation to the Library of Congress for providing books for the blind. (Approved Apr. 23, 1937; Public, No. 47.)

#### **District of Columbia**

Congress has legislative jurisdiction over education in the District of Columbia. Below are reported three measures approved by Congress which relate to education in the District:

*Communism* (H. R. 148, same as S. 530). This measure repealed the "Red Rider" on the appropriation act of the public schools of the District of Columbia (1935) which provided that no part of any appropriation for the public schools shall be available for payment of the salary of any person "teaching or advocating Communism." In repealing the above rider Congress stipulated ". . . that nothing herein shall be construed as permitting the advocating of Communism." (Approved May 28, 1937; Public, No. 119.)

*Vocational Rehabilitation* (H. R. 157; same as S. 671). By the approval of these bills Congress increased from \$15,000 to \$25,000 the Federal grants allotted for vocational rehabilitation of disabled residents of the District of Columbia. (Approved Apr. 17, 1937; Public, No. 41.)

*Southeastern University* (H. R. 3406). This measure changed the name of the "Southeastern University of the Young Men's Christian Association" to "Southeastern University", and authorized the university to establish from time to time additional "schools in all departments of science, liberal arts, and the professions, and the courses of instruction therein", and to grant and confer degrees upon the recommendation of the appropriate school. (Approved Aug. 19, 1937; Public, No. 319.)

#### **Puerto Rico**

By approving H. R. 7908 Congress extended to Puerto Rico the benefits of the Jones-Bankhead Act of June 25, 1935, providing for research into basic laws and principles relating to agriculture and for the further development of cooperative agricultural extension work. (Approved Aug. 28, 1937; Public, No. 407.)

NOTE.—Anyone who desires a summary of all measures relating to education before the Seventy-fifth Congress, including those which failed of enactment in the last session, should write for circular No. 171, Educational Measures before the Seventy-fifth Congress, First Session. Office of Education, Washington, D. C. Single copies available free upon request as long as supply lasts.

#### **Network Programs**

The Columbia Broadcasting System announces that the American School of the Air has returned for its ninth season, with an expanded schedule. Programs may be heard each day except Saturdays and Sundays over the network from 2:30 to 3 p. m., eastern standard time. Monday has been divided into two divisions—the first, Exits and Entrances, sponsored by the National Education Association for the first 13 weeks; the second, Human Relations Forum, sponsored by the Progressive Education Association for the final 13 weeks. Tuesdays will be devoted to Literature and Music; Wednesdays to Geography. The final 15 minutes on Thursdays will be given over to folk tales, and the first 15 will be divided in 13-week periods between Songs for Children and a series of short-wave broadcasts by children in different European cities. Vocational Guidance and the Science Club of the Air will divide time on Fridays.

The National Broadcasting Co. announces that Walter Damrosch has resumed his Music Appreciation Hour broadcast for the tenth consecutive season over the N. B. C. Blue and Red Networks on Friday from 2 to 3 p. m., eastern standard time.

The United States Department of Commerce has resumed its weekly radio program on American Industries over C. B. S. on Tuesdays from 4:30 to 5 p. m., eastern standard time. Stories of industries will be given by Harry R. Daniel, assistant to Secretary of Commerce Roper, who conducted the nationwide radio series last year. A new feature will include two or three episodes in dramatized form, prepared in cooperation with the United States Department of the Interior, Office of Education.

#### **Airways to Learning**

Chicago school children took their education via radio-newspaper instruction when an infantile paralysis epidemic caused a 2-week postponement of the regular school opening. School board officials report that preliminary checks of the work are so optimistic that plans for continuation of the activity in some form are now being discussed.

#### **Interior Radio Studios**

Uncle Sam will soon have a radio studio of his own in the new Department of the Interior Building. Work was started early in September and is expected to be completed this month. Studios will be complete in every detail, but without a transmitter inasmuch as no provision is made for wave-length assignments for governmental broadcasts. Department heads, bureau chiefs, and others will use the studios for broadcasts, tying into networks through their Washington outlets.

#### **Directions**

Directions for making different kinds of lantern slides, the electric map, spatter work, pencil outlines of leaves, blue prints, sepia prints, and many other kinds of visual aids may be found in a 24-page pamphlet by Lillian Heathershaw, Drake University, Des Moines, Iowa. Price, 25 cents.

#### **Motion-Picture Bulletin**

A bulletin titled *The Motion Picture and the Family* is available free to community leaders upon application to the Motion Picture Producers & Distributors of America, Inc., 28 West Forty-fourth Street, New York City. The monthly publication includes comment on current films by teachers, educators, and community leaders.

#### **Unique Film**

Four In A Book, a two-reel motion picture which has been circulated by the American Library Association, is now available from the Bell & Howell Co. The film was originally produced as a project at the library school of the University of Illinois. The film dramatizes such commonly accepted library aids as the encyclopedia, card indexes, and readers, guides. The various sequences of the film are effectively tied together with a simple story.

#### **New Publications**

Keith Tyler of Ohio State University, who conducts the Ohio School of the Air, outlines a method of selecting suitable programs for classroom use in a recent issue of the Ohio Radio Announcer.

Listen and Learn, the first of some 40 studies covering the field of adult teaching and learning to be published over a 5-year period by the American Association for Adult Education, has just come from the press. Frank Ernest Hill, the author, surveys the field of radio as a cultural force, reviewing the history of educational and cultural efforts since 1920, when the first regular broadcasting license was issued. The book points out the difficulties under which broadcasting has developed, the successful achievements which stand to its credit, and the problems which it faces today.

#### **Script Exchange**

The Educational Radio Script Exchange during the past month distributed 11,565 copies of scripts to schools and other organizations. For information regarding this free distribution of scripts, address Radio Script Exchange, United States Department of the Interior, Office of Education, Washington.

GORDON STUDEBAKER



# New Government Aids FOR TEACHERS



by MARGARET F. RYAN

**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

### Handbook Available

Stories of American industrial romances are told in the 100-page Department of Commerce handbook of broadcasts delivered over the Columbia Broadcasting System on the history and development of the following selected industries: Paints, furs, paper, baking, coal, rubber, automobiles, fisheries, textiles, lumber, sugar, meat packing, shipping, building construction, iron and steel, electrical goods, air-conditioning, canning and preserving, railway systems, agricultural implements, office appliances, cake manufacturing, recreational industries, and the industries of tomorrow. This handbook (see illustration) costs 10 cents.

• What your medicine cabinet should contain, what the supplies cost, what antiseptics, stimulants, dentifrices, etc., the family needs are given in *The Home Medicine Cabinet*, a publication of the consumers' project under the supervision of the Department of Labor. Write to the Department of Labor, Washington, for a free copy.

• *Practical Air Navigation and the Use of the Aeronautical Charts of the Department of Commerce*, of value in the solution of such problems as position finding, layout of courses, and other features of navigation, contains 44 illustrations and gives practical examples in piloting, dead reckoning, and radio navigation. Several new graphs and diagrams by means of which many of the problems of air navigation are solved without the necessity of computations or the construction of a triangle of velocities are given in the appendix. By use of these charts, pilots may read at a glance the answer to problems involving the effect of wind or time-speed-distance relations. Price, 30 cents a single copy; 20 cents each if purchased in lots of 20 or more in one shipment to one address.

### Answers Requests

*The Employed Woman Homemaker in the United States—Her Responsibility for Family Support*. Women's Bureau Bulletin No. 148, was written in answer to the many requests from organizations and individuals, both in this country and abroad, for information as to the twofold responsibility of more than 3¾ million employed women homemakers, approximately 1½ million of whom have no man at the head of the family. (10 cents).



**STORIES OF AMERICAN INDUSTRY**  
UNITED STATES DEPARTMENT OF COMMERCE

• The Resettlement Administration of the Department of Agriculture now has available the following free printed leaflets, folders, and pamphlets describing its various activities and services to farmers: *Helping the Farmer Adjust His Debts . . . The Work of Resettlement . . . Greenbelt Towns . . . What the Resettlement Has Done . . . The Plow That Broke the Plains.*

### Slide and Lecture

*New Ideas in Irrigation Agriculture*, a current slide lecture available to high schools and colleges, presents practical lessons in irrigation farming, including fundamental principles in irrigation practices, plans for land use, various needs found on irrigation projects, and effective methods for controlling and eradicating damaging perennial weeds. A printed lecture accompanies the slides.

Schools and extension study groups desiring to borrow these slides may have them in the order of request merely by payment of express charges. Requests for the slides should be made to the Commissioner, Bureau of Reclamation, Washington, D. C.

### Soil-Survey Maps

The soil survey division of the Bureau of Chemistry and Soils, Department of Agriculture, in cooperation with State organizations is conducting soil research and detailed soil mapping of millions of acres annually covering many counties.

Does the soil need drainage? Lime? Can it grow alfalfa? Bright-leaf tobacco? Is it likely to wash? Soil survey maps and reports help the farmer to answer these questions. They show the soil on each field, its origin, the character of the surface soil and of the subsoil, its fitness for crops, and the best methods of management. Each report contains a description of the climate and other features affecting the agriculture of the region and a brief history of the development of farming in the area. Has your county been surveyed? Why not inquire?

### Selected Charts

A series of film strips of 26 selected charts on wheat, cotton, dairy products, and a number of other subjects have been prepared by the Division of Cooperative Extension in cooperation with the Bureau of Agricultural Economics. They may be purchased for 50 cents from Dewey & Dewey, Kenosha, Wis., after first obtaining authorization from the United States Department of Agriculture. Blanks for this purpose will be supplied upon request to the Division of Cooperative Extension. Included in the series available are the following:

Series number	1937 outlook chart for—	Number of frames
385.....	Wheat.....	48
386.....	Poultry and eggs.....	39
391.....	Cotton.....	46
394.....	Dairy products.....	40

Data on expenditures from public and from private funds, on the administration of public and of private funds by public and by private agencies, on relief administered by public agencies—veterans' relief, mothers' aid, old-age assistance, aid to the blind—on general relief administered by private agencies—Non-sectarian, Jewish, Catholic, and others—and on meals and lodgings for the homeless and transient, are given in *Children's Bureau Publication No. 237, Trends in Different Types of Public and Private Relief in Urban Areas, 1929-1935*. Price, 15 cents.

# "Brave New World" Broadcasts

by William Dow Boutwell, Director Educational Radio Project, Office of Education

[Illustrations, Courtesy Pan American Airways System]



Statue of Columbus in Cathedral Plaza Santo Domingo, Dominican Republic.

★★★ The Office of Education is launching into a new field this month with the initiation of a series of national broadcasts on Latin American civilization and culture. The programs opened on November 1 and consist of 26 weekly broadcasts, entitled "Brave New World," presented in cooperation with the Columbia Broadcasting System.

When you and I were in grade school, South America meant little more to most of us than a large pear-shaped outline map divided into irregularly shaped countries labeled with unfamiliar names—Bolivia, Peru, Ecuador, Uruguay, Venezuela and others. Central America and Mexico meant a great jagged-edged crescent joining the continent of South America at one end with the United States at the other.

Life in these countries, as we saw it, revolved around vast coast lines, unpenetrated forests, isolated towns, peopled invariably with sturdy heroes and beautiful women. When we grew up, we added to these impressions through information in the newspapers. We read of strong Latin American rulers warding off commercial intrusions, of civil war tragedies reminiscent of our own history, and the development of diplomatic alliances between one Latin American country and another for mutual advancement and protection.

## *Good Neighbor Policy*

In recent years there has developed in the minds of many Americans a deepening realization of the inhabitants of Latin American countries as peace-loving, thinking people with

a tremendous capacity for friendship, hard-working fathers and mothers of families, noteworthy statesmen—important southern neighbors to the United States. With this new attitude there has grown up a national desire to promote what we call the Good Neighbor Policy between them and us. The sincerity of the present friendly relation existing between the two continents was evidenced this summer in speeches at the Buenos Aires Conference and in the deeply moving popular welcome accorded President Roosevelt.

"The Brave New World" broadcasts have been designed to give us of the United States—adults and children—an informative, accurate picture of the people of Latin America. Their customs and traditions, their physical environment and their man-made architecture, their music and art and books, their homes and gardens and family life, their means of earning a living and their way of seeking relaxation—all the things that go to make up the civilization and culture of nations find a place in the broadcasts.

The story of Latin-American history and civilization, ancient and modern, is in many respects one of the most colorful stories that can be told. It contains the elements of romance—beauty and strangeness, adventure, love, pathos, and glory. These broadcasts will bring a broad array of ancient ceremonies, traditions, and glory; medieval gods and heroes and the splendors of Maya architecture; Spanish explorers seeking Eldorados; new-born nations writing declarations of independence; a nineteenth century "league of nations"; sugar, coffee, and cotton plantations not unlike those of our own Southern States but very much larger; art and operas, serenades and color-teeming sunlight; natural marvels of mountain and river entrancing the heart of traveler and poet; schools and universities, libraries, factories, tennis champions—and 20 Latin-American nations climbing steadily upward and onward.

The life of a social group in any era, modern or primitive, is invariably wrapped around the activities, emotions, and ambitions of its leader, so much so that the life of the leader is virtually an index to his people and his times. Keeping this in mind, the Office of Education has built this radio program to a large extent around the lives of famous Latin-American characters, a large number of whom have hitherto been unknown to you and to me, even by name. We shall hear adventure tales of Cortés and Pizarro meeting with the loyal zealots of an old religion; we shall

hear the heroic tale of Bello and Olmedo, Miranda and Bolívar, crusaders for South American liberation; the inspiring story of Sarmiento, President of Argentina, who set up the modern school system in his native land and originated the Society for the Prevention of Cruelty to Animals; of Benito Juárez, the Indian lad who became President of Mexico, instituted social reforms and died before a firing squad of political enemies; we shall listen to folk songs and serenades and the Latin-American dance rhythms; we shall hear the poems of Amado Nervo and Rubén Darío, modernistic Latin-American poets.

## *Commissioner Comments*

"This will probably be the first time in history", Commissioner Studebaker says, "that one government has spent time and money on a sustained effort to help its own citizens appreciate the ideals of peoples across the border. While war and talk of war are darkening the horizon, it is heartening that the Americans are working for peace. I regard the radio series as a most appropriate way of furthering the spirit and objectives of the Buenos Aires Conference."

Diplomatic representatives from all the Latin American Republics have endorsed the project.

Cooperating in the enterprise are the Pan American Union and many civic and educational organizations. Especially close cooperation is being developed with secondary schools of the country. Already many schools have reported plans to relate these programs to their assemblies and history and current events studies. With the Pan American Student League, the Junior Red Cross, Parent and Teacher Associations and other organizations that have promised cooperation, this program will no doubt reach several million listeners and develop new techniques in the coordination of radio and education.

"Brave New World" is the eighth coast-to-coast educational program sponsored by the Office of Education. Broadcasting activities began in 1933 with the production of "Education in the News", still on the airways. A program going into its second year is the "World Is Yours", dramatizations of the Smithsonian Institution. Other programs have dealt with safety, science, literature, history and the Bill of Rights. Many of the scripts used are now available to schools through the Educational Radio Script Exchange.

# What the "Brave New World" Broadcasts Cover



Native ranchers of the Argentine pampas.

BEGINNING NOVEMBER 1, and continuing through April 25, 1938, "Brave New World" will be heard every Monday night over the Columbia Broadcasting System at these hours: 10:30-11:00 eastern standard time; 9:30-10:00 central standard time; 8:30-9:00 mountain time and 7:30-8:00 Pacific time. Following are the titles of the complete series of programs:

## Conquistadors, 1492-1532

### 1. CONQUERORS OF A NEW WORLD.

Life in early days when adventurers from Spain crowded Santo Domingo, the "cradle of America"—Cortés, Pizarro, Balboa, and other conquistadors leave Santo Domingo to conquer the mainland—Modern Santo Domingo, where American nations are erecting a memorial light-house to Columbus.

### 2. THE EMPIRE OF THE SUN.

Pizarro encounters the Inca Empire—Life in ancient city of Cuzco—The Inca and his court—Communal life—Roads unifying the empire from Colombia to Argentina—Conquest by Pizarro—Modern archeological work.

### 3. THE MAGNIFICENT MAYANS.

Advanced Mexican civilization—Architecture, calendar, agriculture, religion—Recent uncovering of ruins by archeologists of Mexico and the United States.

## Colonial Period, 1532-1810

### 4. VOICES IN THE WILDERNESS.

Padre Las Casas, protector of the Indians—His arguments before the Spanish throne and work in America to uplift aborigines—Modern friends of the Indians: Rondon of Brazil and other modern reformers.

## Liberators, 1810-26

### 5. THE DAMON AND PYTHIAS OF THE REVOLUTION.

Bello of Venezuela and Olmedo of Ecuador, part of a group, including Miranda and Bolivar, planning for South America's freedom—Their activities in Europe and

return to South America to participate in revolution—The onward march of education and literature in the struggling young nations.

### 6. AMERICA'S MOST FAMOUS INTERVIEW.

Bolivar and San Martín discuss problems of a continent in history's famous secret interview—History of independence movement revolving around these leaders.

### 7. EARLY EFFORTS FOR AN AMERICAN LEAGUE OF NATIONS.

The Panama Congress (1826)—Bolivar's efforts to achieve American unity—Attitudes of United States and England.

### 8. CHRIST OF THE ANDES.

Story of the statue, erected as result of settlement of boundary dispute between Chile and Argentina—Place of arbitration in Pan American relations.



Guatemalan flower vender.

## Leaders in Nation Building, 1826-1900

### 9. THE SCHOOLMASTER PRESIDENT.

Sarmiento of Argentina—Founding of modern school system, with help of teachers from United States—His activities as a member of Congress, Director of Education, author of two score books.

### 10. THE BELOVED RULER.

Dom Pedro II of Brazil—Patron of Arts and Sciences—His wise rule, Brazil in the middle of the nineteenth century.

### 11. THE LITTLE INDIAN OF MEXICO.

Benito Juárez, the Indian lad of Oaxaca who became President of Mexico, conquered Maximilian and reorganized his nation.

### 12. A CARIBBEAN PILGRIM.

Eugenio de Hostos of Puerto Rico, remarkable intellectual, who contributed to

education in his native island, and other sections of Latin America, including Chile, Peru, Ecuador, Venezuela, the Dominican Republic and Haiti and advocated freedom and unity for all the West Indies.

## Highlights in a Century of Pan Americanism

### 13. THE STRUGGLE OF FOUR GREAT SECRETARIES OF STATE FOR PAN AMERICAN UNITY.

Henry Clay, James G. Blaine, Elihu Root, and Cordell Hull.

## Idealists, Early Twentieth Century

### 14. ARIEL AND LATIN AMERICAN IDEALISTS.

Story of Rodó's book, *Ariel*, as descriptive of intellectual life in South America, and struggle of southern youth to choose between idealism and materialism—Modern student movement.

### 15. AMADO NERVO AND RUBEN DARÍO—MODERNIST POETS.

Their travels and writings in the Americas, Paris, and Madrid—High place of poets in Latin America. Women poets like Juana Inés de la Cruz and Gabriela Mistral.

## Modern Interests of United States in Latin America

### 16. TEMPLES TO FRIENDSHIP.

Washington: Pan American Union, various departments of Government, Latin American embassies—New York: Hispanic Museum, Consulates and commercial houses—Universities: California, Texas, etc.

### 17. BREAKFAST FROM BELOW THE RIO GRANDE.

Story of products seen on our breakfast table that come from Latin America—sugar, coffee, bananas, silver, tin, aluminum, and rubber.

### 18. INTER-AMERICAN COMMERCE—UNIFIER AND DIVIDER.

Modern nations bid for Latin American trade—Background and significance of the Hull Reciprocal Trade Treaties.

### 19. A CARIBBEAN CRUISE.

Visit to historic lands made famous by conquistadores, pirates, sugar planters, soldiers of fortune, marines, missionaries, businessmen, and scientists.

### 20. WINGS OVER SOUTH AMERICA.

Glimpses at Miami, some of the West Indies, the largest Asphalt Lake the largest river, highest American mountains, greatest coffee plantations, and gorgeous Latin American cities.

## Native orchestra in Peru.



(Concluded from page 66)



Mexicans in Indian costume of their forefathers.

21. DOWN THE PAN AMERICAN HIGHWAY.

Day by day from San Antonio, Texas, to Mexico City, Central America, Panama, Colombia to Argentina—Sights and sounds of seaports, capitals, jungles of Latin America—A guide for the traveler.

*Culture in Latin America*

22. THE LAND OF MUSIC.

From folk songs to symphonies—Growth of an art still little known by our music lovers—Development of the dance in Latin America.

23. ART ENDURES.

Typical painters and sculptors, ancient and modern.

24. ROMANCE OF SCIENCE.

Humboldt, Darwin, Stephens, Agassiz—

The fight to conquer the tropics; Finlay of Cuba, Oswaldo Cruz of Brazil, Gorgas of Panama—Modern Institutions like "Butantan" (snake farm) of Brazil.

25. THE STRUGGLE FOR LEARNING.

Highlights in development of education from the first university in Lima (1551) to the last rural school in Mexico—The long road from Las Casas to universal education.

*Cultural Exchange in Inter-American Life*

26. MERCHANTS OF LIGHT.

Good neighbors exchanging their best in intellectual and spiritual life—Carrying out the treaty on Cultural Exchange at Buenos Aires Conference—How former lack of understanding between Anglo-Saxons and Latin Americans is being overcome today.

dreds of problems. The regulations of the institute provide for setting up specific experimental arrangements to investigate the problem in question. Generally, the firm concerned will supply a considerable amount of the funds, perhaps all of them, and the answer when found will, if desired, be the property of the firm. In this way the institute supplies facilities for research for many industries and makes it unnecessary for industries to maintain their own extensive research organizations. The experimental laboratories through which I passed, one after another, while obviously designed to attack rather specific problems, showed clearly the fundamental scientific basis upon which the answers were being sought.

The institute publishes a series of bulletins to provide the latest technical information on the particular aspect of the trade discussed. It also lines its corridors with displays of such products of industry as will be most valuable in stimulating workmen to the highest possible standards of work. It appeals not to the man who is threatened with the loss of his job but to the superior workmen, foremen, and other officers. It is to the industrial workers of Denmark what the medical clinic of the Mayo Foundation is to the physicians of this country.

But it is neither high school nor college. Its requirements for admission are not in terms of previous educational work. It saw clearly an educational need and went about fearlessly to meet it.

*Survey Findings Presented*

The Conference of Presidents of Negro Land-Grant Colleges is holding its annual meeting in Washington November 15-17. One of the sessions of the meeting is devoted to a presentation and discussion of findings of the National Survey of Vocational Education and Guidance of Negroes recently conducted by the Office of Education. The opening address of this session was given by Ambrose Caliver, senior specialist in the education of Negroes, who was director of the survey.

The Negro land-grant colleges have been invited to cooperate in the regional conferences on problems of vocational education of Negroes being planned by the Office of Education as a follow-up of the survey.

This is in line with the cooperation which these colleges have given throughout the conduct of the survey, and in harmony with their major purpose of providing leadership in the field of vocational education.

President M. F. Whittaker of South Carolina State College for Negroes is president of the Conference of Negro Land-Grant College Presidents, and President R. B. Atwood of Kentucky State Industrial College is secretary.

## Radio Director and Staff

WILLIAM DOW BOUTWELL, director of the Educational Radio Project of the Office of Education, is in charge of the Latin American series. His staff includes:

Samuel Guy Inman, technical adviser of the programs; author, lecturer, and authority on Latin America; adviser to the United States delegation at Buenos Aires Inter-American Peace Conference, 1936. Shannon Allen, assistant director and program executive. Philip Leonard Green, research supervisor. Bernard C. Schoenfeld, author. Irving Reis, CBS, production director. Philip H. Cohen, associate production director. Rudolph Schramm, musical director. B. P. Brodinsky, audience preparation director. Richard Philip Herget, business manager.



# State Education Departments Aid CCC

by Howard W. Oxley, Director of CCC Camp Education

★★★ What do the State departments of education think of the development of the educational program in CCC camps? A survey conducted by the Office of Education a few months ago revealed a wide interest on the part of State departments in the growth of camp education and a willingness to cooperate closely in efforts to improve and expand the program.

"I am pleased with its development," wrote Superintendent H. E. Hendrix of Arizona, "and I am wishing that more time could be given to the education of the young men in these camps. I think you have shown a definite trend in the direction in which the educational program and democracy should go by your methods and results in CCC camps."

What should State departments contribute to the camp educational movement? Superintendent Eugene B. Elliott of Michigan, replies: "It is our fundamental philosophy that the State department should contribute as far as possible in filling the gaps between our traditional educational program and that in which the respective enrollees find themselves."

## State Aids

What are State departments doing to fill the "gaps" of which Superintendent Elliott speaks? Increasingly they are contributing from their resources and facilities to the camp program. The recent survey conducted by the Office of Education revealed that this assistance varies all the way from advisory service in curriculum planning to supplying vocational teachers and textbooks for the enrollees.

"The State Department of Education of Louisiana," writes John E. Coxe, State high-school supervisor, "furnishes free textbooks to all students in the CCC camps in this State when requisition for same is filed by the parish superintendent. The furnishing of free textbooks by the State department of education is evidence of our interest in furthering the education of the boys in these camps." From New Mexico, Superintendent H. R. Rodgers reports: "All vocational schools are open to CCC camp enrollees. In a number of cases this service is utilized by boys at the camps who have been given special leave to attend the schools."

## Will Grant Certificates

Departments of education in six States have arranged with camp advisers to grant elementary school certificates to CCC enrollees through special examinations, and departments in three States have agreed to grant high-school credit in the same manner. State departments authorizing this system for

accrediting elementary school work are those of Arkansas, Michigan, Minnesota, North Dakota, Oklahoma, and West Virginia; and State departments approving the same method for high-school credit include Minnesota, Pennsylvania, and West Virginia.

Eight State departments have authorized county and city school officials to offer CCC enrollees special examinations for elementary school certificates, and nine State departments have made a similar arrangement for high-school accreditation.

Approximately 9,000 enrollees took advantage of the opportunity to obtain school certificates and diplomas during the past school year, with 6,706 men receiving elementary school certificates and 2,057 receiving high-school diplomas. On graduation day at Oklahoma City, Okla., last May 29, the Oklahoma department of education issued elementary school certificates to 172 CCC enrollees.

## Vocational Facilities

Of particular significance has been the interest of State departments in the extension of vocational training in the camps. Each enrollee needs to be made employable, so that upon release from camp, he may be more of a self-sustaining citizen. Public-school officials are coming to recognize the extensive opportunity in the corps to grapple with the vocational problems of thousands of young men each year. They realize that, if a good job is done by these men in camp, they will return to their communities with ambition, skills, and a readiness to work.

The State departments of Arizona, California, Kansas, Missouri, Nevada, New Mexico, North Carolina, Ohio, and Pennsylvania have sent vocational instructors into the camps or have helped local schools make their vocational instructors and shops available to CCC men. Last spring the North Carolina State Superintendent, Dr. Clyde A. Erwin, sent 40 agricultural and industrial arts instructors into the camps of that State.

## Planning Camp Courses

In a vocational training school at Williamsport, Pa., 200 enrollees from 11 nearby CCC camps are now taking training 8 hours each Saturday. At Toledo, Ohio, the local board of education, in cooperation with the State board of vocational education, has established a vocational training center for enrollees returning from camp. This center has served over 3,000 former CCC men during the past 2 years.

State educational officials of Arkansas, Idaho, Iowa, Kansas, Nevada, North Carolina,

Virginia, and Washington have advised CCC camp instructors on the organization of camp courses and methods of instruction. California and Idaho departments of education have established a correspondence extension service for CCC enrollees and are offering courses ranging from elementary to college levels at a very low rate of charge. The Massachusetts State department is planning to extend a similar service to the camps. Adult education classes conducted under the auspices of California, Indiana, Iowa, and Kansas State departments are open to CCC enrollees free of charge.

The Michigan department of education elected the CCC district educational adviser of Michigan, Sam H. Hill, to the State council of education, an organization which serves as a clearing house for educational developments in the State. Mr. Hill's selection for this post was a significant step in the integration of camp and public-school activities in Michigan.

## School Facilities Available

State school superintendents in practically every State have encouraged county and city superintendents to make their school facilities available to CCC men insofar as conditions will permit. As a result, hundreds of classrooms, shops, libraries, gymnasiums, and playgrounds belonging to the public schools have been placed at the disposal of the camps. During the past school year, over 7,500 enrollees on a monthly average attended classes in nearby public-school systems.

(Concluded on page 75)

## CCC Enrollees Train in Williamsport, Penna., Schools





SCHOOL LIFE

IS ISSUED MONTHLY, EXCEPT JULY AND AUGUST  
BY THE  
UNITED STATES DEPARTMENT OF THE INTERIOR  
OFFICE OF EDUCATION

Secretary of the Interior, HAROLD L. ICKES  
Commissioner of Education, J. W. STUDEBAKER  
Assistant Commissioner of Education, BESS GOODYKOONTZ  
Asst. Comm. for Vocational Education, J. C. WRIGHT  
Editor, WILLIAM DOW BOUTWELL  
Acting Editor, OLGA JONES  
Assistant Editors, MARGARET F. RYAN, JOHN H. LLOYD  
Art Editor, GEORGE A. MCGARVEY

Terms: Subscription, \$1.00 per year, in advance; to foreign countries in which the mailing frank of the United States is not recognized, \$1.45. 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.

Remittance should be made to the SUPERINTENDENT OF DOCUMENTS, Government Printing Office, Washington, D. C.

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

NOVEMBER 1937

On the Cover

A land-grant institution, Ohio State University, furnished the picture for SCHOOL LIFE's cover page this month. We appreciate this courtesy and cooperation.

On pages 80-81 will be found a special feature on the land-grant institutions. The annual meeting of the Association of Land-Grant Colleges and Universities is being held in Washington as we go to press.

Among the Authors

WARD W. KEESECKER, specialist in school legislation, Office of Education, presents an article entitled "Educational Enactments of the Seventy-fifth Congress (First Session)." Dr. Keesecker points out that "perhaps in no previous session of Congress have so many measures relating to education been introduced." More than 100 such bills, he states, went into the Federal legislative hopper, with a dozen of them becoming laws.

SEVERIN K. TUROSIENSKI, specialist in comparative education, Office of Education, gives an enlightening description of education in Yugoslavia. Dr. Turosienski spent 10 weeks during the past year, in Yugoslavia, studying phases of its education system. With the cooperation of the Ministry of Education, he visited institutions of many kinds in all parts of that country. The article is based, for the most part, upon first-hand information obtained by the author.

The Land-Grant Colleges

SEVENTY-FIVE YEARS AGO President Lincoln signed the Morrill Act. American colleges and universities at that time were following essentially the traditional classical education pattern. College education was for a leisure class, or at most a class devoted to public life and to the professions of law, theology, and medicine. The Morrill Act represented a protest against this. America was a Nation of manual workers. A college education suited to their needs was imperative.

Therefore, in spite of the reticence always felt by Congress with respect to interfering with the States' control of education, the Morrill Act set aside certain public lands or the equivalent in scrip to assist each State to establish a college "to promote the liberal and practical education of the industrial classes in the several pursuits and professions of life."

The importance of the public attitude thus expressed can hardly be overestimated. Farmers and factory workers should have colleges suited to their needs. By inference farmers and factory workers should be expected to avail themselves of those colleges. No peasant class of rural workers should be allowed to develop whose horizons were limited to what they could see from their doorsteps.

The effectiveness of the plan set up by Congress in 1862 is attested on every hand. Perhaps the most striking evidence of the love of college education among the "industrial classes" fostered by the land-grant colleges is the zeal for college education which has characterized our frontier States. If all the States were listed in order of the percentage of their young people who avail themselves of college education, the newer States stand well at the top of the list. In fact, of the highest ranking 15 States, 14 are west of the Mississippi River.

Hats off to the land-grant colleges, builders of equality of opportunity!

*J. W. Studenaker*  
Commissioner of Education.

FREDERICK J. KELLY, Chief, Division of Higher Education, in his article this month in the series entitled "Observations on a Visit to European Universities", discusses the line between secondary and higher education and in the same article gives an interesting description of the Technological Institute in Copenhagen. Dr. Kelly's third article will appear in the December issue.

WILLIAM DOW BOUTWELL, director of the educational radio project of the Office of Education, in his article entitled "Brave New World", presents a description of the new series of 26 weekly educational broadcasts which dramatize Latin-American life. The purpose of this unusual series is "to promote further the good neighbor policy of this country with Latin America."

CARL A. JESSEN, specialist in secondary education, presents his final article in the series on Registrations in High-School Subjects. This closing article deals with registrations in vocational subjects. LESTER B. HERLIHY, assistant statistician, has prepared the extensive tables appearing with these articles. The series, beginning in last February's issue of SCHOOL LIFE, has discussed the following fields: Commercial subjects, mathematics, history, social studies other than history, science, languages, fine arts and physical education, and vocational subjects. Reprints of these articles are available, until the supply is exhausted, from the Office of Education.

AUBREY WILLIAMS, executive director of the National Youth Administration, tells in this



month's issue, of the Quoddy Work Experience Project, being conducted at Quoddy Village, Maine. Mr. Williams states as the purpose of this project that it is "to demonstrate the soundness of career selection on the basis of practical working experience in a predetermined variety of occupations."

HARMON J. CHAMBERLAIN, in carrying out one of the initial projects of the Library Service Division of the Office of Education, made a survey of library services in connection with CCC camps. His survey included visits to 24 camps in 6 Eastern States—namely, Virginia, Maryland, New Jersey, New York, Connecticut, and Pennsylvania. Since the general administration of the Civilian Conservation Corps is under the United States Army, its main geographical divisions are the nine Army corps areas. The five New England States comprise the First Corps Area; New York, New Jersey and Delaware, the Second; and Pennsylvania, Maryland, the District of Columbia, and Virginia, the Third.

## On Your Calendar

December is always an "open season" for educational conferences and this year's Christmas holidays are no exception. As is frequently the case, many national associations have arranged to meet in the same city and at the same time as other associations in the same general field, so that members may take advantage of sessions of special interest to them in each convention.

THE AMERICAN ASSOCIATION FOR THE ADVANCEMENT OF SCIENCE meets in Indianapolis December 27-January 1. At the same time in Indianapolis many scientists will meet also with the AMERICAN ASSOCIATION OF PHYSICS TEACHERS, the BOTANICAL SOCIETY OF AMERICA, and the MATHEMATICAL ASSOCIATION OF AMERICA.

The MODERN LANGUAGE ASSOCIATION meets in Chicago on December 28-30. Also in Chicago will convene the AMERICAN ASSOCIATION OF TEACHERS OF FRENCH, December 30; the AMERICAN ASSOCIATION OF TEACHERS OF GERMAN, December 27; the AMERICAN ASSOCIATION OF TEACHERS OF ITALIAN, December 28-29; the AMERICAN ASSOCIATION OF TEACHERS OF SPANISH, December 30-31; the LINGUISTIC SOCIETY OF AMERICA, December 27-28; and the NATIONAL FEDERATION OF MODERN LANGUAGE TEACHERS, December 29.

The meeting of the ASSOCIATION OF AMERICAN GEOGRAPHERS at Ann Arbor, Mich., on December 28-30, will be followed by the 3-day session of the NATIONAL COUNCIL OF GEOGRAPHY TEACHERS.

Other educational conferences of national importance are:

AMERICAN CATHOLIC PHILOSOPHICAL ASSOCIATION. *New York City. December 29-30.*

AMERICAN ECONOMIC ASSOCIATION. *Atlantic City, N. J. December 28-30.*

AMERICAN HISTORICAL ASSOCIATION. *Philadelphia. December 29-31.*

AMERICAN POLITICAL SCIENCE ASSOCIATION. *Philadelphia. December 28-30.*

AMERICAN STATISTICAL ASSOCIATION. *Atlantic City, N. J. December 27-30.*

GEOLOGICAL SOCIETY OF AMERICA. *Washington, D. C. December 28-30.*

MUSIC TEACHERS ASSOCIATION. *Pittsburgh. December 29-31.*

NATIONAL ASSOCIATION OF TEACHERS OF SPEECH. *New York City. December 29-31.*

NATIONAL COLLEGIATE ATHLETIC ASSOCIATION. *New York City. December 29-30.*

AMERICAN STUDENT HEALTH ASSOCIATION. *Chicago. December 30-31.*

## Education on the Air

"THE WORLD IS YOURS"

Smithsonian Institution dramatizations

Sundays, 4:30 p. m. EST, 3:30 p. m. CST

2:30 p. m. MT, and 1:30 p. m. PT.

NBC-Red Network

"BRAVE NEW WORLD"

Dramatizations of Latin American life  
and culture

Mondays, 10:30 p. m. EST, 9:30 p. m. CST

8:30 p. m. MT, and 7:30 p. m. PT.

Columbia Network

(Beginning November 1)

"EDUCATION IN THE NEWS"

Highlights of educational developments  
of the week

Fridays, 6 p. m. EST, 5 p. m. CST,

4 p. m. MT, and 3 p. m. PT.

NBC-Red Network

## Vocational Convention

The American Vocational Association, Inc., will hold its thirty-first annual convention in Baltimore, December 1 to 4, inclusive. This is the first time the convention has ever been held in the "Monumental City" and the first time in the East since 1931.

The first vocational association—The National Society for the Promotion of Industrial Education—was organized in 1906. In 1917, the name of the organization was changed to the National Society for Vocational Education. This society, as well as the Vocational Education Association of the Middle West, which was organized in 1914, continued to function until 1926, when the two organiza-

tions amalgamated and became known as the American Vocational Association.

The National Association of State Directors of Vocational Education, which is composed of State superintendents, State directors, teacher-trainers, and other leaders in vocational education, will meet on November 29-30. The American Vocational Association executive committee will begin its meetings on November 27.

The membership of the association is over 17,000. Nearly every State and the District of Columbia have vocational associations affiliated with the American Vocational Association.

In addition to directors and supervisors of vocational education, and other school officials and teachers representing agricultural education, commercial education, vocational guidance, home economics education, industrial arts education, part-time education, vocational rehabilitation, and trade and industrial education, employers, labor leaders, and others will be in attendance.



## State Education Departments

(Concluded from page 73)

Wherever tuition is charged for special training in the Wisconsin schools, State Superintendent John Callahan has advised local school officials to study the situation carefully and "if circumstances permit, to waive their right to collect tuition for the CCC boys who are ambitious and deserving."

### Possibilities for Camp Education

Many of the State superintendents would like to see the camp educational program broadened and given further support. Superintendent E. W. Butterfield, of Connecticut, writes: "I wish it were possible to have at each of the camps a fully equipped automobile shop with some mechanic as a teacher." Superintendent W. T. Markham, of Kansas, states: "If a larger percent of the funds allocated for CCC camp purposes could be allocated to education, I am convinced that a worth-while program could be carried forward."

After praising the development of education in the camps, Superintendent W. W. Trent, of West Virginia, makes a plea that education be made more of a coordinate purpose of the camps. "This may be done", says Dr. Trent, "by assigning 2 or 3 half-days per week on regular time or allowing those men who are doing this type of work 1 or 2 hours per day out of the regular . . . day schedule."

Many other suggestions have been received from the State superintendents dealing with improving camp school practices, guidance, vocational training, and follow-up activities. All of these recommendations are helpful and serve as a further indication of the State superintendents' desire to see the camp educational program made as effective as possible.

# Bibliographies on Thanksgiving and Christmas

by *Martha R. McCabe, Assistant Librarian, Office of Education*

Many inquiries come to the Office of Education regarding literature dealing with Thanksgiving and Christmas. The following lists have been prepared indicating some of the books and articles that will be helpful to teachers, especially in making programs for school assemblies in

elementary and secondary schools. Those interested in church and community programs will also find assistance in the form of information on the history, traditions, and customs of Thanksgiving and Christmas, decorations, menus, entertainments, and suitable plays and pageants.

## Happy Thanksgiving!

Buckland, Gertrude S. Thanksgiving up to date. A play for Thanksgiving day. *In her Let's give a play.* p. 155-176. New York, Thomas Y. Crowell Co., 1937.

Gives information for historical data, staging, and costumes for play for 16 or more people in two scenes.

Dawson, Mildred A. We thank Thee, Lord; unit portraying harvest festivities through the ages. *Elementary English review*, 13: 245-47, November 1936.

An interesting Thanksgiving project worked out for elementary grades.

Grade teacher. See November number of this journal for suggestions in detail with illustrations for Thanksgiving programs in the grade schools. Units of work, projects, appropriate music, stories, and poems are presented.

Hazeltine, Mary E. Anniversaries and holidays; a calendar of days and how to observe them. Chicago, American Library Association, 1928. 288 p.

A valuable reference book for teachers. In eight parts, part II containing an annotated list of books about holidays. Special sections given to Thanksgiving and Christmas.

Instructor. Published by the F. A. Owen Publishing Co., Dansville, N. Y.

A monthly periodical containing issues devoted to special subjects and special days.

Linton, Gertrude. The thirteen colonies; a pageant for the Columbus Day or Thanksgiving program. *Grade teacher*, 53: 52-53, October 1935.

A pageant appropriate for both Columbus Day and Thanksgiving Day.

Lloyd, Anne G. Thanksgiving school programs. Boston, Walter H. Baker, 1927. 78 p.

A collection of material useful in preparing school programs for different levels.

Parsons, Mrs. Margaret C. A modern Thanksgiving. Boston, Mass., W. H. Baker, 1937. 24 p.

A Thanksgiving play in one act.

Preston, Effa E. Children's Thanksgiving book of recitations, songs, exercises and plays. Lebanon, Ohio, March Brothers, n. d.

A collection of material suggestive for school programs.

Schauffler, R. H., ed. Our American holidays. New York, Dodd, Mead & Co., 1907-30. 12 v.

This series contains volumes dealing with each special holiday, featuring Christmas and Thanksgiving.

Shipman, Dorothy M. and others. The Harvest moon Thanksgiving book. Chicago, Ill., Dramatic Publishing Co., 59 E. Van Buren Street, 1936.

A program hand book.

Thanksgiving and Christmas. Special day programs for the public schools. Lincoln, Nebr., Lincoln School Supply Co., Inc., 1930. 67 p. illus.

"This book is intended to interest more fully the pupils in these anniversaries, their origin and history, and the men and events they are designed to keep in grateful remembrance." Gives recitations, exercises, acrostics, songs, plays.

Weingart, Estelle M. Preparing for the Thanksgiving festival. *Childhood education*, 13:110-13, November 1936. illus.

Gives suggestions for a meaningful celebration, and when to begin preparation in order that children's experiences may be directed toward understanding the significance of the day. Gives list of stories, poems, etc., to be used.

## Merry Christmas!

Auld, W. M. Christmas traditions. New York, The Macmillan Co., 1931. 179 p.

Deals with Christmas customs in this country.

Blackman, L. E. A novel chemist-tree. *School science and mathematics*, 35: 925-27, December 1935. illus.

Describes an artificial tree made from the equipment of the chemical laboratory, using iron rods, green and red tubing, glass tubes and retorts filled with colored liquids, and electric equipment.

Broxam, Pearl B. Christmas. *In Club program suggestions for special days.* p. 14-19. Iowa City, University of Iowa, 1932. (University of Iowa. Extension bulletin, no. 284, Jan. 15, 1932.)

Ample suggestions furnished for complete celebration of Christmas, including music, subjects for papers, cards, carols, gifts, trees and greens, poems, readings and stories, Christmas in many lands, entertainments, and Christmas plays.

Buckland, Gertrude S. Babouska sees it through. A play for Christmas. *In her Let's give a play.* p. 177-197. New York, Thomas Y. Crowell Co., 1937. illus.

A Russian setting; play for 10 or more people, with suggestions for staging, costumes, etc. Children and mothers and an old Russian woman make up the cast.

Campbell, R. J. The story of Christmas. New York, The Macmillan Co., 1934. 288 p. illus.

A book for teachers or older students, with stories of the night of the Nativity, non-Christian Christmas customs, later English customs, the child's festival, modern stories, nativity plays, carols, and Christmas verse, etc.

Christmas. *Childhood education*. vol. xiii, no. 4, December 1936. p. 156-158; 159-162; 171-174.

Contains: Christmas and the Bible story, by May L. Becker; Christmas in the workshop, by Edna Plimpton; Christmas poems, selected by Augusta M. Swan.

Christmas carols for use in churches, Sunday schools, and community gatherings. H. H. Sweets, comp. Louisville, Ky., Presbyterian Church in the U. S., 410 Urban Building, 1936. 51 p.

A useful collection of carols including the best and most popular, with music.

Christmas in America; annual of Christmas literature and art; edited by Randolph E. Haugen. Minneapolis, Minn., Augsburg Publishing House, 425 S. Fourth Street, 1935-36. illus. 2 v.

Useful in preparing programs; for schools and communities.

Christmastide; an operetta for the little ones. Words by Alice E. Allen; music by Charles E. Boyd. New York, Educational Publishing Corporation, 419 Fourth Avenue, 1936.

For grade and rural schools; directions for costumes, stage decorations, songs, choruses, tableaux, marches, and pantomimes given.

Clark, Ada, and others. The merriest Christmas book; a book of original Christmas entertainments. Chicago, Ill., Beckley-Cardy Co., 1936. 160 p. illus.

Entertainments of all kinds and for different ages.

Elliott, Blanche P., comp. A Christmas program book. Dayton, Ohio, Paine Publishing Co., 1934. 249 p.

Compilation of material suitable for school programs.

Frost, Lesley, ed. Come Christmas. New York, Coward-McCann, Inc., 1936. 430 p. illus.

A selection of Christmas poetry, songs, dramas, and prose, suitable for any level.

Grade teacher. See December number of this journal 1936, for detailed suggestions with illustrations for celebrating Christmas in the grades. Stories, projects, plays, and pageants, music, poems, etc., are given.

# High-School Enrollments Increase

by Emery M. Foster, Chief, Statistical Division

One and three-fourths million more public high-school pupils than in 1930

Hampden, John. Christmas plays. New York, Thomas Nelson & Sons, 1937. 128 p.

Christmas plays with descriptions given for different groups.

Hetrick, Lenore. The giant Thanksgiving book. Dayton, Ohio, Paine Publishing Co., 1935. 284 p.

Recitations, songs, readings, pantomimes, drills, pageants, plays, etc., for all ages.

Irving, Washington. Christmas eve; The old Christmas dinner; Christmas day. *In his The Sketch Book.* New York, The Macmillan Co., 1929.

Excellent descriptions of old English Christmas customs.

Julian, K. L. Christmas in Other Lands. Normal instructor, 45: 34-39, 42-43, December 1935. illus.

Gives data concerning customs, suggests plays, recitations, songs with music, for the various countries; suitable for grades from primary to grammar grades, inclusive. In this same issue of the journal are other articles on Christmas subjects.

Christmas music. Instructor, 46: 46-53, December 1936. illus.

Also check exercises based on Christmas music by Miss Julian in the same issue, p. 54. illus.

Mabie, Hamilton W. The Book of Christmas. Drawings by G. W. Edwards. New York, The Macmillan Co., 1924. 369 p.

An outstanding book although not new, containing many items of interest about Christmas, with material suitable for incorporating in Christmas programs of all types.

Preston, Effie E. Santa Claus on the Air: a one-act Christmas comedy. Chicago, Ill., T. S. Denison & Co., 623 S. Wabash Avenue, 1930. 28 p.

A short and humorous play for young children.

Reed, Edna M. and others. A school shares Christmas gifts. New York City, Teachers College, Columbia University, 1934. 26 p. (Teachers' lesson unit series no. 84.)

Describes the making of gifts for other rooms in the school, a plan the children themselves worked out; they decided on the gifts, made and presented them in the Fox Meadow School, Scarsdale, N. Y.

Sanderson, R. W. Christmas, a home festival. International journal of religious education, 13: 6-7, 30, December 1936. illus.

Especially concerned with Christmas in the home. Other articles in this issue are: A church family Christmas party; Christmas in the local church; A Christmas basket; and New books for the children's Christmas.

Sechrist, Mrs. Elizabeth H. Christmas everywhere. Philadelphia, Ronald Swain, 1931. 155 p. illus.

Describes Christmas customs and celebrations in many countries.

Spicer, Dorothy G. Christmas in the American Colonies as described in contemporary records. Practical home economics, 14: 370-71, 392-93, December 1936. illus.

Describes the first Christmas Day spent in New England, and later celebrations, in an interesting way, giving sources of information.

★★★ The final figure for enrollment in public high schools for 1935-36 (last 4 years of the school system) is 5,974,537. This is an increase of 305,381 pupils or 5.39 percent over 1933-34. The percentage increase in the previous 2 years was 10.29 percent, showing the rate of increase is approximately half, from 1934 to 1936, of what it was from 1932 to 1934. If the rate decreased one-half again, from 1936 to 1938, there are approximately 6,135,000 pupils in public high schools this year, 1937-38.

### Decade Increase

The following table shows the decade increase from 1880 to 1930, and the 8-year increase from 1930 to 1938 (estimated):

School year ending in June—	Enrollment in public high school (last 4 years)	Increase from previous data	
		Number	Percent
1880.....	110,227		
1890.....	202,963	92,736	84.13
1900.....	519,251	316,288	155.84
1910.....	915,061	395,810	76.23
1920.....	2,200,389	1,285,328	140.46
1930.....	4,399,422	2,199,033	99.94
1938 (estimated).....	6,135,252	1,735,830	39.46

Probably the decade increase from 1930 to 1940 will be only slightly more than 40 percent as compared with 100 percent, from 1920 to 1930. However, the provision for approximately 1¼ million additional pupils during a period of economic depression has been a major problem for the school system.

### Biennial Increase

The biennial increases from 1920 to 1938 (estimated) in the following table show the slowing up of the increase during the period of prosperity, the sudden acceleration of the increase as the depression closed the doors of industry to the high-school groups, and the gradual slowing up again as higher proportions of the persons of high-school age are enrolled in high school.

School year ending in June—	Enrollment in public high school	Increase from previous data	
		Number	Percent
1920.....	2,200,389		
1922.....	2,873,009	672,620	20.57
1924.....	3,389,878	516,869	17.99
1926.....	3,757,466	367,588	10.84
1928.....	3,911,279	153,813	4.09
1930.....	4,399,422	488,143	12.48
1932.....	5,140,021	740,599	16.83
1934.....	5,669,156	528,135	10.29
1936.....	5,974,537	305,381	5.39
1938 (estimated).....	6,135,252	160,715	2.69

### Our Small High Schools

A recent special tabulation of the high-school reports for schools having 250 pupils or fewer shows that approximately one-fourth of all public high schools have only from 25 to 74 pupils. Approximately 40 percent have from 25 to 99 pupils, and about half of the high schools have from 25 to 125 pupils. The most common size in 1934 as shown on the table below is from 50 to 74 pupils and the next most common is from 25 to 49 pupils.

### Our Small High Schools

Number of pupils enrolled (1934)	Number of schools	Percent of total number of schools
1-9.....	332	1.4
10-24.....	1,471	6.2
25-49.....	3,140	13.3
50-74.....	3,370	14.3
75-99.....	2,796	11.8
100-125.....	2,122	9.0
126-150.....	1,504	6.4
151-175.....	1,100	4.7
176-200.....	895	3.8
201-225.....	649	2.7
226-250.....	507	2.1
251-275.....	433	1.8
276-300.....	356	1.5
301-325.....	301	1.3
326-350.....	285	1.2
351-499.....	1,171	4.9
500-999.....	1,740	7.4
1,000-2,499.....	1,219	5.2
2,500 and over.....	232	1.0
Total.....	123,614	100.0

<sup>1</sup> No report received from 1,100 schools.



As the Farmville homemaking cottage appeared when purchased.

## Ingenious

Ingenious were the methods adopted by girls enrolled in the homemaking course in the Farmville (N. C.) High School to secure furnishings and decorations for their home-economics cottage and to get the cottage grounds attractively landscaped. They brought flue-cured tobacco and old newspapers to the school to be sold. They solicited subscriptions for magazines and the local newspaper. They held rummage sales. "Self-denial week" observed by the girls brought a tidy sum into the school mite box. They sold sandwiches at school recess periods; gave "silver" teas at which they served more than 200 guests; sponsored a musical comedy; started and carried on a drive to secure silver through merchandise coupons; and made a vanity dresser from a table. They advertised in the local paper for discarded furniture. In addition they obtained the following donations: A spool bed, tapestry, five pairs of curtains, a three-piece library suite, window shades, four rocking chairs, three tables, footstools, vases and accessories, and shrubs for the cottage grounds. Through their efforts and those of school authorities, a highway contractor trucked \$1,000 worth of dirt from a graded road to the cottage yard; a local resident donated fertilizer for application to the cottage grounds; the highway department gave and trucked gravel for walks; and a local furniture dealer sold furniture for the cottage at reduced prices. The county school board bought stoves for the cottage.

Behind the scenes, inspiring all these activities and encouraging her pupils in their efforts to make the cottage livable and attractive, was the home economics teacher in the Farm-

ville High School, Alice L. Coggins, who arranged to have the girls given credit for their work in furnishing the cottage as a part of their home economics course. The accompanying illustrations, which picture the Farmville homemaking cottage when it was purchased by the school district, and as it appears today, tell their own story.

## Gardens and Budgets

Homemaking conferences, in which high-school home economics students discuss budgets and gardens, children and wardrobes, home management and family relationships, are held annually at the University of Vermont. The purpose of these conferences, sponsored by the home economics division of

the State department of education, is to interest girls in opportunities offered them in high school to secure assistance in solving problems encountered in school and at home. The homemaking students also learn about opportunities in home economics as a profession, which are open to those who can pursue their homemaking studies beyond high school.

Occupying a prominent place in the conference held last spring, which was attended by 400 girls, was a panel discussion which they conducted on food and nutrition, and on the value of a well-planned home garden in providing the vegetables for a balanced diet for the family table. They planned a "budget garden", that is, a garden to meet the vegetable needs of a family for an entire year and not merely for the summer and early fall. They pointed out the necessity for growing a variety of vegetables to preclude monotony in the family diet. Among other things, the girls emphasized the place in the diet of milk, meat, and eggs, all of which are available from the average farm. They pointed to a study which showed that in one area the required amounts of milk were consumed by only 25 percent of the families included although more than 75 percent had cows.

## A Few Figures

York County (Pa.) boys enrolled in vocational agriculture classes in rural high schools last year carried on 220 supervised farm projects which netted a total profit of \$11,236.38, or \$51.03 per boy. These boys completed 28 more projects last year than during the previous year. All of the boys completed one project, 37 completed 2 projects, and 3 boys completed 3 projects. All told, these students carried on projects from which

As the above cottage now appears.



were produced 2,757 pounds of honey, 2,863 bushels of shelled corn, 30,385 pounds of milk, 1,000 pounds of veal, 445 bushels of potatoes, 9,448 pounds of market poultry, 1,950 pullets, 13,322 dozens of eggs, 175 bushels of small grain, 32,885 pounds of pork, 106 breeding animals, 118 tons of cannery crops, and 1,864 bushels of garden crops.

Another enlightening report on supervised farm-project activities comes from Blacksburg (Va.) High School. It shows that the average income of vocational agriculture students from supervised farm projects last year was \$139.61. These students raised 78 acres of corn with an average yield of 38.5 bushels to the acre, and 10 acres of wheat with an average yield of 19.6 bushels to the acre. They raised 31 dairy cows, whose average production over a 9-month period was 4,910 pounds of milk, and 21 pigs, averaging 233 pounds of pork apiece. The most profitable enterprise undertaken by the Blacksburg boys was corn production, from which a total income of \$1,955.86, or \$69.85 per boy, was realized. Ewes produced the next highest return, \$360 in all, or \$90 per boy.

These Pennsylvania and Virginia examples of the money return realized by vocational agriculture students are but two of many which could be cited. However, of greater importance than profits, is the training these boys receive in planning, producing, and marketing their products on a business basis.

#### **Trade Analysis Bulletins**

The need for basic and comprehensive trade analyses and outlines of instructional material for use in apprentice training courses is at the present time more pronounced than ever before, officials responsible for the development of State vocational education programs declare. It is impossible, these officials believe, for apprentices to learn entirely through experience on the job. Experience shows, they assert, that attendance at a good trade school is not only desirable but absolutely necessary if the apprentice is to acquire a mastery of the technical and scientific knowledge related to his practical work. It is essential, however, that such courses be based upon detailed analysis of the trades for which instruction is to be given.

With this in mind, the trade and industrial education service of the Office of Education has from time to time prepared, published, and distributed bulletins covering analyses of different trades, including the machinist, boiler-making, bricklaying, granite-cutting, paperhanging and carpentering trades. In order to meet more adequately the present need for trade-analysis material, the trade and industrial education service is preparing 12 bulletins, 8 of which cover trades not heretofore considered. Among these new bulletins some of which are already in process of printing are studies of painting and decorating, plastering, metal lathing, stone masonry, plumbing, and aircraft sheet metal work. Revised editions of bulletins on brickmasonry, paperhanging, and the machine trade, which

have been out of print for some years and for which the demand persists, are being prepared.

#### **N. F. A. Achievements**

Reports of State associations of the New Farmers of America reveal some interesting facts. This organization, which is composed of Negro boys studying vocational agriculture in high schools of the Southern States, corresponds to the Future Farmers of America, the national organization of white vocational agricultural students.

The report of the Alabama Association shows that it has more than 1,100 members; that all of these members are engaged in supervised farm practice activities in connection with their agricultural courses; and that the association chapters have participated in numerous civic and community betterment projects. Georgia N. F. A., with 723 members, reports that one of its chapters, through entertainments and fees, raised enough money to purchase textbooks which vocational agriculture students would otherwise have been unable to buy. Another chapter raised funds to be used in purchasing food for undernourished school children; and a third chapter raised money to equip a school playground.

In North Carolina, about 35 of the 43 chapters staged agricultural fairs of their own or exhibited in a county or State fair. Members of these chapters realized a labor income of approximately \$64,000 from their supervised farm practice projects. The activities of New Jersey N. F. A. members included among other things spraying demonstrations, dairy projects, pruning demonstrations, and poultry projects.

A State camp was conducted by the Oklahoma N. F. A. boys, who are now raising a fund of \$500 for the building of a permanent camp site. One Tennessee chapter last year purchased an 80-acre farm which it is operating on a cooperative basis. Texas reports a membership of 3,442 and total credits from 2,796 farm projects of \$155,166.

Every chapter in the Virginia association conducts a local oratorical contest, the winners of which compete in district contests, and later in a State contest. The Virginia association also operates a thrift bank, and during the past year cash savings and investments in farming of members of this association totaled \$92,000. The South Carolina association boasts a modern camp on a 62-acre tract. Eighty-eight purebred animals, 5,000 sweetpotato plants, 10,000 baby chicks, 39 pounds of garden seeds, and 18,000 pounds of stock feed were bought cooperatively last year by the West Virginia association, and 19 types of school and home improvement projects were carried out by its chapters.

#### **Trade Schools Popular**

County and State trade schools are being increasingly utilized to provide vocational education in the trades and industries for young persons in small cities or rural areas, where it is impracticable to set up a trade school of the kind that can be economically operated

in a large city. The country trade school plan is being successfully used in New Jersey. It is pointed out by the Office of Education, however, that this type of school could not be expected to function equally well in such sparsely populated States as Wyoming, Montana, or New Mexico.

Connecticut is one of the States in which the State trade school has been used effectively. Fourteen such schools have been established in that State, with a view to bringing opportunity for learning a trade within reach of every boy in the State. State trade schools have also been established in North Dakota and Arizona. According to information received by the Office of Education, New York, Virginia, and a number of other States are planning to develop further the State trade-school idea.

The Office of Education calls attention to the fact that, while most of the enrollment in day trade and industrial schools is concentrated either in large cities or rather densely populated areas, a large number of part-time and evening classes are located not only in small towns but in many remote sections of the States—in mining camps, oil fields, and towns where there is only one principal industry.

#### **An Accurate Check**

A series of analyses of trades in which it is possible for disabled persons to engage is being made by the vocational rehabilitation division of the Office of Education. These analyses are intended as guides for local rehabilitation supervisors in checking the progress of disabled persons in training for specific occupations. Studies have already been made of the electric refrigeration, neon sign making, sign painting, upholstering, armature winding, electric motor repairing, welding, dental mechanics, radio mechanics, shoe repairing, watchmaking, tire vulcanizing, auto mechanics, tractor mechanics, tailoring and typewriting mechanics trades. Studies are also in progress for 11 other trades.

The analyses, which are made through first-hand study of the vocations as they are carried on in industry, with the help of foremen and skilled workers, are so set up that the jobs and processes may be taught in the order most convenient to the shop where the training is given the disabled person. With the job analysis form, the rehabilitation supervisor may go into the commercial or industrial establishment in which a disabled person is being trained, determine just what training steps he has covered, find out whether he can demonstrate each operation involved in the trade, and arrange with his tutor to give him further training in any steps he has not mastered. In this way the supervisor is able to check not only the progress of the trainee but also the thoroughness of the instruction he has received from his tutor.

Inasmuch as more than 50 percent of the persons applying for rehabilitation are readjusted to employment through some type of vocational training given by a tutor—either

*(Concluded on page 83)*

# The Morrill Act



★ ★ ★ The Morrill Act, signed by Abraham Lincoln in 1862, provided for the sale of public lands, for the endowment of at least one college in each State and Territory, where "the leading object shall be, without excluding other scientific and classical studies, and including military tactics, to teach such branches of learning as are related to agriculture and the mechanic arts . . . in order to promote the liberal and practical education of the industrial classes in the several pursuits and professions in life." Such was the beginning of the land-grant colleges and universities.

After the land-grant colleges began to demonstrate their value, the second Morrill Act was passed in 1890, authorizing further appropriations. The Nelson amendment of 1907 and the Bankhead-Jones Act of 1935 provided for still further increases. In

and after 1938-39, the total annual appropriation administered by the Department of the Interior will be \$5,030,000.

Lack of previous research in agriculture hampered the first instruction in that field. To meet this difficulty, agricultural experiment stations were established by the Hatch Act of 1887, supplemented by the Adams Act of 1906, the Purnell Act of 1925, and the Bankhead-Jones Act of 1935.

The widening of the base of higher education embodied in the first Morrill Act was given greater scope in 1914 through the cooperative extension work set up under the Smith-Lever Act, increased by the Capper-Ketcham Act of 1925 and by the Bankhead-Jones Act of 1935. By this projection of the college into the home, thousands of men and women now share in the benefits of the land-grant colleges.

## Directory of Land-Grant Colleges and Universities

Alabama Polytechnic Institute . . . . . Auburn.  
 University of Alaska . . . . . College.  
 University of Arizona . . . . . Tucson.  
 University of Arkansas . . . . . Fayetteville.  
 University of California . . . . . Berkeley.  
 Colorado Agricultural College . . . . . Fort Collins.  
 Connecticut State College . . . . . Storrs.  
 University of Delaware . . . . . Newark.  
 University of Florida . . . . . Gainesville.  
 University of Georgia . . . . . Athens.  
 University of Hawaii . . . . . Honolulu.  
 University of Idaho . . . . . Moscow.  
 University of Illinois . . . . . Urbana.  
 Purdue University . . . . . La Fayette, Ind.  
 Iowa State College of Agriculture and Mechanic Arts. Ames.  
 Kansas State College of Agriculture and Applied Science. Manhattan.  
 University of Kentucky . . . . . Lexington.  
 Louisiana State University. . . . . Baton Rouge.  
 University of Maine . . . . . Orono.  
 University of Maryland . . . . . College Park.  
 Massachusetts State College . . . . . Amherst.  
 Massachusetts Institute of Technology . . . . . Cambridge.  
 Michigan State College of Agriculture and Applied Science. East Lansing.  
 University of Minnesota . . . . . Minneapolis.  
 Mississippi State College . . . . . State College.  
 University of Missouri . . . . . Columbia.  
 Montana State College . . . . . Bozeman.  
 University of Nebraska . . . . . Lincoln.  
 University of Nevada . . . . . Reno.  
 University of New Hampshire . . . . . Durham.  
 Rutgers University. . . . . New Brunswick, N. J.  
 New Mexico College of Agriculture and Mechanic Arts. State College.  
 Cornell University. . . . . Ithaca, N. Y.  
 North Carolina State College of Agriculture and Engineering . . . . . West Raleigh.  
 North Dakota Agricultural College. . . . . State College.  
 Ohio State University . . . . . Columbus.  
 Oklahoma Agricultural and Mechanical College . . . . . Stillwater.  
 Oregon State Agricultural College . . . . . Corvallis.

Pennsylvania State College . . . . . State College.  
 University of Puerto Rico . . . . . Rio Piedras.  
 Rhode Island State College. . . . . Kingston.  
 Clemson Agricultural College . . . . . Clemson College, S. C.  
 South Dakota State College of Agriculture and Mechanic Arts. . . . . Brookings.  
 University of Tennessee . . . . . Knoxville.  
 Agricultural and Mechanical College of Texas . . . . . College Station.  
 Utah State Agricultural College . . . . . Logan.  
 University of Vermont. . . . . Burlington.  
 Virginia Polytechnic Institute . . . . . Blacksburg.  
 State College of Washington . . . . . Pullman.  
 West Virginia University . . . . . Morgantown.  
 University of Wisconsin . . . . . Madison.  
 University of Wyoming . . . . . Laramie.

### Negro Land-Grant Institutions

State Agricultural and Mechanical Institute . . . . . Normal, Ala.  
 Agricultural, Mechanical and Normal College . . . . . Pine Bluff, Ark.  
 State College for Colored Students . . . . . Dover, Del.  
 Florida Agricultural and Mechanical College . . . . . Tallahassee.  
 Georgia State Industrial College . . . . . Industrial College.  
 Kentucky State Industrial College . . . . . Frankfort.  
 South University and Agricultural and Mechanical College. . . . . Scotlandville, La.  
 Princess Anne Academy . . . . . Princess Anne, Md.  
 Alcorn Agricultural and Mechanical College . . . . . Alcorn, Miss.  
 Lincoln University . . . . . Jefferson City, Mo.  
 Negro Agricultural and Technical College . . . . . Greensboro, N.C.  
 Colored Agricultural and Normal University . . . . . Langston, Okla.  
 State Colored Normal, Industrial, Agricultural and Mechanical College. . . . . Orangeburg, S.C.  
 Agricultural and Industrial State Teachers College . . . . . Nashville, Tenn.  
 Prairie View State College. . . . . Prairie View, Tex.  
 Virginia State College for Negroes . . . . . Etrick.  
 West Virginia State College . . . . . Institute.



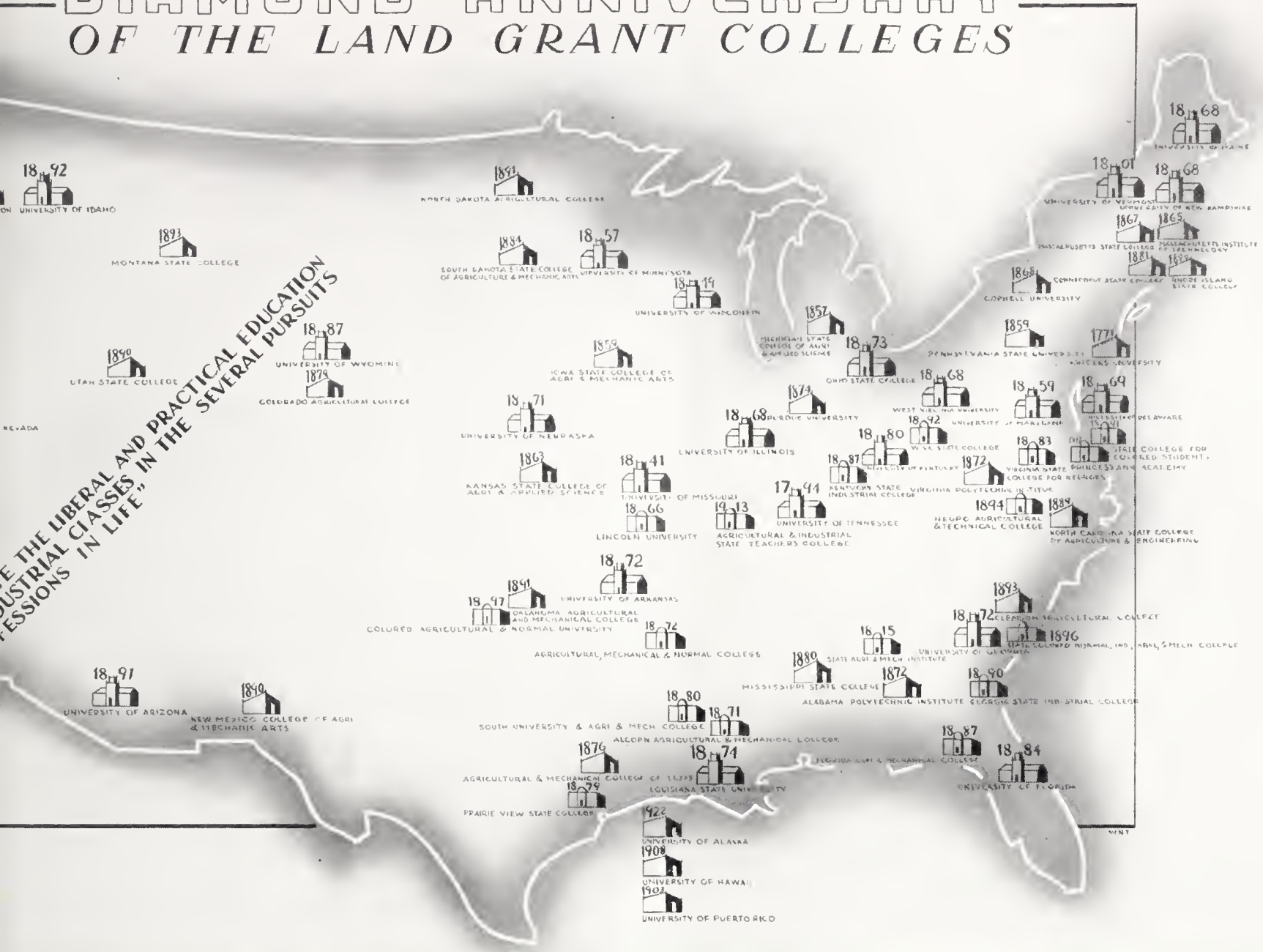
## Yesterday

● In 1862, Congress authorized the sale of public land or its equivalent to endow at least one college in each State and Territory to teach agriculture and the mechanic arts.

By 1870, 37 States had established agricultural and mechanical colleges to receive these benefits. Ten years later, the land-grant funds totaled \$431,000, of which the income was \$22,000 at 5 percent—was a contribution of the Federal Government to these colleges.

In 1905, the first year in which

# DIAMOND ANNIVERSARY OF THE LAND GRANT COLLEGES



## Today

complete survey was made, there were 50 land-grant colleges and universities for white students, with an enrollment of 48,593, under the direction of 4,103 faculty members. Degrees were granted to 4,067 students. Total receipts were \$11,767,000 and the value of property was estimated at \$77,490,000.

In the same year, the 16 Negro land-grant colleges had 6,381 students and 370 faculty members. Few degrees, if any, were offered. Institutional receipts totaled \$574,021, and property was valued at \$4,008,000.

● In 1937 the land-grant colleges and universities number 69, and are located in the 48 States and 3 Territories. Seventeen are colleges for Negroes. In 1935-36 the total income from Federal funds for instruction, research, and extension was over \$20,000,000. When the Bankhead-Jones Act becomes fully operative, the sum will exceed \$34,000,000 each year.

The latest official report shows some 145,583 men and 63,872 women in residence at the 69 colleges. In addition, about 20,000 are enrolled in correspondence courses; 72,000 in extension classes and 53,000 in summer sessions. Faculty

members include 22,933 men and 5,940 women. About 70,330 students are registered in arts and sciences, and 30,863 in engineering courses. Last year bachelor's degrees were awarded to 28,946 students; master's degrees to 4,126; and doctor's degrees to 852. Receipts totaled \$161,678,000 and the value of property was estimated at \$446,249,000.

Of these 69 colleges, the 17 Negro institutions now established enroll 19,630 students, with 1,045 faculty members. Last year 922 degrees were granted. Receipts totaled \$4,246,000 and property was valued at \$15,572,000.

# Quoddy Work Experience Project

by Aubrey Williams, Executive Director, National Youth Administration

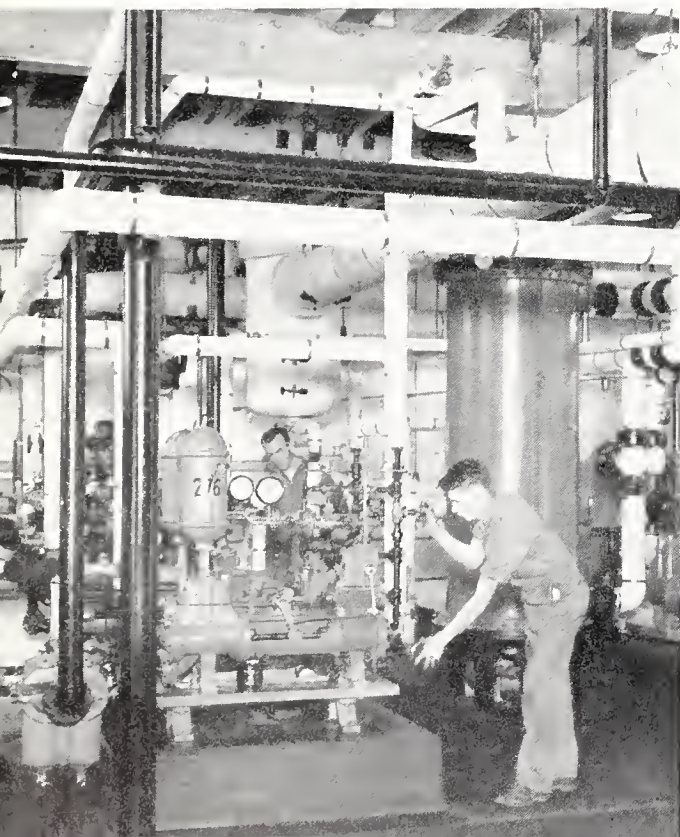
★ ★ ★ Young men numbering 225 from the National Youth Administration rolls in New England have been participating in a most interesting and unusual experiment in the field of vocational guidance. They are members of a work experience project being conducted at Quoddy Village, Maine, the purpose of which is to demonstrate the soundness of career selection on the basis of practical working experience in a predetermined variety of occupations. When they have discovered their preferences and abilities, a committee of citizens in their home communities will assist them to find beginners' jobs in the fields of their choice, thus having circumvented, to a large degree at least, the costly hit-or-miss process by which most young men are obliged to find their places in the world of work.

Quoddy is the scene of the tide harnessing project which was incompleting when funds were not appropriated for the purpose. The self-contained village which was built to house the engineering staff was left untenanted with the departure of the construction crews in the summer of 1936. The thought of converting this model community to the use of the Nation's unemployed youth occurred to President Roosevelt, who saw in it unusual opportunities for educational experiment. At his request I assembled in Washington a committee of educators, and from this conference came the rough outline of the work experience project—a plan to fit somewhere between initial employment without prior training and the formal training of the vocational school.

## Job Orientation

The housing facilities of Quoddy Village were transferred to the Youth Administration

## At power-house.



by the United States engineers in September 1936, but the advent of winter caused postponement of the work experience project until the following summer. Last April another committee was brought to Washington to work out actual details of the project. This committee was composed of Col. Henry M. Waite, Cincinnati engineer and municipal expert; Walter A. Grannen, official of the International Typographical Union, also of Cincinnati; Ralph Flanders, Vermont manufacturer, and Floyd W. Reeves, chairman of the President's Committee on Vocational Education. This committee worked out an operating program designed to gain the maximum benefit from the facilities existing at Quoddy for the young men who would be stationed there. As finally evolved the plan is one of job orientation—a testing ground where the young novice may try his hand at enough different tasks to reach a practical and intelligent choice of vocation.

The young men enrolled on the project have been drawn exclusively from NYA rolls in the six New England States. In each community representative citizens' committees were asked to select, from a list of eligibles submitted by the local NYA official, those youth whom they thought would profit most from the experience to be gained at Quoddy. The principal criteria were the young man's seriousness of purpose and his mental receptivity. The committees were asked further to act as sponsors for the young men they had selected and to assist them in finding employment in their chosen fields upon completion of their period of enrollment. Each youth expressed preference in advance for the three types of training he most wanted to receive.

## Ye Village Crier

The first arrivals reached Quoddy on June 4 and were received by Leon R. Crowell, who has been loaned by the Tennessee Valley Authority to head up the project. By June 15 the full contingent was on hand and the first phase of the project was under way. They were housed in groups of 10 to 20, taking their meals in a central mess hall. Interest in extra curricular activities flourished immediately and a town "government" was duly elected, to be followed shortly by a weekly mimeographed newspaper, *Ye Village Crier*, produced entirely by the youth.

The 5 months' enrollment term is divided into three periods of from 5 to 6 weeks each. Insofar as facilities permit, each junior worker is given one period in each of the three occupations for which he expressed a preference. His time in each field is equally divided between practical experience on the job and

informal classroom instruction in related theoretical subjects. Since it is prescribed that all work performed in connection with the project must be concerned with necessary maintenance of Government property, there is a fortunate absence of nonproductive tasks assigned for their educational value alone. Every foot of wire strung at Quoddy, every gallon of paint used, and each hour spent overhauling the motor of a tractor are purposeful occupations—the job is being done because it needs doing, and the young learner is given thereby a healthy respect for the importance of his labors.

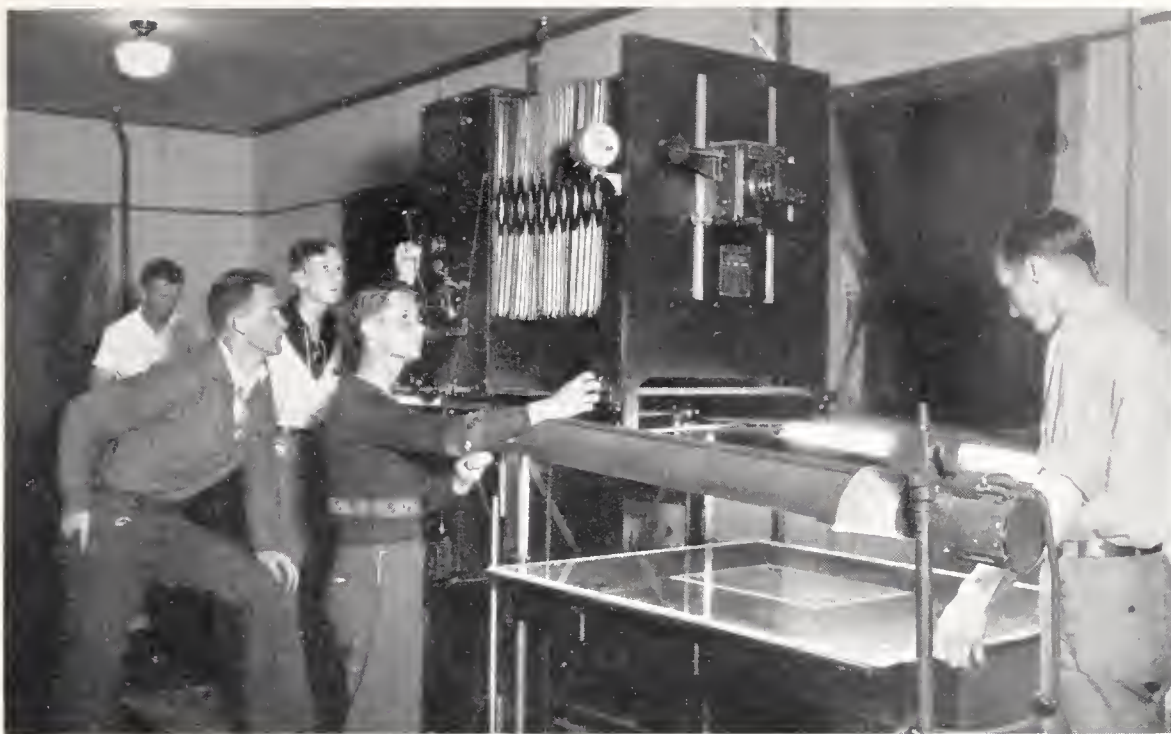
## Range of Subjects

The range of subjects covered is limited, naturally, by the types of maintenance work to be done. Even so, the field is varied and eminently practical in relation to employment opportunities on the outside. Automotive work is given in a large and completely equipped garage used for the maintenance of a fleet of motor trucks, passenger cars, tractors, and road machinery. The machine shop, while not large, is equipped with lathes, drill presses, shapers, and other machine tools for supplying the needs of the village. The wood-working shop is similarly equipped and has turned out a large supply of furniture and other items needed on the project. Youths who have selected carpentry and house painting will not soon lack for enough work to keep them busy, while maintenance of the roads and grounds affords varied experience for a large number in road construction and the use of road machinery, surveying, landscaping, and tree surgery. Other work is afforded in the sheet-metal shops, a photographic and reproduction unit, maintenance and tending of the village's public utilities, numerous warehouses with their varied contents, the large kitchen and cafeteria, and in the project's library and business offices. Each of these work units is supervised by a skilled foreman with years of practical experience.

## Practicality Is Theme

Each junior worker at Quoddy spends half of each day from Monday through Friday in the shop or on the job and the other half following related subjects in the classroom. Practicality is the theme underlying all related subjects taught. The groups in English, for example, study the terminology of the trade in which they are working at the time, learn to spell the words correctly, and to express intelligently the processes they perform. Mathematics consists of simple arith-





At photostat machine.

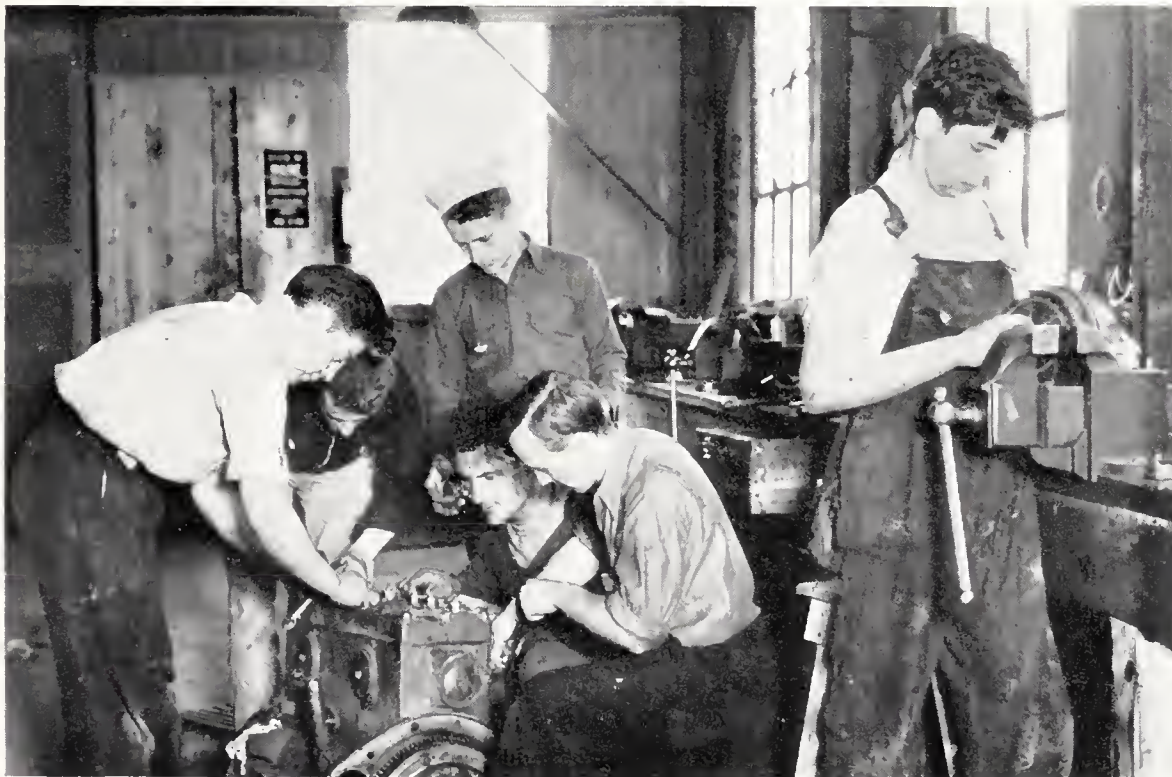
metic and algebra connected with the various trades. House painters learn to estimate wall areas and the quantity of paint necessary to cover them, carpenters to figure board feet, landscapers to estimate earth volumes, loads, and so on. Common to all groups are brief courses in citizenship, safety, and hygiene.

The young men at Quoddy comprise an interesting cross-section of youth. Each comes from a family either on relief rolls or eligible for relief. While their average age is slightly above 19, their educational level is that of first year high school and only 79 of the entire group of 225 are high school graduates. They are a healthy, spirited lot, and have a wholesome attitude toward the

project. Without exception they seem to recognize it as an opportunity for tangible, personal gain. Chronic malingerers were weeded out during the first few weeks and those that remain are intent on extracting every benefit possible out of the experience.

This first experiment must be partially evaluated, at least, and its results set against a probable over-all cost of around \$175,000. The rigors of a Maine winter must be considered, also. It cannot be questioned, however, that the 225 young men at Quoddy will have gained invaluable experience by the project, while the whole field of vocational education will profit from the experiment on which they have been engaged.

In auto mechanic shop.



## Vocational Summary

(Concluded from page 79)

a foreman, a skilled workman, or the proprietor, in the case of a small business like shoe-making or watch-repair work—the value of the job analysis forms developed by the Office of Education in checking on and assuring the progress of disabled trainees is obvious. These analyses take the guesswork out of rehabilitation training. Printed copies of the job analyses, with instructions for use, are furnished to State rehabilitation divisions by the Office of Education.

### Help for Coordinators

Four years of experimenting, testing, and checking the part-time cooperative training program started in Texas in 1933 have shown, according to a bulletin recently issued by the Texas department of education, that the coordinator's job in such a program is not an easy one. This bulletin, which in the language of its foreword "seeks to set forth . . . the rules and regulations which must be followed if schools are to receive subsidy on coordinators' salaries", is in reality a manual for coordinators of part-time classes in diversified occupations. Under the diversified part-time cooperative training plan, which is especially effective in providing vocational education in the trades and industries in the small community, schools assist businessmen in training new employees. Students get practical occupational experience in the shops of employers for one-half the day.

The advantages of the cooperative part-time training program carried on in Texas, as enumerated in the new coordinators' manual are: (1) The employer cooperates with the school in selecting and training apprentices, who will, upon graduation from high school, become full-time employees, thus precluding the possibility of training more workers than can be absorbed in an occupation; (2) students are trained under actual, rather than pseudo, working conditions; (3) training may be given for any occupation for which there is a need in a community; (4) the school does not have to purchase expensive equipment, since manipulative skills are acquired in the employers' establishment; (5) part-time students do not displace regular workers; (6) part-time students earn while they learn; (7) students leave high school with occupational skills as well as high school diplomas; (8) the occupational training received by a student is an asset to him in earning his way, if he goes to college; (9) the practical experience acquired by the part-time cooperative student helps him to develop the proper attitude toward work and to get along with his fellow workers and those under whom he works.

This manual, Bulletin 373 of the Texas Department of Education, is full of information invaluable to coordinators of part-time cooperative courses.

C. M. ARTHUR



## Washington CITY AND CAPITAL

That is the title of a 1,140-page volume of the *American Guide Series*. It is a comprehensive volume about the Nation's capital, produced by the Federal Writers' Project, Works Progress Administration. Detailed accounts of the functional activities of Government departments, bureaus and agencies are presented. The pictures on this page are typical of the more than 100 photographs, together with many plans and maps, that appear throughout this publication. *Washington City and Capital* may be obtained (price \$3) from the Superintendent of Documents, Washington, D. C. The pictures are: upper left, The Capitol in 1937; upper right, East Room of the White House; center left, The Washington Monument and the Capitol illuminated; center right, Pohick Church Pulpit; lower left, The Capitol in 1831; lower right, The Capitol in 1861.



# Library Service in the Camps

by Harmon J. Chamberlain, Library Service Division

★★★ A total of 1,849 small Government libraries are functioning today that were nonexistent 4 years ago; for every CCC camp has its library. These libraries necessarily have problems and facilities which are unique.

Twenty-four camps in the extreme east-central part of the country were recently visited to determine existing conditions in their libraries. A fair cross section of this type of library service in the region was obtained by choosing the camps nearest a given route. This does not mean, however, that only the best or the best-known camps were visited, as many of them were surprisingly remote and difficult of access. Various pertinent details of the camp library service were recorded on standard report forms, which information has been summarized for the CCC Camp Education Office.

## Books

The volumes available for reading by the enrollee are of three general groups: (1) the permanent "reference" library, (2) the traveling library, and (3) donations. The first two groups are furnished by the War Department, with suggestions by the Camp Education Office.

The books in the permanent libraries vary according to the needs of the camp, and are principally texts and reference books, with some fiction and popular nonfiction. Bird, animal, and tree handbooks are among the last named, while the few books of fiction include *Robinson Crusoe*, *Tale of Two Cities*, *Hans Brinker*, *Covered Wagon*, *Tales of Rudyard Kipling*, *Oregon Trail*, *Ivanhoe*, and *Tales of Leo Tolstoi*, as well as more modern and less known stories. Handbooks of games, sports, and woodcraft are also very much used in this permanent library.

## Types

The traveling libraries are made up of nine groups of 100 volumes each which circulate among nine neighboring camps. Each company commander is responsible for transporting these circulating libraries at the proper time and to the next camp of the nine. In the Third Corps Area this is done every 2 months according to a mimeographed schedule which is sent to all the camps in the corps area, so that the educational adviser in each camp knows in advance where his library is going and from which camp the new one will be coming. In the Second Corps Area the camps in New Jersey had just changed from a regular 1-month schedule to a 2-month basis, while in New York State there seemed to be no regular schedule. Both here and in Connecticut (in the First Corps Area) the

libraries in the camps visited were changed every 3 to 5 months upon notification. This indicates that these libraries circulate at different intervals of time not only according to the corps area but by States and also by



A CCC Camp library building.

smaller geographical divisions. It has been the practice for each camp to keep its ninth library as a part of its permanent collection, and it seems likely that this procedure will continue to be followed. On the first two traveling library lists the types of books included and the percentage of each were approximately as follows:

Adventure and mystery . . . . .	28
Fiction (novels of general themes) . . . . .	24
Western stories (many historical) . . . . .	17
Description and travel . . . . .	12
History and biography . . . . .	12
Collections of stories . . . . .	3
Elementary science . . . . .	2
Inspirational . . . . .	2
Total . . . . .	100

Each library of 100 books had the above assortment, but in the 1937-38 list which appeared at the first of this year, the following figures were changed:

Adventure and mystery . . . . .	17
Fiction . . . . .	29
Western . . . . .	12
Description and travel . . . . .	20
Collections . . . . .	5
Inspirational . . . . .	3

In spite of the fact that the books most popular with the boys—adventures, mysteries, and westerns—received the greatest cut in the present list, the new libraries are unanimously more popular with enrollee and adviser than the old were. This phenomenon is directly attributable to care and judgment in selection. The percentages of elementary science and history and biography were the only figures on the two lists that remained constant.

Forty-five periodicals are furnished by the War Department as a part of the permanent library, while other magazines and news-

papers are subscribed to from company funds which, however, are very limited.

Gifts of books and magazines vary a great deal according to the community in which the camp is located. The items were found to be much more numerous and of a better quality in or near a populous section, although donations depend to some extent upon the initiative and available time of the camp educational adviser, who is usually the camp librarian as well. Nine camps in the Shenandoah section of Virginia had a total of 970 books and 100 pamphlets given to the libraries, while the same number of camps in the other five States taken together reported a total of 7,500 donations. These 18 camps were the only ones visited on which gift figures were available. Of the first 970 books mentioned, approximately 50 percent were fiction while of the 7,500 about 75 percent were fiction. The reason for the higher percentage of fiction in the latter group is mainly accounted for by the fact that the largest donations were to camps in Westchester County, N. Y., where summer visitors flood the public libraries with novels at the end of their vacation. These libraries are glad to turn them over to the camps. Other sources of gifts noted were: Lending libraries (worn or soiled books), public schools, universities, CCC district headquarters, company commanders, educational advisers, nearby camps, publishing companies (older books), foresters, individuals in the community, and community organizations. Examples of fine contributions were: *History of Nations*, 25 volumes (Collier); *Encyclopedia Britannica* (complete set); and bound files going back 15 or 20 years of *Review of Reviews*, *Century Magazine*, and *World's Work*.

## Library Facilities

Camp libraries vary greatly in respect to their quarters and accommodations. Some are almost luxurious with overstuffed furniture; table, floor, and wall lamps; curtains; rugs; and some with many windows on two or three sides of the room, making for good natural light as well as for cross ventilation in the summer. These well-furnished reading rooms are usually quiet as well, being placed at least with an adequate partition between them and the "reck" (recreation) hall. Many are located with a room between and some are even in a separate building next to a classroom or supply room. Considering the fact that the reading rooms are usually outfitted by the boys on their own time and with little help from company funds, the results obtained are often remarkable.

(Concluded on page 90)

*Registrations in Home Economics, Industrial Subjects, and Agriculture, 1928 and 1934*

Subjects	1928		1934	
	Schools offering	Pupils registered	Schools offering	Pupils registered
1	2	3	4	5
Total schools reporting and their enrollments	14, 725	2, 896, 630	17, 632	4, 496, 514
General home economics <sup>1</sup>	6, 801	295, 455	9, 828	501, 454
Clothing	1, 618	101, 987	1, 686	122, 340
Foods <sup>2</sup>	1, 340	65, 971	1, 832	104, 615
Millinery	85	6, 009	29	2, 287
Home nursing	162	6, 915	199	8, 642
Basketry	5	133	6	222
Weaving and knitting	10	333	5	255
Interior decorating	35	867	59	2, 332
Industrial arts <sup>3</sup>	4, 512	210, 964	4, 670	283, 386
Woodwork	730	55, 851	1, 297	93, 144
Pattern making	72	5, 642	72	6, 633
Auto mechanics	277	13, 691	482	36, 645
Electrical work	229	16, 536	399	33, 222
Sheet metal and metal arts	484	37, 580	412	22, 303
Printing	386	20, 568	618	43, 595
Aeronautics	1	32	43	3, 954
Building construction	3	79	14	1, 120
Brick and stone masonry	7	314	13	876
Plumbing	6	264	11	1, 030
Bookbinding	6	235	10	585
Laundry	21	893	9	308
Shoe repairing	1	24	6	255
Upholstery	2	73	3	195
Jewelry	17	677	5	115
Broom making	1	48	1	6
Photography	6	193	9	323
General agriculture	4, 676	102, 745	4, 793	127, 355
Agronomy	50	908	44	941
Horticulture	30	700	131	3, 420
Forestry and nursery	8	115	10	99
Animal husbandry	74	1, 558	648	12, 251
Landscape gardening	3	59	18	573

<sup>1</sup> Includes cooking and sewing.

<sup>2</sup> Includes nutrition and dietetics.

<sup>3</sup> Includes manual training.

# Registrations in Vocational Subjects

*Text by Carl A. Jessen, Senior Specialist in Secondary Education. Table on Preceding Page  
Prepared Under Direction of Lester B. Herlihy, Assistant Statistician*

★★★ No national data were gathered by the Office of Education on registrations in vocational subjects previous to 1910. In that year 4.7 percent of the pupils in American high schools were studying agriculture and 3.8 were registered for home economics courses. In 1915 two other nonacademic subjects, namely, manual training and bookkeeping, were included in the historical table of high-school registrations. In 1934, after combination of subjects judged to be similar in character but differently named, there were 69 vocational subjects, 53 of these in the fields of agriculture, home economics, and industrial work. Comparable data for 1928 were available for 32 of these 53 subjects; detailed figures are given in the accompanying table. Owing to the large number of subjects and the small number of pupils registered in many of them, it was thought desirable to supply national data for many subjects rather than State data for a few, as has been done in earlier articles of this series on registrations.

## *Largest Number*

It will be observed that the largest number of registrations are in the general courses listed as general home economics, industrial arts, and general agriculture. The number of schools offering the more specialized courses and the number of pupils taking them are both relatively low. Among the subjects which have made important gains during the 6 years are animal husbandry, horticulture, foods (including nutrition and dietetics), interior decorating, auto mechanics, electrical work, printing, and aeronautics. Millinery and sheet metal and metal arts have lost in gross number of registrants and have suffered an even greater loss in relative position between 1928 and 1934.

It has been mentioned that the table contains data for only those subjects which were reported for both 1928 and 1934. If one adds to the data in the table registrations for the 21 omitted subjects, one secures totals of 751,807 registrants in home economics, 630,124 in industrial subjects, and 159,752 in agriculture as of 1934, a total of more than one and a half million pupils pursuing vocational subjects exclusive of commercial work. It needs to be borne in mind that these figures are for regularly enrolled day-school pupils in the last 4 high-school years; vocational classes in night schools and in part-time schools, and all elementary as well as most of the junior high school enrollments are omitted. In a few cases pupils are registered in two fields,

## USE OF TERM

The term "vocational subjects" is here used in its inclusive sense to designate subjects offered in departments of home economics, shop work, and agriculture. The subjects of the commercial department also belong to this general classification, but they are not commented on in this article since a special article was published regarding them in the February issue of *School Life*. The author is well aware that the term "vocational subjects" has over a period of years been used in a restricted sense to indicate those courses in home economics, trades and industry, and agriculture, which are taught with a definite vocational motive. Where this restricted interpretation is present in this article it will be indicated by repetition of the department name with the adjective vocation, as, for instance, "vocational agriculture," "vocational home economics," and so forth.

but it appears fairly safe to say that one of every three pupils is taking work in agriculture, home economics, or shop subjects. If commercial work is included the percentage is considerably increased, but the likelihood of duplication in registrations is also materially increased.

## *Greatest Increase*

Of the three subject fields, industrial work shows the greatest increase since 1928; in 1934 one in every seven pupils was taking some industrial subject, a rise from one in every eight in 1928. Relative to the increase in total enrollments of the schools reporting, home economics and agriculture showed neither important gains nor significant losses.

Throughout this discussion the term vocational registrations has included both those pupils who take the subjects for a definite vocational purpose and those who take some sewing or woodwork or agriculture with no intention of ever securing employment in such vocations. Both viewpoints are, of course, recognized as valid, since the parent who wishes his son to take a course in woodwork in order that he may develop desirable attitudes, understandings, appreciations, and avocational interests has, it would seem, reasons no less sound than the parent who

advises his boy to take woodwork in order that he may become a carpenter. Still the woodwork courses offered these two boys should be vastly different and in practice usually are noticeably dissimilar.

## *Aims of Pupils*

While it was impractical in this study of registrations to distinguish the vocational motive from other purposes, some judgment may be formed regarding the aims of pupils by comparing registrations in federally aided courses (which under the Vocational Act must be definitely vocational in character) with total registrations in vocational subjects. Since the registrations discussed in this article have been in regular day schools it follows that any comparison made with registrations in federally aided courses must include only what is known as "All-day school", omitting from consideration the large number of students registered in part-time and evening schools.

In 1934 a total of 164,882 pupils were registered in all-day vocational agriculture courses for which reimbursement was made from Federal funds. It will be seen at once that this number is slightly in excess of the total number registered in agriculture as reported in an earlier paragraph. The discrepancy is accounted for when one realizes that registrations as here treated were reported by less than 18,000 of a total of more than 24,000 high schools. It is fair to assume, however, that only infrequently are courses or registrations in agriculture nonreimbursable under the Vocational Act.

## *One-to-Four Ratio*

By contrast the all-day school registration in reimbursed home economics classes was 142,476. This is less than one-fifth of the total number of registrants in home economics courses in the 18,000 schools reporting. The fraction would be still smaller if all 24,000 high schools had reported their registrations. While federally aided home economics is not so definitely geared to employment as is agriculture and trades and industry, the large number of registrants in courses not reimbursed from Federal funds indicates a great demand for courses in homemaking for reasons other than anticipated future employment as a means of livelihood.

The registrations in all-day schools reimbursed for courses in trades and industry as

*(Concluded on page 90)*



## New Books and Pamphlets

### Youth Surveys

Surveys of Youth, Finding the Facts, by D. L. Harley. Washington, D. C., American Council on Education, American Youth Commission, 1937. 106 p. (American Youth Commission, series IV: vol. 1, no. 1.) 50 cents.

Identifies and briefly describes 166 youth surveys, national, regional, state, and local made in the United States since 1931, classified and indexed. Appendix lists some youth surveys made in Great Britain.

### School Administration

The Influence of Court Decisions in Shaping the Policies of School Administration in Kentucky, by George W. Campbell. Lexington, Ky., The University of Kentucky, 1937. 132 p. (Bulletin of the Bureau of School Service, College of Education, University of Kentucky, vol. 9, no. 4, June 1937.) 50 cents.

Deals with the legal principles of public school administration as derived from court decisions.

Interpreting the Public Schools; a manual of principles and practices of public school interpretation with special emphasis on published materials, by J. Erle Grinnell. New York, McGraw-Hill Book Co., Inc., 1937. 360 p. illus. \$2.75.

Presents the aims and ways of educating the public to the needs and programs of a democratic school system.

### Book Lists

Books That Have Shaped the World, by Fred Eastman. Chicago, American Library Association, 1937. 62 p. \$1.00.

A guide to worth-while reading; lists in biography, drama, and other literature, briefly annotated.

A List of Books for Junior College Libraries, compiled by Foster E. Mohrhardt for the Carnegie Corporation of New York Advisory Group on Junior College Libraries, William Warner Bishop, chairman. Chicago, American Library Association, 1937. 378 p. \$3.

A list of 5,300 books in print which will serve as a foundation for a successful library for a junior college.

### Student Personnel Service

The Student Personnel Point of View. Washington, D. C., American Council on Education, 1937. 14 p. 10 cents.

A report of a conference on the philosophy and development of student personnel work in colleges and universities.

Health in Colleges. Proceedings of the Second National Conference on College Hygiene, Washington, D. C., Dec. 28-31, 1936. Sponsored by the Presidents' Committee of Fifty on College Hygiene, National Health Council, American Student Health Association. New York, Published by National Tuberculosis Association, 50 West 50 Street., 1937. 112 p.

Reports discussions on the many factors concerned with the health of college students.

### Safety Education

Drive and Live, by James A. Fitzgerald, Carl A. Hoffman, John R. Bayston. Richmond, Johnson Publishing Co., 1937. 288 p. illus.

For teaching safe driving in high schools. Study aids at the end of each chapter include: Experiences, Problems for Class Discussion, Study Activities, Questions, Suggested Readings.

### Railway Literature

Railway Literature for Young People, a bibliography compiled by Association of American Railroads. Washington, D. C., 1937. 24 p. (Free to any teacher, school superintendent, and librarian. Address Association of American Railroads, Transportation Building, Washington, D. C.)

Lists 150 books, hooklets, and periodicals covering subjects relating to railroad transportation, past and present. Grouped for use at primary, intermediate, and high-school levels.

### For Elementary Schools

Nelly Custis, Daughter of Mount Vernon, by Rose Mortimer E. MacDonald. Boston, Ginn & Co., 1937. 209 p. illus. 84 cents.

An interesting story of the life of Nelly Custis, with its historical background.

Man at Work: His Arts and Crafts, by Harold Rugg and Louise Krueger. Boston, Ginn & Co., 1937. 567 p. illus. (Social science course for elementary schools. VII.) \$1.28.

Includes a wide variety of material—architecture, the theatre, language, number and measurement, and time.

Primitive Musicians in the New World (Gr. 7) Music in an Ancient World (Gr. 7) by Lilla Belle Pitts; Scenes Famous in Songs (Gr. 5) by Jean Mackie Gray. New York, Bureau of Publications, Teachers College, Columbia University, 1937. 34 p. (Teachers' lesson unit series no. 96.)

Detailed description of units in Music and Music Appreciation with suggested activities and materials, subject correlation, and bibliographies.

### The Horace Mann Centennial

Horace Mann and Our Schools, by Payson Smith, A. E. Winship, William T. Harris. 1837-1937. New York American Book Co., 1937. 100 p. illus. \$1.

This contribution to the celebration of the Horace Mann Centennial contains interpretations by three outstanding educators. Contents: Horace Mann: His Central Mission, by Payson Smith; Horace Mann: America's Greatest Educator, by A. E. Winship; Horace Mann: Educational Missionary, by William T. Harris.

SUSAN O. FUTTERER

## Recent Theses

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

BARKMAN, WILLIAM E. Study of current practices in the evening school systems of certain of the larger cities. Master's, 1937. George Washington University. 69 p. ms.

BAYLISS, W. BRADFORD. Evaluation of a plan for character education involving the use of a pledge, an award, and a sponsor. Doctor's, 1935. Teachers College, Columbia University. 141 p.

BONNER, ALBERT L. Survey of the educational possibilities of the Rushville-Middlesex-Potter area. Master's 1936. Syracuse University. 76 p. ms.

CARR, WILMOT B. Study of salary trends for Marshall county with indices for costs of living. Master's, 1937. University of Kansas. 31 p. ms.

CASSANO, JOSEPH. Spelling experiment to determine the effect the spelling load has on the ability of pupils to master spelling. Master's, 1937. Boston University. 203 p. ms.

DAVIS, VINCENT A. Literature of advanced school readers in the United States, 1785-1900. Doctor's, 1934. University of Chicago. v. p.

DIXON, HENRY A. Administration of state permanent school funds as illustrated by a study of the management of the Utah endowment. Doctor's, 1936. University of Southern California. 145 p.

FLORY, CHARLES D. Physical growth of mentally deficient boys. Doctor's, 1933. University of Chicago. 119 p.

FOSTER, CHARLES R., Jr. Editorial treatment of education in the American press. Doctor's, 1937. Harvard University. 649 p. ms.

FRANZ, LEONARD J. Visual aids in the instruction of history in first, second, and third class cities in Kansas. Master's, 1937. University of Kansas. 58 p. ms.

FREEMAN, WARREN S. Critical study of music education in the state teachers colleges of Massachusetts. Master's, 1937. Boston University. 110 p. ms.

GIESECKE, MINNIE. Genesis of hand preference. Doctor's, 1935. University of Chicago. 102 p.

JOHNSON, J. RUDOLPH. Curricular trends in 100 high schools of central and western Kansas, 1927-36. Master's, 1937. University of Kansas. 108 p. ms.

LOUGHREN, AMANDA. Pupil growth over a period of several months in the mastery of certain mathematical concepts at the junior high-school level: an exploratory investigation. Doctor's, 1936. New York University. 97 p. ms.

NUSSEY, HERBERT V. Effect upon educational accomplishment of a scholarship society in an elementary school. Doctor's, 1936. New York University. 117 p. ms.

RICKER, MURIEL G. Study of the occupations course in grade nine. Master's, 1937. Boston University. 108 p. ms.

ROUSE, MARY R. State hook lists for high school libraries: a comparative analysis of the present status of library hook lists published for statewide use. Master's, 1936. George Washington University. 71 p. ms.

SPACHE, GEORGE. An experiment in consumer education. Doctor's, 1936. New York University. 99 p. ms.

STOHLMAN, MARY HELEN. Provisions for sex education in the public schools of the District of Columbia, divisions 1 to 9. Master's, 1937. George Washington University. 67 p. ms.

WINFREY, MARY E. Personality study of college girls. Doctor's, 1936. George Peabody College for Teachers. 65 p.

RUTH A. GRAY

★ ★ "Educators' Bulletin Board" is prepared each month in the Library of the Office of Education, whose work is described in a reprint of 10 articles from *School Life*, Library Facilities of the Office of Education. Single copies of this reprint are available from the Office while the supply lasts.

# Education in Yugoslavia

by Severin K. Turossi, Specialist, Comparative Education Division

★★★ Administration of education in Yugoslavia is centralized in the sense of being controlled mainly by the National Government. Unlike that of several other European countries, it is decentralized in that no one ministry has charge of all phases. Agricultural education, elementary and secondary, is directed by the Ministry of Agriculture. Similar levels of commercial and industrial education are within the purview of the Ministry of Commerce and Industry. The Ministry of Education administers all schools of general and higher instruction.

## Education Compulsory

Education is compulsory for children from the ages of 7 to 16, inclusive, and there are no distinctions between those of rich and poor parents—everyone must complete the curriculum of an elementary school. Special schools are conducted for adult education in districts where education was previously neglected, and for soldiers from those districts during their term of military service.

As a rule the Yugoslav youth is overzealous for an education. The result is overcrowded schools, and new buildings are being erected constantly throughout the country. The number of students in secondary schools, especially in the city of Belgrade, is so large that each school divides its pupils into two groups that attend for five periods—the first from 8 a. m. to 12:35 p. m. and the second from 2 p. m. to 6:35 p. m., including Saturdays. In like manner, some buildings even accommodate two different secondary schools.

## Ministry Appoints Teachers

The teachers are well trained. They are on a civil-service status and receive their appointments through the Ministry of Education in accordance with the provisions of the law which fixes strict requirements for all appointees. Teachers in the primary schools must be graduates of normal schools. Secondary school teachers must hold university diplomas and have special training in pedagogy and psychology in addition. In the secondary schools, the prospective teacher must begin with a period of apprenticeship and cannot receive a permanent appointment until he has passed an official teacher's examination given by the Government. Increases in salaries and promotions are allowed only on passing the prescribed examinations conducted by the university centers under the auspices of the Ministry of Education.

The Yugoslavian student works under especially satisfactory conditions from a

hygienic point of view. The requirements for lighting, heating, and ventilation are high and the buildings are inspected regularly. Each pupil has a general physical examination at the time of admission, and at least one during each year of attendance. Almost every school has its own physician. He gives frequent talks on personal hygiene, visits the pupils in their homes from time to time, and attends them in case of illness. In many places school clinics have been established where the children are examined and given such medical treatment as may be found necessary without reference to the ability of the parents to pay.

## Significant Year

The first half of the year 1937 was very significant in the history of education in Yugoslavia. The first important event was the reorganization of the Ministry of Education by decree of March 31. Under its terms, the ministry now has five departments while formerly there were but three, and new sections have been added to each. The general department includes divisions for higher education, school statistics, endowment, art and literature, and relations with foreign countries. The Department for Secondary Instruction has also the direction and supervision of religious schools. The Department of Elementary Schools has a special division for the education of abnormal children. The Department of Instruction, a new department, determines the curricula for the elementary, secondary, and normal schools. The Department of National Culture, also created by decree of March 31, takes care of adult education and home economics. With this new organization the ministry hopes to direct education affairs in Yugoslavia more effectively.

This decree of March 31, 1937, provided also for the establishment of three institutions of higher education in Belgrade which will be open to students at the beginning of the school year 1937-38. They are: The Higher School of Economics and Commerce (Ekonomsko-komercijalna visoka škola u Beogradu), The Academy of Fine Arts (Umetnička akademija u Beogradu), and the Academy of Music (Muzička akademija u Beogradu). Secondary schools of fine arts and of music were established in Belgrade by the same legislation.

The Government arranged also for the education of the Moslems in Yugoslavia by establishing the Higher Islamic School of Jurisprudence and Theology (Viša islamska šerijatsko-teološka škola u Sarajevu) at Sarajevo, an institution of university rank and an Islamic secondary school with a classical-

Oriental bias in the same city. All these new institutions are under the supervision of the Ministry of Education and are maintained by the National Government.

Type of institution	Number of				
	Insti- tutions	Clas- ses	Stu- dents	Teachers	
				Men and wom- en	Wom- en
1	2	3	4	5	6
Infant (kindergartens)	431	561	29,843	537	537
Elementary	8,585	25,039	1,404,032	30,345	13,277
Advanced elementary (civic schools)	219	529	38,839	2,440	1,157
Secondary (gymnasia)	185	1,202	110,142	4,958	1,698
Normal	33	115	2,997	548	168
University	3		15,398	1,008	39
Special higher educa- tion	3		845	117	3

Statistical data for the school year 1936-37 on those phases of education that are under the Ministry of Education are shown in the table above.

## Peasant Handicrafts

Yugoslavia is known throughout the world for its handicrafts. A special Crafts Division in the Ministry of Commerce and Industry supervises the numerous crafts schools (zanatskeškole). A Chamber of Crafts (Zanatska Komora) in Belgrade with branches in all parts of Yugoslavia, protects the legal and trade interests of the members and looks after their social needs and conditions of work as well. Among these handicraftsmen are wood carvers and peasant potters, weavers and dyers of peasant costumes, carpet weavers and harness makers, filigree workers, makers of *opanke* (peasants' sandals), etc.

National costumes are much in vogue. In many districts they are still used for everyday wear and always for feast days and holidays. Even in Belgrade, national dress is accepted at official functions as an alternative to formal

## College of Engineering and University Library, University of Belgrade.



# Library Service in the Camps

(Concluded from page 85)

evening dress. The costumes vary widely. Some are simple; others are richly embroidered in gold and silver thread. National dress is made by the peasant for the peasant, and, therefore, a large number of peasant handicrafts are used in its creation.

In the elementary and secondary schools for general education 2 hours a week are devoted to handicrafts and all pupils, boys and girls, must master a certain craft. Beautiful lace is made in Dalmatia and Slovenia. The designs are either national or variants of old Venetian patterns.

## Education's Budget

The budget of the Ministry of Education for the year 1937-38 amounts to 1,054,506,-498.00 dinars (the Yugoslav dinar is 2.3080 cents in coinage of the United States), which represents about 10 percent of the budget for the entire kingdom. This is an increase of 3.9 percent over that for the year 1936-37. In addition, 400,000,000 dinars were set aside for the erection of new school buildings. In national education expenditure, first place is given to elementary and adult education. They receive 537,169,671 dinars, or 61.6 percent. Secondary and civic schools are allotted 159,030,755 dinars, or 18 percent; university and higher schools, 90,394,070 dinars, or 10.4 percent; central administration of the Ministry of Education, 17,772,347 dinars, or 2 percent; government printing office at Belgrade and Sarajevo, 27,904,372 dinars, or 3.2 percent; religious schools, 16,853,138 dinars, or 1.9 percent.



## Registrations in Vocational Subjects

(Concluded from page 87)

of 1934 was 123,485. Here, too, the ratio is approximately one registration in reimbursed courses to four registrations in courses not federally aided. At first thought one might believe that industrial subjects would usually be viewed as definitely vocational in purpose. While one cannot conclude that all reimbursable courses are actually reimbursed, the large spread between registrations in federally aided courses and in those not so aided indicates that large numbers of pupils and parents regard courses in industrial subjects well worth pursuing even if the employment motive is not the prime consideration.

Agriculture, commercial work, home economics, and shop courses have found their way into the curriculums of American high schools principally within the last three decades. They had a rapid rise during the first half of this period and as a group are still gaining consistently but with less rapidity than attended their early growth. Their momentum issues from two sources, namely, their occupational significance in preparing for future employment and their contribution to objectives of home membership, worthy use of leisure time, and improved citizenship.

Apart from merely physical accommodations, some interesting examples of real library ingenuity were noted. Camp P-112, near Carmel, N. Y., features book displays which are changed regularly, and also furnished the only instance observed of subject shelf labels for the permanent library. Camp SP-8, near Peekskill, N. Y., boasts an interesting book talk every evening by the assistant educational adviser, and the attendance (which is always voluntary) is very good. Camp SP-12 at Palisades Interstate Park near Englewood, N. J., has a full-time librarian. He is a college student enrollee, who is active in stimulating reading interests among the men. Knowing his collection, he recommends specific books for individuals, and also publicizes the best books in the traveling libraries by posting their paper jackets on the bulletin board.

## Advisory Service

Camp libraries in the Second Corps Area have been using to good advantage for the past year the facilities of the Library Advisory Service (located at 33 East Broadway, New York City). The corps area educational adviser has been responsible for this work, but the funds were supplied for 1 year by the Carnegie Corporation of New York through the American Association for Adult Education. Six advisers contacted in the corps area said that this service had been a great help to them in forwarding the educational program of the camp, and they hope to see it continued.

## Chief Functions

The chief functions of the existing Library Advisory Service are:

(1) "Mail-order reference service" direct to the camp educational advisers. The adviser cannot have the reference tools at hand or the specialized knowledge of their use which are so necessary for the prompt and satisfactory answers to the requests of the enrollee.

(2) Informational and clipping service to the corps area educational adviser on matters of interest to him.

(3) "Liaison service" between the ex-enrollee and his town or neighborhood public library for the purpose of: (a) Furthering the reading and study begun in the C. C. C.; (b) establishing a life contact with the one source in the community which is, or should be, competent to give any information requested, or refer the inquirer to some better qualified source; (c) helping the man immediately to find a position by answering questions which can be found in reference tools, and referring him to community guidance agencies which have staffs trained in personal aptitude testing and vocational guidance.

## Circulation

The following table shows the comparative circulation and corresponding education level of 12 camps in Virginia and 12 in the other States visited. The figures are for the month of April 1937:

	Virginia	Others
Average educational level . . . . .	6th grade	8th grade
Average circulation . . . . .	138	164
Average company strength . . . . .	153	144

The circulation figures are for books charged out and do not include use of books in the reading room which is considerable, especially in the more attractive and well-furnished rooms. Each man signs his name and enters the date on the book card, which is then filed under the title. Books can be kept from 3 days to 2 weeks with renewals, depending upon the needs and limitations of the individual library.

## Inter-Library Loans

The following borrowing privileges were reported by individual camp libraries:

- (1) 100 books per month, from a metropolitan public library, the adviser to choose them;
- (2) Unlimited number, from a large county library, the adviser to choose them;
- (3) Unlimited, from the State library through the above county library, the adviser to choose;
- (4) 25 books (fiction) for 4 months from the above State library, these to be chosen by the library but the fiction chosen was always satisfactory to the enrollees and adviser;
- (5) Two advisers charge out material on their own cards from various smaller town libraries for the men in their camps.

## Need Cooperation

It cannot be overemphasized that the camp libraries in the Civilian Conservation Corps need as much cooperation as possible from State and county libraries and from other libraries in the immediate vicinity of the camps. Especially where the advisers do not have the use of an organization like the library advisory service to supply the individual needs of the men, it is very necessary for them to have a nearby reference service where they can get quick, reliable and full information on any question affecting their immediate or future prospects. While the average camp collection is fairly adequate for everyday needs, the libraries of the country can make a distinct contribution to the education of these boys by offering their services for the answering of their many special requests for material.





## In Public Schools

### Diagnostic School

The San Francisco Public Schools Bulletin reports that the principals and teachers of the San Francisco schools have already accomplished splendid results in working with the children at the Diagnostic School. In order that this school may render the most constructive service, the symptoms of maladjustment should be recognized and assistance asked for at as young an age as possible. Until recently, the peak number referred has been from the junior high school age group. It has now swung to the middle and upper grades of the elementary school. This has enabled the Diagnostic School to render greater preventive service and has thereby resulted in a marked decrease in juvenile court offenders.

### Developing Criteria

The executive committee of the Cooperative Study of Secondary School Standards recently met at Old Point Comfort, Va., to review the findings of their study now available and to lay plans for publication. This study, made jointly by the six regional associations of colleges and secondary schools operating throughout the United States, is developing criteria and procedures for the accrediting of secondary schools and for stimulating progressive improvement in them. The undertaking will be completed by analysis of the data gathered during 4 years of extensive study and experimentation.

### Another Cooperative Undertaking

*Ohio School Standards*, prepared in 1937 under the direction of G. H. Reavis and issued by the State Department of Education of Ohio, is the result of a cooperative undertaking by school men and women and institutions of higher learning. A number of county and regional conferences on the subject were held, as well as a series of conferences at the summer sessions of several colleges and universities. In his foreword to the publication, E. N. Dietrich, State director of education, says, "The purpose of these standards is to provide general guidance and direction for the high schools of the State in harmony with a basic democratic philosophy of education. They aim to articulate harmoniously the school's activities with the objectives of higher and lower schools and with the interests of the community."

### Enormous Increase

Visual aids in the public schools of Cleveland, Ohio, have increased in number during the past 10 years from 17,387 unit sets used in the classrooms in 1925 to 143,816 sets used in 1935, according to the latest report of the superintendent of schools of that city. The

Educational Museum of Cleveland is a central working depository for all the visual materials provided by the board of education. Here these materials are organized, prepared, serviced, kept up to date, and coordinated with the courses of study.

### Parental School

During the year just passed the Parental School maintained by the Chicago Board of Education cared for 725 children committed to its care. About 75 percent have been returned to their neighborhood schools and are making good, according to a recent report of the superintendent of schools of that city. A study of the history of the children who have been sent to this school discloses the fact that more than 90 percent are victims of bad home environment. This neglect the school tries to overcome, and at the same time provides for a continuation of school work and the cultivation of a proper social attitude. The program provides for the correction of health defects, remedial work in school subjects, and by the use of various employments the building up of proper habits of industry and ambition. Adequate library provision is made, and in the cottages busy work and games of all kinds are encouraged.

### Philadelphia School Survey

A survey of the public schools of Philadelphia was begun in 1936 under the direction of George A. Works of the department of education, University of Chicago. Dorr E. Crosley, formerly of the Pennsylvania State Department of Education, was assistant director. The survey was organized in six divisions with the following persons in charge: Elementary education, Francis M. Garver, University of Pennsylvania; secondary education, E. Duncan Grizzell, University of Pennsylvania; finance and school business, LeRoy A. King, University of Pennsylvania; educational research and results, LeRoy A. King; central administrative organization, Ralph D. Owen, Temple University; teacher training, George A. Works, University of Chicago. A report of the survey was recently issued in four volumes: I. Summary of Findings and Recommendations; II. Central Administrative Organization, Finance and School Business, Educational Research and Results; III. Elementary Education and Teacher Training; IV. Secondary Education.

### Youth Surveys

At least 166 surveys of American youth have been made on a national, regional, State, or local scale in the past 6 years. In a publication entitled "Surveys of Youth" recently issued by the American Council on Education, 744 Jackson Place, Washington, D. C., each of these surveys is briefly de-

scribed. The publication, which is the most extensive list of its kind to come to the attention of the Office of Education, gives a consecutive review of activities in finding facts about youth in many sections of the country. The author, D. L. Harley, says in his preface, "The extent of this activity may be imperfectly realized by many who have not been in close touch with it, and if the present publication should arouse in some communities a desire to emulate others by discovering facts about their own youth it will have done a good service."

### Exposition Held

The Buffalo (N. Y.) Public Schools recently held an exposition for the public. The aim of this type of publicity was to show as completely as possible the great variety of work being done in the city schools. The departments of child accounting, visual instruction, cafeteria service, and plant operation, among others, presented striking demonstrations of their work.

### Honoring Founder

The Beadle Centennial, celebrating the hundredth anniversary of the birth of Gen. William Henry Harrison Beadle, first president and founder of the South Dakota Education Association, and superintendent of public instruction of the State, will be observed by the State of South Dakota during the school year 1937-38. In accordance with a resolution adopted by the United States Senate, with the House of Representatives concurring, a statue of General Beadle will be placed in Statuary Hall, Washington, D. C., at some time during the school year. At the exercises which are planned for the reception of the statue, the chairman of the Beadle Centennial Committee will represent the State of South Dakota in presenting the statue.

W. S. DEFFENBAUGH



## In Colleges

### Land-Grant Colleges Promote Safety

The seriousness of the traffic problem has led to the establishment of courses in a number of colleges to reduce traffic accidents through driver education and training. With the rapid increase in the number of high schools making plans for teaching driving and traffic safety, there is a growing demand for teachers trained to teach such a course. Six States are now requiring a driving and traffic safety

course of all high-school students. The American Automobile Association's manuals on driving are frequently used as a text for classroom instruction. Dual-control-driver-training cars are provided for student use through the cooperation of the motorcar companies and the American Automobile Association.

Courses were offered the past summer by the following land-grant colleges: Agricultural and Mechanical College of Texas, College Station, Tex.; Ohio State University, Columbus, Ohio; Pennsylvania State College, State College, Pa.; Rutgers University, New Brunswick, N. J.; State College of Washington, Pullman, Wash.; University of Kentucky, Lexington, Ky.; and University of Maryland, College Park, Md.

#### **National Youth Administration**

Last year \$68,000,000 was spent by the Federal Government in the employment of some 440,866 college boys and girls in 1,664 colleges who needed to earn a part of their way through college. This year (1937-38) the appropriation for this work is \$40,000,000 with provision for an additional \$10,000,000. The number of colleges participating will be almost the same, but the number of students working will be reduced to about 225,000. The NYA is intended primarily to give part-time jobs to needy young people between 18 and 25 years of age who are unemployed and out of school, and between 16 and 25 years of age for those who are unable otherwise to continue in school or college. To secure this aid a college student must apply directly to the college, satisfy the authorities there as to his need of such assistance, be of good character, and carry at least three-fourths of a regular program of studies. Each college, however, has a definite quota.

#### **Anthropometric Measurements**

To establish uniform standards for the textile and clothing industry so children's garments can be made to fit and wear better, some 100,000 typical public-school children in 8 States and the District of Columbia are to be measured voluntarily by trained workers of the Bureau of Home Economics of the Department of Agriculture. These experts, both men and women, plan to take 36 measurements on each child between the ages of 4 and 14. Measurements to be taken vary from ankle to neck sizes. The Bureau has enlisted the aid of numerous educational institutions located in Alabama, California, Kansas, Iowa, Maryland, District of Columbia, Minnesota, Pennsylvania, and Texas. Institutions cooperating in the study are: University of Alabama, Institute of Child Welfare of the University of California, University of Iowa, Iowa State College, Kansas State College, University of Minnesota, Pennsylvania State College, Agricultural Experiment Station of Texas (College Station), and Texas Technological College.

#### **Hospital Librarianship**

University of Minnesota's new course, begun during the spring quarter of this year, is said to be the first offered in hospital librarianship. The course given with the cooperation of the division of library instruction at the university, the Mayo Foundation, the Twin Cities hospitals, and the State board of control, is directed by the librarian of the St. Paul public library.

#### **Fever Therapy**

The value of artificial fever as a weapon against rheumatism, arthritis, venereal disease, common cold, influenza, heart diseases, tuberculosis, and brain disorders, will be studied at the University of Pittsburgh's School of Medicine under a grant of \$50,000 by the Westinghouse Electric & Manufacturing Co. A 3-year program of research directed by the university's department of industrial hygiene, is planned. The Westinghouse Co. will not participate in the research, but will make the results available to medical authorities as a contribution to public health.

#### **Recreational Leadership**

Massachusetts State College has inaugurated a new course this year in recreational leadership including studies in public relations in recreational planning, dramatic production, field studies in natural science, and maintenance and service considerations in recreational areas.

#### **Fellowships in Psychology**

A total of 84 fellowships in psychology have been granted to students selected from 21 different institutions by the National Research Council. Among the institutions represented are Harvard with 15 scholars; Johns Hopkins University, 9; University of Iowa, 9; Columbia University, 8; Cornell University, 5; University of Minnesota, 5; Yale University, 5; Clark University, 4; Ohio State University, 4; University of Illinois, 3; and Princeton University, 3.

#### **Health Service**

The dispensary and hospital services at University of Kansas last year included entrance examinations, smallpox vaccinations, typhoid vaccinations, X-ray pictures and treatments, laboratory procedures, R. O. T. C. examinations, and granting of excuses. Almost 86 percent of the 4,091 students who paid the health fee registered for service and averaged about 120 daily calls or 9 calls per student. The average number of hospital patients each day was 20.6 with an average stay of 4.1 days.

#### **College Art**

The College Wing of the Fine Arts Gallery of the United States Department of the Interior at Washington has been reserved for the exhibition of the art works of college students. More than 100 framed oil paintings by student artists throughout the United

States are on display in the new Interior Building, and opportunity is given to compare schools and techniques of the various colleges.

#### **Fire College**

Nearly 100 firemen from cities of Kansas recently attended the annual fire college at the University of Kansas. The program included talks by chiefs of several Kansas departments and demonstrations in the proper handling of apparatus.

WALTER J. GREENLEAF



## **In Educational Research**

### **Pupil-Adjustment Problem**

Do changes in home conditions result in changes in the adjustment of pupils in school? Lester A. Kirkendall has attempted to answer this question for pupils of adolescent age. He did this by observing changes from one year to another in home environment as measured by the Myers Intra-Family Questionnaire and in school adjustment by the Symonds Adjustment Questionnaire. That home environment and pupil adjustment are related has been proved by previous studies. It has been concluded by many, therefore, that poor home conditions cause poor adjustment in school. Kirkendall's investigation throws light on this causal relationship. The rather surprising conclusions of this study, which we will not divulge here, have an important bearing on the problem of pupil adjustment. Kirkendall's investigation is reported as Teachers College, Columbia University, Contributions to Education, No. 705.

### **Student-Aid Study**

An interesting study of student aid through loans and scholarships in a graduate school of education (Teachers College, Columbia University) has been made by Margaret R. Smith. The composition of the group of students receiving aid was contrasted with two other student groups—a group to whom aid had been refused and a group who had not asked for loans. The values received in the use of the loans were also analyzed. This analysis is an interesting commentary on the struggle for a higher education. Further, the effect of the rejection of the application for aid was analyzed. This study is a most detailed study of this aspect of collegiate education. It is issued as Teachers College, Columbia University, Contributions to Education, No. 704.

### **Comprehensive Review**

Oscar K. Buros has published through Rutgers University the bulletin Educational, Psychological and Personality Tests of 1936, which gives not only a list of tests issued in 1936 in different fields, but also references to the use of such tests, and in addition a comprehensive review of all books and pamphlets dealing with testing for the period 1933-36.

## Controversial Issue

The extent of the handicap under which children of parents who speak some other language than English suffer in American schools is a controversial issue. Research has produced contradictory conclusions. An added research on this question is that of A. J. Mitchell reported in the *Elementary School Journal* in September 1937. Mitchell finds that Mexican children do much better on the Otis Group Intelligence Scale, Primary Examination, when it is given in Spanish than when given in English. Conclusions from any one of the studies made so far are inadequate to cover the situation, it seems to the writer. Everyone will agree that a pupil with no knowledge of English is severely handicapped in an American school. But the handicap arising from different degrees of knowledge of English upon achievement seems not to have been conclusively established. A comprehensive experiment covering all phases of bilingualism is needed before any final word can be given.

## Reading Readiness

Elizabeth L. Woods and her staff in the psychology division of the Los Angeles City Schools have made a report of a series of investigations carried on since 1928 in regard to the readiness of children to learn to read and carry on the other activities representing the first grade level. These research studies have been carried on under field conditions, and the conclusions reached may therefore be all the better accepted as practical. Two goals have directed the direction of these investigations. These are: (1) To evaluate the criteria existing for the placement of B 1 (entering first grade) pupils. These criteria are of two types: (a) teachers' judgments, and (b) standardized test results. (2) To determine to what extent the present educational philosophy with regard to reading readiness is actually functioning throughout our schools.

The investigations were principally of two types: (a) experimental, and (b) statistical. This report is made in the *Journal of Educational Research* for September 1937.

DAVID SEGEL

★

## In Other Government Agencies

### National Park Service

To coordinate efforts of the Federal Government and of the 48 States in public education concerning scenic, health, historical, and recreational opportunities of their respective areas, a tourist information bureau to be known as the United States Tourist Bureau (see illustration) has been established at 45 Broadway, New York City, under the direction of Nelson A. Loomis, associate recreational planner of the National Park Service.



New United States Tourist Bureau.

The bureau will function as a clearing house for travel information of every authenticated type supplied by governmental, State, and legitimate private agencies, and will keep current on all facts relating to travel and transportation.

The Honorable James W. Gerard, former ambassador to Germany, was recently appointed collaborator of the National Park Service by Secretary of the Interior Ickes.

### Office of Indian Affairs

In answer to a query as to why she entered the Indian Service, a teacher in one of the Indian schools replied: "I was born in the Indian Service; my father was a superintendent. . . . Of course I like it, it's got me like all the rest now. You see what it is like, though—dealing out relief, making mattresses and stuffing them, and today tanning buckskin with the women's club. I was sacking rations last night, and do you know, this time the coffee came in beans instead of being ground up, and I doubt if there is a grinder within 40 miles. . . . I would have just about enough to do if I didn't have to go over to the schoolhouse and teach every day. But who would want to do nothing but teach in one schoolroom? I know that lots of the outside work I do is really teaching, too."

### National Youth Administration

Federal assistance to needy school and college students will be curtailed by approximately one-third this year because of general reductions in total relief appropriations, according to a recent announcement by Aubrey Williams, executive director. Allotments to the States under the student-aid program will not exceed \$20,000,000, and student employment quotas will not go above 220,000. Quotas for States are based on average monthly payments of \$6 for students in secondary schools and \$15 for those in colleges and universities.

No special allotments for graduate aid will be made during the current year, but quotas for all institutions of higher learning will be based on 8 percent of the combined enrollment of undergraduate and graduate students at a \$15 average monthly wage.

A special fund of \$70,000 has been set aside again this year for the assistance of Negro graduate students in those States which do not offer advanced courses for Negroes.

Regular school aid allotments to 11 Midwestern States affected by the drought were augmented by a total of \$311,550. The drought also caused special allotments of college aid funds to be made in 16 States, the total of which is now estimated at \$211,275.

Young people desiring assistance under the Student Aid Program are advised by the NYA Director to apply to the head of the institution they wish to attend.

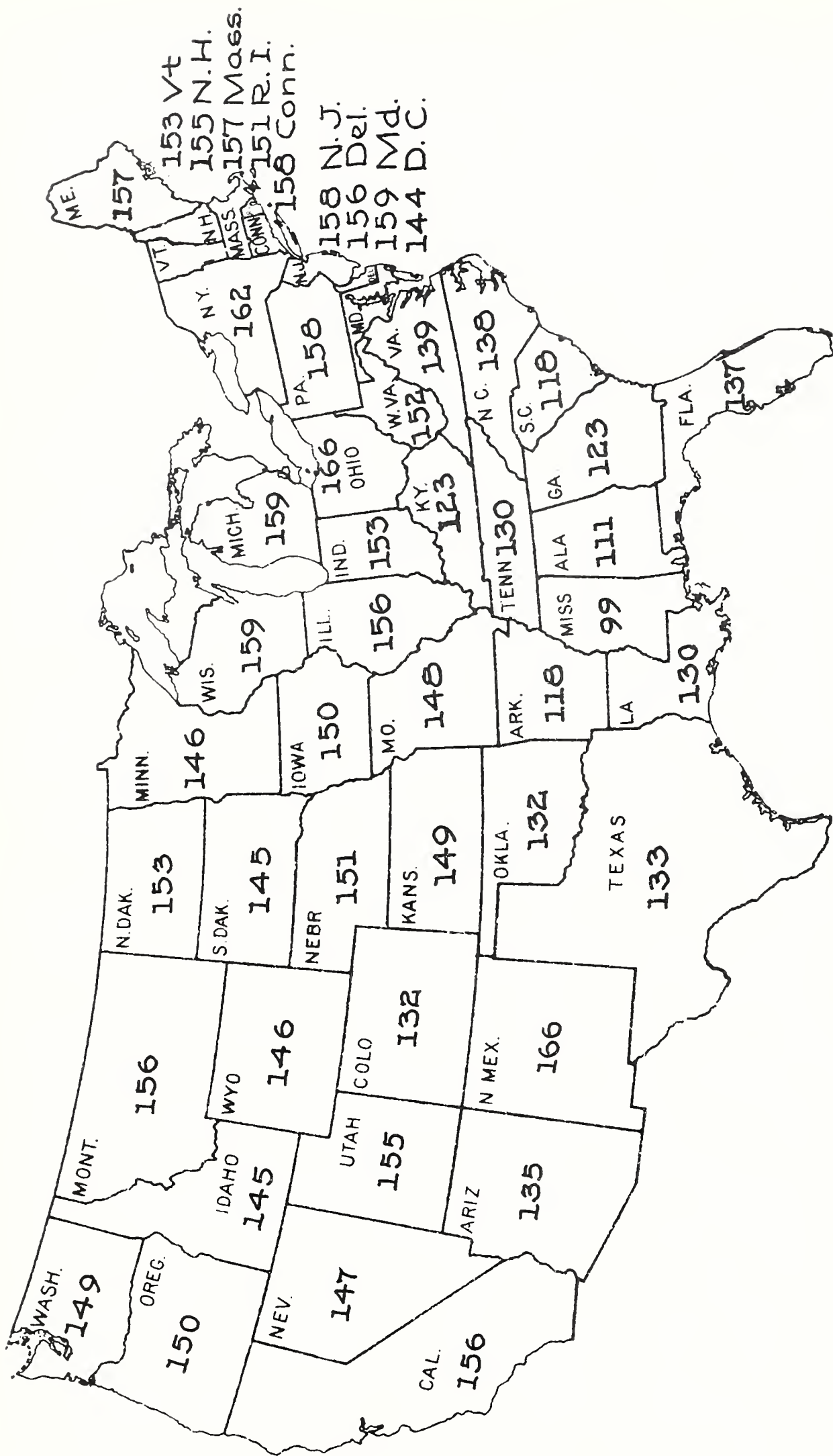
MARGARET F. RYAN

★ ★ ★

## Classes for Women

New evidence of the interest of women throughout the country in adult education classes in homemaking subjects is received by the Office of Education from time to time.

From Kansas comes the report that 8,143 persons were enrolled in parent education and home economics classes in that State last year. Classes were held in 64 centers. Four itinerant teachers devoted their entire time to these classes, and local teachers conducted classes in 24 centers. Training for lay leadership of study groups was given in seven centers by Rose Cologne, field worker in parent education. Highest enrollment was recorded in parent education classes. Subjects studied included nutrition, consumer education, house furnishing, home entertaining, selection and construction of clothing, care of the sick, and home management.



*Average Number of Days Attended by Each Pupil Enrolled in Each State, 1935-36.  
In Elementary and Secondary Schools.*

The average number of days attended by each pupil enrolled is obtained by dividing the aggregate number of pupil-days that pupils were physically present by the net enrollment for the year. Any carelessness in keeping pupil records of enrollment and attendance would give an inaccurate number for the average days attended by each pupil.

The wide variation as shown by the map on this page in some instances is partly due to the length of the school term but the most difference is caused by lax or nonenforcement of school attendance laws.

The pupils in 10 States attend less than 8 days out of each 10 days the schools are in session. The aver-

age length of the school term for the continental United States is 173 days for 1935-36 and the number of days attended by each pupil enrolled is 146 days. In one State whose average length of term is 174 days, the average number of days attended by each pupil enrolled is only 132 days. Another State whose term length is 176 days the pupils enrolled attended an average of 166 days.

When schools are being planned an effort is made to provide school facilities for each pupil enrolled, but if pupils are out of school nearly 15 out of each 100 days it means that approximately \$300,000,000 is annually expended for pupils who do not take full advan-

age of the educational facilities provided for them.

The following grouping shows the wide variations in the number of pupils attending daily:

Days	States
160-169	3
150-159	22
140-149	9
130-139	9
120-129	2
110-119	3
100-109	1
90-99	1

David T. Blose



# Some CURRENT PUBLICATIONS of the OFFICE OF EDUCATION



## BULLETINS

1937

No.	Title	Price
1.	Educational Directory, 1937, Parts I, III, and IV still available, each	\$0. 10
2.	Biennial Survey of Education, 1934-36: Chapter II. Trends in Secondary Education.....	. 10
	Chapter V. Review of Conditions and Developments in Education in Rural and Other Sparsely Settled Areas.....	. 10

(The other chapters are either in press or in preparation by the authors.)

3.	Public Affairs Pamphlets.....	. 10
4.	Conservation in the Education Program.....	. 10
5.	Insurance and Annuity Plans for College Staffs.....	. 10
6.	Bibliography of Research Studies in Education, 1935-36.....	. 30
7.	Student Health Services in Institutions of Higher Education.....	. 10

## BULLETINS

1936

2.	Young Children in European Countries.....	. 15
3.	Junior Colleges.....	. 15
4.	State Provisions for Equalizing the Cost of Public Education.....	. 10
5.	Bibliography of Research Studies in Education, 1934-35.....	. 25
6.	Safeguarding Democracy Through Adult Civic Education.....	. 05
7.	Instruction in Hygiene in Institutions of Higher Education.....	. 10
8.	Graduate Work in Engineering in Universities and Colleges in the United States.....	. 15
9.	Testing Practices of High-School Teachers.....	. 10
10.	Scholarships and Fellowships.....	. 15
11.	A Guide to Curriculum Adjustment for Mentally Retarded Children.....	. 20
12.	Public Education in Alaska.....	. 10
13.	The Deaf and the Hard-of-Hearing in the Occupational World.....	. 15

## SCHOOL LIFE

OFFICIAL ORGAN OF THE  
OFFICE OF EDUCATION

**S**

ONE YEAR · 10 ISSUES

See Order Blank on Next Page

## BULLETINS

1936—continued

No.	Title	Price
14.	Poland's Institutions of Higher Education.....	\$0. 25
15.	Authority of State Executives Over Higher Education.....	. 10
16.	A Step Forward for Adult Civic Education.....	. 10
17.	William Torrey Harris—The Commemoration of the One-Hundredth Anniversary of his Birth.....	. 15
18.	Youth:	
	I. How Communities Can Help.....	. 10
	II. Leisure for Living.....	. 15
	III. Education for Those Out of School.....	. 10
	IV. Vocational Guidance for Those Out of School.....	. 10
	V. Finding Jobs.....	. 10
	VI. Community Surveys.....	. 15
19.	Functional Planning of Elementary School Buildings.....	. 25

## PAMPHLETS

70.	Per-Capita Costs in City School Systems, 1935-36.....	. 10
71.	An Annotated Bibliography on the Education and Psychology of Exceptional Children.....	. 10
72.	Status of Rural School Supervision in the United States, 1935-36.....	. 10
73.	Subject Registration in Private High Schools and Academies, 1932-33.....	. 10
74.	Crucial Issues in Education.....	. 05
75.	Safety and Health of the School Child—A self-survey of school conditions and activities.....	. 10

## LEAFLETS

No.	Title	Price
34.	State Library Agencies as Sources of Pictorial Material for Social Studies.....	\$0. 05
35.	Essentials in Home and School Cooperation.....	. 05
36.	Educational Law: Selected References.....	. 05
37.	Physique of School Children.....	. 05
38.	Instruction in the Effects of Alcohol and Tobacco.....	. 05

## VOCATIONAL EDUCATION BULLETINS

183.	Business Problems in Farming—Suggestions to teachers of vocational agriculture for use in conducting agricultural evening classes.....	. 10
184.	Procedure for Survey of a State Program of Vocational Rehabilitation—A manual of procedure for assembling and interpreting data on the factors involved in the conduct of a State rehabilitation program.....	. 10
185.	Aviation in the Public Schools.....	. 15
186.	Cooperative Training in Retail Selling in the Public Secondary Schools.....	. 20
187.	Home Economics Education Courses—A study of practices in teacher-training institutions reimbursed from Federal funds for vocational education.....	. 15
188.	Young Men in Farming—A study of young men to determine the qualifications, opportunities, and needs for training in farming, together with derived guidance, placement, and training objectives.....	. 15
189.	Landscaping the Farmstead—Making the farm home grounds more attractive. (In press.)	
190.	Vocational Rehabilitation of the Physically Handicapped.....	. 10
191.	Interpretive Science and Related Information in Vocational Agriculture—Effective utilization of scientific principles and related information in organized agricultural instruction.....	. 10



# UNITED STATES DEPARTMENT OF THE INTERIOR

HAROLD L. ICKES, *Secretary*  
OSCAR L. CHAPMAN, *Assistant Secretary*

## OFFICE OF EDUCATION

J. W. STUDEBAKER, *Commissioner*  
BESS GOODYKOONTZ, *Assistant Commissioner*      J. C. WRIGHT, *Assistant Commissioner for Vocational Education*  
C. F. KLINEFELTER, *Administrative Assistant to the Commissioner*

### OFFICE OF THE ASSISTANT COMMISSIONER OF EDUCATION

*Assistant Commissioner of Education*—BESS GOODYKOONTZ.

#### CONSULTANTS:

JAMES F. ROGERS, health education.  
MARIS M. PROFFITT, guidance and industrial education.  
DAVID SEGEL, tests and measurements.  
LEWIS R. ALDERMAN, adult education.

#### DIVISIONS:

##### *Higher education:*

FREDERICK J. KELLY, chief.  
BEN W. FRAZIER, teacher training.  
WALTON C. JOHN, higher education.  
WALTER J. GREENLEAF, higher education.  
JOHN H. MCNEELY, higher education.  
ELLA B. RATCLIFFE, educational assistant.

##### *American school systems:*

WALTER S. DEFFENRAUGH, chief.  
MARY DARNEY DAVIS, nursery-kindergarten-primary education.  
CARL A. JESSEN, secondary education.  
ALICE BARROWS, school-building problems.  
HENRY F. ALVES, State school administration.  
TIMON COVERT, school finance.  
WARD W. KEESECKER, school legislation.  
ELLEN C. LOMBARD, parent education.  
——, elementary education.

##### *Comparative education:*

JAMES F. ABEL, chief.  
ALINA M. LINDEGREN, western European education.  
SEVERIN K. TUROSIENSKI, comparative education.

##### *Special problems:*

Mrs. KATHERINE M. COOK, chief.  
WALTER H. GAUMNITZ, rural education problems.  
ELISE H. MARTENS, education of exceptional children  
AMBROSE CALIVER, education of Negroes.  
——, education by radio.

##### *Statistical:*

EMERY M. FOSTER, chief.  
DAVID T. BLOSE, associate statistician.  
HENRY G. BADGER, associate statistician.  
LESTER B. HERLIHY, associate statistician.

##### *Editorial:*

WILLIAM DOW BOUTWELL, chief.  
OLGA JONES, acting chief.  
JOHN H. LLOYD, editorial assistant.  
MARGARET F. RYAN, editorial assistant.  
JOHN S. SHAW, editorial assistant.

##### *Library:*

SABRA W. VOUGHT, chief.  
MARTHA R. MCCABE, assistant librarian.  
EDITH A. WRIGHT, research and reference.  
AGNES I. LEE, cataloger.  
SUSAN O. FUTTERER, cataloger.  
RUTH A. GRAY, research assistant.  
LEM BANKS, reference assistant.

##### *Library Service:*

——, chief.  
EDITH A. LATHROP, school libraries.  
——, school libraries.  
——, public libraries.

### OFFICE OF THE ASSISTANT COMMISSIONER FOR VOCATIONAL EDUCATION

*Assistant Commissioner for Vocational Education*—J. C. WRIGHT.

#### VOCATIONAL EDUCATION DIVISION:

##### SERVICES:

##### *Agricultural education:*

J. A. LINKE, chief.  
C. H. LANE, agent, north Atlantic region.  
D. M. CLEMENTS, agent, southern region.  
JAMES H. PEARSON, agent, central region.  
W. T. SPANTON, agent, western region.  
FRANK W. LATHROP, research specialist.  
W. A. ROSS, specialist in subject matter.  
W. N. ELAM, agent, special groups.  
H. B. SWANSON, specialist in teacher training.  
R. W. GREGORY, specialist in part-time and evening schools.

##### *Trade and industrial education:*

FRANK CUSHMAN, chief.  
G. A. MCGARVEY, agent, north Atlantic region.  
C. E. RAKESTRAW, agent, southern region.  
R. V. BILLINGTON, agent, central region.  
JAMES R. COXEN, agent, western region.  
Mrs. A. L. BURDICK, special agent, women and girls.  
ROY DIMMITT, special agent.  
R. W. HAMBROOK, special agent.  
N. B. GILES, special agent.  
JERRY R. HAWKE, special agent.

##### *Home economics education:*

FLORENCE FALLGATTER, chief.  
EDNA P. AMIDON, agent, north Atlantic region.  
MARIE WHITE, agent, southern region.  
RUA VAN HORN, agent, central region.  
Mrs. DORA S. LEWIS, agent, western region.  
BEULAH I. COON, agent, studies and research.  
SUSAN M. BURSON, agent, special groups.

##### *Commercial education:*

E. W. BARNHART, chief.

##### *Research and statistical:*

——, chief.  
C. M. ARTHUR, research specialist.  
——, educational consultant.

#### VOCATIONAL REHABILITATION DIVISION:

##### *Vocational rehabilitation service, States:*

JOHN AUBEL KRATZ, chief.  
I. M. RISTINE, agent, north Atlantic region.  
H. B. CUMMINGS, agent, southern region.  
TRACY COPP, agent, central region.  
F. J. CLAYTON, agent, western region.  
TERRY C. FOSTER, research agent.  
HOMER L. STANTON, research agent.  
JOSEPH F. CLUNK, special agent for the blind.

##### *Vocational rehabilitation service, District of Columbia:*

H. C. CORPENING, supervisor in charge.  
W. H. FUREY, supervisor.

### Federal Advisory Board for Vocational Education

PAUL H. NYSTROM, *Manufacturing and Commerce, Chairman*

HENRY A. WALLACE, *Secretary of Agriculture.*  
DANIEL C. ROPER, *Secretary of Commerce.*  
FRANCES PERKINS, *Secretary of Labor.*

J. W. STUDEBAKER, *Commissioner of Education.*  
CLARENCE POE, *Agriculture.*  
HENRY OHL, Jr., *Labor.*

### CIVILIAN CONSERVATION CORPS CAMP EDUCATION OFFICE

HOWARD W. OXLEY, *director, CCC camp education.*  
SILAS M. RANSOPHER, *assistant director.*

GEORGE J. FINLEY, *assistant to director.*  
JOHN A. LANG, *administrative assistant.*

---

You will receive

SCHOOL LIFE

THE OFFICIAL JOURNAL OF THE OFFICE OF EDUCATION

for one year

*by sending ONE DOLLAR to the*

SUPERINTENDENT OF DOCUMENTS

GOVERNMENT PRINTING OFFICE

WASHINGTON, D. C.

---



# SCHOOL JOURNAL



**December 1937**

**VOLUME 23**

**NUMBER 4**

DEC 28 1937

LIBRARY  
NATIONAL EDUCATION ASSOCIATION

**OFFICIAL ORGAN  
OF THE OFFICE  
OF EDUCATION**

**UNITED STATES  
DEPARTMENT OF  
THE INTERIOR  
WASHINGTON**

**WRITE**

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

**FOR PUBLISHED  
INFORMATION  
ON:**

- Nursery-Kindergarten-  
Primary Education
- Elementary Education
- Secondary Education
- Colleges and Professional  
Schools
- School Administration
- School Finance
- School Legislation
- Exceptional Child  
Education
- Rural School Problems
- School Supervision
- School Statistics
- School Libraries
- Agricultural Education
- Educational Research
- School Building
- Negro Education
- Commercial Education
- Homemaking Education
- Radio Education
- Forums
- Native and Minority  
Group Education
- Vocational Education
- Parent Education
- Physical Education
- Rehabilitation
- Teacher Education
- CCC Education
- Health Education
- Industrial Education
- Educational Tests and  
Measurements
- Comparative Education
- Adult Education

# SCHOOL LIFE



**CONTENTS OF THIS ISSUE • DECEMBER 1937**  
Volume 23 Number 4

	PAGE
Higher Education and Nationalism . . . . .	<i>Frederick J. Kelly</i> . . . . . 97
Radio and Screen . . . . .	<i>Gordon Studebaker</i> . . . . . 99
Educators' Bulletin Board . . . . .	<i>Susan O. Futterer</i> . . . . . 100
	<i>Ruth A. Gray</i>
Encouraging College Art . . . . .	<i>Walter J. Greenleaf</i> . . . . . 101
Recent Advances in Training Standards of Rural Teachers . . . . .	<i>Walter H. Gaumnitz</i> . . . . . 103
Christmas the Whole Year 'Round . . . . .	<i>Eleanor Vore Sickler</i> . . . . . 104
Editorials . . . Expanding Functions of Education . . . . .	<i>J. W. Studebaker</i> . . . . . 106
On the Cover	
Among the Authors	
On Your Calendar	
State Legislation Affecting Education . . . . .	<i>Ward W. Keesecker</i> . . . . . 107
Program of the National Congress . . . . .	<i>Ellen C. Lombard</i> . . . . . 108
New Government Aids for Teachers . . . . .	<i>Margaret F. Ryan</i> . . . . . 109
Per Pupil Cost in Public Schools . . . . .	<i>David T. Blose</i> . . . . . 111
Growth of the Interior Department . . . . .	<i>Harold L. Ickes</i> . . . . . 112
The Vocational Summary . . . . .	<i>C. M. Arthur</i> . . . . . 114
Ten Years of F. F. A. Progress . . . . .	<i>W. A. Ross</i> . . . . . 117
New Uses of School Statistics . . . . .	<i>Emery M. Foster</i> . . . . . 118
Individualizing Education in the CCC . . . . .	<i>Howard W. Oxley</i> . . . . . 119
Progress on Records and Reports Program . . . . .	122
Educational News . . . . .	123
In Public Schools . . . . .	<i>W. S. Deffenbaugh</i>
In Colleges . . . . .	<i>Walter J. Greenleaf</i>
In Educational Research . . . . .	<i>David Segel</i>
In Other Government Agencies . . . . .	<i>Margaret F. Ryan</i>
In Other Countries . . . . .	<i>James F. Abel</i>

Congress, 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." To diffuse expeditiously information and facts collected, the Office of Education publishes SCHOOL LIFE, a monthly service, September through June. SCHOOL LIFE provides a national perspective of education in the United States.

Order its service for 1 year by sending \$1.00 to the Superintendent of Documents, Government Printing Office, Washington, D. C. To foreign countries, \$1.45 a year. On all orders for 100 copies or more to be sent to one address, the Superintendent of Documents allows a discount of 25 percent. Enter subscriptions also through magazine dealers. Send all editorial communications pertaining to SCHOOL LIFE to Editorial Division, Office of Education, United States Department of the Interior, Washington, D. C. The printing of SCHOOL LIFE has been approved by the Director of the Budget.

# Higher Education and Nationalism

by Frederick J. Kelly, Chief, Division of Higher Education

★★★ I left the hotel and strolled along the shore of Lake Geneva. It was nearly half a mile to Palais Wilson where the conference of the International Bureau of Education was to be held. I soon found myself standing before the stone fence in front of the none too imposing structure. A tablet placed in a panel of that fence is inscribed: "A la Memoire de Woodrow Wilson, President des Etats Unis, Fondateur de la Societe des Nations." My heart swelled with pride to recall that the building where the League of Nations was housed during its early struggling years had been renamed Palais Wilson in honor of my distinguished countryman.

Once inside the building I was ushered into the conference room where tables forming a large "U" were arranged to accommodate about 50 delegates. Here was the room which the Council of the League occupied for years, now assigned to the International Bureau of Education for conferences. I was presently told that the much more spacious room which had been the meeting place of the Assembly of the League had also been assigned to the International Bureau of Education to house exhibits of such educational materials from member countries as bear most directly upon the work done in the schools to increase international understanding and good will.

## Education Moved In

When the League of Nations moved into its palatial new buildings a mile away, education moved into the abandoned quarters. Perhaps education can consolidate the positions gained by League actions and maybe it can prepare an easier pathway for the new steps which the League or something like it is destined to take. Perhaps education can play the same role in the development of peaceful international relationships that it plays in developing strong foundations for the governments of the separate nations composing the League.

The conference of the International Bureau was presently called to order. A neat placard on the table designated the place of each country. A generous supply of materials was provided for each delegate. We found our places and introduced ourselves to our neighbors. Since I was a delegate from the "Etats Unis," the neighbors on my left were "Estonie" and "Espagne" and on my right "Finlande" and France. In the 4 days to follow, I was to learn what fine delegates these countries sent, even if a generous use of sign language was required in the case of one or two of them.



Delegates to Conference of International Bureau of Education, at Geneva.

With only a little time devoted to the welcoming and "keys to the city" preliminaries the business of hearing and discussing reports of educational progress for 1936-37 in country after country was begun.

## Measures and Decrees

"Allemagne" was the first country called upon. As Doctor Grafer representing the Government at Berlin made his way to the speaker's table, copies of an English translation of his report were laid before us. Thus, I was spared the embarrassing necessity of guessing at what he said. This is the way his report began:

"Of the measures and decrees promulgated during the period under report . . ."

I could hardly go beyond that first line. My mind was gripped at once by the concept of education by governmentally promulgated measures and decrees! I could hardly give attention to what those measures and decrees were for thinking of the fact that "educational progress" was to be reported in terms of "decrees"!

Space will not permit going into the question of the far-reaching nature of the changes wrought by these decrees such as the "fundamental decree of the Reichsminister of Education issued on April 20, 1936, which made English the first and main foreign language." These changes are varied and sweeping and can be read in the yearbook soon to be published by the International Bureau of Education, Palais Wilson, Geneva, Switzerland. This article must be confined to the thoughts engendered in my mind by the idea of *running schools by decree*.

If Germany's delegate had been the only one at the conference to report "educational progress" in terms almost wholly of changes wrought by the ministry of education, I should probably have recovered from the shock promptly. But as one country after another reported, I came to realize that my report would be almost unique in that I was going to tell of progress being made by schools on their own local initiative or on the initiative of the States. No central office exists in the United States with authority to decree what shall be done in schools. But in most of the other countries represented at the conference, the authority to run the schools resides in the ministry of education just as the authority to run the army resides in the war department.

To be sure, the comparison should be made not between Germany and the United States but between Germany (or almost any other European country save England) and any one of our 48 States. But even when the comparison is thus made with, say, New York or Kansas, there is a striking difference. Education in a given State of the United States is not thought to be chiefly the responsibility of the State department of education. Education is the concern of the local communities, with the aid and systematization of the State department. City superintendents and principals of high schools do not think of themselves as engaged in carrying out orders of the State department. Improvements in education in the community are their responsibility and the responsibility of their teachers and patrons. On the other hand, in most European countries, judging by the reports made by the representatives of their ministries of

education, the center of responsibility for educational policies and practices is the minister of education. Local educational officials are concerned chiefly with administering the schools in conformity with the "measures and decrees" promulgated by the minister rather than with studying their local situations and making appropriate adjustments.

### Paris Conference

Immediately following the Geneva conference, I was a delegate to a conference in Paris of directors of higher education in ministries of education and invited university representatives. My impression was again borne out that even in higher education the directing authority resides in the central government in most countries.

While the extent of this centralized control differs among European countries just as the extent of local control differs among the several States of the United States, the difference in the relationship of education to nationalism between the United States and most European countries is both fundamental and wide. It is that relationship which is worthy of more careful consideration by Americans than is generally given to it.

Education in this country is a function of the several States as distinct from the Federal Government. There are, nevertheless, certain aspects of education which concern the Nation as a whole rather than the separate States. For example, the neglect of adequate education respecting conservation may affect the Nation as a whole more than it affects any one State. The same may be said about scores of social, economic, and political issues. If democracy as a way of life is threatened by the spread of dictatorship, it is a concern of the Federal Government perhaps even more than it is a concern of the separate States.

### Reinforcing the Foundation

What recourse is open to the Federal Government through education to reinforce its foundations of popular government?

### Home of the International Bureau of Education.



A LA MEMOIRE DE  
WOODROW WILSON  
PRESIDENT 1897-1913

Two procedures have been used in the past:

(1) By the ordinances of 1785 and 1787 grants of public lands were made to the States permanently to endow schools. The Federal Government stated its position clearly in the Ordinance of 1787, one paragraph of which reads:

"It is hereby ordained and declared by the authority aforesaid that the following articles shall be considered as *articles of compact* (italics mine) between the Original Thirteen States and the people and the States in said territory and forever remain unalterable unless by common consent. To wit: Article 1, . . . , Article 2, . . . , Article 3, that religion, morality, and knowledge being necessary to good government and the happiness of mankind, schools and the means of education shall forever be encouraged."

Here then was the Government's position. We cannot have good government without good schools. We will give the States endowments for schools as a part of a "compact." Their side of the compact is to provide that knowledge necessary to good government.

By the clearest possible implication the Government reserves the right to indicate when in its opinion any State is not providing that knowledge necessary to good government. In fact, it no doubt has the right to go further than to indicate its opinion. It can do something about it as is shown by the second procedure here indicated.

(2) In addition to expressing its opinion about the inadequacies of the education provided by the several States, the Federal Government may take steps to correct the deficiency. In 1862, after years of debate, the Congress passed the Morrill Act establishing a system of colleges of agriculture and mechanic arts in the several States. This act was in protest against the practice, followed by the States, of maintaining colleges concerned too exclusively with the education needed by the professional and leisure classes. Education was not being provided suitable for the agricultural and "industrial classes." Agriculture, the basis of national progress, was not being adequately fostered by education. The

Federal appropriations to these land-grant colleges are now (or shortly will become) in excess of \$34,000,000 annually.

But even with this stimulus to education in the fields of agriculture and mechanic arts, the States still did not incorporate suitable education of less than college grade for people on the farms and in the factories. Therefore, nearly 60 years after the Morrill Act, the Congress passed the Smith-Hughes Act setting up a plan of cooperation with the States for maintaining vocational education in the high schools of the country. The last congress in accordance with the previously adopted George-Deen Act made appropriations which add above \$14,000,000 per year to the sums available under the Smith-Hughes Act.

### Fundamental Question

By these two procedures, the Federal Government has demonstrated that it may take such steps as will assure the sort of education which national welfare demands. How far it should go in this direction is a question fundamental in nature. To study the whole question of Federal relations to education, President Roosevelt about 16 months ago appointed a distinguished committee. This committee is planning to report its findings and recommendations by January 1, 1938.

At this stage no one can be sure what will emerge as the result of the present deliberations concerning the relation of education to nationalism. One observation seems justified. Unless there can be found ways of assuring the voluntary adoption by the States and local school authorities of those measures regarded by the Nation as "necessary to good government," the Federal Government will undoubtedly increase its influence in the field of education.

Autocratic governments move quickly and make full use of their educational forces to develop a supporting public opinion. Educational "reforms" are instituted without delay and reach almost all the children (and many adults) throughout the country.

Such a procedure is obnoxious to every true American. Better to have slower progress under the democratic method. But how slow? Or putting it in other words, is there some way to speed up action and yet retain the democratic process? Even in the case of policies with which everyone agrees—such, for example, as the seven cardinal objectives of secondary education—is there some way to secure their incorporation into practice without waiting almost interminably? In autocratic countries the minister of education issues an edict or a decree and health instruction begins at once. In this country, a competent commission puts health as the first objective of secondary education. The Office of Education publishes the report of the commission. The education leaders of the country take cognizance of the arguments made. All agree that the recommendations are sound and that health education should be stressed. But what happens? A little. Twenty years later schools in a vast number



Delegates to Conference on Higher Education held by the Institute of Intellectual Cooperation of the League of Nations, at Paris.

of places have made only insignificant changes, if any, with respect to health instruction.

Is such slowness inevitable as long as the democratic way of life prevails? If so, democracy suffers a great handicap in its competition with autocracy. In my opinion such slowness is not inevitable. Democracy needs to build up more adequate machinery to speed up the voluntary incorporation into practice of accepted policies. Writing splendidly rhetorical reports and letting them then gather dust on library shelves is not the way which the welfare of democracy demands. A set-up adequate to assure educational action by the democratic process is needed. Not centralized government authority in matters of education, but machinery to wield Nation-

wide influence in behalf of educational progress.

Now that America no longer has the great untapped resources beyond her frontiers upon which to draw, she is having to meet, for the first time, competition with older countries on a more nearly equal footing in that respect. The real test of our democracy is before us. One of the most difficult problems confronting our statesmen in that test is how to speed up change in those aspects of our life such as education which lack the stimulus of a commercial motive. Must there be more centralized authority or will we be ingenious enough to find adequate devices to accomplish change voluntarily and thus reserve the maximum of liberty?

## ● RADIO and SCREEN

### Two New Films

A new motion-picture film "Rollin' down to Mexico" has just been completed by the Pan American Union for the use of schools and colleges, women's clubs, and other study groups. This one is of a series of sound pictures about the cities, countries, and commodities of Latin America recently added to the motion-picture library of the Union as a part of its educational activity. For information write the Section of Motion Pictures Pan American Union, Washington, D. C.

Realizing that the public, as well as the nursing profession, is interested in the education of nurses, the division of visual experiment of the Harmon Foundation, in cooperation with the New York Hospital School of Nursing, has prepared a 2-reel, 16-millimeter silent film, "Nurses in the Making." The film is accompanied by suggestions for use which include reading lists on nursing and nursing education. A list of phonograph records which will furnish appropriate music for the showing is also supplied. The picture should be of interest to club program committees, school assemblies and education association meetings. It will be particularly useful in

vocational guidance work. Available for rental from the Harmon Foundation, 140 Nassau Street, New York, N. Y.

### Radio Listening Centers

The Mountain Radio Listening Center System sponsored by the University of Kentucky is fully described in a very interesting 12-page illustrated booklet. Copies may be secured without charge from Elmer G. Sulzer, director, publicity bureau, University of Kentucky, Lexington, Ky.

### Broadcasts on Literature

During 1937-38 the National Council of Teachers of English is cooperating with the American School of the Air in producing a series of 13 broadcasts on "Aspects of American Literature." The programs may be heard each Tuesday over the Columbia Broadcasting System from 2:30 to 3 p. m. E. S. T.

### Short-Wave Broadcasts

America's bid for supremacy in the highly competitive field of international short-wave radio broadcasting was strengthened during the month of September by a marked increase in the number and diversity of the National

Broadcasting Co.'s schedule of special programs expressly designed for foreign countries. Thirteen different countries in Europe, South America, and Central America are now tuning in their radio sets to these cultural programs and entertainment.

### Television

The Columbia Broadcasting System's new television transmitter, which took some 50 technicians more than 9 months to build, is being given its first power tests at the Camden, N. J., manufacturing plant.

About the first of the year, when all "bugs" have been eliminated, the transmitter is to be shipped to New York for installation on the seventy-third and seventy-fourth floors of the Chrysler Building. There it will provide television programs from the nearby Grand Central Station studios now being built by Columbia. These programs may be picked up within a radius of approximately 40 miles over a total area of about 4,800 square miles of thickly populated territory.

### Second Radio Conference

The Second National Conference on Educational Broadcasting was held at the Drake Hotel in Chicago, November 29, 30, and December 1. The discussions were of interest to both producers and consumers of educational radio programs.

### Community Film Work

Sarah McLean Mullen, coordinator of visual aid and teacher of English and motion-picture appreciation at Lincoln High School, Los Angeles, has written a stimulating account of how to make community film work effective. The article, entitled "A Social Force", appears in the October issue of *The California Parent-Teacher*.

### For Amateur Leaders

Amateur groups interested in radio broadcasting will find helpful suggestions in a handbook called "Radio Script Duplication", prepared by the Radio Workshop of Ohio State University. The booklet presupposes no great knowledge of radio and its techniques. It contains numerous examples of continuity and script pages, and of various processes of duplication; gives advice on type, paper, and colors; and tells how to time production. The booklet will be sent to interested leaders of amateur groups on receipt of 10 cents to cover mailing costs. Address requests to the Radio Workshop, Ohio State University, Columbus, Ohio.

### Radio Calendar

A radio calendar which lists sustaining educational programs to be presented during the fall and winter months by the Columbia Broadcasting System and the National Broadcasting Co. is sent free upon request. Address, The American Association of School Administrators, 1201 Sixteenth Street Northwest, Washington, D. C.

GORDON STUDEBAKER



## New Books and Pamphlets

### Safety Education

Industrial Safety Education in Schools, by Paul L. Cressman, John A. McCarthy, L. G. Stier, Willis A. Sutton, Albert W. Whitney. New York, Metropolitan Life Insurance Co. [1937] 48 p. (School health monograph no. 10.) Free to school administrators and teachers.

Discusses the basic principles and practices of effective safety education in school shops.

Youth at the Wheel, a reference book on safe driving, by John J. Floherty. Philadelphia, J. B. Lippincott Co., 1937. 154 p. illus. \$1.75.

Intended primarily for readers between the ages of 14 and 18, but contains much information useful to the adult driver.

### Adult Education

Capitalizing Intelligence, eight essays on adult education, Warren C. Seyfert, editor. Cambridge, Graduate School of Education, Harvard University, 1937. 141 p. 75 cents.

Contents: Living on an adult level, by Lyman Bryson; Getting ready for social change, by Eduard C. Lindeman; The education of leaders for an adult world, by Harold Benjamin; The worker accepts responsibility for education, by Eleanor G. Coit; An experiment in disciplined freedom, by Harry A. Overstreet; Bring back the Town Meeting, by George V. Denny, Jr.; Capitalizing intelligence, by Kirtley F. Mather.

How Adults Read, by Guy Thomas Buswell. Chicago, Ill., The University of Chicago, 1937. 158 p. (Supplementary Educational Monographs, no. 45) \$1.50.

A report on the individual analysis of the nature of the reading process for one thousand adults and on remedial experiments.

### Educational Centennials

The Kindergarten Centennial, 1837-1937. Prepared by The A. C. E. Kindergarten Centennial Committee, Edna Dean Baker, Chairman. Washington, D. C., The Association for Childhood Education, 1937. 24 p. 15 cents.

A brief historical outline of early childhood education.

Horace Mann Centennial, 1837-1937. Suggestions for suitable commemoration by the schools of Massachusetts of the one hundredth anniversary of the establishment of the board of education in Massachusetts, and the election of Horace Mann as its first secretary. Boston, Massachusetts Department of Education, 1937. 202 p. illus.

Contains material appropriate for programs for the Horace Mann Centennial.

### Student Activities

How to Organize a Student Activities Fund for the Supervision of Student Finances, by

Charlotte M. Schaedel. 9 p. Mimeog. 50 cents. (From the author, Peterborough High School, Peterborough, N. H.)

Written especially for headmasters and others who have to account for money raised and expended by students

Extra-Curricular Activities, Revised Ed., by Harry C. McKown. New York, The Macmillan Co., 1937. 734 p. illus. \$3.25.

Discusses newer activities, emphases, and procedures, and suggests improved methods of organizing the older activities.

### Graphic Statistics

How to Use Pictorial Statistics, by Rudolf Modley . . . with one chapter on Symbols by Franz C. Hess. New York, Harper and Brothers, 1937. 170 p. illus. \$3.

Outlines the laws and methods of pictographs; over 75 charts provide examples of the various uses of pictorial statistics. Contains a chapter on Pictorial Statistics in School.

### Conservation

Water, its Conservation and Use, by Stanley W. Morse. Sacramento, Calif., State Department of Education, 1937. 38 p. (Science Guide for Elementary Schools, vol. 3, no. 8.) 15 cents.

Emphasizes the use and handling of water for human consumption.

### For School Libraries

In Little America with Byrd, based upon experiences of the 56 men of the Second Antarctic Expedition, by Joe Hill, Jr., of the Ice Party and Ola Davis Hill, his mother, with foreword by Rear Admiral Richard E. Byrd . . . Boston, Ginn & Co., 1937. 264 p. illus. \$1.

An interesting account of the expedition, related by the youngest member of the party, who was just 20 years old when he went to Little America.

Plutarch's Lives, Shortened and Simplified, by Grace Voris Curl. Boston, D. C. Heath & Co., 1937. 376 p. 96 cents.

Selections include: (1) the more familiar names in history; (2) stories that furnished plots for Shakespeare; (3) the biographies most interesting in themselves.

Our Country from the Air, by Edna E. Eisen. Chicago, Wheeler Publishing Co., 1937. 212 p. illus. \$1.20.

Every left-hand page of this supplementary geography is a full-page aerial view (7½ x 9½ inches) correlated with informative text. Guide statements also direct the pupils' attention to the most significant details of the pictures.

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:

ALLEN, CECIL H. Legal principles governing practice teaching in state teachers colleges, normal schools, and public schools. Doctor's, 1936. Teachers College, Columbia University. 160 p.

ARSENIAN, SETH. Bilingualism and mental development: a study of the intelligence and the social background of bilingual children in New York City. Doctor's, 1937. Teachers College, Columbia University. 164 p.

DI NAPOLI, PETER J. Homework in the New York City elementary schools. Doctor's, 1936. Teachers College, Columbia University. 60 p.

FERRY, THOMAS F. Organization activities in the Washington, D. C., public schools. Master's, 1937. George Washington University. 89 p. ms.

FRANK, MILDRED H. Education for international good will. Master's, 1937. Boston University. 193 p. ms.

FRASER, MOWAT G. College of the future: an appraisal of fundamental plans and trends in American higher education. Doctor's, 1937. Columbia University. 529 p.

GABEL, Rev. RICHARD J. Public funds for church and private schools. Doctor's, 1937. Catholic University of America. 858 p.

GOEBEL, Rev. EDMUND J. Study of Catholic secondary education during the Colonial period up to the first plenary council of Baltimore, 1852. Doctor's, 1936. Catholic University of America. 269 p.

HAN, SHU ESUAN. A brief study of the school system in Fairfax county, Va. Master's, 1937. George Washington University. 90 p. ms.

HILL, ROBERT R. Relation of teacher preparation to pupil achievement. Doctor's, 1936. George Peabody College for Teachers. 34 p.

LAZAR, MAY. Reading interests, activities, and opportunities of bright, average, and dull children. Doctor's, 1937. Teachers College, Columbia University. 127 p.

LITTLE, BENJAMIN A. Unit organization of four topics in English literature for the ninth school year. Master's, 1937. Boston University. 153 p. ms.

MARBLE, HAROLD E. Variations in the budget of Seneca Falls schools compared with 35 village superintendencies over a 10 year period. Master's, 1937. Syracuse University. 84 p. ms.

MATTHEWS, M. TAYLOR. Experience worlds of mountain people: institutional efficiency in Appalachian village and hinterland communities. Doctor's, 1936. Teachers College, Columbia University. 210 p.

OSBORNE, ERNEST G. Camping and guidance. Doctor's, 1936. Teachers College, Columbia University. 260 p.

ROUCEK, JOSEPH S. Development of sociology in Czechoslovakia. Master's, 1936. New York University. 46 p. ms.

SINCLAIR, WALLACE E. Teaching of ancient American civilizations in the public schools. Master's, 1937. Boston University. 94 p. ms.

STAFFORD, MARGIE H. Analysis of the vocabularies of four music textbooks designed for second grade use; based upon standard alphabetical lists of words for primary grades. Master's, 1936. Syracuse University. 116 p. ms.

STOHLMAN, MILDRED A. Annotated bibliography of arithmetic as found in surveys of city schools in the United States. Master's, 1937. George Washington University. 61 p. ms.

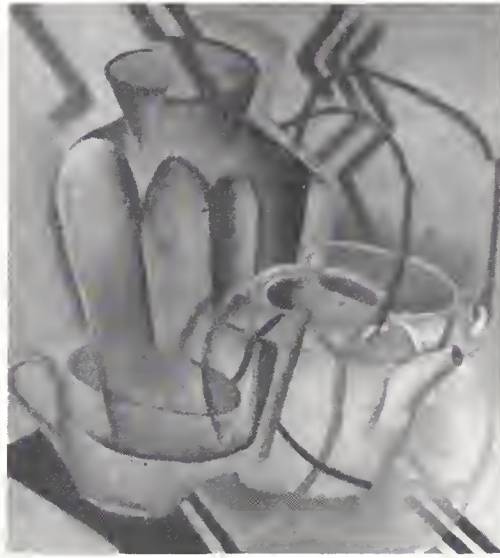
TOALSON, FRANK B. Discipline as reported by teachers in a senior high school of Kansas. Master's, 1937. University of Kansas. 73 p. ms.

TWEEDY, RALPH L. Trends in agricultural income, industrial payrolls, retail food prices and teachers' salaries for 95 Kansas high schools, 1930-36. Master's, 1937. University of Kansas. 38 p. ms.

WEE, K. A. Physical education in Protestant Christian colleges and universities of China. Doctor's, 1936. Teachers College, Columbia University. 105 p.

WOLFENBERGER, O. K. Comparative study of the value of written reports in laboratory experiments versus non-written reports in a ninth grade general science class. Master's, 1936. University of Kansas. 61 p. ms.

RUTH A. GRAY



## Encouraging College Art

by Walter J. Greenleaf, Specialist, Higher Education

★★★ As visitors in Washington view the exhibition in the Department of the Interior, of some 150 canvases done by college students throughout the United States, they realize more fully the importance of art work in college, and the influence of the different schools of painters on the young student artists.

One of the features of the Interior building is the Fine Arts Gallery which occupies a part of the top floor. The gallery is completely modern with air conditioning, silent floor coverings, concealed radiation, neutral monks cloth backgrounds, indirect lighting and canopies of acoustical plaster. Walnut benches with blue leather coverings provide seats for visitors throughout the length of the gallery which is about 250 feet.

The gallery itself is divided into three salons, one of which is reserved for continuous exhibitions of the work of college art students throughout the Nation.

### *The College Wing*

The west end of the gallery is, therefore, known as the College Wing. Here a series of exhibitions of works of art done in the colleges and in the endowed art schools of the United States will be shown for periods of 1 to 3 months. The south wall of this room provides an exhibit area of about 90 by 8 feet. The north wall is broken in the center by a door leaving space on either side of about 42 by 9 feet. In other words about 174 running feet are to be used in this room to show the work of student artists

*Pictures reproduced on this page are now on view, with many others, in the College Wing of the Fine Arts Gallery, Department of the Interior, in Washington. From upper left to right, they are:*

*"Shipwreck" by Jirayr H. Zorthian, of Yale University.*

*"The Bride" by Emilie Artt, student at Corcoran Art School, Washington, D. C.*

*"Portrait of Stere" by Alfred Fatica, student at Cleveland School of Art.*

*"Portrait of a Girl" by Marthae Anne Chapman, student at Maryland Institute of Art, Baltimore.*

*"Form Relationship" by Joyce Davies, student at Mills College, California.*

*"Still Life" by Eloise Isley, student at the University of Illinois.*

# Christmas the Whole Year 'Round

by Eleanor Vore Sickler, Principal, Christmas School

★ ★ ★ Around the holiday season, the name of this mining camp brings "Christmas" into the public eye. The village sprawls over the slopes of the semidesert hills and nestles in a canyon. The occasion of the name was the discovery of the mine on a Christmas Eve. Christmas has a school that, in common with other schools in copper mining districts, has been subject to great fluctuations in numbers, owing to a variety of economic conditions. In 1929 we had 5 teachers and an enrollment of 170 pupils; the past 2 years of the depression, with the price of copper at low ebb, we have numbered 16, with 1 teacher for all 8 grades. In the absence of doctor, nurse, or priest at hand, the teacher has perforce taken over, within the limitations of professional capacity, some of the functions of all, outside school hours. For Christmas school has become a little more than a school; it is a sort of family group.

## *Expansion Spells Adventure*

Now, with increased copper prices, we are entering another period of expansion, and the air seems attuned to expectancy. Expansion, to us, spells adventure—more people to know, more friends to make, new things to do, enlarged living.

About two-thirds of our pupils have heretofore been children of non-English speaking Mexican miners. Obviously, the language handicap so prevalent in the Southwest, has been one of our major problems. It was complicated at first by a resentment, parent fostered, against what was termed our desire to make the children forget their native tongue. Persuasion and reason fell on deaf ears; coercion met open defiance. We lessened our pressure on the harassed children, tormented between school and home loyalties, and sought an ally in the adult camp.

The father of two of our children had a fair working knowledge of English, and was a man

of some weight in the Mexican community. A call at his home, compliments on the progress of his children, a good radio concert enjoyed together, and respectful interest in the real herb lore of the senora, convinced both parents of the friendly intent of the visit. I apologized for my halting Spanish, regretting my slight acquaintance with their beautiful tongue, and enlarged upon the benefits the Mexican children had in their opportunity to learn well two valuable languages, one their own so expressive Spanish, the other the language of the country in which they live and earn their bread. It was an advantage, I admitted, which they enjoyed over their American schoolmates. I could wish that all of the Mexican parents might cooperate with our desire to press this advantage by urging their boys and girls to seize every chance offered to practice English when away from home. I was assured that hereafter it would be the father's pleasure to present this view to his compatriots. He was as good as his word. We hear no more about enforced English speaking. Our older children take pride in teaching their pre-school brothers and sisters a small working vocabulary to start on, and their own knowledge of English already so far outstrips their Spanish that they often speak the former at home among themselves. It is true that at school they also sometimes speak Spanish to the younger members of their families, or when excited or hurried, but it is no longer through intentional defiance, but rather the effect of being somewhat bi-lingual.

## *Use Standard Tests*

The cooperation begun in this instance has extended to other matters and for several years the relationship between the parents and teachers has been cordial and even affectionate.

In the past 4 years we have experimented in our upper grades with a successful attempt

to do away with the double standard of scholarship we had maintained in the first years, and have required the same type of work from our Mexican pupils as we expected from the others. The results were checked by standard tests each year and an individual record kept both with graphs and tabulations, with personal notations on home and health conditions that might affect scholarship and behavior. A careful comparison of these graphs above the fourth grade shows the Mexican children holding their own very well with the Americans, once they have a sufficient English vocabulary to compete with them at all.

We feel that another of our experiments has had a beneficial effect, though its value cannot be definitely appraised since its results are progressive. This undertaking was the introduction of short and frequent rest periods. Herein we are following Nature's principle of alternate activity and rest, her rhythm of tension and relaxation, and this principle of relaxation is a part of our emphasis on mental hygiene. This emphasis includes an attitude of cheerful, interested acceptance of all phases of our daily companionship and occupations, and an open and fearless mind toward our greater home, the universe, and our larger family, its inhabitants.

Our children begin to learn physical and mental relaxation in the first grade, carry the practice throughout their school experience and usually learn to enjoy its benefits so much that they voluntarily keep it up at home during vacations. In an unresting age, turbulent with social, political, and economic change we offer this small contribution to sanity; an attempt to arm each of our children with the power at least to make a balanced individual adjustment to the shifting values of their day.

## *System of Cooperation*

In the past 2 years during which we have been a one-room rural school with all grades, we have worked out a system of cooperation in the schoolroom together with the elimination of nonessentials and combination of classes which has proved interesting and enjoyable and has enabled us to cover cultural and practical ground that we could not otherwise have encompassed. The older children made themselves responsible for the younger children of their respective families. They used odd moments when they had to wait for my attention to hear the little ones' spelling lesson or reading practice or number drill. They helped their slower classmates over troublesome points in the lesson under way. Any quicker pupil, after having been carefully checked in his knowledge by the

"Christmas" upper grade pupils.





teacher, took over the rest of the class out of doors or in a vacant room and individually or collectively ironed out the difficulties that beset the slower pupils. Each of the upper grade children had a copy of a simple daily program for his grade, and had work blocked out for several days ahead. They were responsible for keeping their own work up to schedule, and two or three times a week we gave the younger ones seat work to keep them busy, and had a grand time threshing out the subjects the older ones had been working on since our last session. Anyone might listen in and contribute comments or information or ask questions, and in this way we summed up what we knew and what we had yet to learn of the work under consideration. The plan calls for a modification of project or activity programs on a sort of contract basis and the whole method should be kept loose and flexible, so as to make it as spontaneous as possible.

This way of working has obvious disadvantages, but on the whole it has worked out well for us, because these children have grown up with one another, and are heartily interested not only in their own progress but in that of their small brothers and sisters and cousins and neighbors. We come out a little farther ahead each year than we used to do under a more formal regime. The children are thinking for themselves and taking the responsibility for their own behavior, and their friendly interest in the rest of the community and the world at large is refreshing. Americans and Mexicans alike, at least within the school room, are comradely and courteous in their relations and seem to like working together.

A substitute teacher who had never before taught Mexican children remarked at the end of her first day with our group, "Why, I don't see any *difference* between the Mexican and American children!" Which sentence satisfactorily summed up our 9 years program of Americanization in Christmas.

#### *Situation Changed*

With the influx this year of many American families since the reopening of the mine, our situation has radically changed. For the first time, we have a preponderance of Americans, and our future activities promise to be those of the average rural school in a small community whose members are chiefly English speaking. We shall be less picturesque, no doubt; our problems less diversified. But certain fundamental attitudes we shall try to hold and to expand.

These attitudes may be summed up in three words: acceptance, reciprocity, and spontaneity. We shall continue to accept our school life as a shared experience and a rich field for experiment in living. We shall foster a feeling of mutual respect and tolerance on the part of each toward the other's differences in temperament and background, with a live interplay of individual interests and reactions. Last, we shall develop the value of spontaneity

which depends upon keeping our whole day's work so flexible that it can adjust itself to the inspiration rising out of unforeseen reactions to the work, on the part of either the teachers or the pupils. In other words, we intend the work itself to be a living force carrying us with spontaneous joyousness toward understanding and accomplishment.

No matter what changes may come in teacher or pupil personnel we shall continue our policy of past year—we shall try to make our children feel that every moment of their school life is really life—that it is also our life—that we like living it; that when the tasks it involves are in themselves monotonous or even disagreeable there is some pleasure in doing them together, and a great deal of satisfaction in getting them well done. We shall work, play, and rest as a group. But the group will be for the individual—not the individual for the group. We are not building for "the new social order"—whatever that may be. We are a social order, and we are not particularly anxious about the future: Our concern is for the present. "Today well-lived makes every yesterday a dream of happiness, and every tomorrow a vision of hope."

#### *Planning Necessary*

A flexible system like this calls for more planning than appears on the surface. Careful organization of materials, frequent changes of daily or weekly programs, close personal touch with the children's background, all must be thought of. Where pupil teachers can be used there must, of course, be a watchful supervision and checking. Work is work however we dress it. But there can be a difference between monotonous grind and stimulating activity, and the difference lies largely in the mental set of those who carry it on.

We like the stimulating way best, and so we go on our way, living gladly, adjusting the old to the new, accepting the unfamiliar and making it our own. We embroider the excellent pattern set for us by our State course of study with patience and love and faith, serene in the knowledge that the future will reap what we sow, and that, whatever other

results may accrue, living itself, joyous and free in every moment, is the richest result of all of our efforts.



## State Reports on Local School Units Study

Six of the ten States cooperating with the Office of Education in its study of local school units have published individual reports on the study in the respective States. Other States are publishing similar reports.

Although the Office of Education will publish bulletins describing the work of the study as a whole, conditions among the several States vary so widely that, in order to show the scope and comprehensiveness of the work of the project, separate State reports seemed necessary. Each State report briefly sketches the historical development of school units in the State, presents in detail and evaluates the collected data revealing the strengths or weaknesses of existing school units, and, on the basis of this evaluation, proposes a series of tentative but definite changes in existing school unit organization designed to secure more satisfactory school units.

The States which have already published reports are California, Illinois, Kentucky, North Carolina, Ohio, and Tennessee. The title of each report is "A Study of Local School Units in (name of State)." In addition to its regular report, Tennessee has published a supplementary report—A Graphic Analysis of Tennessee's Public Elementary and High Schools—which presents in graphic and pictorial form a summary of the material presented in the main report.

Copies of the State reports can be secured upon written request to the State department of education, in Sacramento, Calif.; Springfield, Ill.; Frankfort, Ky.; Raleigh, N. C.; Columbus, Ohio; or Nashville, Tenn. The other States which are publishing State reports are Arkansas, Oklahoma, and Pennsylvania. These reports, likewise, may be secured upon written request to the State department of education in each State.

A view of "Christmas" village.





## SCHOOL LIFE

IS ISSUED MONTHLY, EXCEPT JULY AND AUGUST  
BY THE  
UNITED STATES DEPARTMENT OF THE INTERIOR  
OFFICE OF EDUCATION

Secretary of the Interior, HAROLD L. ICKES  
Commissioner of Education, J. W. STUDEBAKER  
Assistant Commissioner of Education, BESS GOODYKOONTZ  
Asst. Comm. for Vocational Education, J. C. WRIGHT  
Editor, WILLIAM DOW BOUTWELL  
Acting Editor, OLGA JONES  
Assistant Editors, MARGARET F. RYAN, JOHN H. LLOYD  
Art Editor, GEORGE A. MCGARVEY

Terms: Subscription, \$1.00 per year, in advance; to foreign countries in which the mailing frank of the United States is not recognized, \$1.45. 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.

Remittance should be made to the SUPERINTENDENT OF DOCUMENTS, Government Printing Office, Washington, D. C.

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

DECEMBER 1937

### On the Cover

The picture on this month's cover page comes to SCHOOL LIFE from the Baltimore public schools. In an illustrated leaflet entitled "Health and Physical Education" published by the Baltimore schools, the importance of this field of education is pointed out in the introductory statement of the publication: "During the past 20 years there has been a rapid growth of health practices in schools. This has come because more people now realize that health is of first importance and that *prevention is better than cure*. It is of the greatest importance to our Nation to *conserve its human resources*."

We appreciate Baltimore's courtesy in contributing this cover page picture and we feel sure that readers of SCHOOL LIFE will enjoy these Baltimore children in their play activity.

### Among the Authors

ELEANOR VORE SICKLER, principal of Christmas School in Arizona, describes this mining camp school as "a sort of family group." She concludes her article with the statement that "we embroider the excellent pattern set for us by our State course of study with patience and love and faith."

FREDERICK J. KELLY, Chief, Division of Higher Education, concludes his series of

## Expanding Functions of Education

EDUCATION in the larger sense brings the home, the school, and the community together in a new relationship, in which each plays an interdependent role in preparing the child for maturity. Study and experimentation have shown that if we are to educate children properly, all the conditions of their lives must be adapted to that development within the body, mind, and heart which forms a basis for worthy living.

The whole personality of the child is now the concern of the school and since personalities differ markedly, the educational program must be varied to meet these individual differences among children. The schools must first ascertain and keep up to date many essential facts about each child, and that in itself is no mean task. It is essentially a new task not demanded of the schools until this generation. Formerly, all children were expected to be treated alike. Mass education, the lock-step method of dealing with children, has now become "taboo." Education is an individual matter. In terms of values to a democracy, it is more important to preserve and develop many of the characteristics in which each child differs from the others than to nurture those characteristics in which he is like the others.

This is the real challenge. Democracy needs all kinds and varieties of strengths. It must avoid the tendency to level down to mediocrity. Equality of opportunity demands differences in kinds of training to match the differences in aptitudes, abilities, and needs of learners. What will develop one learner may stunt the development of another.

The new and expanded task of organized education is an increasingly complicated one. Education must take the children younger and keep them longer. It must broaden the scope of its offering in order to satisfy a cross-section of all the learners of high school and college ages and of adults in general. It must lengthen the regular terms of schooling and find suitable educational activities for what has been a vacation period. And most important and most difficult of all, it must minister to the whole personality of the learner, not just to his intellect. In these ways organized education hopes to do its full and indispensable part in preparing and guiding a citizenship capable of making our democracy work.

J. W. STUDEBAKER,  
Commissioner of Education.

articles on Observations on a Visit to European Universities, with a discussion this month of Higher Education and Nationalism. Dr. Kelly asserts that "the real test of democracy is before us." His series of articles have appeared in the October, November, and December issues of SCHOOL LIFE.

WALTER H. GAUMNITZ, Senior Specialist in Rural Education Problems, of the Office of Education, tells in this number of SCHOOL LIFE, of Recent Advances in Training Standards of Rural Teachers. Dr. Gaumnitz points out some rural education "blessings" growing out of the depression.

HOWARD W. OXLEY, Director of CCC Camp Education, presents an article entitled "Individualizing Education in the CCC." Mr. Oxley points out that "4 years of experience with approximately 2,000,000 men in camp have indicated the wisdom of a program which seeks to minister to a diversity of individual problems, interests, aptitudes, and abilities."

W. A. ROSS, Specialist in Subject Matter, Vocational Division of the Office of Education, this month describes the recent Future Farmers of America Convention at Kansas City, Mo. He also gives various details about this organization which is now 10 years old.

WALTER J. GREENLEAF, Specialist in the Division of Higher Education, is serving in the capacity of executive secretary of the college wing of the Art Gallery in the Interior Building. Dr. Greenleaf in this issue of *SCHOOL LIFE* describes the art gallery in an article entitled "Encouraging College Art."

### On Your Calendar

THE ASSOCIATION OF AMERICAN COLLEGES meets in Chicago on January 20 and 21 at Hotel Stevens.

The general theme of the meeting will be "The College and Public Service." The relation of the college to public life will be discussed by Secretary of the Interior Harold L. Ickes and by Dr. Heinrich Bruening, former Chancellor of Germany and now lecturer at Harvard University. President Harold Willis Dodds of Princeton University and Norman Foerster of the State university of Iowa will also address the conference. President Robert M. Hutchins of the University of Chicago will speak at the banquet on January 20.

THE AMERICAN SOCIETY OF CIVIL ENGINEERS meets in New York City on January 19-21.

THE AMERICAN INSTITUTE OF ELECTRICAL ENGINEERS meets in New York City on January 24-28.



## Education on the Air

"THE WORLD IS YOURS"

Smithsonian Institution dramatizations

Sundays, 4:30 p. m. EST, 3:30 p. m. CST

2:30 p. m. MT, and 1:30 p. m. PT

NBC-Red Network

"BRAVE NEW WORLD"

Dramatizations of Latin American life and culture

Mondays, 10:30 p. m. EST, 9:30 p. m. CST

8:30 p. m. MT, and 7:30 p. m. PT

Columbia Network

"EDUCATION IN THE NEWS"

Highlights of educational developments of the week

Fridays, 6 p. m. EST, 5 p. m. CST

4 p. m. MT, and 3 p. m. PT

NBC-Red Network

# State Legislation Affecting Education

by Ward W. Keesecker, Specialist in School Legislation



State legislative sessions were held during 1937 in 46 States and apparently more than 1,000 measures affecting education were enacted into law. Obviously it is not possible in a magazine article to review in detail so many measures; thus only a few outstanding phases of such legislation are herewith presented.

### School Finance

State legislation in 1937 showed a marked tendency to increase State responsibility for the support of education. This tendency is indicated by legislation in approximately one-half of the States. Among States whose laws were revised in 1937 in such ways as to bring about the assumption by the State of greater responsibility for the financial support of schools are: Alabama, Arkansas, Colorado, Florida, Georgia, Indiana, Kansas, Maine, Michigan, Minnesota, Missouri, Nevada, New Jersey, North Carolina, North Dakota, Oklahoma, Pennsylvania, South Carolina, South Dakota, Tennessee, Texas, Utah, Washington, and Wyoming. All of these States, except possibly Kansas, had previously taken some steps which increased State responsibility for the support of schools. In 1937 the Kansas legislature for the first time enacted legislation which made the State definitely responsible for the support of public elementary schools without the levying of additional property taxes. State funds for this purpose were made available from receipts of a sales tax. Under the new law the State assured each elementary school having an average daily attendance of 12 or more pupils \$675 per year. In order to participate in State funds each district must levy at least 3 mills on district property and also must have maintained 8 months of school the preceding year. The State pays the difference between the yield of a 3-mill levy and the \$675. Districts whose 3-mill levy will yield \$675 for each elementary school teacher do not receive State aid under the new law.

### Teacher Welfare

Perhaps in no previous year have so many States enacted legislation in behalf of the welfare of teachers. Legislation in this field generally manifested itself in three different types: 1, laws to promote the tenure of teachers; 2, legislation which provided for the establishment of retirement benefits for aged teachers; 3, laws providing increased salaries for teachers.

*Teacher tenure.*—During 1937 varying types of teacher tenure laws were enacted in at least

11 States, namely: California, Florida (applicable to certain cities), Kansas (applicable to certain cities), Michigan, Minnesota, Nebraska, New York, Oklahoma (applicable to certain cities), Pennsylvania, South Carolina, and Wisconsin.

The legislatures in Minnesota, Nebraska, and South Carolina provided for teachers continuing contracts. The legislatures in California and New York revised and extended existing tenure laws in a manner favorable to teachers. The new tenure law in Pennsylvania superseded the continuing contract law formerly existing in that State. The Michigan tenure law has two distinct features: (1) It applies only to such school districts in which the electors by a majority vote adopt the provisions of the act, and (2) it provides for a State tenure commission of three members who shall serve as a board of review to hear cases appealed from the decision of controlling local boards.

*Teacher retirement.*—During 1937 more than one-half of the State legislatures considered measures relating to teacher-retirement systems. It is interesting to note that the legislatures of Arkansas, New Hampshire, New Mexico, Texas, and Washington made provisions for the establishment of initial State-wide systems for the retirement of teachers. In Montana, Nevada, and Utah legislation was enacted which substantially reorganized the teacher-retirement systems already existing in those States. Among other States which made some amendments to their retirement provisions for teachers are: California, Illinois, Indiana, Maryland, Massachusetts, Michigan, Minnesota, New Jersey, Pennsylvania, and Wisconsin. Moreover, the legislatures of Delaware, North Carolina, and South Carolina provided for committees to study the problems of establishing teacher-retirement systems in their respective States.

*Teachers salaries.*—Legislation which provided higher minimum or more uniform salary schedules for teachers was enacted in a number of States during the year. Among the States enacting legislation affecting teachers salaries are: California, Indiana, Maryland, New Jersey, Pennsylvania, South Carolina, Tennessee, and Wisconsin.

### State Administrative Organization

Probably the most outstanding legislative enactments in 1937 affecting State school administrative organization occurred in Arkansas and Georgia.

(Concluded on page 108)

# Program of the National Congress

by *Ellen C. Lombard, Associate Specialist in Parent Education*

★ ★ ★ The board of managers of the National Congress of Parents and Teachers recently met in St. Paul, Minn., to plan the program for the administration of the affairs of this organization. Mrs. J. K. Pettengill is the new president of the congress.

Twenty-one national chairmen who are for the most part specialists in fields of social or educational endeavor related to the home, the school, and the community, together with 39 State presidents, discussed with the officers the problems to be solved during the coming year.

## **Democratic Discussion**

New procedures were introduced to facilitate the democratic discussion of the important problems of cooperative relationships, field service, organization, the congress magazine and other publications. A conference for each subject was set up with topics and questions for group discussion. The questions referred to relationships and procedures in working with other groups; the functions of joint conferences with other organizations and institutions; the apportionment of field service, and types of groups to be served; the functions, responsibilities and opportunities of the magazine; the principles and procedures of setting up national projects, and when such projects should merge with the work of the congress.

## **Weekly Broadcasts**

Details of the National Parent-Teacher Radio Forum for 1937-38 were announced. Under the general subject of "Youth in a Modern Community" a weekly broadcast will be presented by experts and leaders in the organization on the Blue Network of NBC. The Office of Education will assist the congress in the preparation and broadcasting of the dramatic presentations. Round table discussions and addresses will characterize the broadcasts, subjects of which will follow in general the programs of committee chairmen of the organization.

## **Legislative Program**

The legislative program for 1938 which has been adopted by the congress and by many State parent-teacher associations covers three types of situations. When measures are endorsed by 26 State congresses in accordance with code requirements they become a part of the active legislative program. The 1938 program includes the support of such measures as the revision of Federal Food and Drug Act; the emergency Federal aid for

education; the abolishment of compulsory block-booking and blind-selling of cinema films; adequate support of Federal offices whose services are related to the program of parents and teachers dealing with problems of education, homemaking, parent education, health, and food and drugs; and the establishment of a Federal Department of Education.

Several legislative projects have not been endorsed by the necessary 26 States although they have been approved by the board of managers of the National Congress of Parents and Teachers. These include: Permanent Federal aid for education, "based upon need after a maximum effort has been made by the States"; international relations; opposition to advertising intoxicating liquors and to legalizing a national lottery; extension of the merit system for civil employees, and other legislative projects.

There are other legislative projects that are under study by both national and State congresses. These have not been endorsed by either State or national organizations.

## **Safety Education**

The safety education project in which the National Congress of Parents and Teachers cooperates under a grant from the automotive industry was a subject of discussion. The program for this project concerns the education of the membership as to their responsibility as pedestrians and as motorists; the

attitude of boys and girls toward driving practices; the enforcement of law by officers; cooperation with the school in giving instruction to youngsters as to how to drive a car safely in modern traffic.

The National Congress of Parents and Teachers now claims greater than 2 million members, largely parents of children in the public schools.



## **School Health Association**

At its recent annual meeting the title of the American Association of School Physicians was changed to the American School Health Association and active membership was made to include persons in "the health sciences professions engaged or interested in school health work." The association publishes a monthly *Journal of School Health*. The president of the association is Dr. John Sundwall of the University of Michigan and the secretary-treasurer is Dr. A. O. De Weese of Kent University, Kent, Ohio.

## **New Ruling on Leave**

Rules governing sick-leave allowance for the employees in the schools of Erie, Pa., have been so revised as to allow 10 full days. Unused sick leave may be accumulated in cycles of 3 years, with the maximum reserve amounting to 30 full days. All employees have the same sick-leave privilege.

## State Legislation Affecting Education

(Concluded from page 107)

The legislature of Arkansas provided for a new State board of education to take the place of the old board of seven members elected by popular vote from each of the congressional districts. The new law provides for a State board of education consisting of one member from each of the congressional districts appointed by the Governor for 7-year terms as the terms of the present members expire. This new law furthermore provides that the Governor shall also be ex-officio member and chairman of the State board, and that the State commissioner of education shall be ex-officio secretary thereof.

In Georgia the legislature provided for a new State board of education with increased membership and enlarged powers. The new State board of education shall consist of the Governor and 1 member from each of the 10 congressional districts appointed by the

Governor "by and with the advice and consent of the Senate" for 6-year overlapping terms. Formerly the Georgia State Board of Education consisted of the Governor and State superintendent of schools and four others appointed by the Governor for 4-year terms. The new State board of education is expressly authorized to provide a course of study for all common and high schools receiving State aid, for curriculum revisions, for the classification and certification of teachers; and to prescribe standard requirements for universities, colleges, normal or professional schools conferring degrees or issuing diplomas. Furthermore, the new law provides that no institutional charter granting the right to confer degrees or diplomas shall be issued until the applicant therefor has obtained from the State board of education a certificate showing that such requirements have been met.



# New Government Aids FOR TEACHERS



by MARGARET F. RYAN

**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

● Use of motion-picture films of the cellulose acetate type appears to be destined for wide use for record purposes, according to *Evaluation of Motion Picture Films for Permanent Records*, Bureau of Standards Miscellaneous Publication M158. Rapid and inexpensive copying of books and manuscripts is facilitated; records on this medium require only a fraction of the storage space required for the same on paper; and accelerated aging tests made at the Bureau of Standards have shown the acetate film, if well made and properly developed and fixed, to be as stable as paper used for permanent records. The bulletin costs 5 cents.

● "A bureau to be known as the Children's Bureau . . . shall investigate and report . . . upon all matters pertaining to the welfare of children and child life among all classes of our people, and shall especially investigate the questions of infant mortality, the birth rate, orphanage, juvenile courts, desertion, dangerous occupations, accidents and diseases of children, employment, legislation affecting children in the several States and Territories . . ." so runs the act approved April 9, 1912, establishing the Children's Bureau. *The Children's Bureau—Yesterday, Today, and Tomorrow* tells how this Federal agency is carrying out the tasks relegated to it. Write for a free copy.

● Large-scale maps showing all details of the existing transportation system in 13 States have been prepared by the Bureau of Public Roads of the Department of Agriculture in cooperation with the Geological Survey. The maps on a scale of 4 miles to the inch are produced on sheets 26 by 36 inches.

The location and character of practically all transportation arteries such as the Federal-aid and State highway systems, important secondary highway connections, air lanes and landing fields, railroads, and navigable channels and canals are shown in color. The location of all Federal and State areas and the roads leading to them are also shown.

● The National Park Service cooperated with the National Recreation Association in the preparation of *Municipal and County Parks in the United States, 1935*. Not only does this bulletin show the status of the municipal and county movement in 1935, but it also affords a basis for studying the development of the movement during the preceding decade. Write to the National Park Service for a free copy. (See illustration)



One of the many craft groups in the Chicago park centers.

● Following is a list of the transportation maps now available, with the number of sheets in each set and the date to which the highway data are corrected. The maps may be purchased from the Superintendent of Documents, Government Printing Office, Washington, D. C., at 20 cents a sheet.

State	Number of sheets	Highway data corrected to—
Connecticut.....	1	Jan. 1, 1936
Delaware.....	2	June 15, 1935
Florida.....	12	April 1, 1935
Iowa.....	8	Feb. 1, 1934
Maine.....	6	July 1, 1935
Maryland.....	3	Jan. 1, 1937
Massachusetts.....	3	Feb. 1, 1937
New Hampshire.....	2	July 1, 1935
Oregon.....	12	Nov. 1, 1935
Rhode Island.....	1	Jan. 1, 1936
South Carolina.....	5	July 1, 1936
Vermont.....	2	Nov. 1, 1935
Washington.....	9	Aug. 1, 1936

● Under the provisions of title VI of the Social Security Act, authority is granted for— (1) An annual appropriation of not to exceed \$8,000,000 for the purpose of assisting States, counties, and health districts, and other political subdivisions of the States, in the establishment and maintenance of adequate health services, including the training of personnel for State and local health work; and (2) an annual appropriation of not to exceed \$2,000,000 to the Public Health Service for research activities of the Service and for the expense of

cooperation with the States in the administration of the Federal funds granted for aid in the establishment and maintenance of State and local health services.

How the Public Health Service is exercising the authority shown it under the preceding provisions is given in *The Public Health Program Under Title VI of the Social Security Act*, Supplement No. 126, Public Health Service.

● *Stop Gullies—Save Your Farm*, a lantern-slide set consisting of 50 colored plates and 8 slides of text, accompanied by a syllabus or story about the pictures, shows how to stop or heal gullies by means of a protective soil cover of trees, vines, or grasses. Borrowers are required to pay transportation costs only. Film strips of the full set in 16-mm width may be purchased through the Office of Cooperative Extension Work, United States Department of Agriculture, at 35 cents for 1, 30 cents each in lots of 2 to 9, or 25 cents for 10 or more copies.

● An average attendance of from 50 to 60 women, and a peak attendance of 125, is reported by Clarysse Ness, home economics instructor in Edinburg High School, Edinburg, N. Dak., in her adult classes last winter. This group consists of both farm and town women, and the sessions of the group are held in conjunction with classes for farmers conducted by the vocational agriculture

(Concluded on page 110)

# Training Standards for Rural Teachers

(Concluded from page 103)

certificate. It therefore becomes evident that as the actual training status of these teachers rises in harmony with these higher certification requirements more and more college graduates will be found in their ranks.

On the lower extreme of the training scale, however, the picture is not so bright. There were in 1935 a total of 1,548 teachers in the one-room schools for whites and 1,661 in the one-room schools for Negroes, who had an education equal to 1 year of high school or less. The two-room schools also employed some such teachers but fewer in number. All the data show that in a great many of the smaller schools there is still much room for progress before it can be said that the teachers have reached a satisfactory level of scholastic preparation for their work.

Apparently the recent depression gave impetus toward improved educational standards for teachers of rural schools. Indeed, so great have been the gains in this direction that those of us who are deeply concerned with the problem have almost been tempted (?) to wish for "bigger and better" depressions.

TABLE 1.—Trends in scholarship prerequisites for certifying<sup>1</sup> beginning teachers for the elementary schools

Minimum scholarship prerequisites	Number of States			
	1921 <sup>2</sup>	1926 <sup>3</sup>	1930 <sup>4</sup>	1935 <sup>5</sup> (Sept.)
1	2	3	4	5
High-school graduation and 4 years of training of higher grade.....	0	0	0	3
High-school graduation and 3 years of training of higher grade.....	0	0	2	8
High-school graduation and 2 years of training of higher grade.....	0	4	5	13
High-school graduation and 1 year of training of higher grade.....	0	9	11	8
High-school graduation and some professional training, but less than 1 year.....	1	14	13	3
4 years of secondary school (may or may not include professional courses).....	14	6	5	5
No definite minimum scholarship requirement stipulated <sup>6</sup> .....	30	15	12	8

<sup>1</sup> If temporary and emergency certificates are issued they are not counted in the tabulation.

<sup>2</sup> Cook, Katherine M. State Laws and Regulations Governing Teachers' Certificates. U. S. Government Printing Office, 1921, p. 20-26. (Bureau of Education Bulletin, 1921, No. 22.)

<sup>3</sup> Cook, Katherine M. State Laws and Regulations Governing Teachers' Certificates. Washington, U. S. Government Printing Office, 1928, p. 16. (Bureau of Education Bulletin, 1927, No. 19.)

<sup>4</sup> Data for 1930 based upon Tewksbury, Mary A. Certification of Public-School Teachers in the United States. Master's thesis. University of Washington, 1930. pp. 67-69. ms.

<sup>5</sup> Data from files, Office of Education.

<sup>6</sup> Includes certificates issued by examination in which scholarship prerequisites are not expressed in terms of high school or college credits.

TABLE 2.—Comparison in percent of the training of teachers of small rural schools in 1930 and 1935

	1 year or less of high-school training		2 years or more of college training	
	1930	1935	1930	1935
1-room teachers:				
White.....	44.1	22.5	21.0	42.8
Negro.....	75.2	45.9	13.0	33.3
Total.....	45.9	24.2	23.2	42.2
2-room teachers:				
White.....	36.0	12.5	39.0	65.5
Negro.....	64.4	39.0	16.1	38.1
Total.....	39.5	17.1	36.4	60.9

TABLE 3.—Number<sup>1</sup> and percent of teachers of small rural schools with various amounts of education in 1935

Education in years beyond grade-school graduation	1-room teachers		2-room teachers	
	White	Negro	White	Negro
1 year or less:				
Number.....	1,548	1,661	295	529
Percent.....	1.3	12.9	.9	5.6
2 years:				
Number.....	1,677	1,011	406	585
Percent.....	1.4	7.9	1.2	6.2
3 years:				
Number.....	1,750	1,235	637	767
Percent.....	1.5	9.6	1.9	8.2
4 years:				
Number.....	21,836	1,995	2,831	1,791
Percent.....	18.4	15.5	8.5	19.0
5 years:				
Number.....	41,210	2,675	7,314	2,161
Percent.....	31.6	20.8	22.0	22.9
6 years:				
Number.....	35,552	2,915	13,815	2,291
Percent.....	29.9	22.7	41.5	24.3
7 years:				
Number.....	8,471	849	4,112	765
Percent.....	7.1	6.6	12.3	8.1
8 years:				
Number.....	5,962	373	3,316	492
Percent.....	5.0	2.9	9.9	4.3
9 years or more:				
Number.....	974	140	584	130
Percent.....	.8	1.1	1.8	1.4
Total:				
Number.....	118,980	12,854	33,313	9,424
Percent.....	100.0	100.0	100.0	100.0

<sup>1</sup> Totals partially estimated.



## New Government Aids for Teachers

(Concluded from page 109)

instructor and a soil conservation project leader. The women's classes emphasized clothing problems, but instruction was also given in child training, table service, and household furnishings. Ten lessons were presented and those who completed the course received certificates. A social hour, sponsored by the Edinburg Civic Club, follows each meeting of the classes.

● *Your Forests—Your Fault—Your Loss!* a new 12- by 18-inch poster by James Montgomery Flagg is available free upon application to the Forest Service, Washington, D. C.

● In *California Redwood and its Uses*, Trade Promotion Series No. 171, of the Bureau of Foreign and Domestic Commerce, may be found answers to the following questions: What is it? How is it used? When is it used? and Why should it be used? Ten cents will buy a copy.

● Librarians and individuals engaged in anthropological research or instruction should have a copy of a *List of Publications of the Bureau of American Ethnology with Index to Authors and Titles* which consists of contributions to North American Ethnology, annual reports, bulletins, introductions, and miscellaneous publications. (Free.)

● Scheduled Department of Commerce radio talks on American Industries are as follows: December 21—Toys; December 28—Motion pictures; January 4—Shoe manufacturing; January 11—Tea, coffee, and spices.

● *Services of the National Bureau of Standards to the Consumer* contains brief summaries of work which has been done, or is now being done, on a number of the more important items of general interest to consumers, such as, shoes, textiles, automobiles, carbon paper and typewriter ribbons, paint and varnish, carpets, hosiery, and window glass.

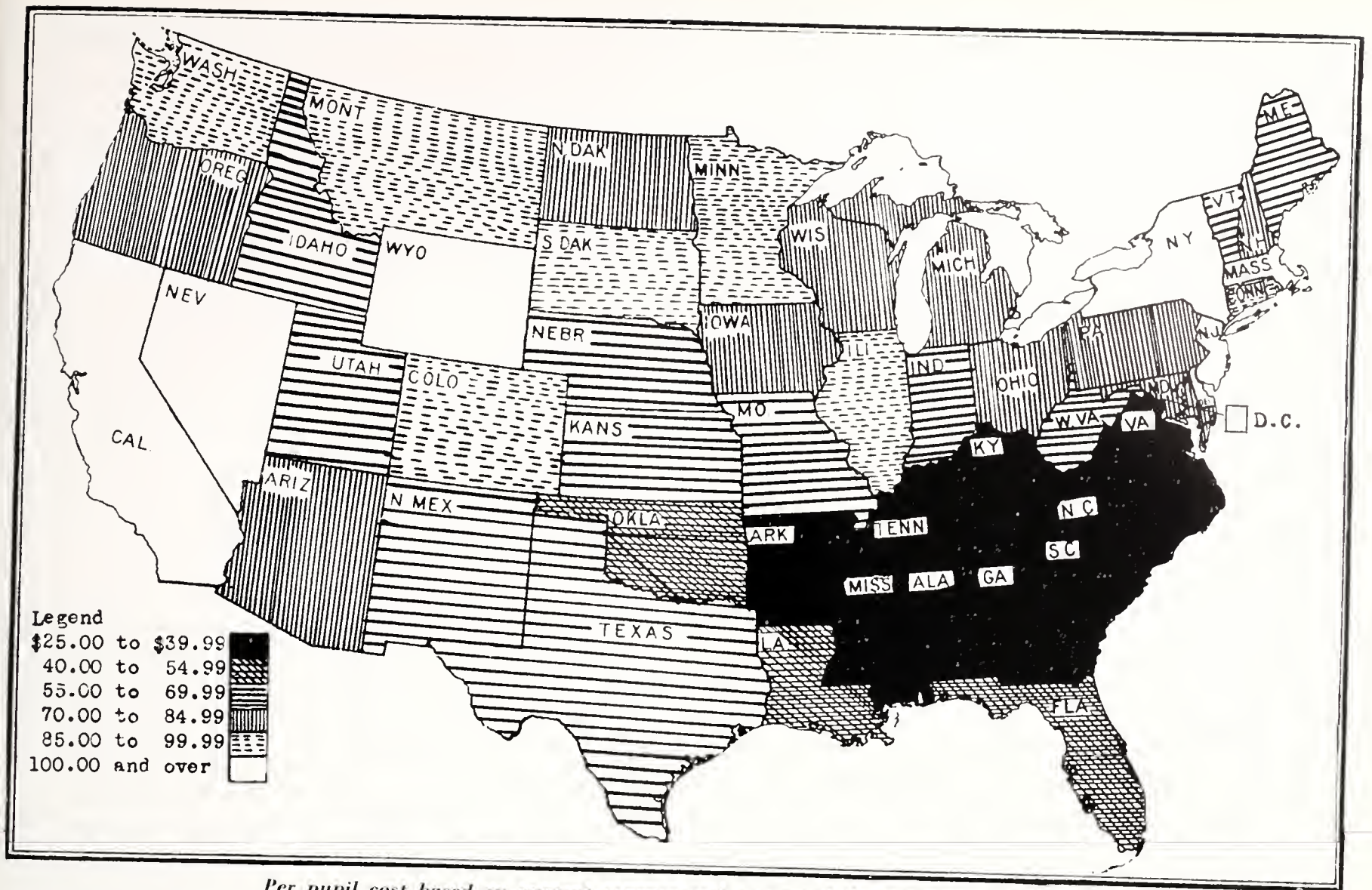
● *The Power Within*, a new 2-reel silent motion-picture film depicting the historic development, construction, and operation of the modern internal combustion engine and operating parts of the automobile, is the latest addition to the Bureau of Mines Film Library which now consists of more than 4,000 reels.

Reel 1 illustrates early experiments to determine suitable fuel for internal combustion engines—first with gunpowder and, after two centuries of research, with gasoline.

By the utilization of quartz glass in place of the usual metal cylinder head of the motor, actual photographs were taken with a specially designed camera capable of taking 5,000 pictures per second, thus portraying the actual combustion and the burning of gases within the cylinders. Each part of the engine is shown graphically.

Reel 2 shows by animated photography the assembly of every part of the engine—transmission, differential, and other mechanical parts that go to make up a finished automobile. The operation of gear shifting is explained, together with the function of the brake system.

Copies of this film, in 16-millimeter and 35-millimeter size are available 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 film, although the exhibitor is expected to pay the transportation charges.



Per pupil cost based on current expense and average daily attendance, 1935-36

# Per Pupil Cost in Public Schools

by David T. Blose, Associate Statistician

★★★ The ability to support public schools in the various States is at least strongly indicated by the amount of money spent for current expense per pupil in average daily attendance.

The accompanying table gives the cost per pupil in average daily attendance (current expense). This cost includes general control, instruction, operation and maintenance of plant, auxiliary agencies, and fixed charges. A wide variation is found in the various States, partly due to climatic conditions. Payments for interest, which would add about 8 percent to the Nation as a whole, are not included.

In 1890, \$14.20 was spent per pupil in average daily attendance for current expense. This amount increased to \$16.41 in 1900, \$26.99 in 1910, \$53.52 in 1920, and reached the highest point in 1930 when \$86.70 was spent per pupil. This amount decreased to

\$67.48 in 1934, but increased again to \$74.30 in 1936.

The 13 States that spent the least are all in contiguous territory in the South and Southeast and the range of expenditure in them was from \$24.55 to \$55.15. The 13 that spent the most were located in the West and North and range from \$86.16 to \$134.13. The 23 States between these two extremes ranged from \$55.20 to \$86.06.

Per pupil cost based on current expense and average daily attendance

## CONTINENTAL UNITED STATES

1935-36.....	\$74.30	1923-24.....	\$71.78
1933-34.....	67.48	1921-22.....	67.22
1931-32.....	81.08	1919-20.....	53.52
1929-30.....	86.70	1909-10.....	26.99
1927-28.....	82.76	1899-1900.....	16.41
1925-26.....	77.45	1889-90.....	14.20

## BY STATES, 1935-36

Alabama.....	\$28.49	Nebraska.....	\$64.75
Arizona.....	83.10	Nevada.....	128.11
Arkansas.....	24.55	New Hampshire.....	84.63
California.....	115.60	New Jersey.....	108.33
Colorado.....	87.20	New Mexico.....	63.16
Connecticut.....	90.76	New York.....	134.13
Delaware.....	100.38	North Carolina.....	31.11
District of Columbia.....	122.10	North Dakota.....	75.46
Florida.....	53.89	Ohio.....	82.42
Georgia.....	30.96	Oklahoma.....	43.33
Idaho.....	69.21	Oregon.....	77.83
Illinois.....	86.06	Pennsylvania.....	79.70
Indiana.....	69.08	Rhode Island.....	95.03
Iowa.....	73.02	South Carolina.....	32.01
Kansas.....	67.04	South Dakota.....	85.70
Kentucky.....	39.52	Tennessee.....	35.81
Louisiana.....	42.55	Texas.....	55.15
Maine.....	55.20	Utah.....	67.07
Maryland.....	74.77	Vermont.....	65.55
Massachusetts.....	194.51	Virginia.....	38.92
Michigan.....	78.82	Washington.....	85.33
Minnesota.....	86.16	West Virginia.....	57.93
Mississippi.....	27.68	Wisconsin.....	80.87
Missouri.....	60.43	Wyoming.....	101.62
Montana.....	96.29		

# Growth of the In

★★★ The development of "the home department" of the Federal Government was recently described in a radio address by Secretary of the Interior Harold L. Ickes. In part the Secretary said:

"There is no branch of the Government more closely related to the development of the United States and to the personal welfare of the people than the Department of the Interior. The original colonies, and subsequently the Federal Government, could offer seemingly inexhaustible quantities of land amply supplied with water, minerals, forests and wildlife, which constituted the basis of the pioneer economy. The Congress, in the days of flush exploitation and eager settlers, created the Department of the Interior, specifically as the home department, for the purpose of developing and utilizing our natural resources by making them available for settlement.

"As a result, the Department of the Interior has been largely responsible for the transformation of the West from arid, unproductive areas into fertile farms and populous towns, which afford profitable markets for Eastern manufacturers. Under the guidance and control of the Department, vast mineral wealth has been uncovered and utilized. Without this epoch of discovery and utilization of our national wealth, the West, in large part, would still be barren and our eastern industrial development would better be described as a principality rather than an empire.

"The need for such an agency as the Department of the Interior was early recognized. It was proposed in the first Congress, in 1789, that, in addition to the Departments of Foreign Affairs, War, and Treasury, there

should be a home department, which seemed to be necessary 'by [reason of] the magnitude of the Territorial possessions of the United States and the domestic affairs.' This proposal was voted down because in the then 'deranged condition' of the Federal finances any expenditure which could be avoided was put aside.

"The proposal was renewed in 1816 by President Madison and again by President Monroe in 1824. Recurring through successive years, it was not until 1849, 60 years after it was first suggested, that the home department, or the Department of the Interior, was created. The nucleus of the fledgling department consisted of the General Land Office, transferred from Treasury; the Bureau of Indian Affairs and the Pension Office, transferred from the War Department;



The Indian boy learns carpentry in the construction of a new building at his school. The park ranger (pictured at the right) patrols the mountains which the CCC enrollee shows on the relief map he is making.



*Pictnres on these Pages Showe of the Department of the In or the Courtesy of Various*

In Alaska the Departme





# ior Department

and the Patent Office, transferred from State.

"The principal wealth of the new republic consisted of the vast public domain, unsettled and unused. The public lands were regarded as property for sale that was to be disposed of for revenue. They provided, in short, the means and to support the new Government and to promote national prosperity. The Congress early enacted laws making liberal donations of public lands to the several new States, as they were admitted to the Union, for the support of education and for internal improvements.

"Gradually, there were created within or annexed to the Department of the Interior various companion agencies having to do logically with its principal purpose. The Geological Survey, with the function of classifying and mapping the public lands and



*Wide Range of Activities  
They are used through  
agencies of the Department*

guards reindeer herds.



examining their geological structure and mineral resources, was established in 1879. The Reclamation Service, charged with the duty of storing and dispersing water in the arid regions of the United States for use in agriculture, was established in 1902. The National Park Service was created as a unit of the Department in 1916 in order to protect and preserve such unique manifestations of nature found within our borders as had so far escaped the destructive impulses of the reckless pioneer. The Bureau of Mines was set up in 1910 to assist in the economic development of the mining industries. The Office of Education came into being in 1867 to be a factor in building up our human resources.

"The administration of the Territories has always been an important problem of internal affairs. For many years these adolescent States reported to the Department of State, but in 1873 the duties previously exercised by the Secretary of State by law or custom were transferred to the Secretary of the Interior. As the country developed, the Territories acquired political manhood, until today only two remain—Alaska and Hawaii, which are in the Department of the Interior, along with the insular possessions of Puerto Rico and the Virgin Islands. Recently three islands in the mid-Pacific, Wake, Howland, and Jarvis, which are important as airplane bases, have also found themselves under the maternal wing of Interior.

"As the functions of government expanded and our population increased, bringing many new administrative and economic problems, it was natural that other departments should be created for the more specific handling of internal affairs than could be undertaken by a single department. \* \* \*"



Surveyors plan the reservoir above Grand Coulee Dam which will supply water for irrigating 1,200,000 desert acres. Engineers and builders work night and day to complete the dam, the world's most massive masonry structure.





# THE VOCATIONAL SUMMARY



## 1,850 Men in 234 Cities

Almost 1,850 men, representing 234 cities and towns in Massachusetts, received instruction in zone fire-fighting schools in 16 centers from September 1933 to January 1937.

The effective program of fireman training carried on in Massachusetts, is explained in a recent report by M. Norcross Stratton, assistant director of vocational education for that State.

Under this program, zone schools are established in 16 places within easy traveling distance for firemen in surrounding cities and towns.

Training classes are held in fire stations in the zone centers or in nearby schoolrooms. Each zone school has the use of the fire apparatus and equipment of the local fire department. Instructors are qualified drill masters or other officers and firemen who have had special training and experience. They are selected and assigned by fire department chiefs and in many instances are available for teaching service anywhere in the State. Special itinerant teachers give instruction in technical subjects related to fire fighting.

The firemen training school project is under the joint control of the Massachusetts Department of Education and the Massachusetts Fire Chiefs' Club, which is represented in the program by an advisory board of fire chiefs in the zone centers. All matters regarding fire-fighting technique, location of classes, courses of study, admission rules and regulations, and eligibility of instructors are passed on at the regular meetings of this board.

Courses for prospective instructors covering a 5-week period are held annually. Fire-fighting classes are limited to about 15 men per teacher. Both preliminary and advanced courses of 10 sessions each are usually offered, but in some instances a combined preliminary and advanced course of from 12 to 15 weeks is presented.

Practical drills in ladder, hose, rescue, and gas-mask work are combined with classroom discussion of the principles of ventilating structures which are on fire, salvage work, hydraulics, fire inspection and prevention, fire laws, arson, and fire chemistry. Instructors are advised and taught to use the developmental, conference or discussion, or demonstration method of teaching.

## Who Buys—What and How?

Father may foot the bills, but Mother does most of the purchasing for the home, studies made from time to time by various agencies show. Additional evidence of the truth of this statement is provided in the results of a "buying practice" study made by home-economics supervisors in the Southern States last year, under the sponsorship of the Office of Education.

The returns from the study cover expenditures by families of home-economics students in rural and town high schools, for a wide range of home needs. It shows that, of 52,666 purchases reported, father made 15 percent, or 7,787, consisting largely of drugs, barber shop services, and food; mother made 44 percent, or 23,392, purchases of food, household



Firemen in Connecticut training class learning how to handle ladders on a drill tower built especially for training purposes.

equipment, dry-cleaning services, house furnishings, and magazines; and daughter made 32 percent, or 16,951, purchases, consisting of hose, shoes, cosmetics, underwear, recreational services, school lunches, accessories, and school supplies. The study showed that the daughter of the household purchases alone and participates in about 50 percent of the family purchasing and that her buying is in relationship to her personal clothing and school needs.

Under the heading "Where Purchased," the study showed that of 42,836 purchases, 4 percent, or 1,946, were purchased from mail-order establishments; 75 percent, or 31,996, from neighborhood stores; and 20 percent, or 8,894, from nearby towns.

Of the 44,789 purchases on which the method of payment was reported, 75 percent were

cash purchases, and 25 percent were charged. Articles most frequently purchased were: Daily purchases—bread, milk, meat, fresh vegetables; weekly purchases—staple foods; and interval purchases—clothing, drugs, beauty-parlor services, recreational services, and magazines.

The study shows clearly that public-school students purchase their own clothing and their other personal necessities, that most of their purchases are made at their home-town store, and that they pay cash.

On the basis of the returns from this study, home-economics supervisors in the Southern States have recommended that home-economics curricula in southern rural and town high schools include courses designed to develop in students the ability to analyze advertising, goods labels, guarantees, and claims of salespeople; and to plan wisely before making purchases.

## Fortunate Group

Forty boys will be given training in a 4-year apprenticeship course at the United States Naval Air Station in Pensacola, Fla., beginning January 1, 1938. Among the trades for which training will be given at the air station are: Blacksmithing, heat treating, boat building, boiler-making, coppersmithing, machinist, electrical, instrument making, joinery, painting, pipe fitting, rigging, general aircraft, and aircraft motor trades.

The boys admitted to the course will be selected from the list of those who succeed in passing a civil-service examination set up for the purpose of securing eligibles for the apprentice-training course.

The training program, all of which will be conducted at the naval station, provides for 8 hours' training daily—6 in the shop and 2 in classroom study of academic and related trade subjects.

A classroom supervising teacher, to work under the director of the Pensacola Trade School, is being provided by the local board of public instruction, and will be paid from funds provided under the Federal vocational education acts. Analyses of the trades for which training is provided will be made and related courses based on these analyses will be developed.

Boys who enroll for the course will receive regular apprentice pay for each hour of training and will be advanced over the 4-year period of training. A boy who has completed his regular apprenticeship in one of the various crafts represented at the station will be equipped to secure employment in that craft elsewhere.

Through the naval air station course, which is a good example of the cooperation of two different branches of government—the educational and the naval—in a vocational train-

ing program, boys will receive an all-round training for work in skilled trades, which it would be impossible for them to secure in the local trade school or in any other school within reasonable traveling distance of Pensacola.

Arrangements for this new form of apprentice training were made at the suggestion of the Pensacola Kiwanis Club, the Central Labor Union, and the Chamber of Commerce.

### **Guesswork Minimized**

A case-evaluation profile or case history, designed to assist those who are responsible for the vocational rehabilitation of disabled persons in determining their employability, has been developed by the vocational rehabilitation division of the Office of Education.

On the assumption that the employability of an individual depends primarily on his physical ability to work regularly, his intellectual capacity to hold a job, his morale or willingness to work, and his competence in a particular occupation, the case evaluation profile takes into consideration the disabled person's physical condition, his intellectual capacity, his personal traits and characteristics, his social, environmental, and economic background, and his vocational competency.

Consideration of these factors in the case of a disabled person enables those concerned with his rehabilitation to determine whether he is in need of physical restoration, training for a particular occupation, placement in employment, or of other special services, such as compensation adjustment, maintenance during a job-training period, psychiatric service, or guidance in finding employment.

The completed case-evaluation profile provides a graphic picture of the disabled client and his needs with respect to vocational rehabilitation. It enables the rehabilitation agent to determine with a high degree of accuracy whether the disabled person is capable of the various steps in rehabilitation and if so, what course should be followed in accomplishing his rehabilitation.

The case profile includes information on the race and nationality, physique and general health, prominence of disability, general intelligence, psychological defects, educational background, speech and use of English, attitudes, personal habits, integrity, adaptability, and work history of the disabled person. With this and similar detailed information to draw from, guesswork in rehabilitating the disabled person is reduced to a minimum.

Copies of the case-evaluation profile and information concerning its use may be secured from the Office of Education.

### **Sidesteps Latin. Studies Farming**

The story of a young farm boy, who, discouraged over the prospect of "finding" himself in the academic course in his local high school, found an outlet for his ambition and abilities in the vocational agriculture course, came to light in a conference of super-

visors of vocational agriculture in Charlotte, N. C.

This young man—his name is Walter Davis—told the supervisors how he had drifted into the agricultural course largely to avoid French, German, and Latin. He became interested in the supervised farm project work required of vocational agriculture students, which provided him and his father with a new incentive to build up a systematic program for the home farm. New practices and enterprises were introduced on the farm and the entire farm setup was changed.

Davis completed his vocational agriculture course 6 years ago. When he was married 4 years ago, he became the manager of a farm belonging to an aunt. He has developed this farm to the point where the income from the hog, poultry, and dairy units is sufficient to pay all farm expenses. Hence, whatever is received from the cotton crop is clear.

The ultimate objective of this North Carolina farmer is a farm of his own, which he expects to acquire in about 4 years. Of special interest is the fact that he is planning to finance his farming ventures out of his own earnings and not on credit.

### **Psychology and Farm Projects**

Good psychology is used by W. J. Grove, teacher of agriculture in Eagle Grove (Iowa) High School in starting vocational-agriculture students on their supervised farm practice program.

During the first weeks of school, freshman students take trips to inspect some of the farm-practice work of upper class students, so that they may have a clear picture of what supervised farm practice involves and how interesting it may be. In class, the instructor explains the supervised home practice plan, devoting considerable time to the different types of projects. Upper classmen who have been particularly successful in their supervised farm-practice work, talk to freshmen, explaining how they started their work and how valuable it has proved.

In addition, the instructor visits the homes of the new students and explains the supervised practice work to their fathers. He stresses particularly the types of home projects which might be undertaken by each boy in his efforts to improve practices on his home farm. Since most of the farm income of the community derives from corn and hogs, boys are encouraged to include these enterprises in their practice program.

After the first year's program is carried out successfully, the agricultural student is encouraged to begin planning his subsequent home practice work on a long-time basis.

The entire emphasis in the supervised farm-practice work is laid upon building up interest in farming as a profession, to show the student how farming can be made profitable, and to encourage him to plan to establish himself in farming on an independent basis within a period of 4 or 5 years after the completion of his agricultural course.

### **Drop in the Bucket**

County superintendents of schools, high-school principals, teachers of agriculture, trade and industry, and home economics, county home demonstration agents, and county agricultural agents have cooperated in the program for out-of-school youth carried on in Virginia during the past year.

The major objectives of this program are: To provide training for out-of-school youth which will help them to improve their vocational efficiency, earn money through the production of salable articles, or improve their home conditions; to help them in selecting a vocation and assist them in securing employment; and to provide opportunities for them to make better use of their leisure time.

The program carried on in Gloucester County during the year, in which 219 out-of-school youth were reached, is typical. This program was organized by the superintendent of schools and the principals of the two county schools, at these schools and at the county Negro training school. Classes met twice a week at night throughout the school year. Instruction was offered in agriculture, home economics, and commercial work by teachers in the regular schools, while special teachers gave instruction in handcrafts, mechanics, and music. A varied program of recreation was carried out and special features, such as a fashion show and a bazaar, were conducted. As a result of the training in handcraft work, unemployed boys and girls learned to make articles they could sell. A small gift shop for the sale of these handcraft articles and ice cream is now operated by these young people.

The cost of the Gloucester County program, including salaries of regular and special teachers, transportation for those enrolled, and materials and equipment, was \$2,860 or \$13 per pupil. The cost of the program for out-of-school youth carried on in the entire State, in which 1,050 persons were reached, was \$16,986, or \$16.17 per pupil.

Attention is called by Sidney B. Hall, superintendent of public instruction for Virginia, to the fact that there are 40,000 out-of-school and out-of-work youth between the ages of 16 and 25 in the State and that a large percentage of these youth are not trained for any type of employment. It is obvious, therefore, that the accomplishments of the State department of public instruction in reaching as many of this group as possible, admirable as they are, constitute but "a drop in the bucket" as compared with the actual need.

### **Coordination That Counts**

The needs of students for training and the ability of industry to absorb prospective workers will be the principal factors governing the type and character of vocational-education courses in Salt Lake City high schools during the current school year.

Vocational coordinators in the city-school system will make a special study of previous records and aptitudes of all students taking

courses, with a view to assisting them in finding employment in suitable occupations. Coordinators will seek the assistance of employers in studying the qualifications of workers required in their establishments, courses will be based upon these requirements, and students who have completed courses will be recommended for employment in local industries. The schools will cooperate with the State employment service in placing graduates of vocational courses.

Students who do not intend to go to college or who are not in position to go, and therefore wish to find employment in the industrial or business fields of the community, will receive first consideration in the city's vocational training classes.

### **Home Economics Clubs**

Replies to a questionnaire on home-economics clubs for those enrolled in homemaking courses in high schools in 10 Southern States show that this type of organization takes a number of different forms. Among the names of these organizations are Home Economics Clubs, Junior Homemakers, and Future Homemakers.

Membership in such clubs is open in one State to girls enrolled in vocational home-economics classes; in four States to any girl who is taking or has taken home economics; and in five States to boys as well as girls who are taking or have taken home economics.

In 8 of the 10 States, home-economics clubs are set up in terms of degrees or standards of excellence. The goals and objectives of the organization are set up by the State supervisor of home economics in one State; a committee composed of home-economics teachers and students in three States; an advisory committee of the State home-economics association in two States; and by a student committee in one State.

A close relationship with the Future Farmers of America, national organization of boys studying vocational agriculture, is maintained in one State; a cooperative relationship in school and community activities in two States; and no definite relationship in seven States.

The report covering home-economics clubs shows further that such organizations have been established for Negro students in two States and that several other States are considering the establishment of these clubs for Negroes.

### **Follow-Up Important**

The vocational agriculture teacher should have a complete record of the performance of every boy who enrolls in his vocational agriculture class. Such a record, the Office of Education points out in a recent memorandum, will enable the teacher not only to see that the student gets the proper guidance and training during his period in full-time school classes and in part-time and evening classes after he has left school and is engaged in farming, but also to follow him up from

time to time with a view to helping him in his farming problems.

The follow-up record, according to the Office of Education, should begin the day a boy enrolls in a vocational agriculture class. The teacher who makes the first entry in such a record may not remain in the community, but the record he started will enable his successors to carry on. "The function of vocational agriculture programs," the Office of Education declares, "is to train young men to become established in farming. Boys may have to take their first step as laborers working for wages on the farm, but if we follow them as we should with our council, they may become renters, then owners, and, finally, well-established farmers and leading citizens." Forms for keeping vocational agriculture student records have been devised by the agricultural education service of the Office of Education. Kept over a period of years, such records will show the effectiveness of the vocational agricultural program as a whole.

### **Research With a Purpose**

Vocational - agriculture teachers in the Southern States last year completed studies on 17 different problems of local, State, or regional interest.

These studies include one on the effects of vocational-education programs on the occupation of farming and on farm practices, made jointly by five teachers in five Alabama counties; one on the causes for dropping vocational-agriculture departments in the high schools of Texas, made by a Texas teacher; one on improving the instruction of teachers in service, made by a Mississippi teacher; one on the procedures used by different States in developing supervised farm-practice programs for vocational-agriculture students; one on the amount and distribution of time for instruction in vocational agriculture used in different agricultural departments; and one to determine the type of farm-enterprise analysis to be used by Louisiana vocational-agriculture high schools. The studies listed give an idea of the type of research undertaken by Southern agricultural teachers.

Interesting also is the list of studies now in progress in the Southern States. An Arkansas teacher is comparing the scholastic performance of students in the college of agriculture who are graduates of high-school vocational-agriculture courses with that of those who are not vocational-agriculture graduates. Another Arkansas study seeks to determine the effect of vocational-agriculture training on placement in farming and other occupations. In Louisiana the status of out-of-school farm boys is being studied. In Georgia an attempt is being made to define methods of determining the needs of vocational-agriculture departments. These studies are selected from a group of 25 now being undertaken by southern teachers, many of whom are doing graduate work under the supervision of State teacher-training centers.

### **They Learn About Oil**

"Twenty years ago, when Bridgeport experienced an oil boom similar to that now going on in Jeffersonville, the men in the community had a hard time getting jobs in the oil fields. The reason was simple—they weren't trained, didn't have the technical knowledge for other than the lowest paying jobs."

A recent issue of the Evansville (Indiana) Press, which is responsible for this statement, goes on to explain how the Bridgeport (Illinois) High School, at the instigation of the superintendent of the machine shops of a local oil company, established several years ago what is known as the "vocational oil-field training course." In this course students learn how oil wells are drilled; how the oil is pumped from them; how oil is transported by the intricate pipe-line system; and the way oil is refined and "cracked" into various products.

And they even test out various oil products. In the laboratory space allotted by the school for the oil-field course are miniatures of all the various pieces of equipment which an oil company usually has scattered over miles of country. Beneath the wooden floor of the classroom are two oil wells, complete with casing, tubing, rods, and pumpjacks. Equipment was supplied by a local oil company, which also supplies all the oil necessary to run the machinery and to make experiments. Students make many pieces of equipment themselves and thus get experience in a dozen different crafts, such as carpentry and blacksmithing. With an old automobile engine, they test the reaction of various oils and gases. They tear down and rebuild engines used in the oil fields.

Two years are required to complete the Bridgeport High School oil-mechanics course, which is open to juniors and seniors. L. A. Clark, teacher of the course, reports that more than 20 percent of the boys who have completed the course are now employed in the oil business.

### **An All-Around Program**

Realizing that they are citizens as well as farmers, members of the Young Farmers' Association, composed of young men enrolled in a part-time class in agriculture in the Bowling Green (Ohio) High School last year, took time to consider some of the civic, social, and recreational problems of their community and of the times. Along with agricultural topics, they discussed in separate meetings such problems as progress in cooperation among farmers, the work of the State highway patrol, the work of the sheriff and his deputies, how to use a bank, and recreation for rural people.

College faculty members, a banker, the Wood County sheriff, a representative of the State highway patrol, the county superintendent of schools, and the county agricultural agent were among the guest speakers on the club's weekly meeting programs. As its special agricultural problem for the year, the club selected for study the production of alfalfa.

C. M. ARTHUR



(Left, above) Selecting the Star American Farmer for 1937. Secretary of the Interior, Harold L. Ickes; Philip S. Rose, Editor of *The Country Gentleman*; and Willard E. Givens, Executive Secretary of the National Education Association, act as judges of the candidates' records. Standing, left to right: Mr. Givens; John W. Studebaker, Commissioner of Education; Joe Black, President of the F. F. A.; and Mr. Rose. Sitting, Secretary Ickes. (Right, above) Product exhibits at the Tenth Annual National Convention of Future Farmers of America. The New York exhibit features grape juice; the Texas exhibit, pecans; and the Missouri exhibit, eggs and the poultry industry.

# Ten Years of F. F. A. Progress

by *W. A. Ross, Specialist in Agricultural Education*

★★★ In the arena of the municipal auditorium in Kansas City, Mo., the tenth national convention of Future Farmers of America was recently held.

Although the convention is now history it also made history. From the time the first group of vocational agricultural students appeared at the registration desk, 2 days before the convention opened, until the last person stepped from the floor at the closing session, there was a steady hum of activity—purposeful activity. It was undoubtedly the largest gathering of farm boys and young men ever assembled in this country. Over 8,000 persons attended, representing 47 States and the Territory of Hawaii.

Since this gathering on October 17-22 marked the tenth consecutive year the Future Farmers of America have met in national convention in Kansas City, it seemed particularly fitting that the first event should be the placing of a commemoration plaque in the Baltimore Hotel where the organization was launched in November 1928. This ceremony took place on the evening of October 17. Participating were five of the original (temporary) officers of the 1928 meeting: C. H. Lane, Henry Groseclose, H. O. Sampson, J. A. Linke, and W. T. Spanton. At the close of the program, the plaque was unveiled and was received by Thomas C. Bourke, the hotel manager, from Joe Black, representing

the F. F. A. Music was furnished by the Missouri State F. F. A. band.

### Three Official Bands

At the opening convention session a massed band of nearly 300 pieces played stirring marches as delegates and visitors took their places. Included in this group of musicians were the members of three official bands coming from the States of Utah, Texas, and Missouri. These bands, composed entirely of F. F. A. members, had been developed and trained for the occasion. It was truly a symphony in blue and gold, for the F. F. A. uniforms matched the color scheme of the auditorium where the sessions were held.

With sincerity and dispatch the business at hand was disposed of by the young delegates and this same attitude and efficiency characterized the entire convention. Occasional

*(Concluded on page 121)*



(Photo at left) President-elect Lester Poucher (left) receives the gavel from retiring President Joe Black (right). (Center photo) Robert Lee Bristow, Star Farmer of America receives his award from Dr. J. C. Wright, Assistant Commissioner for Vocational Education. (Photo at right) "Building the Flag." Placing the last star is Gay Morehead, president of the Mississippi Association of F. F. A., representing the last State to affiliate with the national organization.

# New Uses of School Statistics

by Emery M. Foster, Chief, Statistical Division

★★★ The Office of Education has been cooperating with the Bureau of the Census, Department of Commerce, in studying how school data could be used in checking the completeness of birth registrations and in calculating population data between census periods. Some results of the use of school data are given in *The Registrar*, October 15, 1937, published for its field representatives, by the Division of Vital Statistics, Bureau of the Census.

*Testing completeness of birth registrations.*—In checking completeness of birth registrations in the State of Washington, records of children entering the primary grade are being obtained from each school. The procedure adopted was: 1. Cooperation of State and county superintendents of education was obtained by personal visits and correspondence. 2. The campaign for the education of the public included newspaper articles, radio talks, and the distribution of pamphlets on registration. 3. Supplies furnished teachers consisted of franked cards on which to report first grade children, and literature containing information on the importance of birth registration for class instruction. By use of mechanical tabulation the enrollment cards were checked against birth registration cards. This made it possible to discover every child entering the first grade that had not been registered at birth.

*Evaluating methods of checking birth registrations.*—In Maryland a study of various methods of checking birth registrations involved as one method "copying records of children from school census records on file in office of county superintendent of education." This method proved less expensive but also less complete than the house-to-house canvass and more complete than the returns on a post-card distribution to families.

*Estimating the census between decades.*—Henry L. Shryoek who is studying methods of estimating post-censal populations at Princeton University emphasized in a recent paper "that school statistics have a high degree of utility, uniformity, and availability, and have been used to advantage" in making such estimates.

Data from the State departments of education show 870,963 teachers employed for 1935-36 in comparison with 847,120 for 1933-34. This is an increase of 23,843 teachers in the 2-year period. The estimated distribution of teachers between elementary and secondary (including all types of high schools under secondary), was elementary 603,379, secondary 267,584.

Although exact figures are not available, due to the fact that some States cannot distribute the number of teachers between types of schools, it appears from the estimates that almost all of the increase in number of teachers has been in the secondary schools. This is to be expected since elementary school enrollments (when the seventh and eighth grades in junior high schools are included in secondary), have decreased by about 375,000 pupils, while high-school enrollments have increased by about 309,000 pupils.

## Kindergarten Enrollment

Enrollment in public-school kindergartens is increasing very slowly. The 606,753 pupils enrolled in 1936 is only 4,978 more than were enrolled in 1934. This is an increase of less than 1 percent (0.83). There were more children in public-school kindergartens in 1924 (609,659) than in 1936. The highest enrollment in these kindergartens was 723,443 in 1930. The 1936 enrollment is 16.13 percent or almost one-sixth less than in 1930.

## White and Negro Enrollments

The figures for grade enrollment in the separate schools for white and Negro pupils in the 18 Southern States for 1935-36 show interesting changes that have taken place in these schools since 1933-34. The total enrollment in the schools for white pupils increased 1.6 percent as compared with only 0.4 percent increase in schools for Negroes.

The total elementary school enrollment decreased in the schools for Negroes by the same percentage that it increased in the schools for whites, 0.7 percent. This decrease in the schools for Negroes is due entirely to an 8.0 percent decrease in the first grade which more than counterbalances increases in all other elementary school grades. The relatively large increases of from 4.6 to 9.7 percent in the fifth to eighth grades in schools for Negroes is encouraging. There were decreases in schools for white pupils in the first, third, and fourth grades.

The total high-school enrollment in schools for white pupils increased 5.7 percent from 1933-34 to 1935-36 compared with a 15.8 percent increase in schools for Negroes. There were approximately one-sixth more pupils in both the first and second years of high schools for Negroes in 1936 than in 1934, one-eighth more in the third year, and one-tenth more in the fourth year. The increases in high-school grades in schools for white pupils varied between approximately 3 and 8 percent.

The much larger percentage increases in the schools for Negro pupils than for white pupils from the seventh grade through high school are due to the much smaller percentage of the Negro population that have been enrolled in these grades.

Enrollment in white schools in 1933-34 and 1935-36

[18 Southern States]

Grade	1933-34	1935-36	Percent of increase or decrease
Total enrollment	7,648,815	7,774,648	1.6
In elementary schools	6,203,798	6,247,827	0.7
In high schools	1,445,017	1,526,821	5.7
Number in each grade:			
Kindergarten	49,915	53,300	6.8
First	1,268,533	1,231,132	-2.9
Second	844,434	846,683	.3
Third	842,270	831,348	-1.3
Fourth	822,262	814,534	-.9
Fifth	754,649	775,761	2.8
Sixth	675,097	717,049	6.2
Seventh	628,078	646,106	2.9
Eighth	318,560	331,914	4.2
First year high	484,609	520,414	7.4
Second year high	386,032	411,874	6.7
Third year high	312,786	322,012	2.9
Fourth year high	256,126	266,574	4.1
Postgraduate	5,444	5,947	9.2

Enrollment in Negro schools in 1933-34 and 1935-36

[18 Southern States]

Grade	1933-34	1935-36	Percent of increase or decrease
Total enrollment	2,430,098	2,438,981	0.4
In elementary schools	2,266,913	2,250,045	-.7
In high schools	163,185	188,936	15.8
Number in each grade:			
Kindergarten	4,765	6,369	28.3
First	796,765	733,301	-8.0
Second	334,780	335,348	.2
Third	302,803	304,856	.7
Fourth	269,866	275,383	2.0
Fifth	217,090	227,160	4.6
Sixth	170,382	180,716	6.1
Seventh	125,391	137,550	9.7
Eighth	45,071	49,362	9.5
First year high	65,473	76,436	16.7
Second year high	43,335	51,431	18.7
Third year high	31,050	35,536	14.4
Fourth year high	23,255	25,389	9.2
Post-graduate	72	144	100.0

★ ★ **SCHOOL LIFE**, official organ of the Office of Education, United States Department of the Interior, will come to you one year (except July and August) for one dollar. With your subscription you also receive *March of Education*, the news letter of the Commissioner of Education. This news letter brings information on important current matters. Order **SCHOOL LIFE** from the Superintendent of Documents, Government Printing Office, Washington, D. C.

# Individualizing Education in the CCC

by Howard W. Oxley, Director of CCC Camp Education

★★★ From the beginning of organized education in the camps, an individualized approach has been used in the education and training of CCC enrollees. "The activities you carry on," the original educational handbook instructed the camp advisers, "must grow out of the needs and wishes of the men. There is no program planned outside the camp and imposed from above. . . . Individual counseling, guidance, and stimulation are the keys to the selection of materials."

This philosophy of education, as presented in the original instructions to camp advisers on January 4, 1934, has subsequently served

as the foundation of all CCC educational effort and has shaped the development of the entire program of camp training. Today, CCC education consistently follows individual diagnosis and guidance as its basic method. The soundness of such a method is concurred in by many of our modern-day educational leaders. Speaking at Bucknell University last October, M. R. Trabue, dean of the School of Education at Pennsylvania State College, said, "Individual diagnosis must be the central activity of the teacher in a democratic state."

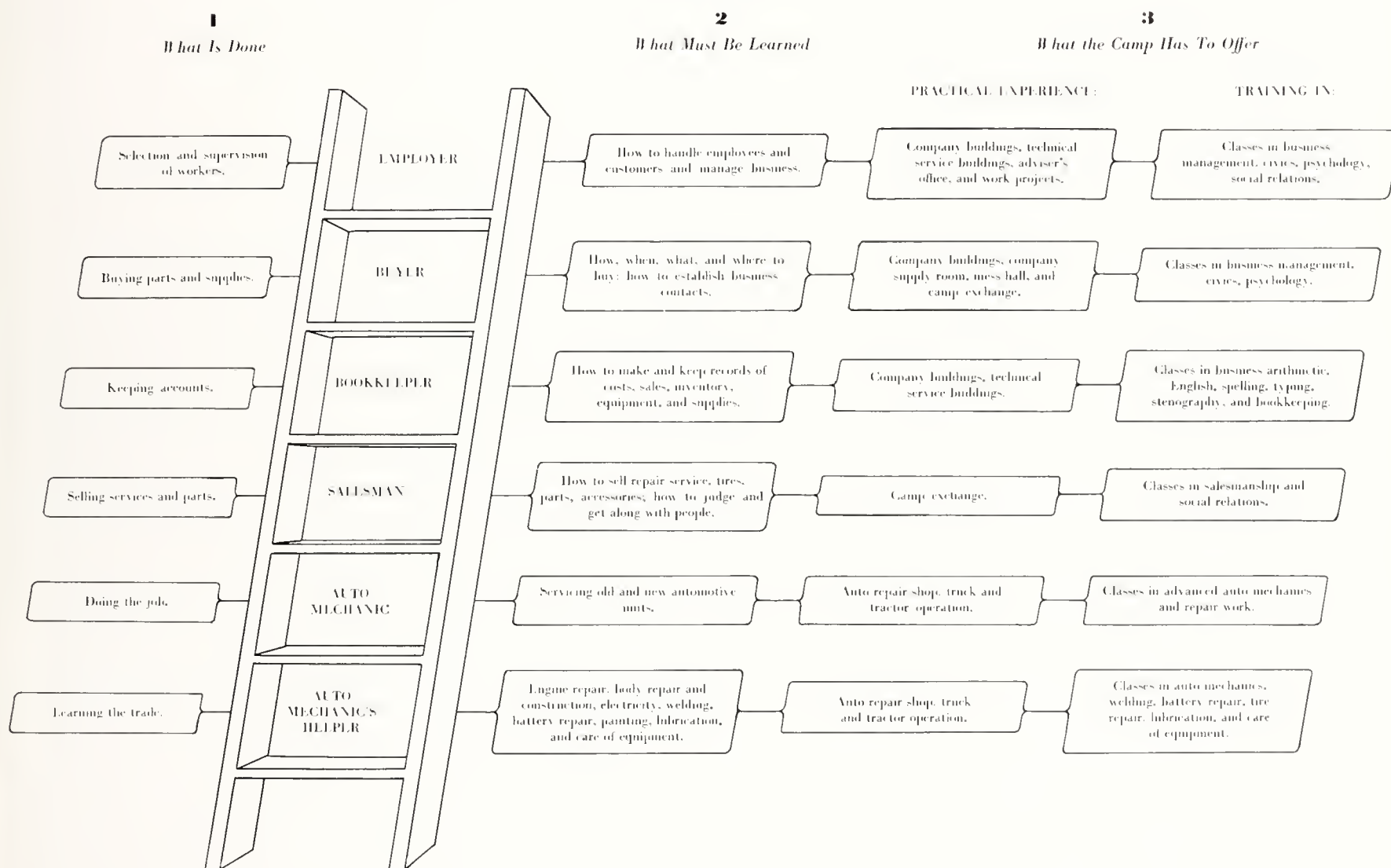
Four years of experience with approximately 2,000,000 men in camp have indicated the wisdom of a program which seeks to minister

to a diversity of individual problems, interests, aptitudes and abilities. It would be fatal to try to maintain in the camps a hard and fast curriculum, a series of academic and vocational hurdles which each enrollee must pass.

## Diversified Backgrounds

Enrollees come from backgrounds of widely scattered interests and opportunities. A large portion of them come from backgrounds of few advantages or constructive outlets. About 3 percent of them are functionally illiterate and 39 percent have not completed elementary school, although the age of the

## AN INDIVIDUALIZED OCCUPATIONAL TRAINING PLAN FOR ENROLLEE SMITH Auto Repair Shop Manager or Owner



NOTE.—The above diagram shows Enrollee Smith how to outline an occupational training plan for himself and how to progress by successive steps toward his chosen vocation. The

diagram, in the form of a ladder, lists the successive steps or job levels leading to the desired position, that of auto repair shop manager or owner. Parallel to each step or job level there appears in column 1 a description of

what the job comprises; in column 2, what must be learned in each job; and in column 3, what the CCC camp has to offer in practical experience and training for each job.

average enrollee is nearly 20. More than two-thirds of the enrollees have never received systematic vocational training, and the majority of them have no plans for earning a future livelihood. A recent report of the Department of Labor indicates that of 93,620 men who entered the camps during October 1936, 21,579, or 23 percent, had never held any kind of job prior to entering the corps. Of those who had been employed, the average enrollee had been jobless for nearly 7 months before reaching the CCC.

Intelligence tests recently given to a representative group of 6,000 enrollees revealed a spread of mental ability ranging from near feeble-mindedness to very superior. A study of camp reports shows an interest spread covering a range of 100 subjects. Camp educational records reveal an educational achievement range from practically no schooling to a college degree.

When we have an educational situation in which individuals range all the way from illiteracy to the college status, from near feeble-mindedness to very superior, from practically no special interest to any one of a hundred different interests, and when to these differences are added differences in work experience, ambition, temperament, and emotional stability, an individualized education based upon diagnosis of individual needs and careful guidance is not only desirable but clearly essential.

### *Shaping Individual Training*

In building a program of training for each enrollee, the camp adviser begins with the individual on whatever level he finds him. The adviser has two objectives: To make the enrollee (1) more employable and (2) a better citizen. Through counseling and guidance, the enrollee is aided in discovering his own abilities and interests and in developing a program of study and training. Each man is encouraged to plan ahead in life—for a career and for satisfactory civic life.

Each camp offers a variety of jobs and vocational classes in which the learner may acquire first-hand experience and understanding. As the enrollee progresses through these experiences, the camp adviser counsels him on basic information he must acquire, the correlation between the jobs he is pursuing, the occupational outlook in his chosen field, and the steps he must take to achieve promotion and advancement in his vocation.

Having chosen an occupation or field of work, the enrollee is assisted in mapping out a program which will lead him successfully in that direction. He is shown how to start his vocational plans while in camp and what he must do to continue them afterwards. He is shown how one step of preparation fits into another and how a succession of steps will lead him to a realization of his objective.

### *Contribution of Camp Education*

The diagram on the previous page of a sample occupational training plan is illustra-

tive of those which camp advisers assist enrollees in preparing.

Since CCC men are in camp service for an average of but 8 months, it is believed that the chief contribution that can be made is to get each man to think seriously of his occupational future. If the average enrollee can be stimulated to want to be a self-sustaining citizen and to start planning accordingly, much will have been accomplished. On the other hand, camp advisers are aware of the pitfalls of overspecialization and narrowed interests. That is why they have attempted to fit each enrollee into an integrated program of camp activity, including educational, vocational, job training, and recreational phases. The enrollee is led to see the relationship between the many phases of camp life and to make use of all these advantages.

It is believed that CCC camps have achieved a measure of success, through individualized efforts, in preparing thousands of American youth for employment and community life. At least, the camps have started many a young man in the desirable direction. A Los Angeles editor recently wrote: "The CCC has proved

itself a good training ground. It has cared for . . . boys in many cases of fine character but little education. A lot of them have learned trades. Nearly all of them have learned discipline and self-reliance. They know how to work."

Of course, there are many things which must be done to improve camp methods. The enrollee needs better preliminary guidance when he first registers with the enrolling agency. He should be more carefully assigned to those work projects which will best develop his aptitudes and native abilities. A number of camps should be classified according to their special educational advantages. Camp activities ought to be integrated more effectually with the educational and apprentice-training programs of the several States.

By and large, however, it is felt that CCC educational efforts have been based on sound practices. The underlying philosophy has been to cut the pattern of education to fit the situation of the individual learner. This philosophy of education contains merit not only for camp purposes but for any program of youth conservation and development.

## Library Service Appointments

★★★ The Library Service Division of the Office of Education has the following new appointments recently made to its staff:

Ralph McNeal Dunbar, Ames, Iowa, chief of the Division; Edith Gantt, of Fairfield, Solano County, Calif., specialist in public libraries; and Nora Beust, of Chapel Hill, N. C., specialist in school libraries.

The three librarians, who will develop and promote improved library service throughout the United States, come to the Office of Education with outstanding experience in library science and administration.

Mr. Dunbar received an A. B. degree in 1912 from George Washington University; an M. A. degree in 1914, from Columbia University; and, during the current year he has met requirements for a Ph. D. degree at the University of Chicago. His experience in library work includes service in Washington, D. C., and Y. M. C. A. public libraries, Brooklyn Public Library, Iowa State College library, and in the United States Navy Department Bureau of Navigation. He has also served the American Library Association in many capacities.

Nora Beust has had extensive experience in the school library field. After serving in Chicago and Cleveland public libraries, she was reference librarian in the Teachers College at La Crosse, Wis., and for several years has been librarian and instructor in library science at the University of North Carolina School of Education. She assisted in organizing the School of Library Science at the University of North Carolina.

Miss Beust has served many organizations and committees of State and national importance in promotion of school library activities including the American Library Association, North Carolina Library Association of which she has been president since 1935, North Carolina State Planning Committee for Libraries, and North Carolina State Certification Board for Librarians. She is an outstanding consultant on choice of books for libraries, schools, and colleges. Miss Beust was graduated from the University of Wisconsin with the B. A. degree in 1923, attended the University of Chicago in 1927, and received an M. A. degree at the University of North Carolina. She has been a member of the University of North Carolina School of Education staff since 1931.

Since graduation from the University of Nebraska in 1911, Edith Gantt, appointed to the position of specialist in public libraries, has had a wide and varied background in educational and library activity. She has done library work in New York City, New Haven, Conn., Pocatello, Idaho, Stanislaus County, Sierra County, and Solano County, Calif. Since 1917 she has been the librarian of Solano County, Calif. Immediately preceding this activity she was a California State library visitor and instructor.

The new staff members of the Library Service Division will enter upon their duties within the next few weeks "to develop a higher standard of library service for students, educators, and the public in general."



# Ten Years of F. F. A. Progress

(Concluded from page 117)

points in question regarding parliamentary procedure failed to daunt these American youth. They had work to do and problems to solve and they went about it in a business-like manner.

Before a large crowd the eighth national F. F. A. public-speaking contest took place during the evening of the opening day. For the first time a contestant from the Hawaiian Islands was entered. When the five finalists had delivered their speeches and answered a series of pointed questions put to them by the judges, results were announced and awards made. First honors and \$250 in cash went to Jack Gunning of Wisconsin, speaking on the subject, First in Agriculture. The Utah band gave a stellar performance in the hour's concert which preceded the contest.

Vocational Agriculture Day at the American Royal Livestock Show and National F. F. A. Day as well, was crowded with important events. Seventy-five members received the degree of American Farmer, fourth and highest in the organization, and honorary degrees were also conferred. The center of interest was in the Star American Farmer designation. Which of the 75 young men would receive that honor?

## Announcement Made

Adjourning to the American Royal for the afternoon performance the vocational agriculture group was seated in several reserved sections where they cheered the parade of F. F. A. delegates, officers, American Farmers, prize winners and contestants in the national judging contests, headed by the three official bands. When the various sections of the parade had been brought into place in the center of the arena before a rural crowd of several thousand people, Robert Lee Bristow of Saluda, Va., was announced as the Star American Farmer for 1937 by W. A. Cochel, editor of the *Weekly Kansas City Star*. The presentation of the \$500 check provided by the *Star* was made by J. C. Wright, Assistant Commissioner for Vocational Education. Regional and State Star Farmers receiving \$100 awards were also named and an honorary American farmer key was presented to J. C. Swift, president of the American Royal Livestock Show.

## President Roosevelt's Greeting

The high point in the week's festivities was reached at the special ten-year celebration program on the evening of October 19. When the Texas band had finished a well-planned concert which was followed by massed band playing led by the three band directors, Alvin Reimer of Nebraska, first vice-president of the F. F. A. in 1928, called the meeting to order.

The gavel having been passed to the highest ranking officer present for each year, the opening ceremony was conducted by the 1937 officers. A letter of greeting from President Roosevelt was read by President Joe Black.

Using as his subject, Twenty Years of Vocational Education, Dr. J. C. Wright, Assistant Commissioner, Office of Education, called attention to the fact that 1937 marked not only 10 years of F. F. A. progress but 20 years of vocational education service to the country as well. Immediately following his address, the story of F. F. A. was unfolded with W. E. Drips, agricultural director of the National Broadcasting Co., serving as narrator.

Twenty of the forty-eight former national officers were present to receive the specially designed badge of a past national officer. Awards were also made to all adult national officers who had served from 1928 to 1937, inclusive. The final results of the chapter contest revealed that Stamping Ground, Ky., was the winner in that competition—outstanding among the 5,000 local chapters in the organization. The State association award went to Louisiana, winner of this same honor for the second time in 5 years.

A fitting close to this interesting evening's program was the Building of the Flag, a ceremony during which one representative from each chartered State Association of F. F. A. came to the platform and placed a star in the blank field of a large American flag. The stars were placed in the order in which the State associations had been admitted to the F. F. A. organization and the result was a perfect American flag with 48 glittering stars.

## Awards Distributed

The chamber of commerce banquet, for vocational agriculture students was attended by some 1,400 persons—600 more than had attended in any preceding year. Winners in the vocational judging contests were announced and prizes and awards distributed. The Solomon, Kans., chapter orchestra gave an outstanding performance.

During the week, over 1,200 feet of motion-picture film was taken of the activities and films in both 16 and 35 millimeter size will be available for showing in the various States. Through the courtesy of the National Broadcasting Co., radio programs direct from the floor of the convention were presented.

An added feature of the tenth convention was an exhibit of agriculture products provided by the various State associations. These were placed on display along with the various F. F. A. merchandise exhibits in the Little Theatre of the auditorium. Considerable interest and originality was shown in this display and it will be continued as a

regular department of future national conventions.

## Leaders Chosen

The convention was an inspiration from any point of view, a demonstration of what organized systematic training for agricultural leadership, cooperation, and citizenship is actually accomplishing. Parents and friends came from many parts of the country to learn more about the F. F. A. Several States sent representatives from each of their chapters.

If the first 10 years of F. F. A. progress can be taken as a criterion of further development, then a field of still greater achievement and service lies in the years ahead. The boys chosen to lead the Future Farmers of America for 1937-38 are: J. Lester Poucher, Florida, president; William Stiers, Ohio, first vice president; Lex Murray, California, second vice president; Eugene L. Warren, Arkansas, third vice president; Arden Burbidge, North Dakota, fourth vice president; and Lowell Bland, Colorado, student secretary.



## Quintuplets Discussed

At the invitation of Dr. William E. Blatz, director of St. George's School of Child Study, University of Toronto, and Dr. Allan R. Dafoe, a conference was held in Toronto, October 30 and 31 on the growth and development of the Dionne quintuplets. Charles H. Judd, chairman of the advisory committee, acted as general chairman and two members of the committee, H. H. Newman, University of Chicago, and George D. Stoddard, University of Iowa, acted as chairmen of two general sessions.

At these meetings members of the staff of the University of Toronto and local scientists reported first on the biological development and physical growth of the quintuplets and second on their mental growth, language ability, routine training, social development and self-discipline. Reports were illustrated with stereopticon slides, graphs, diagrams and photographs. A summary of the reports presented at both sessions of the conference, published by the University of Toronto, provides a graphic picture of the studies made during the past 3½ years. At one session Dr. Dafoe gave the life story of the five little girls, illustrating his talk with motion pictures. A special train took the members of the conference to Callander where they visited the nursery and observed the quintuplets at play. A member of the staff of the Office of Education, Mary Dabney Davis, specialist, nursery-kindergarten-primary education, attended the conference.

# Progress on Records and Reports Program

★★★ At the annual conference of the Association of Chief State School Officers held in Washington, December 27-28, H. F. Alves, senior specialist in State School Administration, Office of Education, made the following report:

"Since the adoption of the resolution in December 1935 by the National Council of Chief State School Officers requesting the Office of Education to take such steps as were necessary to complete the study of uniform statistical reports of State school systems, to determine uniform procedures and definitions, and to assist the State departments of education to set up uniform records, the steps herewith presented have been cooperatively taken.

## *During 1936*

Revised definitions of terms used were sent to the States for criticisms and suggestions as bases for further modifications.

Analyses were made of basic recording and reporting forms in use in States to determine the items of information being secured by the States through the forms used by teachers, principals, supervisors, local superintendents, and others in making their required reports.

Tentative report forms were prepared suggesting "blocks of information," based on items determined through analyses, in which States seemed to be interested. These forms were prepared in three parts: Part I was devoted to personnel; Part II to finance; and Part III to miscellaneous items such as transportation, school buildings, etc.

Visits were made by representatives from the Office of Education to State departments of education for personal conferences with staff members to determine the extent to which the States, (a) agreed with and planned to use definitions of terms as revised, and (b) were interested in securing the items of information, as revealed in check lists from States in 1935 and as determined by analyses.

A grant from the General Education Board, in response to a joint request of the National Council of Chief State School Officers and the Office of Education, made possible these visits during both 1936 and 1937 to the States by representatives of the Office of Education. Travel and other expenses of these representatives were paid from this grant.

## *During 1937*

Tabulations and summaries were made of findings revealed by the personal conferences with State department staff members. These tabulations and summaries proved to be par-

ticularly valuable as bases for further modifications of definitions of terms used and to be used.

Preparation was made of, (a) lists of desirable items of information that, in terms of current practices within States and of indications by States in personal conferences the previous year, should be available to the respective States and their subdivisions, and (b) suggested forms for recording these desirable items of information at their sources and for reporting such items as were found to be progressively needed by teachers, principals, and local superintendents and by State departments of education.

Five regional conferences, attended by representatives from 44 States and the District of Columbia, were held in March and April. During the 4 or 5 days of each conference, representatives of the States had the opportunity to consider, individually and collectively, the findings of the preceding steps of the program. Criticisms and suggestions made by these conference groups served as bases for supplementing and modifying actions and decisions previously determined and also served as guides to the indi-

# Tools for the Handicapped

★★★ The following statements are excerpts from an address by Dr. David W. Smouse, at the recent dedication of *Sunshine School*, San Francisco:

"To have a part in the movement adequately to care for physically handicapped children is a great privilege, and to see the evidence of the spread of this movement in the building which is being dedicated here is inspiring. \* \* \*

"I feel that the most valuable gift that can be made to others, whether it be in the form of money or of labor, is the gift of tools—tools by which the recipients can continue to enlarge their lives, and with which they may carry on their careers with increased profit and success.

"In this sense, education is a tool. It is something the recipient can use permanently for his own benefit and that of others. It does more than give pleasure—it gives strength and power to solve life's problems. And a physician's work is to a degree like education, for the medicine, the care, the operation, all are for the purpose of adding to the strength and courage of human beings so that they can live fuller and finer lives.

"The modern conception of care for the physically handicapped is in complete accord with this principle of giving tools. The

vidual State in efforts to make such revisions in its system of recording and reporting school data as it found, and may find, necessary.

## *Future Steps Proposed*

The following steps have been proposed in regional conference resolutions and in communications from States:

1. Advisory and consultative services by representatives of the Office of Education to States at the time they are actually revising their recording and reporting forms.

2. A continuous study (from 3 to 5 years) involving the development of basic forms required to record and report data relating to such special phases of the educational program as transportation, permanent school funds, teacher personnel records, individual cumulative pupil records, etc.

3. Follow-up regional conferences permitting the attention of State representatives in attendance to be directed to the cooperative preparation of handbooks of procedures or manuals of instruction in personnel and financial accounting. At this time a number of States are considering the preparation, for use in the field, of such manuals for furthering their respective efforts.

4. A thorough analysis to determine the possibilities for organizing the respective State annual and biennial reports so as to incorporate, at designated periodic intervals, studies reflecting certain special phases of the educational program.

world has always offered sympathy to the physically afflicted. It has always given charity. But it is just beginning to give tools which will enable the handicapped to lift themselves partially or completely from the realm of those needing sympathy and charity.

"We are familiar with the mother who has one child more fragile than the others, perhaps permanently handicapped—and we are familiar with her special tenderness for that child, her overflowing sympathy. We are touched by her love as she puts the child to bed with infinite care, prepares special delicacies to tempt the appetite, and does the many other things that only mothers know how to do. But beautiful as this is, it is not enough. The child should also be given adequate training that will enable him to rely on himself some day. The mother will depart eventually, and the child will be mature. The memory of her tenderness alone will not enable him to be a useful happy citizen.

"This school, which is being dedicated, the others that have been built; and the many that will arise in the future, all represent aid to physically handicapped children—aid intended to make children useful, capable, ambitious citizens.



## In Public Schools

### Safety Education

Under the provisions of chapter 199 of the laws of 1937 instruction in highway safety and traffic regulations must be given in all schools of New York State, according to a circular recently issued by the board of education of New York City. Pursuant to the provisions of the statute, the following action was taken by the board of regents under date of July 30, 1937: Safety education, including highway and traffic safety, shall be given to all pupils in both elementary and secondary grades; that such instruction shall be made a definite part of the school program either as a special subject or in connection with instruction in other subjects; that comprehensive plans for safety education be organized by local school authorities including highway and traffic safety, home safety, recreational safety, industrial and occupational safety, and school safety, to insure the development of safety habits in all the varied activities of everyday life; and that the instruction in safety education be given for not less than 30 periods, or the equivalent thereof, in each year in the elementary schools (grades 1 to 8), for not less than 30 periods, or the equivalent thereof, in each year in the junior high school (grades 7 to 9), and for not less than 15 periods, or the equivalent thereof, in each year of the senior high school (grades 10 to 12).

### Michigan Curriculum Study

Eugene B. Elliott, State superintendent of public instruction of Michigan, announces in a recent issue of the *Michigan Education Journal*: "The Michigan study represents an effort to modify and improve the character of the curriculum of Michigan high schools. The study is to be conducted over a span of 12 years, divided into four parts. The first phase, one year in length, will be a period of refining and maturing the general plan of the study and particularly for reviewing the potential contributions from previous and current studies. The second phase, covering 4 years, will consist of the experimental trial and evaluation of the immediate results of the most promising practices that can be discovered. The third phase, covering 4 years, will consist of the extension of plans that have seemed to work well in a number of schools. During this phase and the fourth phase, emphasis will be placed on the evaluation of the deferred outcomes. The fourth phase of 3 years will be a period of summarization, integration, and extension of best practices in secondary education throughout the State."

### High School for Unadjusted Girls

A high school for socially unadjusted girls (grades 7 to 12) was established this fall in Los Angeles, Calif., according to the *Los Angeles School Journal*. Any girl in junior or senior high school who appears to be a social misfit in need of special guidance in a smaller group may be recommended to Mrs. Edna R. Sheldon, attendance section, for transfer. After a conference held by the principal, the assistant supervisor of attendance, and the parent or guardian, and when all the necessary records have been completed, the assistant supervisor will take the records and the girl to this school. A special follow-up will be continued as is found necessary for each girl. The course of study offered will adjust to meet the needs of these girls. Credits toward graduation will be earned on the same basis as in the other Los Angeles high schools.

### Minneapolis Experiments

A new experiment in bringing motion pictures of significant events into the classroom is being tried this fall in two north Minneapolis, Minn., schools, according to the

## The NEA on the air!

EVERY MONDAY AFTERNOON, 2:30-3:00 o'clock, E. S. T., Columbia Broadcasting System, *Exits and Entrances*. A current events program—an aid to teachers of the social studies. Begins Oct. 18, 1937.

EVERY WEDNESDAY EVENING, 6:00-6:15 o'clock, E. S. T., Red Network, National Broadcasting Company, *Our American Schools*. Promotes teacher welfare and better support for schools. Begins Oct. 13, 1937.

EVERY SATURDAY MORNING, 11:00-11:15 o'clock, E. S. T., Red Network, National Broadcasting Company, *Our American Schools*. Brings home and school in closer cooperation. Begins Oct. 16, 1937.

Attractive printed announcements of these programs are available free for distribution from the National Education Association, Washington, D. C.

*School Bulletin* of the Minneapolis schools. A test of the practical educational value of classroom display of current releases of the motion pictures, *The March of Time*, is to be made. Through use of auxiliary bulletins and teachers' manuals, there will be detailed consideration of the events pictured on the screen and their significance in relation to the regular courses of study. A primary objective of the experiment will be to arouse interest in real life social problems.

### School Library Handbook

The *North Carolina Public School Bulletin* recently announced: As a help to school librarians and teacher-librarians, the *North Carolina School Library Handbook* is being issued this fall. This handbook, which was prepared by Mrs. Mary Peacock Douglas, school library adviser, is designed to assist the librarian in the organization and administration of the library. The material included in the bulletin is very simply written and should be helpful to the small schools and to the larger ones, to elementary schools and to high schools. The standard for accredited school libraries; directions for organizing and caring for the book collection, suggestions for selection of books, especially the reference collection, and magazines; lessons on the use of the library; suggestions for the promotion of library activities through publicity and displays, student librarians and library clubs are included. One copy of the *North Carolina School Handbook* will be supplied to each school in the State within the next few weeks. Copies are available to individuals at 15 cents each.

### Ann Arbor Reports

The Board of Education of Ann Arbor, Mich., has recently issued three publications under the titles: *Classification in the Elementary Grades of the Ann Arbor Public Schools*; *A Report on the Reading Survey in the Elementary Grades of Ann Arbor*; and *The Junior High School in Child Growth*. The first-named bulletin describes the meaning of age-grade grouping of pupils, and reviews three types of classification programs: (1) Grade achievement, (2) homogeneous grouping, and (3) social maturity. It also presents the plan of classification that is being developed in Ann Arbor. The second bulletin discusses the reading achievement of elementary school pupils in Ann Arbor and the nature of the instructional program. The third bulletin includes a report of the superintendent of schools of Ann Arbor on the philosophy and growth of the junior high school, a discussion of the physiological and psychological characteristics of the adolescent, and presents the home room guidance program.

### 300-Page Report

The *Survey of the Schools of Bethlehem, Pennsylvania*, a publication of the University of Pennsylvania, has recently been received. The survey was conducted by the school of education of the University of Pennsylvania at the invitation of the board of directors of the Bethlehem school system. Much information of significance to the people of Bethlehem and to others interested in education is contained in the 300-page report. A feature which adds greatly to both its readability and to the practical effect which the report may have is the classification of recommendations into three groups. In the words of the survey: "In the first group are certain general recommendations which are vital and basic to all others. The more detailed recommendations which should receive attention as soon as possible are found in the second group. The recommendations in the third group may be considered as goals toward which the program in the future may be directed. Some may not be attained for a number of years."

### Social Studies

The State department of education of Oregon has recently issued a social studies course of 244 pages for the elementary schools of that State. Part I, for grades 1 to 4, is organized as a fused course, including geography, history and civics; and part II, for grades 5 to 8, has combined history and government and correlated geography to some extent.

### Community Project

Hallowe'en activities in Rochester, Minn., are directed by the Rochester High School Community League as a community project. All details of planning for the occasion are responsibilities of the 2,000 members of the league. The result is constructive citizenship training combined with wholesome fun minus the usual vandalism.

### Alabama Changes

J. A. Keller who recently resigned as State superintendent of education of Alabama, is the newly elected president of the State Teachers College at Florence, Ala. Albert H. Collins, former director of the State department of public welfare, succeeds Dr. Keller as State superintendent.

W. S. DEFFENBAUGH

## In Colleges

### College Art

Colleges and universities with departments of art, art schools, and textile schools will be interested in the no-jury, no-entry-fee exhibition of water colors sponsored by the research laboratories of M. Grumbacher, 470 West Thirty-fourth Street, New York City. This aqua-chromatic exhibition can be booked

only for institutions of higher education. Portfolios of original watercolors will be loaned to such schools having exhibition facilities without cost, except transportation, to the institution or participating artist. Both paper and mats are provided by the sponsors without cost to the participants for the purpose of maintaining absolute uniformity, and each artist indicates by an actual brush mark, in a series of squares provided on the front of each painting, the colors he used.

### "All 'round the World, Cornell"

Cornell prides herself on being alma mater for alumni in virtually every country on the globe. This year her students represent 32 different countries and 48 States of the Union. Naturally New York State leads in the total number of students enrolled, but 326 Pennsylvania students are enrolled, 290 from New Jersey, 151 from Ohio, 101 from Massachusetts, 91 from Connecticut, 79 from Illinois, 52 from Michigan, 52 from Wisconsin, and even 35 from California 3,000 miles away. The national feature of Cornell is due in part to a selective system of admissions, efforts of committees of the Cornell Alumni Corporation award of regional McMullen scholarships.

### Little Theater

The new Keiper Liberal Arts building erected at Franklin and Marshall College at a cost of \$250,000 was dedicated during the recent sesquicentennial festivities. This building provides a Little Theater seating 250 persons and equipped with the latest developments in theatrical production, including modern stage and lighting effects and acoustics. The theater has been pronounced one of the finest in any college. At the opening the Green Room Club, the college dramatic organization presented *Poor Richard* as a feature.

WALTER J. GREENLEAF



## In Educational Research

### Teaching Ability

The University of Toronto Press has issued Bulletin No. 8 of the Department of Educational Research entitled "Forecasting Teaching Ability." It is one of the more careful studies which have been made on the subject. Part of the study was made in the usual fashion—that of testing and rating students who enter a teacher-training institution and correlating these results with later estimates of success. Another method was also followed. This was to trace the careers of a number of successful and unsuccessful teachers in service in order to discover those traits or capacities or powers which seemed crucial to success in teaching. This study was carried out under the direction of Peter Landiford, M. A. Cameron, C. B. Conway, and J. A. Long.

### Reading Material

Mary Lazar has made a study of the reading interests, opportunities, and activities of elementary school children. The study presents in a particularly interesting way the type of reading material chosen by these elementary school children. It analyzes more clearly than other studies the reasons why the great mass of boys and girls choose books not recommended by teachers or librarians. It discusses for example, the rage among the young generation of the series books—where the child is led to read several books using the same characters and, of course, issued by the same publishers. For boys the most popular books were found to be the Tarzan series, the Tom Swift series, and the Boy Allies series, while for girls the three favorite books in order of popularity were the Bobbsey Twins series, the Nancy Drew series, and Little Women. The study is published by the bureau of publications of Teachers College, Columbia University, as Reading Interests, Activities, and Opportunities of Bright, Average, and Dull Children.

### Bilingualism

A very complete review of the problem of bilingualism in relation to mental development and educational achievement, and a new study of the problem, is reported by Seth Arsenian in a bulletin published by the bureau of publications at Teachers College, Columbia University. This report may be used as a sort of basic text on the subject. The new study reported is concerned with two groups of bilingual children in New York City—one of Italian parentage and the other Jewish. The study is entitled "Bilingualism and Mental Development."

### Higher Education Appraisal

Mowat G. Fraser has issued his *The College of the Future*—an appraisal of fundamental plans and trends in American higher education—a book of some 529 pages, in which he outlines many of the issues of higher education and draws conclusions regarding what a college should look like. He does this through what he claims is the best research method known—that of considering all sides of the problem and making deductions. The main thesis of the study is concerned with the type of instructional facilities. He advocates a sort of tutorial system wherein the tutor leads the student through the maze of knowledge without much assistance.

It seems to this writer that the presentation is admirably done from the standpoint of summarizing the various plans for the organization of instruction in college. However, it also seems that an important area of college life has been omitted from consideration, and this is the student's own abilities and purposes in attending college. No real attack on the problem of the integration of the student's traits and the college curriculum is outlined. Unless provisions are specifically made for

individual diagnosis through measures of various types, no college will ever be able to integrate the student and the curriculum. The study is published by the Columbia University Press, Columbia University, New York.

### Character Education

The character education experiment in Washington, D. C., was admittedly an experiment in the adjustment of the school program to the individual. One of the important elements in maladjustment in school is the lack of reading ability commensurate with the individual's general ability, his interests, and the reading ability of his classmates. For this reason one of the elements of the character education experiment was the attempt in certain schools to inaugurate a diagnostic and remedial reading program. This cooperative experimental attempt is described by Marion Monroe and others in the monograph *Remedial Reading*, published by Houghton Mifflin Co.

### Research at Duke

The second monograph of the Duke University Research Studies in Education, by E. V. Pullias, takes up the problem of the variability of results from teacher-made objective tests and standardized tests. Mr. Pullias finds, as others have many times before, that two different examinations constructed to cover the same subject matter will not be strictly comparable. He also reaches the conclusion that objective tests are less reliable than essay-type examinations. He does this by comparing the reliability of the teacher-made objective tests used for his study with the reliability correlations calculated on essay type examinations by Monroe and Souders in 1923. If he has faith in his conclusion he should immediately plan a more comprehensive experiment to verify his finding beyond all doubt, because if he can verify his original conclusions he will change considerably our educational practice. The monograph is published by the Duke University Press.

DAVID SEGEL



## In Other Government Agencies

### National Youth Administration

N. Y. A. opens new opportunities to farm youth by providing sons and daughters of tenant and other low-income families with an opportunity to "learn while you earn," according to Aubrey Williams, N. Y. A. executive director.

Forty-one educational institutions in 10 States offer such employment to approximately 3,300 students on resident vocational training projects. Special agricultural train-

ing and homemaking courses are provided with paid part-time employment on construction and farm projects in State agricultural schools and colleges. The plan, Mr. Williams says, has proved a practical way "to bring the rudiments of successful farm life within the reach of those young people who plan to remain on the farm, but who have never had the opportunity of learning properly to run a farm or a farm home."

Vocational training projects—open to farm youth between the ages of 18 and 24, inclusive, whose families are receiving some form of public relief—are summarized as follows:

State	Number of schools	Enrollment
Alabama.....	4	96
Arkansas.....	4	176
Georgia.....	2	270
Idaho.....	3	260
Louisiana.....	7	234
Mississippi.....	1	40
North Carolina.....	1	50
Oklahoma.....	7	1,250
South Carolina.....	5	225
Texas.....	7	680
Total.....	41	3,281

The work is carried on in cooperation with the Department of Agriculture and various State schools and colleges. Applicants are selected for terms varying from 6 weeks to 6 months.

The young men are taught the fundamentals of such subjects as soil conservation, soil chemistry, dairying, poultry-raising, crop diversification, care of farm equipment, and cooperative purchasing and marketing. The young women are trained in home gardening, economical marketing, cooking, and the canning and preservation of food products.



Sight for the blind.

### Works Progress Administration

W. P. A. Administrator, Harry L. Hopkins, in a recent report announced the following outstanding projects for the blind conducted under W. P. A. auspices:

*Berkeley, Calif.*—A class in creative writing resulted in the production of 15 articles, several short stories, 1 play, and early chapters of several books. In another class, instruction

was given in Braille shorthand as well as in the reading and writing of Braille.

*Georgia.*—Brailled daily and weekly news sheets were distributed to a large list of blind readers. The *Braille Guide* gives highlights of the day's news, including pin-point photographs of persons prominent in the news.

*New York City.*—One W. P. A. project produced more than 15,000 talking book machines, which are distributed in the various States by the Library of Congress in conjunction with the American Foundation for the Blind. They are loaned for an indefinite period to eligible blind persons, preference being given to those who cannot read Braille and have no close relatives or friends to read to them. The Post Office Department has established a free franking system by which both machines and records are sent back and forth without cost. A standard-size book can now be transcribed on six 2-sided 12-inch phonograph records.

*Indiana State School for the Blind.*—A Braille garden is now under construction by the W. P. A. Students will be able to enjoy the beauties of a garden and will be given opportunity to learn about flowers and trees in their own school yard. The garden includes not only flowers and plants but an equal number of small labels in Braille which give the common and botanical names of the plants and a brief résumé of their characteristics. When the students walk in the garden they are now able to read the Braille label, touch the plant, and become familiar with its size and shape, its leaf, and its scent.

At the same institution a skating rink has been constructed where blind children may roller skate on a concrete-circled playground. They have no trouble getting around it, for the surface is such that they are able to feel when they are coming to a curve and guide themselves accordingly. The Lions Club of Indianapolis purchased 100 pairs of skates for the children's use.

MARGARET F. RYAN



## In Other Countries

### New Institution

*The National Higher Technical School named for Dr. Milan Rastislav Štefánik* (Štatna Vysoká Škola Technická Dr. Milana Rastislava Štefánika v Košiciach), Košice, Slovakia, a new institution of university rank was established in Czechoslovakia by law of June 27, 1937. The school will be open to students at the beginning of the school year 1938-39. It is organized into three departments: Structural engineering with two sections—construction and transportation; hydraulic engineering and water use techniques; and agricultural engineering. The requirements for admission to and graduation from its degree curricula are the same as those of the Czech Institute of Technology of Prague.

### Cultural Information

A section of cultural relations was recently established in the Ministry of Education of Yugoslavia. In a brief declaration, the Yugoslav Minister of Education stated that his country had long felt the need of such a governmental office so that Yugoslavia could be presented to the world in true colors. He pointed out that Czechoslovakia and Rumania have paid considerable attention to the diffusion of knowledge about their countries and have used considerable budgetary amounts to that end. Yugoslavia, he added, would in the future devote much attention to enhancing its influence and prestige abroad by means of cultural information.

### A Million Pounds

A contribution of 1,000,000 pounds has been offered to Oxford University, England, by Lord Nuffield. The benefaction is for two purposes. First, 100,000 pounds is to build and equip an up-to-date laboratory of physical chemistry. The remainder is for the building and endowment of a post-graduate college of social studies. Lord Nuffield has already purchased the site for the new college.

This is not the first of Lord Nuffield's gifts to the university. A year ago he gave an endowment to the medical school and recently offered a further amount of 200,000 pounds to erect buildings and hospitals connected with the school. *In toto* he has donated over 3,000,000 pounds.

### Geology Institute

A National Institute of Geology was created in Venezuela by presidential decrees of September 29, 1937, with a budget of 316,000 bolivars (\$103,237 at par) to cover expenses until next June 30. Its purpose is to train professional geologists. The Venezuelan labor law requires that at least 50 percent of the technicians employed by the oil companies must be Venezuelan, and some of the companies have had much difficulty finding enough competent native technicians, including geologists, to meet this provision of the law.

Five professors and five assistant professors will constitute the teaching staff of the new institute and arrangements are being made for laboratories of mineralogy, petrography, general chemistry, qualitative and quantitative analysis, and the necessary equipment for studies in practical topography.

### Peru Scholarships

Three scholarships will soon be given to graduates of the School of Engineers (Escuela de Ingenieros), Lima, Peru, to come to the United States for further study. The first of the three will be a course of 6 to 12 months specializing in textile manufactures; the second will be 12 to 18 months in the electrical engineering schools at Schenectady; the third, a course in the School of Mines at Painted Post or Phillipsburg, N. Y. In each case the period of study may be prolonged if that is found desirable. A recipient must be a

graduate of the Escuela de Ingenieros, recommended by it, and able to speak English. The scholarships are made possible by the cooperation of three firms from the United States that are operating in Peru.

### Placing Graduates

The possibilities of placing its graduates in employment is the subject of a report issued in September by the appointment board of Melbourne University, Australia. The report states that during the fiscal year ended June 30, 1937, a good demand existed for chemists and engineers, mechanical engineers especially. Physicists are constantly in demand and a shortage is expected since the increased activity of the Commonwealth Government in the field of research in connection with secondary industry. There was a doubtful and uncertain demand for arts graduates except in public service and teaching. Banks and stockbroking firms required graduates passing with honors in economics and finance. Law graduates were in the worst position and effort was made during the year to draft a number into the commercial world. Demand for young lawyers was practically nonexistent. Both men and women graduates showed a general aversion to teaching though there was an acute shortage of teachers especially in science and mathematics.

Finding employment for women graduates is the board's most difficult problem. It appears almost impossible to place them in industrial laboratories and Government departments. Most of the women now enter the arts course and attain the pass degree. If they are not inclined to teach, they may more readily obtain employment if they are expert stenographers. Women students are encouraged to take the stenographic course in association with the arts course, so that they can, if necessary, obtain secretarial positions until other posts are available. There is a keen demand for women who can spell and punctuate, and in some cases compose letters.

### Education in Japan

A *General Survey of Education in Japan* published by the Department of Education of Japan, Tokyo, 1937, was received at the Office of Education in November. It is similar to the publications on the same subject and with the same title that came out in 1926, 1930, and 1935, except that it is larger, better illustrated, and carries with it a companion publication *Education in Japan*. The latter is a series of graphs and charts showing the organization of the school system, its administration and control, and illustrating both present and historical statistics.

These two publications were arranged by the Japanese Government on the occasion of the Seventh World Educational Conference held in Tokyo last summer to give to foreigners a general idea of the educational condition of the country. Both are valuable for students and teachers of comparative education,

or to anyone who wishes to know about education in Japan.

### Congress at Rouen

The Ninth International Ornithological Congress will be held at Rouen, France, May 9 to 13, 1938. The Congress will be organized in four sections: 1. Taxonomy and zoogeography; 2. Anatomy, physiology, paleontology and embryology; 3. Biology including ethology, ecology, migration, oölogy, etc.; and 4. Applied ornithology including economic ornithology, taxidermy, and observations and experiments on birds in captivity. Questions concerning the protection of birds will be handled by the International Committee for Bird Preservation which will meet at Rouen on May 6 and 7, immediately before the opening of the Congress.

The secretary of the Congress is Monsieur Jean Delacour, Chateau de Cleres, Cleres, Seine Inferieure, France. Persons who wish to present papers must notify him by January 31, 1938, and give the following information:

- (a) Title of the paper, with number of typed pages and approximate time required for delivery.
- (b) Section for which it is intended.
- (c) Whether illustrated by lantern slides, films, or photographs and prints. Sizes of slides and films must be given.

Excursions of various kinds are being arranged for the delegates.

The Government of France has invited the Government of the United States to participate by being officially represented. The invitation will probably be accepted.

JAMES F. ABEL



## Delegate Participation

The Twenty-sixth Annual Convention of the National Association of Public School Business Officials recently held in Baltimore, Md., built its program to allow a maximum amount of delegate participation. Discussion leaders were provided for many of the important addresses followed by discussion or questions from the delegates.

One evening session was devoted to three discussion "section meetings," and another evening session, to five "round-table conferences," at which there were exchanges of ideas and practices.

### COMPLETE YOUR FILE

Back copies of **SCHOOL LIFE** may be obtained at 10 cents each, from the Superintendent of Documents, Government Printing Office, Washington, D. C.



# Some CURRENT PUBLICATIONS of the OFFICE OF EDUCATION



## BULLETINS

1937

No.	Title	Price
1.	Educational Directory, 1937. Parts I, III, and IV still available, each.....	\$0. 10
2.	Biennial Survey of Education, 1934-36, Volume I: Chapter II. Trends in Secondary Education.....	. 10
	Chapter III. Higher Education, 1930-36. (In press.)	
	Chapter V. Review of Conditions and Developments in Education in Rural and Other Sparsely Settled Areas.....	. 10
	Chapter VI. Effects of the Depression on Elementary and Secondary Schools and Upon Colleges and Universities. (In press.)	
	Chapter VIII. A Review of Educational Legislation 1935 and 1936.....	. 10
	Chapter X. Development in Educational Method, 1934-36.....	. 10
	(The other chapters are in preparation by the authors.)	
3.	Public Affairs Pamphlets.....	. 10
4.	Conservation in the Education Program.....	. 10
5.	Insurance and Annuity Plans for College Staffs.....	. 10
6.	Bibliography of Research Studies in Education, 1935-36. (In press.)	
7.	Student Health Services in Institutions of Higher Education.....	. 10
8.	Education of Negroes. Bibliography. (In press.)	
9.	College Salaries, 1936. (In press.)	

## BULLETINS

1936

9.	Testing Practices of High-School Teachers.....	. 10
10.	Scholarships and Fellowships.....	. 15
11.	A Guide to Curriculum Adjustment for Mentally Retarded Children.....	. 20
12.	Public Education in Alaska.....	. 10
13.	The Deaf and the Hard-of-Hearing in the Occupational World....	. 15

## SCHOOL LIFE

OFFICIAL ORGAN OF THE  
OFFICE OF EDUCATION

\$1

ONE YEAR · 10 ISSUES  
See Order Blank on Next Page

## BULLETINS

1936—continued

No.	Title	Price
14.	Poland's Institutions of Higher Education.....	\$0. 25
15.	Authority of State Executives Over Higher Education.....	. 10
16.	A Step Forward for Adult Civic Education.....	. 10
17.	William Torrey Harris—The Commemoration of the One-Hundredth Anniversary of His Birth.....	. 15
18.	Youth:	
	I. How Communities Can Help.....	. 10
	II. Leisure for Living.....	. 15
	III. Education for Those Out of School.....	. 10
	IV. Vocational Guidance for Those Out of School.....	. 10
	V. Finding Jobs.....	. 10
	VI. Community Surveys.....	. 15
19.	Functional Planning of Elementary School Buildings.....	. 25

## PAMPHLETS

72.	Status of Rural School Supervision in the United States, 1935-36.....	. 10
73.	Subject Registration in Private High Schools and Academies, 1932-33.....	. 10
74.	Crucial Issues in Education.....	. 05
75.	Safety and Health of the School Child—A self-survey of school conditions and activities.....	. 10
76.	Successful Methods of Teaching English to Bilingual Children in Seattle Public Schools. (In press.)	
77.	Opportunities for the Preparation of Teachers of Children of Native and Minority Groups. (In press.)	

## LEAFLETS

No.	Title	Price
32.	Personnel and Financial Statistics of School Organizations Serving Rural, or Urban Children, or Both, 1933-34. (In press.)	
33.	The Housing and Equipment of School Libraries. (In press.)	
34.	State Library Agencies as Sources of Pictorial Material for Social Studies.....	\$0. 05
35.	Essentials in Home and School Cooperation.....	. 05
36.	Educational Law: Selected References.....	. 05
37.	Physique of School Children.....	. 05

## VOCATIONAL EDUCATION BULLETINS

184.	Procedure for Survey of a State Program of Vocational Rehabilitation—A manual of procedure for assembling and interpreting data on the factors involved in the conduct of a State rehabilitation program.....	. 10
185.	Aviation in the Public Schools....	. 15
186.	Cooperative Training in Retail Selling in the Public Secondary Schools.....	. 20
187.	Home Economics Education Courses—A study of practices in teacher-training institutions reimbursed from Federal funds for vocational education.....	. 15
188.	Young Men in Farming—A study of young men to determine the qualifications, opportunities, and needs for training in farming, together with derived guidance, placement, and training objectives.....	. 15
189.	Landscaping the Farmstead—Making the farm home grounds more attractive. (In press.)	
190.	Vocational Rehabilitation of the Physically Handicapped.....	. 10
191.	Interpretive Science and Related Information in Vocational Agriculture—Effective utilization of scientific principles and related information in organized agricultural instruction.....	. 10





# UNITED STATES DEPARTMENT OF THE INTERIOR

HAROLD L. ICKES, *Secretary*  
OSCAR L. CHAPMAN, *Assistant Secretary*

## OFFICE OF EDUCATION

J. W. STUDEBAKER, *Commissioner*  
BESS GOODYKOONTZ, *Assistant Commissioner*      J. C. WRIGHT, *Assistant Commissioner for Vocational Education*  
C. F. KLINEFELTER, *Administrative Assistant to the Commissioner*

### OFFICE OF THE ASSISTANT COMMISSIONER OF EDUCATION

*Assistant Commissioner of Education*—BESS GOODYKOONTZ.

#### CONSULTANTS:

JAMES F. ROGERS, health education.  
MARIS M. PROFFITT, guidance and industrial education.  
DAVID SEGEL, tests and measurements.  
LEWIS R. ALDERMAN, adult education.

#### DIVISIONS:

##### *Higher education:*

FREDERICK J. KELLY, chief.  
BEN W. FRAZIER, teacher training.  
WALTON C. JOHN, higher education.  
WALTER J. GREENLEAF, higher education.  
JOHN M. MCNEELY, higher education.  
ELLA B. RATCLIFFE, educational assistant.

##### *American school systems:*

WALTER S. DEFFENBAUGH, chief.  
MARY DABNEY DAVIS, nursery-kindergarten-primary education.  
CARL A. JESSEN, secondary education.  
ALICE BARROWS, school-building problems.  
HENRY F. ALVES, State school administration.  
TIMON COVERT, school finance.  
WARD W. KEESECKER, school legislation.  
ELLEN C. LOMBARD, parent education.  
———, elementary education.

##### *Comparative education:*

JAMES F. ABEL, chief.  
ALINA M. LINDEGREN, western European education.  
SEVERIN K. TUROSIENSKI, comparative education.

##### *Special problems:*

Mrs. KATHERINE M. COOK, chief.  
WALTER H. GAUMNITZ, rural education problems.  
ELISE H. MARTENS, education of exceptional children.  
AMBROSE CALIVER, education of Negroes.  
———, education by radio.

##### *Statistical:*

EMERY M. FOSTER, chief.  
DAVID T. BLOSE, associate statistician.  
HENRY G. BADGER, associate statistician.  
LESTER B. HERLIHY, associate statistician.

##### *Editorial:*

WILLIAM DOW BOUTWELL, chief.  
OLGA JONES, acting chief.  
JOHN H. LLOYD, editorial assistant.  
MARGARET F. RYAN, editorial assistant.  
JOHN S. SHAW, editorial assistant.

##### *Library:*

SABRA W. VOUGHT, chief.  
MARTHA R. McCABE, assistant librarian.  
EDITH A. WRIGHT, research and reference.  
AGNES I. LEE, cataloger.  
SUSAN O. FUTTERER, cataloger.  
RUTH A. GRAY, research assistant.  
LEM BANKS, reference assistant.

##### *Library Service:*

———, chief.  
EDITH A. LATHROP, school libraries.  
———, school libraries.  
———, public libraries.

### OFFICE OF THE ASSISTANT COMMISSIONER FOR VOCATIONAL EDUCATION

*Assistant Commissioner for Vocational Education*—J. C. WRIGHT.

#### VOCATIONAL EDUCATION DIVISION:

##### SERVICES:

##### *Agricultural education:*

J. A. LINKE, chief.  
C. H. LANE, agent, north Atlantic region.  
D. M. CLEMENTS, agent, southern region.  
JAMES H. PEARSON, agent, central region.  
W. T. SPANTON, agent, western region.  
FRANK W. LATHROP, research specialist.  
W. A. ROSS, specialist in subject matter.  
W. N. ELAM, agent, special groups.  
H. B. SWANSON, specialist in teacher training.  
R. W. GREGORY, specialist in part-time and evening schools.

##### *Trade and industrial education:*

FRANK CUSHMAN, chief.  
G. A. MCGARVEY, agent, north Atlantic region.  
C. E. RAKESTRAW, agent, southern region.  
R. V. BILLINGTON, agent, central region.  
JAMES R. COXEN, agent, western region.  
Mrs. A. L. BURDICK, special agent, women and girls.  
ROY DIMMITT, special agent.  
R. W. HAMBROOK, special agent.  
N. B. GILES, special agent.  
JERRY R. HAWKE, special agent.

##### *Home economics education:*

FLORENCE FALLGATTER, chief.  
EDNA P. AMIDON, agent, north Atlantic region.  
MARIE WHITE, agent, southern region.  
RUA VAN HORN, agent, central region.  
Mrs. DORA S. LEWIS, agent, western region.  
BEULAH I. COON, agent, studies and research.  
SUSAN M. BURSON, agent, special groups.

##### *Commercial education:*

E. W. BARNHART, chief.

##### *Research and statistical:*

———, chief.  
C. M. ARTHUR, research specialist.  
———, educational consultant.

#### VOCATIONAL REHABILITATION DIVISION.

##### *Vocational rehabilitation service, States:*

JOHN AUBEL KRATZ, chief.  
I. M. RISTINE, agent, north Atlantic region.  
H. B. CUMMINGS, agent, southern region.  
TRACY COPP, agent, central region.  
E. J. CLAYTON, agent, western region.  
TERRY C. FOSTER, research agent.  
HOMER L. STANTON, research agent.  
JOSEPH F. CLUNK, special agent for the blind.

##### *Vocational rehabilitation service, District of Columbia:*

H. C. CORPENING, supervisor in charge.  
W. H. FUREY, supervisor.

### Federal Advisory Board for Vocational Education

PAUL H. NYSTROM, *Manufacturing and Commerce, Chairman*

HENRY A. WALLACE, *Secretary of Agriculture.*  
DANIEL C. ROPER, *Secretary of Commerce.*  
FRANCES PERKINS, *Secretary of Labor.*

J. W. STUDEBAKER, *Commissioner of Education.*  
CLARENCE POE, *Agriculture.*  
HENRY OHL, Jr., *Labor.*

### CIVILIAN CONSERVATION CORPS CAMP EDUCATION OFFICE

HOWARD W. OXLEY, *director, CCC camp education.*  
SILAS M. RANSOPHER, *assistant director.*

GEORGE J. FINLEY, *assistant to director.*  
JOHN A. LANG, *administrative assistant.*

---

You will receive

SCHOOL LIFE

THE OFFICIAL JOURNAL OF THE OFFICE OF EDUCATION

for one year

*by sending ONE DOLLAR to the*

SUPERINTENDENT OF DOCUMENTS

GOVERNMENT PRINTING OFFICE

WASHINGTON, D. C.

---

# SCHOOL LIFE

REFERENCE

JAN 1938

*January 1938*

VOLUME 23

NUMBER 5

LIBRARY  
→ 1-155 ←  
NATIONAL EDUCATION ASSOCIATION



OFFICIAL ORGAN  
OF THE OFFICE  
OF EDUCATION

UNITED STATES  
DEPARTMENT OF  
THE INTERIOR  
WASHINGTON

**WRITE**

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

**FOR PUBLISHED  
INFORMATION  
ON:**

- Nursery-Kindergarten-  
Primary Education
- Elementary Education
- Secondary Education
- Colleges and Professional  
Schools
- School Administration
- School Finance
- School Legislation
- Exceptional Child  
Education
- Rural School Problems
- School Supervision
- School Statistics
- School Libraries
- Agricultural Education
- Educational Research
- School Building
- Negro Education
- Commercial Education
- Homemaking Education
- Radio Education
- Forums
- Native and Minority  
Group Education
- Vocational Education
- Parent Education
- Physical Education
- Rehabilitation
- Teacher Education
- CCC Education
- Health Education
- Industrial Education
- Educational Tests and  
Measurements
- Comparative Education
- Adult Education

# SCHOOL LIFE



**CONTENTS OF THIS ISSUE • JANUARY 1938**  
Volume 23 Number 5

	PAGE
Educating the Nation Toward Health . . . . .	<i>Thomas Parran</i> . . . . . 129
Effective Relationships for Progress in American Education . . . . .	<i>Bess Goodykoontz</i> . . . . . 131
Successive Stages of Education at Home and Abroad . . . . .	<i>James F. Abel</i> . . . . . 133
Distances Students Live From College . . . . .	<i>John H. McNeely</i> . . . . . 135
Coordinating Services for Youth . . . . .	<i>John A. Lang</i> . . . . . 137
Developing Agricultural Training in CCC Camps . . . . .	<i>Howard W. Oxley</i> . . . . . 138
Editorials . A Unified Plan of Education . . . . .	<i>J. W. Studebaker</i> . . . . . 140
On This Month's Cover	
Among the Authors	
On Your Calendar	
Radio and Screen . . . . .	<i>Gordon Studebaker</i> . . . . . 141
New Government Aids for Teachers . . . . .	<i>Margaret F. Ryan</i> . . . . . 142
Education's Outlook . . . . .	. . . . . 143
Schools and School Buildings . . . . .	<i>Emery M. Foster</i> . . . . . 145
The Vocational Summary . . . . .	<i>C. M. Arthur</i> . . . . . 147
Washington and Lincoln . . . . .	<i>Martha R. McCabe</i> . . . . . 148
American Vocational Education Convention . . . . .	<i>C. M. Arthur</i> . . . . . 149
Educators' Bulletin Board . . . . .	<i>Susau O. Futterer</i> . . . . . 153
	<i>Ruth A. Gray</i>
Educational News . . . . .	. . . . . 155
In Public Schools . . . . .	<i>W. S. Deffenbaugh</i>
In Colleges . . . . .	<i>Walter J. Greenleaf</i>
In Educational Research . . . . .	<i>David Segel</i>
In Other Government Agencies . . . . .	<i>Margaret F. Ryan</i>
In Other Countries . . . . .	<i>James F. Abel</i>

Congress, 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." To diffuse expeditiously information and facts collected, the Office of Education publishes SCHOOL LIFE, a monthly service, September through June. SCHOOL LIFE provides a national perspective of education in the United States.

Order its service for 1 year by sending \$1.00 to the Superintendent of Documents, Government Printing Office, Washington, D. C. To foreign countries, \$1.45 a year. On all orders for 100 copies or more to be sent to one address, the Superintendent of Documents allows a discount of 25 percent. Enter subscriptions also through magazine dealers. Send all editorial communications pertaining to SCHOOL LIFE to Editorial Division, Office of Education, United States Department of the Interior, Washington, D. C. The printing of SCHOOL LIFE has been approved by the Director of the Budget.

# Educating the Nation Toward Health

by *Thomas Parran, Surgeon General,  
United States Public Health Service*

★★★ A short time ago one of our young citizens wrote me as follows: "I read your statement in the newspaper and since I am a student of Boys' High School, I became quite interested in your effort to attack more vigorously pneumonia, cancer, tuberculosis, and syphilis.

"Do you really believe that everything you stated would eventually help eliminate tuberculosis? What do you believe will help you most in eliminating tuberculosis?"

"If you be so kind as to answer my letter, I would be grateful if you wrote me how the germ of tuberculosis functions when it enters the body of a person."

I am convinced that our efforts in national health education must be directed toward creating, supporting, and putting to use this citizen interest in the national health program.

Those of us who are working toward, planning for, and promoting national health are coming to appreciate the deep significance of citizen-participation in our task. We are increasingly aware of our need for an informed and dynamic partner. And there is a growing consciousness that we must make the citizen a partner in a real sense of the word.

## *Integral Part of Program*

Among educators as a whole, there is, too, a deepening conviction that the true purpose of education is preparation for citizenship in a democracy. With this as a basis, it becomes clear that educating for national health is an integral part of the whole program of public instruction.

In a way, my young correspondent has outlined in his letter what seem to me the broad functions of national health education. First, his interest. "I became quite interested," he says. Then, his need for a share of our knowledge regarding those threats to physical security over which the individual, by himself, has no control. "How the germ of tuberculosis functions when it enters the body of a person," my correspondent wants to know. And last, his desire to share our faith that nothing shall stop our steady march toward national health. "Do you really believe?" he asks.

## *Creating Citizen Interest*

Creating citizen interest in the national health program is a matter of emphasis, just as is the development of a well-rounded community health program. Today, the diseases of environmental insanitation which once sap-

ped our national strength, are, except in a few areas, of relatively little importance to the citizen. Last year, a public health physician lecturing to a class of medical students stated that nowadays a doctor may go through his whole career without seeing more than two cases of typhoid fever, which 30 years ago would have been the backbone of his practice. How much less personal interest this disease has for the average citizen! Again, the task of immunization grows more and more a matter of routine. Time was when every parent trembled at the very name "diphtheria." Today, "diphtheria" means not a fatal illness but a trip to the doctor or the health center for a simple injection of toxoid.

So it is that today we must adopt a realistic approach to national health education. We must create citizen interest in today's dangers, not yesterday's. True, we must hold fast that interest and participation which we have gained, but our greatest new efforts in national health education must be in those directions where the greatest saving in lives can be made.

This should be easy, for where the greatest saving in life can be made, there lies the greatest human appeal. Until scientific research gives the death-fighters new knowledge, the greatest life-saving can be done in a vigorous attack on syphilis, tuberculosis, cancer, pneumonia, infant and maternal mortality.

## *First Organized*

Citizen interest in the attack can be created, as is proved by recent developments. Contrary to the expectations of many, the public response to the national syphilis campaign has, within the space of 18 months, set us to rooting this scourge out of our national life. In November, the Intercollegiate Newspaper Association entered the fight with a well-organized plan to mobilize hundreds of college students. Within the past 2 years, a citizens' program has been launched against the national disgrace of our infant and maternal death rates. One year ago, the Women's Field Army against cancer was mobilized; and again a citizen group marched to a significant public health victory in the national legislation for cancer research passed by Congress last summer. These programs, it is true, are still in formative stages; they will go forward only with the continuing citizen partnership.

The program against tuberculosis was the first to be organized, years ago, on a national scale. It has won great victories with the participation of our citizens. Tuberculosis



**Dr. Thomas Parran, Surgeon General,  
United States Public Health Service.**

deaths have been halved, and halved again. The day is at hand when we can end tuberculosis altogether. We need to revitalize our citizen-partnership in this direction. It has been done. It can be done again.

The national effort against pneumonia is just beginning to create public interest. During these last years, medical science has proven beyond the shadow of a doubt that the disaster of pneumonia can be alleviated. It brings death to some 55,000 American homes every year. What economic loss it involves, in days out of work, cost of medical care, and sapping of vitality, no one can say. Can we doubt that the citizen will be interested in attacking pneumonia, once he understands how?

From school health educators, I can hear such questions as these: Is it wise to interest school groups in specific diseases? If we put emphasis on syphilis, where shall we find time to educate for good posture, clean teeth, other health habits? If we try to interest students in pneumonia, how are we to find time for diphtheria immunization?

## *Sharing Our Knowledge*

I do not think that we shall find it too hard, with a little common sense, to incorporate into our school health programs, a new interest in the plagues which decimate our population. I think it particularly necessary to interest our youth in the attack on tuberculosis and syphilis, for all too soon the school child becomes the chief target of these two diseases. The girls and boys who leave our schools each year at varying levels of instruction, all too soon become the fathers and mothers who meet the tragedy of infant and maternal death.

Shall we send them out to become the prey of ignorance and misinformation? Their interest is inevitable when they understand the effort against and the attack upon the suffering they may meet.

I do not mean by this that we should burden the 6-year-old with stories about cancer and syphilis. Far from it. But we can begin very early to arouse his interest in the meaning of public health. We can tell him true stories of how the water and milk he drinks comes to be pure and safe. We can let him have a look through the microscope at some of the organisms which would make him sick if he drank them. We can talk about the family doctor and the school physician, and open the way for the child to welcome them as friends and helpers both in health and sickness. We can introduce the public health nurse, not only as his individual friend but as a most necessary part of his community—just as are the teacher, the mayor, and his special heroes, the fireman and policeman. In these early years, we can give him a sense of how public health protects him; we can let him know that public health is one of the rights of a citizen. We can teach him in high school how to distinguish between a good health service and a poor one.

H. G. Wells, in his presidential address to the educational science section of the British Association for the Advancement of Science last September, said: "The past half century has written a fascinating history of the succession of living things in time and made plain all sorts of processes in the prosperity, decline, extinction, and replacement of species. We can sketch the wonderful and inspiring story of life now from its beginning . . . This is elementary, essential, interesting and stimulating stuff for the young, and it is impossible to consider anyone a satisfactory citizen who is still ignorant of that great story . . . And finally, to meet awakening curiosity and take the morbidity out of it, we have to tell our young people, and especially our young townspeople, about the working of their bodies, about reproduction, and about the chief diseases, enfeeblements, and accidents that lie in wait for them in the world."

"Take the morbidity out of it." That is what knowledge does. I do not believe that the straightforward story of life, in sickness or in health, will do the harm that many educators still fear it will do. Without a knowledge of life, we cannot know health. In teaching of life and health, I would add information about what the child's own community, his country, and the world as a whole, have done in the past and are doing today to protect young people from these "diseases, enfeeblements, and accidents." I would teach how to use that protection!

How often we miss our opportunities to share our knowledge with our citizens, and particularly with our young people. There is scarcely a book written for the average citizen by physicians these days that does not carry some reference to the abysmal ignorance of the layman concerning the most

elementary facts of life. I have seen some of our best science texts in elementary schools miss chance after chance to connect the achievements of science with the health of human beings. The story of Roentgen and the X-rays is told with only a vague reference to the treatment of disease. I see no reason why this hopeful side of the story of tuberculosis and cancer, for instance, should not be told to elementary pupils.

Perhaps the greatest opportunities of sharing our knowledge with the school groups, and of preparing for citizen-participation, are in the teaching of history. The story of medicine and of public health has never, to my knowledge, found an adequate place in a history course at any level of public instruction—elementary, secondary, or undergraduate college. Yet, the health story of any civilization is so intimately associated with its political, economic, and social history that it seems impossible to teach it as a whole without including the contributions of the doctor and of public health.

I am convinced that with thought and imagination we can do a much better job of sharing our knowledge with children. I believe that with a little more effort we can prepare generations of citizens—aware, alert, informed—for working-partnerships in our national health program.

#### *Sharing Our Faith*

This year, and in the years to come, our young people will have many interests competing with efforts to conserve their health. New forms of communication, transportation, recreation, and new occupations have served to spread thin the energies and interests of young people. Other social advances, much needed, and which we would not hold back, are claiming the attention of our citizens—decent housing, better schools, better recreational facilities, assistance for the aged, the unemployed, and the handicapped. But none of these sees the family broken by the inroads of tuberculosis. None hears the cry of the syphilitic baby. We hear that cry; we hear daily the cries of agony we know how to relieve and prevent. We must help our citizen partner to hear that cry. We must show him how needless is the human waste all around us. He must share our faith that nothing in life can come before the relief and prevention of human agony. He must share our faith that we can and will call a halt to the preventable deaths and sickness at our doors. He must share our faith that nothing shall stop the building of a nation's health.

One more question my correspondent asked: "What do you believe will help you most?" I think it is answered in my belief that the national health program can go forward only with the support of an intelligent citizenship—enlightened, critical, and actively concerned. The most competent health service, the most skillful and devoted personnel cannot fight disease without it. I think that in its creation lies the whole of our educational function.

## Nation-Wide Contests

The Sesquicentennial Anniversary of the formation of the Constitution covering the period from September 17, 1787, to April 30, 1939, brings to teachers and pupils a special stimulus to study from all angles the formative period of this Nation, the men who served as delegates to the convention of 1787, and the principles of government brought forth by their efforts and from experiences under which this Nation has developed. It is an opportunity for the youth to view and analyze the challenge which those delegates encountered, and to bring forth a better understanding of the meaning and importance of the Constitution, the oldest written constitution still functioning in the world.

All avenues of expression are open to youth and adult in this study. One of the activities through which pupils may express their appreciation of the Constitution is the Nation-wide Series of Education Contests. This series, open to pupils in public, private, and parochial schools, consists of three divisions: Declamatory in elementary schools, essay in high schools, and oratorical in institutions of higher learning.

Each State constitution commission has been asked by the United States Constitution Sesquicentennial Commission to name a State contest committee to conduct the contests within the State and to secure the cooperation of organizations interested in school contests, thereby avoiding duplication of effort. The general regulations for this Nation-wide series will be furnished to school libraries and to teachers by the National Commission. The State committee will develop the organization work for the State, including the divisions for the elimination contests, the selection of judges, and State awards other than the official constitution commemorative medal, which will be presented to pupils winning first and second places in the State contests—declamatory, essay, and oratorical. It is necessary to have a State committee in order for pupils to participate in any of the contests.

A pamphlet, *Selections for the Declamatory Contests*, has been prepared for schools entering the State declamatory contest confined to elementary schools. This contest terminates within the State. The essay contest, open to all high-school students, is Nation-wide in scope of competition. This contest activity in secondary schools termed an essay contest, is to be based upon an interpretative study of the Constitution, rather than the usual essay presentation.

The third division of the Nation-wide project is the oratorical contest open to all college and university students, extending into a State, regional, and national contest to determine the national winner.

For further information, communicate with Hazel B. Nielson, Director of Educational Activities, United States Constitution Sesquicentennial Commission, Washington, D. C.

# Effective Relationships for Progress in American Education

by Bess Goodykoontz, Assistant Commissioner of Education

★★★ In order to give us perspective I am taking as a sort of text a paragraph from Charles A. Beard's recent publication entitled "The Unique Function of Education in American Democracy":

"It is not enough, therefore, to fix attention on professional conceptions of education alone. Observations must also be taken from the center of society, for education, government, economy, and culture are parts of the same thing. Hence a paradox. If educators are to make wide and real the reach of their theory and practice, they must step over the boundaries drawn by their profession and consider the unity of things. By concentrating affections on their sphere of special interest, they will separate education from the living body of society. Important as are the methods and procedures of education, they are means, not ends; and the ends themselves are linked with the genius, spirit, and purposes of the society in which education functions, by which it is sustained, vitalized, and protected. Yet in stepping over the boundaries of their profession to find their bearings, educators are at the same time compelled, by the nature of their obligations, to hold fast to those values of education which endure amid the changes and exigencies of society."

Dr. Beard here invites us to step outside our own interests as educators and view things from the "center of society." My part is to invite you to look at education and its responsibilities for establishing effective relationships from the standpoint of the boys and girls and adults for whom education is planned. *What is it they want? What do they ask of education? Or, better still, what do they want their lives to include?* There are, of course, numerous analyses of the interests and desires of boys and girls at different ages. I shall take a rather simple analysis made by Malcolm MacLean, director of the General College at the University of Minnesota. In a recent address he said that there are four fundamental areas of human need for which people need training. They are as follows: (1) My job. What will it be? What interests and abilities do I have on which I may capitalize? What training will be necessary? What adjustments will need to be made in this job in the light of changing conditions? (2) My home and family. Shall I marry?

EDITOR'S NOTE.—This address was given by Dr. Goodykoontz before the Home Economics Section of the American Vocational Association, December 2.

If so, what kind of person? How can we adjust to each other? How may we build a home and a home life? (3) My personal development. How can I enrich my own life? How can I have better times, enjoy more things, and be appreciated more? (4) My part in the community, State, and nation. What can I do about this?

It would be impossible in a brief time to deal extensively with all of these four areas of human need, but we may consider only a few aspects of education's responsibility in each of the four, and indicate some desirable relationships necessary for achievement in each one.

## My Job

The first of these, that is, selection and training for a life work, is widely accepted as a responsibility of education. It is by no means adequately served by all schools for all boys and girls, but there can be no difference of opinion as to the responsibility which the school owes to its students in this regard. There is, however, one point on which there is considerable difference of opinion. To some people preparation for a job 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. Those who do not subscribe to this theory believe that education for the 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 milk man, the grocery man, and others contribute to their satisfactions. 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, their requirements for training and success on the job. High schools offer industrial history, economic geography, social studies, and exploration in the shops. In other words, preparation for the job is not another kind of education; it is a series of relationships set up early, possibly before school entrance, which run through all education in and out of school, leading eventually to training for some specific field of work and to placement.

We cannot say of any given school, then "This school does or does not have job preparation," until we examine its whole curricu-

lum. Organized education needs to provide for all or most individuals an understanding of the world's work, the development of work habits, an acceptance of good work standards, wholesome attitudes toward work and toward workers, dependable information about specific vocations, a choice of work, job training, and placement. To accomplish all these objectives, many relationships are necessary between fields of training within the school and between the school and outside agencies which may offer opportunities for exploration and even for try-out.

Let us take an illustration which comes close to our own experience as teachers: It has been customary for the training of teachers to occupy first 2 years, then 3 years, then rather commonly 4 years of college, and now many places are requiring a fifth year in which there is concentrated professional training. It ends with the granting of a certificate after some 17 years—probably consecutive years for most people—of preparation for work. One day preparation stops, and soon after that the new-fledged teacher goes on a full-time job with all of the rights and privileges, as well as all of the obligations of an experienced teacher. In some places there is considerable doubt now that such consecutive training, unbroken by participation in the activities and responsibilities of classroom management, is as good preparation as it might be. Some people are coming to feel that if the study of the last year or so could be interspersed with a sort of cadetship—training on the job—accompanied by continual study, it would be a better combination. At any rate, closer relationships between training and practice need to be established.

## My Home and Family

It would be carrying coals to Newcastle to attempt any long explanation or defense of education for home and family life before the Home Economics section. This has long been accepted as a major obligation of the school, and I think it is fair to say that homemaking education has led in the development of techniques and materials, and even in the establishment of a point of view, for the inclusion of this work in the school. A recent publication of the Home Economics Education Service of the Office of Education describes in some detail the programs of homemaking education in several cities and States. It is unusual to find a home economics department in a public school or college which does not now empha-

size preparation for home and group living as an important part of its curriculum.

But other curriculum fields are interested in this objective too. An analysis of recent courses of study provides liberal illustrations of this fact. The social studies include stories of home life in pioneer days and, in upper grades, a consideration of the problems, social and economic, in the housing situation. The art curriculum includes something on home planning and decoration. Mathematics draws its problems from taxes, budgets, contracts, and leases. Chemistry deals with food and clothing composition. Biology tells the story of human growth and development. And literature, which more than we know helps to set our thought patterns, encourages wide reading of modern literature with its many type pictures of home and group life.

This diffusion is very desirable. For one thing, it educates the teachers to one of the most important series of relationships in the whole curriculum and no doubt one which their training did not emphasize. Sometimes this intellectual exercise may be better for the teachers than for the taught, for until recently it has been unusual to find teachers who have had adequate training to handle this matter well. They have not had industrial arts, which would have taught them of materials and processes. They have not had consumer education, which would have given them standards for judging quality. They have not had applied art, which would help them develop techniques of evaluation and appreciation. But at its best it probably reaches an infinitesimal percentage of pupils; frequently the emphasis upon home and family life in units which seem to present such possibilities is nevertheless an after-thought; many teachers are really not competent to make the desirable application; and because of its diffusion throughout the curriculum, provision is not made for assimilation and integration.

The role of a prophet is a dangerous one, but I am willing to predict that in this field of education for home and family life we will see these three steps in the curriculum: (1) Courses in home and family life in homemaking education departments; (2) many separate units emphasizing home and group life scattered through many if not all of the subjects and grades; and (3) a concentration course in which there is a coordination of these separate units for all pupils, under no one subject, but in such a situation that all related fields can make their contribution.

### *My Personal Development*

This desire may not always be vocal, but for most persons there is an innate desire to "make something of myself," to have friends, to go places, to do interesting things, to be a more worth-while person. Statistics on whether education has made notable progress here may be either pessimistic or optimistic as you choose. If you are optimistic about the situation you point with pride to the

enrollments in many different types of extra-curricular activities which we hope have the elements of long-continued interests to carry over into adult life. If you are pessimistic, you remember the choices children and youth make in their recreations; that they choose reading the fummies, playing marbles, and listening to the radio as their choices of play; that they choose, if undirected, the true story type narrative, wild west and mystery thrillers as their periodical reading; their radio choices include black-face comedies, tales of most unchildlike children, and thriller tales; and that the kind of person they all vote for at the college age is the glamorous one.

What to do about this situation is a puzzle. All of us, I suppose, are looking for some sort of recipe which will lead to a satisfying personal development—a recipe that might read somewhat like this: To ten parts of work on some interesting job add two parts of play, at least half of which is active participation in music, art, or sport; one part investigations or activities which contribute to improvement on the job; one part exploring, either in person or through the mind, into new worlds of people or thought; and one part of some special interest or hobby, the whole to be flavored by friends who enjoy the same things. Shake frequently so as to keep the mixture fluid enough that other elements may be added from time to time.

To accomplish anything like the purpose of this recipe, every field within the school needs to set up continuing relationships between in-school and out-of school practice which may result in long-time interests.

### *My Part as a Neighbor and Citizen*

Education has a heavy responsibility in this area, particularly in a democracy where the government at any given moment is the sum total of what the most people want. Since this is true, it is extremely important that people have choices (as socially intelligent as possible) and that they make them known (as constructively as possible). We all have in mind incidents which have taken place in organizations we know when the majority was not the true majority but simply the majority of those who took the time or pains to make their choices known. This making one's choice known and getting something done about it is only another name for group action, something which should be learned all the way through school. To help to develop the habit of group action and patterns for effective participation in group work the school needs to set up many relationships within its own program, and effective relationships between it and other agencies. It is particularly important to persons interested in good homes that these relations be established, for good homes cannot exist where garbage collection is casual, libraries are inadequate, provisions for children are lacking, food stocks are improperly cared for, or health conditions are unsatisfactory.

### *What Does This Mean for Homemaking Education?*

It would be presumptuous for me to attempt to summarize fine principles for homemaking education, since I am too little informed about its materials and techniques. I should like, however, to draw three rather general principles from what has gone before. It seems to me that the need for effective relationships between the various fields of training within the school, and between the school and outside agencies, implies three things:

First, that it is important to recognize the unique position homemaking education holds in American education. Homemaking is what most persons in any community are doing; it therefore has the most possible relationships. Homemaking is the reason for the establishment of many other professions and employments; therefore its resources for related activities are unlimited. Homemaking education is not a subject or a discipline in the same way in which geology, history, and Latin are. Homemaking education is itself a body of relationships of many subjects to many people.

Second, it means that homemaking education will serve best if it keeps its boundaries flexible and refuses all temptations to departmentalization and rigid organization, counting up its successes in the number and variety of places in a school and in a community in which it serves.

Third, it means that homemaking education can demonstrate to other phases of education the methods of developing effective relationships with life outside the school by continuous experimenting with new groups, new combinations of specialists, and new services. Furthermore, in no other way can it keep its own program so vital.

★ ★ ★

## Studies on the Quintuplets

*Collected Studies on the Dionne Quintuplets*, published in October by the University of Toronto Press, contains the first interpretations of the development and growth records that have been kept continuously by W. E. Blatz and other members of the university faculty. The studies are presented as follows: A Biological Study of the Dionne Quintuplets—an Identical Set; The Mental Growth of the Dionne Quintuplets; The Early Social Development of the Dionne Quintuplets; The Development of Self-Discipline in the Dionne Quintuplets; Routine Training of the Dionne Quintuplets (Sleeping, Eating, Elimination Routine, Washing, Dressing, and Play); Early Development in Spoken Language of the Dionne Quintuplets.



# Successive Stages of Education at Home and Abroad

by James F. Abel, Chief, Comparative Education Division

★★★ In broad terms the successive stages of education are three: Elementary, secondary, and higher. Some definitions, or at least attempts at definitions, are necessary in discussing them. In the United States the word "secondary" is loosely applied to that type of education which follows elementary and precedes higher. That is only partially helpful as a definition, because both "elementary" and "higher" are not used with precision of meaning. In terms of years or grades, "elementary" may mean any instruction up to and including the eighth or even the ninth grade. "Higher" commonly denotes organized training that follows and is based on high-school graduation, but some educators in this country are trying hard to insist that it shall apply only after junior college graduation. So by the one criterion of grades or years completed in school, secondary education may occupy various parts or all of the 7- or 8-year period that is bounded on one side by the sixth grade and on the other by the junior year in college. The corresponding chronological ages of the students will be from about 12 to 19 or 20. The stages of physical development to be served by the three types of education, elementary, secondary, and higher are broadly pre-adolescence, adolescence, and maturity.

Organized education is mainly a process that is carried on for human beings that are growing from infancy to maturity. If it takes into account the natural mental and physical development during that growth, it will change in its nature to suit the requirements of the maturing student and the steps from elementary to secondary education, and secondary to higher will be defined accordingly. In other words, the establishment of the stages is inherent first in the laws of human growth and next in the educational process that attempts to respond to the stronger of the needs manifest in the different phases of that growth.

Better knowledge of the laws of mental and physical development, improved methods in education, and different conceptions of what the education process should be, one or all of these, can change the length and relative importance of the stages. For a long time elementary education in the United States was mainly 8 years in duration and for the child from 6 to 14 years of age, and secondary education meant the 4-year high school. But some 40 years ago it grew plain that this was not a good arrangement either socially, economically, or psychologically and the junior high school came into being; the division between elementary and secondary was placed at the completion of the sixth grade; secondary

education was extended downward 2 years and the period of elementary education was shortened by that much.

## A Few Examples

We in the United States had come to a recognition that the education process should change when the child is about 12 years old. Guizot, the famous historian, provided for that in the French school system by the law of June 28, 1833, which required the larger communes to set up higher primary schools (*écoles primaires supérieures*) to give 3- or 4-year curricula to children that were of the ages of approximately 12 and 15. Not many such schools were established until after 1878 when this and other forms of post-primary instruction began to grow rapidly.

The schools in Scotland were classified in 1906 as primary, intermediate, and secondary, the intermediate course to extend over at least 3 years (ages 12 to 15) for children that had completed the primary school and passed its final or "qualifying" examination. In Belgium, middle schools (*écoles moyennes*) with 3-year curricula based on a 6-year primary school were authorized in 1880.

These are a few of the many examples of countries that in their school systems recognize the principle of a somewhat marked change in the education process at about the time the child reaches the stage of puberty.

The Hadow Committee expressed it thus:<sup>1</sup>

"The first main conclusion which we have reached is concerned with the successive stages in education and with the relations which should exist between them. It is as follows:

"Primary education should be regarded as ending at about the age of 11+. At that age a second stage, which for the moment may be given the colorless name 'postprimary', should begin; and this stage which for many pupils would end at 16+, for some at 18 or 19, but for the majority at 14+ or 15+, should be envisaged so far as possible as a single whole, within which there will be a variety in the types of education supplied, but which will be marked by the common characteristic that its aim is to provide for the needs of children who are entering and passing through the stage of adolescence."

On psychological, economic, social, and political grounds the time of transition from elementary (primary) to secondary education has been fairly well defined at about the same period in the child's life in many countries, and a review of the literature concerning it indicates that one of the main considerations

<sup>1</sup> Great Britain. Board of Education. Report of the Consultative Committee on the Education of the Adolescent. London. His Majesty's Stationery Office. 1926.

has been to make education more universal, to bring more children into the schools, hold them for a longer time, and to provide a wider range of studies for them.

## Most Marked of All Breaks

Let us analyze now what may be the causal factors in the change from secondary to higher education. Even savages recognize that a time comes in the life of the individual when he or she should assume the responsibilities and enjoy the privileges of adult life. Induction into full participation in the tribal community is usually marked by ceremonies of one kind or another, often prolonged and frequently cruel. Similar recognition is in our granting the right to vote at the age of 21 and the changed legal status in many other ways of those who have come "of age." In the education world the most marked of all breaks in the continuous education process comes, in many countries, at the transition from secondary to higher education, and in nearly all of Europe when the student is from 18 to 20 years of age, more frequently nearer 20 than 18.

The students in the secondary schools are, of course, younger, physiologically not so far along in their development, and with less mental experience than those in the universities. The training given in the secondary schools would be crude indeed if these characteristics were not taken into account. The physical education which is nearly always required has been worked out to suit the growing body. The mental experiences through which the student must go are, as far as possible, arranged in logical order and designed to furnish a fund of knowledge and a degree of skill in using it that will reasonably assure success in university studies or in other pursuits. Regular attendance at specific classes is strictly required; tardiness must be excused or atoned for; election of subjects is narrow; and the student's life is somewhat closely regulated. His degree of attainment is finally checked by an examination and his fitness passed upon by a jury or commission. The main question to be decided is, "Is he now mature or fit for advanced study?"

## Credentials Granted

How strongly that question is to the fore is indicated by the name of the examination and the credential granted when secondary education is successfully completed. It is the *Reifeprüfung* (maturity examination) that the student undergoes in Germany and the certificate he earns is the *Reifezeugnis* (maturity certificate) or *Zeugnis der Reife* (certificate of maturity). In Austria they are the *maturitäts prüfung* and *maturitäts zeugnis*; in Hungary, the *érettségi vizsgálatot* (maturity examination) and *érettségi bizonyítvány* (maturity certificate). In Bulgaria the diploma is the *sviđetelstvo za zričlost* (certificate of maturity), and in Italy the *diploma di maturità classica* (diploma of classical maturity).

The baccalaureate, which is not a university degree but a diploma of graduation from a secondary school in France, Spain, Rumania, and the countries of Latin America, signifies a certain maturity and is the open sesame to the university. Originally a *baccalaureus* was a cowboy or herdsman serving under a farmer, and young warriors not yet strong enough to be knights also were called bachelors. In the early universities, the word implied one who had attained sufficient strength to lecture or assist other students but was himself still in preparation to be a *magister*.

In all these there is the direct recognition that after a certain physical and mental stage of the growth of the student is near completion, the education process should change. After the promotion from secondary to higher education, the student is in most countries allowed more personal freedom. Attendance at lectures may be purely voluntary. Living in dormitories is not so common. Instruction is more and more based on the supposition that he has already had a considerable intellectual experience. Examinations are fewer in number and more severe. Choice of subjects or lines of study is wide and free. Movement from one institution to another is much less restricted. In brief, the individual is expected to exercise over himself much of the control that the secondary school previously had. If he cannot do that, the university does not care to have him and he will probably not be able to complete the work and attain the standards that it requires of its graduates. That is as it should be.

#### Self-Control

Men are educated so that they can control themselves and regulate their actions in the best interests of the groups in which they live and of themselves. The higher institution that does not admit its students to a considerable degree of freedom and progressively allow them more is missing the real reason for its existence. To my question as to why the Colonial University at Antwerp, Belgium, placed almost no restraint on the men in the final year of studies, the Director replied, "When these men are in the Belgian Congo, they will be mainly in outposts with no one near them but natives. If they cannot control themselves, we want to know it before they go."

It can easily be that in the process of working out education systems in the United States, the transfer from secondary to higher education was placed neither at the proper stage of the students' development nor at the right phase of the education process. The ease with which junior colleges have grown and have become almost integral parts of high schools indicates that lower division studies and methods of instruction are more closely connected naturally with secondary education than with advanced division work in higher education. In the minds of many, the point of change from elementary to secondary edu-

cation was not well placed and, just as easily, that between secondary and higher could have been mistakenly conceived.

#### Confusion Existed

That there was much confusion in our earlier educational thinking is manifest in the number of terms that in this country are applied to higher education but in other countries belong strictly or mainly to secondary education. We use "higher institutions" somewhat vain-gloriously to include all schools that give instruction above high-school levels, and yet "higher institutions" is a literal translation into English of the German words "höhere Anstalten," the general class name for secondary schools in Germany. Small wonder that many Germans think the American college and the German gymnasium are equivalent.

And that word "college." It is frequently used in England as part of the name of a secondary school. In the list of secondary schools and preparatory schools recognized by the board of education of England and Wales are 90 or more that have such names as Bowdon College, Newton College, St. Bede's College, Tettenhall College, Eastbourne College, etc. Of the 189 schools listed in the 1936 edition of the Public and Preparatory Schools Year Book, 49 bear the appellation "college." Assume that an Englishman, who is accustomed to finding the word "college" applied to secondary schools, in his reading about education in the United States comes upon a reference to the North Central Association of Colleges and Secondary Schools. He will almost surely think that the North

Central Association has in its membership nothing but schools of secondary rank.

Further, *collèges* in France, *colegios* in Spain, and *colegios* in Latin America, and collegiate institutes in Canada are all secondary schools. The baccalaureate is a secondary school diploma in nearly all Latin language countries.

Education on university levels in the United States bears so many of the labels of secondary education in other countries that our university men and women might well consider seriously the gradual adoption of a more appropriate terminology. Greater precision of language could lead to better thinking about the differences between secondary and higher education.

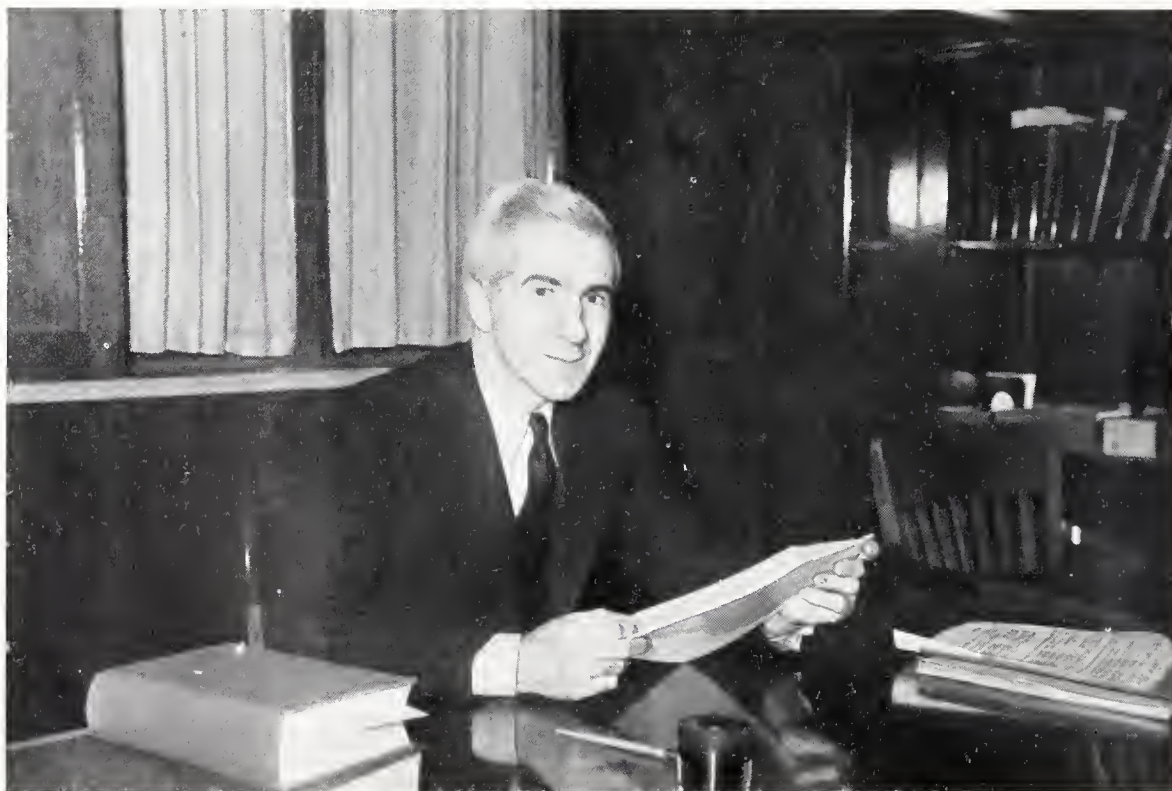


#### Welcome

Are you going to the Atlantic City convention of the American Association of School Administrators? The National Education Association reports that there will be "something for everyone" at this meeting, to be held from February 26 to March 3 in the Atlantic City Auditorium.

Many persons will pass through Washington on their way to this convention. To these persons Commissioner Studebaker and the staff extend an invitation to visit the Office of Education in the new Department of the Interior building. And while attending the N. E. A. Convention at Atlantic City, be sure to visit the Office of Education *exhibit* in the Auditorium Exhibit Hall. A warm welcome awaits you at Space B-25.

**Ralph McNeal Dunbar is the newly appointed chief of the Library Service Division of the Office of Education. Mr. Dunbar comes to this position from Ames, Iowa. He is a graduate of George Washington University and holds an M. A. degree from Columbia University. During the current year he has completed requirements for a Ph. D. degree at the University of Chicago.**



# Distances Students Live From College

by John H. McNeely, Specialist in Higher Education

★★★ How far are the homes of students located from the colleges attended by them? Do proportionately more students live in close proximity to or at distances from the colleges? What differences exist between men and women students in this respect?

Special significance is attached to the answers to these questions both from the viewpoint of the students and the colleges. Students living near the colleges are enabled in most instances to remain at home while attending college. On the other hand, students living at great distances are required to separate themselves from their homes.

The satisfactory adjustment of students to collegiate environment is frequently dependent on whether they are living at home or away from home. This factor may also exert an influence in causing students to withdraw from college prior to graduation. From the viewpoint of the college, the proximity of the homes of its students determines whether the educational services of the institution are confined chiefly to the local community or are more widespread.

## *A Sampling Used*

For the purpose of throwing light on these questions, information has been collected on the location of the homes of 15,424 students in 25 universities. These students represent the group entering the universities at the opening of the academic year 1931-32 and consist of a fair sampling of their student populations. Of the total number, 10,883 were men and 4,541 women students. The universities were distributed in the different geographical sections of the country. The data were assembled by the universities through a cooperative project in research in universities conducted by the Office of Education and financed by the Works Progress Administration in 1936.

Distribution of the students according to the location of their homes was made on the following basis: (1) Students living in the county in which the institution is located, (2) students living in the county adjoining that in which the institution is located, (3) students living in other parts of the State, and (4) students living in other States.

In general, students living in the county in which the institution is located represented those able to remain at home while attending the universities. In the case of the students living in the county adjoining that in which the institution is located, a considerable proportion of them at least was within commuting distance of the college. The homes of students living in other parts of the State and in

other States were at such distances that they were compelled to leave their homes in order to attend college.

In the figure accompanying this article, are depicted four circular zones representing these several places in which the students lived. The figure has also been partitioned into 25 segments, one for each of the universities. The names of the universities are shown at the top of the segments. Within the circular zones and within the segments is given the percentage of students living in the several places for each of the universities. A segregation is made of the universities by type of control.

## *Variations Wide*

Great variations are found in the location of the homes of students among the individual universities, according to the figure. The percentage of students living within the county in which the institution is located ranged from 93.6 to 5.5 in the different universities. The University of Toledo with the highest percentage had approximately 94 out of every 100 of its students living within the county in which the institution is located as against about 5 out of every 100 in the Pennsylvania State College with the lowest percentage. The former is municipally controlled and the latter State controlled.

With several exceptions, the privately controlled universities had large percentages of their students living within the county in which the institution is located. This means that the greater proportion of their students was able to attend the university and at the same time remain at home. It also indicates that these universities apparently devote themselves in a larger degree to serving students living in the local community.

## *Highest Percentage*

From 39.7 to 1.2 percent of the students in 23 of the universities lived in the county adjoining that in which the institution is located. Two of the universities did not have any such students. Boston University, a privately controlled institution, had the highest percentage with approximately 40 out of every 100 students and Massachusetts State College, a publicly controlled institution, the second highest percentage with 38 out of 100. In two-thirds of the universities the proportion of students living in the county adjoining that in which the institution is located was less than 10 percent.

Students with homes located in other parts of the State varied from 85.4 to 2.9 percent in 24 of the individual universities. There was one university without any such students.

The Pennsylvania State College and the University of Florida, both publicly controlled, had the highest percentages with approximately six out of every seven students living in other parts of the State. In all the other publicly controlled universities excepting two under municipal control, the percentage of the students with homes in other parts of the State was 38.2 or higher. Privately controlled universities with three exceptions had relatively small percentages of such students. Thus proportionately more students from the State at large attended the publicly controlled universities indicating that their educational services were State-wide in scope.

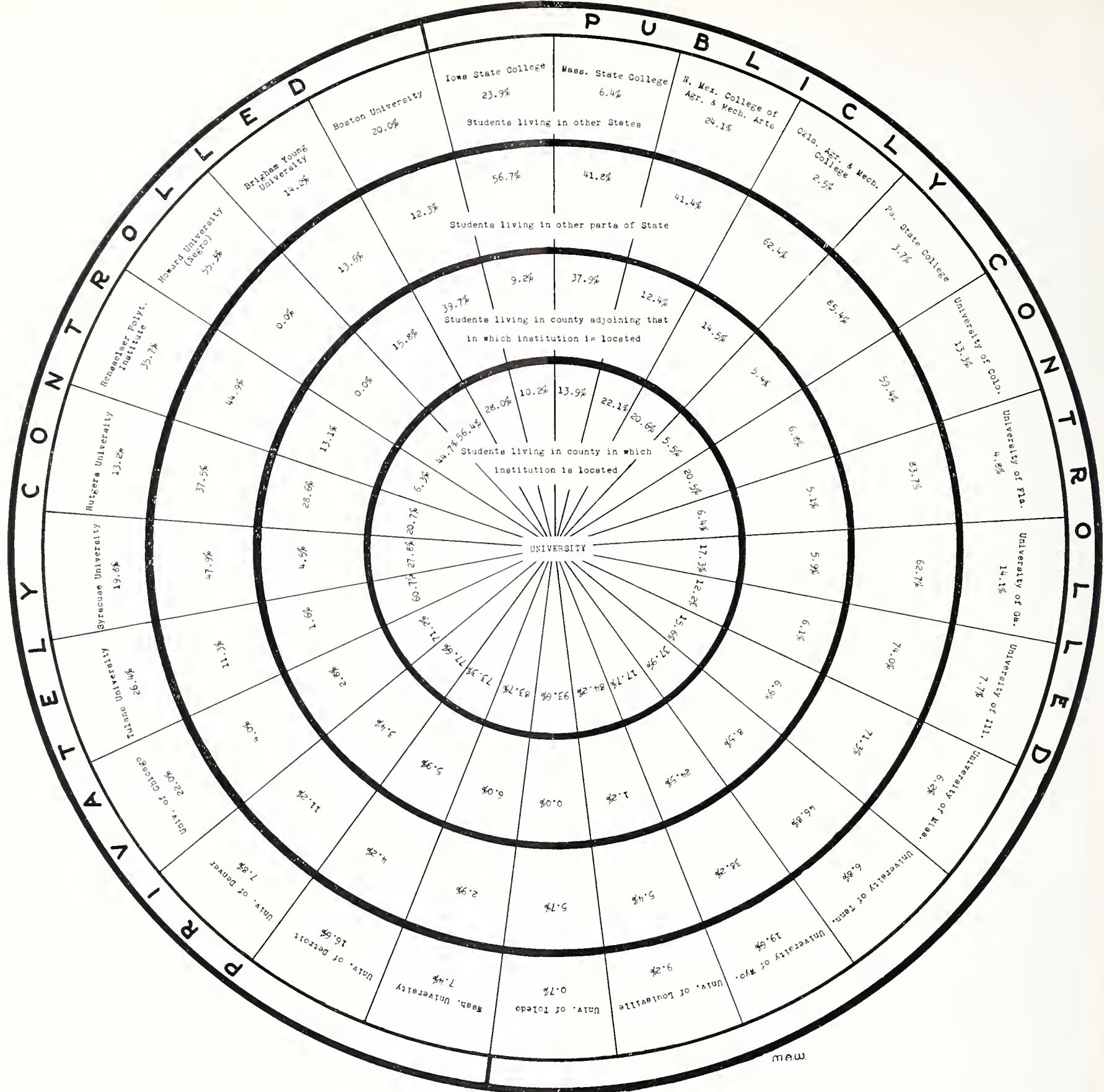
## *Privately Controlled Lead*

With respect to students with homes in other States, the privately controlled universities had larger percentages in general than the publicly controlled. Howard University, a privately controlled Negro university, had the highest percentage with approximately four out of every seven students living in other States. In five other privately controlled universities, from one-third to one-fifth of the students came from homes outside the State. Of the publicly controlled universities there were two in which about one-fourth of the students lived in other States. In the remainder the percentages were much smaller.

Considering the 15,424 students in the universities as a whole, 32.4 percent of them lived within the county in which the institution is located, 9.4 percent in the county adjoining that in which the institution is located, 45.0 percent in other parts of the State, and 13.2 percent in other States. Hence, the homes of about one out of every three students were located in close proximity to the universities. By far a greater majority of the students, however, lived in other parts of the State or in other States and as a consequence were required to leave home in order to attend the universities. This was the case with 6 out of every 10 students.

## *Women Stay Nearer Home*

Differences between men and women students with respect to the distances that they lived from the universities are of particular interest. The homes of 28.6 percent of the men students were within the county in which the institution is located, 9.6 percent in the county adjoining that in which the institution is located, 48.6 percent in other parts of the State, and 13.2 percent in other States. Of the women students, 41.2 percent



lived within the county in which the institution is located, 8.9 percent in the county adjoining that in which the institution is located, 36.6 percent in other parts of the State, and 13.3 percent in other States.

These percentages show that considerably more women than men students proportionately attended universities near their homes. The percentage of the women students with homes within the county in which the institution is located exceeded that of the men students by 12.6. Correspondingly, a larger proportion of the men than the women

students lived at distances from the universities necessitating their leaving home in order to attend them. The percentage of the men students with homes in other parts of the State was 12.0 greater than that of the women students. Approximately the same percentage of both the men and women students lived in other States.

Information on a possible relationship between the location of the homes of students and their withdrawal prior to graduation was

collected by the universities. This consisted of determining the extent to which students living in the several places left the institutions during the regular 4-year period without obtaining degrees. Of the total number of students who lived within the county in which the institution is located, 63.2 percent of them left the universities prior to graduation. The percentage of the students living in the county adjoining that in which the institution is located who left the universities was 56.5, of those living in other parts of the State 60.7, and of those living in other States 65.8.

# Coordinating Services for Youth

by John A. Lang, Executive-Secretary, Committee on Youth Guidance, Office of Education

★★★ There is evidence in many States that youth-serving organizations are seeking closer understanding and collaboration. A significant trend in this direction is to be found in State meetings held during the past year by Federal, State, and local officials of youth-serving agencies to organize State coordinating councils for joint activity.

These State councils are voluntary in character. They have no official status and are experimental undertakings. The purpose of these councils is to foster among the participating agencies a clearer concept of the objectives and purposes of each, to discover common problems and arrive at joint efforts to meet them, and to stimulate public interest in youth conservation.

States in which coordinating councils have gotten under way include North Carolina, Missouri, Kansas, Iowa, Nebraska, South Dakota, North Dakota, Minnesota, Ohio, Maine, New Hampshire, Massachusetts, Rhode Island, and Connecticut. Among the agencies represented at meetings to organize the councils were State departments of education, State and Federal employment offices, university extension services, State apprentice-training committees, the CCC, NYA, and WPA.

## Early Beginnings

One of the first State coordinating councils to be formed was that of North Carolina, which was organized at Chapel Hill, on June 10, 1936. Attending this meeting were representatives of the leading youth-serving agencies of the State and officials from five colleges, including the president of the State university. A number of officials from Federal agencies in Washington were present to note the progress and significance of the meeting. As a result of this conference a small committee was appointed to carry on coordination activities throughout the year and to report periodically on their work. A note of cooperativeness was present throughout this initial session, which the State NYA director, C. E. McIntosh, described as follows: "A more harmonious, sincere, and enthusiastic group of people has never been encountered anywhere in North Carolina."

In looking back over the past year's accomplishments of the North Carolina council, Morris E. Milner, CCC district educational adviser of the State, recently said: "Practically every one of the youth agencies gained immediate confidence regarding the benefits to be derived from concerted action, and material assistance was rendered whenever possible. . . . Almost since the first meeting of the council, I found that I had occasion to

visit first one and then another of the agencies to solicit assistance . . . and in every instance the response was most gratifying. Time, money, and effort were saved by such an arrangement."

## Extensive Efforts in Midwest

Probably the most extensive efforts to organize State coordinating councils have been found in the Middle Western States. Here a group of seven States—Missouri, Kansas, Iowa, Nebraska, South Dakota, North Dakota and Minnesota—have active councils which meet monthly or semiannually. Miss Agnes Samuelson, State superintendent of schools of Iowa, recently reported that the Iowa committee "is now considering the ways in which the programs of the [youth] agencies can be better coordinated and strengthened."

W. Homer Hill, CCC corps area educational adviser at Omaha, Nebr., writes that during the past year "some 22 or 23 meetings of this [coordinating] nature have been held throughout our corps area (the Middle West), all of which have been very enthusiastically received by the people attending them. . . . The main accomplishment has been a better understanding of the goals that have been set up by the different State and Federal agencies working with youth."

The following excerpts from the minutes of the Minnesota council meeting of April 26, 1937, will afford an additional concept of the work of a typical coordinating council: "It was brought out that it would be advisable to attempt to follow through upon the plan . . . whereby the National Reemployment Service and the National Youth Administration would receive lists (of CCC discharges) from the CCC camp directors, in order that they might have more adequate information in placing youth after they were released from camp. . . . It was concluded that this group would favor the promotion of a sound apprentice program in the State for the placement of youth. . . . Mr. Lund (of the Minnesota NYA) stated that the National Youth Administration was willing to make a requisition for a field worker in this activity when the apprentice committee felt it advisable to take such action."

## Summary of Accomplishments

A summary of the outstanding accomplishments of the seven Midwestern State councils during the past year presents an encouraging picture. Their accomplishments comprise the following:

1. Sharing of information among the agencies on counseling, guidance, and placement

techniques and development of improved individual cumulative record forms.

2. Joint efforts to register all unemployed youth with public employment offices.

3. Survey of vocational and apprentice training opportunities for out-of-school youth.

4. Closer collaboration between emergency educational programs and State departments of education to afford youth in emergency programs a chance to obtain school credit for courses satisfactorily completed.

5. Increase in the number of WPA and NYA instructors in the CCC educational program.

## Cincinnati Metropolitan Council

A council of the youth-serving agencies in the metropolitan area of Cincinnati, Ohio, has been in operation for some time. It is known as the "Adult Education Council of Metropolitan Cincinnati." One of its present projects of particular significance is that of contacting CCC discharges returning to the Cincinnati area and extending them guidance, placement, and further training assistance.

## Beginnings in New England

Interest in the coordination of youth conservation efforts has spread to New England, where councils of youth agencies have been organized for Maine and New Hampshire at a meeting in Manchester, N. H., for Massachusetts and Rhode Island at a meeting in Boston, and for Connecticut at a conference in Hartford. These preliminary sessions, which took place last fall, were devoted largely to acquainting leaders with each other and familiarizing them with the work of all youth-serving agencies, according to Joel E. Nystrom, CCC corps area educational adviser at Boston.

Recent reports indicate that these councils are already beginning to lay the ground work in New England for a better junior counseling and placement program, for improved vocational and apprentice training facilities for out-of-school youth. Representatives of these councils are interviewing business men, industrial leaders, and other employers to determine the type of training new employees are expected to have, and the results of this survey will be used to improve training and guidance methods.

## A Pattern of Action

Though the efforts to organize coordinating councils of youth agencies may be scattered and experimental, they supply a pattern of  
(Concluded on page 158)

# Developing Agricultural Training in CCC Camps

by Howard W. Oxley, Director of CCC Camp Education

★★★ The Civilian Conservation Corps has come to be regarded as an increasingly effective agency for training young men in vocational pursuits. Last spring when Congress was considering an extension of the CCC, widespread sentiment was expressed in both houses for strengthening the vocational and general educational activities of the camps. To achieve this end, Congress wrote into the act extending the CCC that "vocational training" was to be a coordinate purpose of the corps along with "the purpose of providing employment" and "that at least 10 hours each week may be devoted to general educational and vocational training" in the camps. The act also granted the Director of CCC the authority to permit an enrollee to break his term of camp enrollment to attend "an educational institution of his choice."

The growth of vocational instruction in the camps has been noteworthy. A few years ago, a small percentage of the courses taught in camp were vocational in nature; now over half of them are. It is the feeling of CCC officials that the corps should do everything possible to acquaint enrollees with practical training and experience and afford them a rudimentary knowledge of job requirements and occupational trends.

## Problems of Rural Enrollees

Since 55 percent of the enrollees now in camp are from farms and rural areas, CCC officials have come to feel that the camp vocational program should include adequate provisions to train these rural enrollees in agricultural and rural occupations. Because there are over 200,000 enrollees from this background each year, the camps are necessarily concerned with their problems and needs.

Most of us are aware of the scarcity of opportunity or outlets on the farm and in small towns. Guidance, vocational training, and job placement facilities are sparse in these areas. Enrollees from such areas have special problems, of which the camps must be cognizant. They need to provide the type of preparation which will fit these boys for rural life. They must be shown wherein they can make a "go" in their home communities by taking advantage of whatever opportunities are present there and by finding new outlets.

During the past 2 years, courses in agriculture and rural practical arts have increased steadily in the corps. Two years ago, less than 9 percent of the camps were offering agricultural courses and a smaller number of them had established agricultural projects for practical experience. According to the most recent figures, however, 34 percent of the camps



Clearing new ground.

have organized agricultural instruction and 17 percent have correlated projects.

Throughout the development of camp agricultural training, CCC officials have received the cooperation and assistance of vocational instructors in nearby schools and county farm demonstration agents.

Recently, a renewed interest in expanding camp agricultural instruction has been evidenced throughout the corps. The experience of camp advisers for the past 2 years has indicated that there is great opportunity in the camps to rehabilitate enrollees from the farm and send them back to their communities with trained skills and abilities. Moreover, the State departments of education are showing an increased interest in what the CCC is doing for rural enrollees, and they are placing a number of their agricultural instructors in the camps. With the coming of an enlarged Federal appropriation to the States under the George-Deen Act for vocational training, it appears very likely that State departments of education will want to increase the number of vocational instructors for camp service.

To stimulate the interest of State departments along this line, officials of the CCC Office of Education have been conferring with staff members of the Vocational Agricultural Division of the Office of Education, for the purpose of preparing communications to State and camp officials, setting forth the

opportunities in the camps for agricultural instruction and project activity. R. W. Gregory, specialist in Part-Time Agricultural Education of the Vocational Division of the Office of Education, has been studying the possibilities of cooperative educational activities between State education departments and CCC camps, and it is his belief that the opportunities in this field are very challenging. "After all," he contends, "enrollees in CCC camps come from home communities where as members of society they were under the jurisdiction of local and State school officials. Going to the CCC camp does not necessarily break all of the ties between the enrollee and his home community. He is still a citizen there. At best, he is at the CCC camp for only a short period, and he returns, for the most part, to his home community. Once again there, he is completely within the jurisdiction of local and State school officials. Since such a large majority of enrollees do return to their local communities, it seems reasonable to expect that their camp training and experience should be of primary concern to these school officials."

Mr. Gregory believes that effective agricultural training in the camps should include the four following provisions:

1. Courses of training which will make it possible for the individual to earn a better living on the farm. Such courses are

grounded on the live-at-home policy. Vegetable gardens, poultry, pigs, fruits, and more attractive surroundings are to be encouraged.

2. Development of skills and abilities in farmland improvement. Soil conservation, terracing, surveying, and sodding are to be taught.
3. Development of skills and abilities in the practical arts of rural life. As supplementary ways for the rural youth to earn a livelihood, general vocational training appropriate to rural areas and conditions should be given in such basic trades as carpentry, masonry, plumbing, auto-mechanics, tractor operation, black-smithing, and electric wiring.
4. Training in productive enterprises which may be developed as farm specialities such as dairying, poultry raising, baby beef, and truck gardening.

The goal of these four steps is to assist the enrollee in becoming adjusted and progressively established in rural life. Not only must the young man be trained in agricultural pursuits but he must have a working knowledge of trades and crafts related to agriculture and country life. The individual's vision of the future must be broadened. He must have more than one way to earn a living.

#### **Danville Demonstration**

To ascertain the steps involved in setting up a well-balanced agricultural training program in a CCC company, the Vocational Division of the Office of Education and the CCC Office of Education are cooperating with the CCC Third Corps Area Educational Adviser and the Virginia State Supervisor of Vo-

ccational Agriculture in developing a demonstration program for Company 2385 near Danville, Va. The following procedure has been used:

1. Survey of opportunities in camp and surrounding community to afford agricultural instruction.
2. Survey of camp overhead personnel to secure instructional assistance.
3. Analysis of the background, experience, and training of those enrollees wishing agricultural training in order to fit camp instruction to their needs and interests.
4. Survey of instructional facilities available, such as tools, machinery, shop space, and libraries.
5. Ascertainment of number, frequency, time and nature of classes.
6. Securing the services of a vocational agricultural instructor, on a part-time basis, from a nearby high school.
7. Relating instruction on the camp work project and the services of the camp overhead personnel to the agricultural program.
8. Organization of an individualized program for each enrollee participant to include training in truck gardening, poultry, hog raising, land improvement, and home crafts.

The experimental project at the Danville camp represents one of many efforts now under way throughout the country to effect a closer relationship between camp education and vocational instruction in the public schools. It is to be greatly hoped that these undertakings will pave the way toward a more natural tie-up between the camps and the schools.

From many of those who have already taken part in these cooperative efforts come very encouraging letters. "I think that without

any question at all," writes a Missouri vocational agricultural instructor, "vocational teachers should lend a hand and be encouraged financially and otherwise by their State departments to carry on systematic instruction in CCC camps."



## California Reports on Adult Education

As a souvenir of Pacific Southwest Conference on Adult Education held in Los Angeles November 12-13, 1937, The California Association for Adult Education has just issued a 22-page booklet, giving an overview of adult education in that State. The booklet includes a number of full-page and half-page photographs illustrating adult activities carried on in Los Angeles evening high schools. The adult education program described in this bulletin is based on the assumption that education is life-long learning, and much of the material is taken from the annual report, dated September 1937, of the superintendent of schools of Los Angeles.

During the past school year Los Angeles conducted a total of 1,132 classes for adults. Of these 22.9 percent dealt with business and commercial subjects; 14.5 percent with avocational subjects; 6.9 percent with Americanization subjects; 22.8 percent with trade and industrial subjects; 2.5 percent with social science subjects; 6.8 percent with home economics subjects; 7 percent with physical education subjects; and 16.6 percent with general education subjects.

The report deals critically with the practice of giving instruction during adolescence in activities that do not function till adulthood. The report says: "Much schooling has been predicated on the idea that the child is a miniature adult, that things can be learned at 8, 10, or 15 which will answer the questions and solve the problems that present themselves at 25, 35, or 45. Educational experience, however, has gradually changed this point of view. Problems of vocation, of health, of government, of family life, cannot be solved for individuals in high school or college today for use 10 or 20 years hence. This situation accounts for a rugged and rapid growth of adult education.

"In the public school, little actors rehearse the play. They learn their lines. The curtain rises 10 or 20 years hence. Alas, a tragedy occurs. Each faces an unexpected scene. He is surprised by actors whom he had not seen before, and worst of all, he is faced with an entirely unsympathetic audience. The plot is changed; the old director has passed away; the actor finds he must be recast in a role for which he has had no preparation. He stands confused with outmoded ideas and in a tempo of life which demands quick action. He must learn a new part for a modern stage—for the play must go on."

MARIS M. PROFFITT

**A CCC truck garden.**





SCHOOL LIFE

IS ISSUED MONTHLY, EXCEPT JULY AND AUGUST  
BY THE  
UNITED STATES DEPARTMENT OF THE INTERIOR  
OFFICE OF EDUCATION

Secretary of the Interior, HAROLD L. ICKES  
Commissioner of Education, J. W. STUDEBAKER  
Assistant Commissioner of Education, BESS GOODYKOONTZ  
Asst. Comm. for Vocational Education, J. C. WRIGHT  
Editor, WILLIAM DOW BOUTWELL  
Acting Editor, OLGA JONES  
Assistant Editors, MARGARET F. RYAN, JOHN H. LLOYD  
Art Editor, GEORGE A. MCGARVEY

Terms: Subscription, \$1.00 per year, in advance; to foreign countries in which the mailing frank of the United States is not recognized, \$1.45. 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.

Remittance should be made to the SUPERINTENDENT OF DOCUMENTS, Government Printing Office, Washington, D. C.

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

JANUARY 1938

*On This Month's Cover*

Brimful of life, the spirit of childhood pictured on SCHOOL LIFE's cover for January is symbolical of a New Year. And may the New Year 1938 be brimful of life—of inspiration, of understanding, of courage, of devotion, of happiness—for all, is our sincere wish.

*Among the Authors*

DR. THOMAS PARRAN, Surgeon General, United States Public Health Service, is the author of an article in this issue, entitled *Educating the Nation Toward Health*. Dr. Parran emphasizes the value of citizen interest and states, "I am convinced that our efforts in national health education must be directed toward creating, supporting, and putting to use this citizen interest in the national health program." You will want to read Dr. Parran's timely and valuable article.

ASSISTANT COMMISSIONER BESS GOODYKOONTZ discusses *Effective Relationships for Progress in American Education*. In this discussion which she presented before the Home Economics Section of the recent American Vocational Association convention, Dr. Goodykoontz emphasizes that organized education needs to provide for all or most individuals an understanding of the world's work, the development of work habits, an acceptance of good work standards, wholesome attitudes toward work and toward workers, dependable information about specific vocations, a choice of work, job training, and placement.

# A Unified Plan of Education

THE SUGGESTION that vocational education should be fitted into a unified plan of total education seems to me to be in line with modern proposals for revising the school curriculum. Today, educational leaders who are giving special attention to the study of activities that should be included in the school program are increasingly pointing to the need for a functional program of instruction based upon large areas of life activities rather than upon highly separated subject-matter courses.

These large areas, of which an important one should be vocational life, would constitute the core of the curriculum in which the present school subjects would be merged and integrated in the educational experiences included for student activities. Vocational education lends itself most appropriately to such a treatment. It would be a most important area in a curriculum built upon fundamental human desires and activities.

In fitting vocational education into its proper place in a unified plan of education, I believe there should be mutual benefits for both vocational education and so-called general education. On the one hand, vocational education provides materials and methods to enrich and vitalize general education. On the other hand, vocational education would be strengthened by the modifications in general education which are bound to follow such an integration.

Surely, vocational education when properly conceived has a very direct relation to general education. It provides the basis upon which many young people must build their personality development. This is only another way of saying that vocational education rightly conceived is rich in its significance for general education.

Every civilization has had a dominant element. The dominant element in our civilization is industry, in which the machine is conspicuous. Industry and the machine are largely determining our social order. No one can claim to be cultured in his civilization who neglects to study the dominant element, with its resulting social pattern. Insights, attitudes and forms of behavior that may be realized through proper provisions for vocational education and the practical arts are essential not only for gainful employment but for a claim to culture.

General education, in my opinion, cannot really achieve its purposes until it is permeated with a spirit of genuineness and reality in its relation to life situations. Studying about something must be supplemented by the means of working with that something wherever possible. The compelling interest in preparing oneself to earn a living should be utilized far more widely than it is. English teachers should use it; social science teachers should use it; chemistry teachers should use it. The whole secondary school faculty in a measure should become vocational teachers. Likewise, the members of the vocational education staff should comprehend their function as teachers of general education.

There are not two kinds of education applicable to most secondary school students. There is an educational program needed, not two programs. That program should rest upon all those interests which stir the lives of adolescents.

I trust that during the coming year, increased progress will be made toward a unified plan of total education and that lines of demarcation between so-called general education and vocational education will be further removed.

*J. W. Studenaker*  
Commissioner of Education.



JAMES F. ABEL, Chief, Division of Comparative Education, discusses in this month's issue of *SCHOOL LIFE*, the *Successive Stages of Education*—elementary, secondary and higher. Dr. Abel points out that better knowledge of the laws of mental and physical development, improved methods in education, and different conceptions of what the education process should be, all have a direct bearing upon the successive stages of education. In a future issue of *SCHOOL LIFE*, Dr. Abel will present an article dealing with "When Specialization Begins."

C. M. ARTHUR, research specialist, Vocational Education Division, Office of Education, gives a first-hand high spotting of the recent American Vocational Education Convention, held in Baltimore. Mr. Arthur quotes from a few of the many interesting speakers on the program.

JOHN MCNEELY, specialist in the Higher Education Division of the Office of Education, gives an interesting report on a study of *Distances Students Live from Colleges*. This material is based upon information collected on the location of the homes of 15,424 students in 25 universities distributed in various geographical sections of the country. You may like to study the *big wheel* accompanying this article.

JOHN A. LANG, executive secretary of the Committee on Youth Guidance, Office of Education, discusses *Coordinating Services for Youth*, and in his article he gives helpful information on some of the efforts toward organizing coordinating councils of youth-serving agencies. Mr. Lang emphasizes the value of such coordination as these councils may develop.

## On Your Calendar

Several thousand American educators will meet when various departments of the NATIONAL EDUCATION ASSOCIATION convene in Atlantic City, N. J., during the last week in February and the first in March. Many other educational groups will meet in Atlantic City at the same time.

THE AMERICAN ASSOCIATION OF SCHOOL ADMINISTRATORS, formerly the Department of Superintendence, gathers February 26-March 3. Afternoon group meetings will discuss education for adjustment, vital relationships, improvement of public schools, the expanding program of industrial education, the curriculum, and youth problems. On Tuesday morning, March 1, the association's commission on youth problems will present the 1938 yearbook, devoted to the difficulties confronting American youth today and ways of meeting them.

THE AMERICAN COUNCIL OF GUIDANCE AND PERSONNEL ASSOCIATIONS and the NATIONAL ASSOCIATION OF DEANS OF WOMEN will meet

February 23-26 to discuss the chief goals of education and the coordination of educational personnel services.

The program of the DEPARTMENT OF SUPERVISORS AND DIRECTORS OF INSTRUCTION, opening February 23 and ending March 2, develops the theme of "The Nature and Importance of Cooperation Both in Democratic Living in General and in the Development of Instructional Programs for Youth." After general discussion of the importance and techniques of cooperation in democracy and in instruction, groups will take up illustrations of cooperative practices in developing many types of instructional programs.

The discussions of the DEPARTMENT OF TEACHERS COLLEGES, meeting February 25 and 26, will center about the topics "Defining the Modern Teachers College" and "Extra-Campus Relationships." Among the speakers will be George F. Zook, Edgar G. Doudna, Helen Caldwell Davis, and Joy Elmer Morgan.

THE NATIONAL ADVISORY COUNCIL ON SCHOOL BUILDING PROBLEMS, meeting on February 26, will hear William Lescaze, noted American architect, speak on planning school buildings to meet the needs of children, and Lee Simonson, of the Theatre Guild, on planning the school auditorium as the Little Theatre of the community.

THE NATIONAL VOCATIONAL GUIDANCE ASSOCIATION, meeting February 23-25, will

consider clinical procedure as a unifying factor in guidance, new developments in guidance, the guidance of out-of-school youth, and the unification of guidance service through integration of vocational guidance, vocational training, placement, and follow-up.

Other educational groups which convene in Atlantic City at this same time are: American Educational Research Association, Association of Departments of Education in State Universities and Land-Grant Colleges, Civics Research Institute, National Association for Art Education, National Association for Research in Science Teaching, National Association for the Study of the Platoon School Organization, National Association of High School Supervisors and Directors, National Association of Principals of Schools for Girls, National Council of Teachers of Mathematics, National Council on Elementary Science, National Federation of State High School Athletic Associations, National Society for the Study of Education, National Society of College Teachers of Education, and the Supervisors of Student Teaching.

National educational conferences to be held in other cities are:

AMERICAN MEDICAL ASSOCIATION COUNCIL ON MEDICAL EDUCATION. *Chicago. February 14 and 15.*

PROGRESSIVE EDUCATION ASSOCIATION. *New York City. February 25-27.*

## ● RADIO and SCREEN

### Teaching With Films

Three articles by Mark A. May, chairman of the advisory committee on the use of motion pictures in education, were published in the October 16, October 30, and December 4 issues of *Scholastic*. The articles survey the history and the immediate future possibilities of educational employment of the motion picture and explain the experiment now in progress to determine the rich educational material which exists in current commercial films.

### Use of Educational Sound Film

A book entitled "How to Use the Educational Sound Film," by M. R. Brunstetter, should stimulate greater interest in the training of teachers in the use of audio-visual aids. For information write The University of Chicago Press, 5750 Ellis Avenue, Chicago, Ill.

### The Classroom Radio

A new book entitled "Radio in the Classroom" written by Margaret Harrison, radio consultant, Progressive Education Association, has just come from the press. The book analyzes practical methods and techniques for utilizing radio programs in the classroom based on 3 years of intensive experimentation in 10 representative schools. For further information write Prentice-Hall, Inc., 70 Fifth Avenue, New York, N. Y.

How can I make radio-program listening more effective in my classes? If you are interested in this problem you will find a very interesting discussion and many helpful suggestions in an article by R. R. Lowdermilk entitled "Preparing Classes for Radio," which appeared in the November issue of *The Ohio Radio Announcer*. The *Announcer* may be obtained from the bureau of educational research of the Ohio State University, Columbus, Ohio.

### Radio Program Helps

Radio Station WSM, Nashville, Tenn., has published a booklet titled "Helps in Building Radio Programs." School groups and civic organizations planning to present radio broadcasts will find these "Helps" to be very useful. For further information write to E. M. Kirby, Educational Director, WSM, Nashville, Tenn.

### Visual and Auditory Aids

A list of some of the principal sources of visual and auditory aids and equipment for instructional use in schools, including a bibliography of composite lists of educational films, was recently published by the Office of Education. If you are interested write for Pamphlet No. 80 and address your request to the Superintendent of Documents, Washington, D. C. The price is 10 cents.

GORDON STUDEBAKER



# New Government Aids FOR TEACHERS



by MARGARET F. RYAN

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

● Secretary of the Interior, Harold L. Ickes, in his annual report to the President of the United States for the fiscal year ending June 30, 1937, on the achievements, activities, programs, and plans of the Department of the Interior again recommends that the name of the Department be changed to that of the Department of Conservation. For your copy of his report send 50 cents to the Superintendent of Documents, Washington, D. C.

● Corn-hog farmers of the North Central States who are worried by soil losses and declining fertility will find practical answers to many of their erosion problems in Farmers' Bulletin No. 1795, *Conserving Corn Belt Soil*. Sections of the bulletin are devoted to such measures as contour cultivation, strip cropping, cover crops, and terraces. A free copy of this bulletin will be mailed upon request to the Department of Agriculture.

● *Modern Metalworking with the Oxy-Acetylene Flame*, a new 2-reel silent motion-picture film depicting the construction and operation of the oxy-acetylene torch and the oxy-acetylene process for joining and severing metals, is the latest addition to the Bureau of Mines film library.

Reel 1 illustrates how acetylene, the fuel gas for the oxy-acetylene flame, is produced by the chemical action of water and calcium carbide and how oxygen, the gas that supports the combustion of acetylene, is utilized in producing the oxy-acetylene flame of approximately 6,300° F. By means of animated drawings and photography every phase of the construction and operation of the "blowpipe," including pressure gages and adjusting screws, as well as the utilization of the oxy-acetylene flame, is shown graphically.

Reel 2 illustrates the use of the oxy-acetylene process in cutting and welding metals, repairing damaged metal appliances, bronze-welding joints, welding pipe lines, and in the construction of all-metal automobile bodies. Scenes showing the use of oxy-acetylene cutting machines in shop and foundry practice and the flexibility, economy, and dependability of the oxy-acetylene process conclude the story of this universal tool of all industry.

Copies of this film in 16- and 35-millimeter sizes 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. No charge is made for the use of the film, although the exhibitor is asked to pay the transportation charges.

● Results of a study undertaken at the request of the President to ascertain why accidental injury rates in the Federal Service are higher than those in private industry are presented in *A Safety Program for the National Park Service, Office of Indian Affairs, and Bureau of Reclamation*. Safety programs for accident prevention and fire protection are recommended for each of the three Governmental agencies included in the study. 10 cents.

● The motion-picture film, *Reclamation and the CCC*, is now available in three reels, sound, 16- and 35-millimeter sizes. A four-reel silent version is to be released shortly. Write to the Bureau of Reclamation, United States Department of the Interior, Washington, D. C.

● *Women in the Economy of the United States of America*, a factual study of the opportunity for a livelihood and experiences of women under labor legislation, was prepared by the Women's Bureau at the request of representatives of 10 large national organizations of women who were not equipped to do the work themselves, but desired that such a report should be sent in answer to a request of the International Labor Office for such information. Price, 15 cents.

● In *Public Health Reports*, Volume 52, may be found the following articles: Kentucky's Plan for State-Wide Public Health Education, No. 44, p. 1530-35; General Aspects and Functions of Sick Benefit Associations, No. 45, p. 1563-80; Rural Health Services in the United States, 1932-1936, No. 47, p. 1639-66; Directory of Whole-Time County Health Officers, 1937, No. 47, p. 1667-80. Each number, 5 cents.

● *The Farm Outlook for 1938*, Bureau of Agricultural Economics, Miscellaneous Publication No. 298, gives in brief form facts and general information that may be helpful to farmers planning for 1938 operations. Cash crops, such as cotton, wheat, and tobacco; feed crops, such as corn, oats, and hay; and livestock and livestock products, as hogs, beef cattle, and sheep and lambs, are included.

● Data on the organization, administration, activities, personnel, and publications of the

Ohio State Department of Welfare, including the development of local public welfare services and care of dependent, delinquent, mentally handicapped, and physically handicapped children, are presented in *A Historical Summary of State Services for Children in Ohio*, Children's Bureau Publication No. 239, Part I. Price, 10 cents.

● *International Transfers of Territory in Europe*, State Department Publication 1003, deals with international transfers of territory in Europe following the World War and the Balkan Wars of 1912-13. Part I treats of countries that lost territory (Austria-Hungary, Germany, and Russia). The pre-war major and principal minor political divisions are listed, as in official publications of the countries concerned; the present sovereignty of each is indicated, and if it has been divided between two or more countries the proportional distribution is given. Names are given as of both 1910-14 and the present.

Parts II and III treat of the countries that acquired territory (e. g., Belgium) and the newly established states (e. g., Czechoslovakia and Poland), and indicate for each political division listed, the country from which the territory was acquired; names are given as of both the present and 1910-14.

Part IV treats of the countries of the Balkan Peninsula, covering the changes in boundaries following the Balkan Wars of 1912-13 as well as the World War.

Six maps in color show the former and present international boundaries and the boundaries of certain political subdivisions.

Remittance (\$1.25) should be made by check or postal money order, payable to the Superintendent of Documents, Government Printing Office, Washington, D. C.

● *The Response of Government to Agriculture*. An account of the origin and development of the United States Department of Agriculture on the occasion of its Seventy-fifth anniversary—contains among others the following chapter headings: Plant exploration and adaptation, Breeding better plants and animals, Battles against livestock diseases, Chemistry—A basic agricultural science, The insect peril, Growth of forest care, Guarding the food and drug supply, The weather services, Economic information, and conserving soil and water. An agricultural chronology from 1776 to date is appended. The bulletin sells for 15 cents a copy.

# Education's Outlook

*In the recently published annual report of the Commissioner of Education to the Secretary of the Interior,<sup>1</sup> attention is focused upon some of the year's most significant trends in education. Below are presented a few excerpts from the document:*

★★★ Outstandingly, the horizons of activity of the schools are continually being expanded to include the out-of-school group. At the elementary-school level this tendency is showing itself in increasing emphasis on nursery schools and kindergartens and the related subject of parent education. At the high-school-level encreasing attention is being given to the needs of young people who have dropped out of school, whether at the end of the compulsory school age, before completion of the high school course, or after being graduated from high school. The facilities for their future education most often involve some plan for part-time education, such as night school, part-time day school, cooperative classes, correspondence instruction, and programs combining work and study. In the past, these part-time programs have emphasized chiefly the vocational motive. There seems, however no reason why part-time programs cannot be more fully developed to serve other important objectives, such as good citizenship, improved home membership, and worthy use of leisure time.

## *In Public Schools*

*Conservation education.*—A service in conservation education was organized during the year in the Office of Education in response to growing demands from schools throughout the country for consultative service and for teaching materials in this field. The plans for immediate service include: (1) A brief survey of work underway in conservation in schools and school systems; (2) preparation of bibliographical material for use in secondary schools; (3) an exploratory conference on conservation education; (4) preparation of suggestive curricular material and teaching guides. Of these the first-named project has been completed and the report printed. Several bibliographies are being prepared. It is hoped that on this foundation an increasingly constructive service in conservation education can be developed.

In schools throughout the country conservation education is gaining ground, as indicated by the following facts: (1) It is included with increasing frequency in the instructional programs of elementary and secondary schools, especially in courses of study in science and the social studies. The subject matter is organized in activity units around important science concepts and themes, and as topics

and problems in units of the social studies groups, particularly geography and history. Conservation problems furnish topics suitable for activity units at all school levels in both material and human resources. (2) In universities, instruction in subjects related to the use of natural resources and other background studies is increasingly being pointed toward conservation. Teacher-training institutions are realizing the need for teachers prepared to teach the subject and are offering special courses, both during the regular year and as short sessions in summer terms. (3) State departments of education in a number of States issue bulletins devoted directly to general instruction in conservation, or prepared to promote special phases of conservation education, such as studies in forestry, wildlife studies, and observance of Arbor Day, bird day, or conservation week.

*Curricular and other interests.*—Interest in the curriculum continues to be a strong motive in both elementary and secondary education. This interest was for a time somewhat submerged by the necessity for retrenchment in school expenditures. That it was not submerged is indicated by the speed and the vigor with which it has returned, under the stimulus of State and local school agencies.

In the field of adult education the past year has shown trends to regard educational provisions for adults as part of a regular continuing program for the preparation of the individual for full participation in the society in which he lives. There are evidences of a developing philosophy of adult education that will be effective in defining and establishing its place in American education and in making it an integral part of a publicly supported program.

There is a growing realization that education for effective adjustment to society must give more attention to the individual pupil than has been done under our "mass" system of education. There is thus an increasing tendency in the public schools to provide services for the individual pupil that will aid: In adjustment to school conditions, in orderly progress through school, in the discovery of attitudes and interests that give promise of desirable development, in the early discovery of antisocial attitudes and forms of behavior, in the selection of educational courses, in making a vocational choice, and in placement and adjustment in employment.

The contribution that the industrial arts can make toward the realization of generally accepted educational objectives occupied an important place in the discussion of curriculum problems.

The high death and injury rate from automobile accidents has stimulated the development of systematic instruction in safety in all its aspects. Numerous courses of study on the subject are being used throughout the country.

Efforts are being made by those engaged in the medical work of schools to see that such work is improved and that public funds spent for this work be more effectively administered. There has been a growing interest in the introduction and improvement of instruction in hygiene in the high-school grades.

Increased interest in character education has resulted in measures to correct and prevent behavior difficulties. Such measures include classes for adults in family relationships, character education curricula, and personal guidance.

Significant among educational developments for handicapped children is the growing conviction that they are a responsibility of the secondary school as well as of the elementary school. Special provision for mentally or physically handicapped pupils of high-school age has in the past been made only in connection with the special classes organized in elementary schools or through segregated schools. A study made during the past year, however, reveals that the high schools are caring for an increasing number of these adolescents through an adjustment of curriculum and equipment to meet their needs. Such a development is but a reflection of the educational principle that the high school exists for all adolescents who can attend day school, regardless of their academic or physical limitations, and that it should plan its program accordingly.

During the year, 44 State legislatures met in regular session and enacted important legislation touching upon many phases of education. The most significant of these acts pertained to school financing. A number of States are assuring a much greater share of the cost of a foundation education program than heretofore; others have strengthened plans which previously had been made for State participation in school support but which lacked effectiveness in the production of adequate revenue. Provisions made during recent legislative sessions for special State taxes to be levied in whole or in part for the benefit of the public schools will undoubtedly raise education standards in financially weak areas of several States and consequently the average standards for such States.

More than the usual amount of legislation concerning teacher welfare has been enacted during the past year. This falls into two

<sup>1</sup> Annual Report of the Secretary of the Interior for the fiscal year ending June 30, 1937.

general types: (1) Provisions for the retirement of aged teachers and (2) teacher tenure designed to give permanency and stability to the teaching profession.

*Rural education.*—In considering the present outlook in rural education the following trends are significant: (1) The abandonment of one-teacher schools and their replacement by larger centralized schools; (2) the disproportionate increase of the number of rural children attending high schools; (3) the growing disparities in the economic welfare of urban and rural teachers; and (4) marked improvements in the training status of the latter.

During the past 4 years the number of 1-room schools has been reduced by 10,169, or about 7 schools per day. During the same period the number of rural schools offering high-school work has been increased by 883, or 5.3 percent, but the number of children attending high school in rural communities has been increased by 764,513 pupils, or 53.2 percent. The salary situation is less encouraging. In the past 4 years rural teachers' salaries were cut approximately 20 percent while those of city teachers were cut only about 10 percent. Over a 15-year period statistics show wider and wider disparities between the salaries of these two classes of teachers. Despite this fact great progress has been made in the improvement of scholastic qualifications. Even in the 1-room schools nearly half of the teachers now report 2 years or more of college work, a proportion which nearly doubled during the past 5 years. State certification standards are rising and teacher tenure is improving. If, with these improvements, teachers' salaries and the financial support of rural schools generally can be improved, conditions will be promising for the development of a richer program of education for rural children.

### *In Colleges and Universities*

Conditions in higher education have shown steady improvement during the past year. The latest reports show a slight reduction in the number of higher educational institutions in this country, notwithstanding an addition to the list of seven new liberal arts colleges and four teachers colleges. The total number of higher institutions of learning as of June 30, 1937, is given at 1,688 as against 1,704 for the year preceding.

College enrollments have increased in nearly 600 accredited institutions for which reports are available. This increase appears to be general throughout the country. In the institutions reporting, full-time enrollments increased in 1936-37 over the year preceding 6.5 percent; and total enrollments have increased 7.5 percent.

According to partial reports, the number of staff members employed in colleges and universities is now nearly back to normal and salaries in a large proportion of institutions, have been restored to former levels.

Many universities and colleges continue to

study curriculum problems that are partly the result of the depression. There is a tendency to weed out the less necessary courses of study, to integrate departmental activities, and to stress the importance of the more general studies.

Professional education seems to have held its own during the past year. Enrollment gains were indicated in medicine and law, and only slight losses were shown for theology, dentistry, pharmacy, and teacher education. Demands for well-educated elementary teachers increased materially.

A new approach to the accrediting of colleges recently exemplified by the methods of the North Central Association of Colleges and Secondary Schools is shown also in the procedures of the Engineers' Council for Professional Development. The council began during the past year a survey of curricula in engineering schools. The survey considers particular curricula rather than the school as a whole, keeping in mind the State laws governing the licensing of engineers for professional practice.

The National Youth Administration has continued the college student-aid program initiated by the Federal Emergency Relief Administration. This has not only helped many students, but has also served to stabilize the incomes of colleges that were largely dependent upon tuition fees.

### *Federal Educational Activities*

The scope of Federal activities with respect to education manifested itself along many different lines of action during the year. In addition to the accrued normal functions of the Office of Education, it has continued the five national education projects which were inaugurated by a grant of emergency funds the previous year, namely, the study of local school-administrative units; surveys of vocational education and guidance of Negroes; educational radio project; cooperative university research project; and public-affairs forum project.

Federal education activities were carried on also by a number of new or supplementary Government agencies. The W. P. A. has continued to allot funds to support educational programs for adults through day and evening schools and Americanization classes, and also for young children through nursery schools. These programs, initiated in 1933 and directed or sponsored by public school authorities, have continued to serve age levels for which public schools have not hitherto assumed full responsibility.

The National Youth Administration provides assistance for boys and girls 16-25 years of age in continuing their education in high schools and colleges. The Federal Emergency Administration of Public Works continued to make grants and loans to public school districts for school buildings.

During the year the President created an

Advisory Committee on Education, the original purpose of which was to consider the problem of vocational education. Later this committee was enlarged and assigned the function of studying the whole relationship of the Federal Government to the problem of education in general and to make a report and recommendations on the subject.

Recent congressional action concerning education in the several States consisted principally in the inclusion in the Interior Department appropriation bill of approximately \$14,500,000 for the further development of vocational education as provided under the Smith-Hughes Act and acts supplementary thereto, including the George-Deen Act of June 8, 1936.

### *Vocational Education*

A consistent growth has taken place in the vocational education program carried on under Federal grants, since its establishment under the Smith-Hughes Act, in 1917, as evidenced by the increase in enrollment in vocational schools from year to year. Similarly, the growth of the vocational rehabilitation program may be measured by the increase in the number of disabled persons rehabilitated since the inception of this program under the Federal Vocational Rehabilitation Act of 1920.

Enrollments in vocational schools operated under State plans, in agriculture, trade and industry, and home economics, increased from 164,123 in 1918 to 1,381,701 in 1936 and probably exceeded 1½ million for the fiscal year ending June 30, 1937.

Of the total number enrolled in 1936, 391,000 in round numbers were farmers, trade and industrial workers, and homemakers taking instruction in subjects related to their daily employment; 334,000 were youth employed in these three fields and attending part-time classes; and 656,000 were boys and girls attending full-time classes.

More than 10,300 persons disabled through accident, illness, or congenital causes were prepared for and placed in employment as self-supporting individuals in 1936, under the vocational rehabilitation program carried on in 45 States. This is an increase of more than 900 over 1935, and of 4,700 over 1933. In this particular it should be noted that the marked increase in the number rehabilitated during the past 3 years is attributable to supplementary Federal funds made available through the Federal Emergency Relief Administration and the Works Progress Administration, and more recently through the supplementary annual appropriation of \$841,000 provided under the Social Security Act.

State reports for 1936 show that in addition to the 10,338 persons rehabilitated, 44,625 disabled persons in process of rehabilitation were being carried on the rolls at the close of the year.

*(Concluded on page 146)*

# Schools and School Buildings

by Emery M. Foster, Chief, Statistical Division

★★★ The definition, as used for statistical purposes, of a school, is: A school is a group of pupils organized as one unit under one or more teachers to give instruction of a defined type. This definition is further expanded as follows:

A school, for reporting purposes, is either a one-room school employing only one teacher, or a school of two or more rooms usually housed in the same building, and usually having a principal or head teacher in charge. In case an elementary school and a high school are housed in the same building, they are counted as two separate schools. In buildings having more than one teacher, each room used should *not* be considered a school.

A school may be located in one or more buildings. The number of buildings does not determine the number of schools. A group of buildings close together and under one principal may house one school as defined.

Those schools established by direct authority of the State and supported by public funds from the local unit or the State are classified as *public schools*; those schools established by an agency other than the State or its subdivisions and *not* supported by public funds but presumably recognized by the State are classified as *nonpublic schools*.

*Elementary schools* may include the nursery school, the kindergarten, and any combinations of grades beginning with the nursery school, the kindergarten or the first grade and up to the secondary school level. Elementary school grade combinations in the respective States are dependent upon the beginning grades of the elementary school and the secondary school organizations. An elementary school may include combinations from the nursery school through the eighth grade and, in a few instances, the ninth grade.

*Secondary schools* may include 6 or 7 to 13 or 14 or combinations thereof. Secondary school combinations in the respective States are dependent upon the beginning and ending grades of the secondary school organizations.

## Number of Public-School Buildings

Using the above definition of a school and the latest figures available, there are estimated to be 232,174 elementary schools and 24,714 secondary schools in the public-school systems, distributed by States, as shown in the following table. There are 132,813 of the elementary schools of the one-room type.

By using the data in *Statistics of State*

Number of public elementary and secondary schools

State	Elementary	Secondary	Total
Alabama.....	5,158	447	5,605
Arizona.....	674	66	740
Arkansas.....	4,830	553	5,383
California.....	8,287	624	8,911
Colorado.....	2,780	261	3,041
Connecticut.....	1,101	109	1,210
Delaware.....	238	35	273
District of Columbia.....	151	25	176
Florida.....	2,409	324	2,733
Georgia.....	6,197	622	6,819
Idaho.....	1,583	183	1,766
Illinois.....	13,481	1,053	14,534
Indiana.....	3,354	850	4,204
Iowa.....	11,723	991	12,714
Kansas.....	9,037	749	9,786
Kentucky.....	7,873	758	8,631
Louisiana.....	2,837	425	3,262
Maine.....	2,318	227	2,545
Maryland.....	1,434	204	1,638
Massachusetts.....	2,359	420	2,779
Michigan.....	8,124	790	8,914
Minnesota.....	8,455	566	9,021
Mississippi.....	5,623	768	6,391
Missouri.....	10,050	978	11,028
Montana.....	3,149	215	3,364
Nebraska.....	7,786	700	8,486
Nevada.....	284	40	324
New Hampshire.....	809	109	918
New Jersey.....	1,881	230	2,111
New Mexico.....	885	150	1,035
New York.....	10,988	1,006	11,994
North Carolina.....	4,635	864	5,499
North Dakota.....	5,403	531	5,934
Ohio.....	5,701	1,337	7,038
Oklahoma.....	5,730	873	6,603
Oregon.....	2,044	299	2,343
Pennsylvania.....	11,244	1,211	12,455
Rhode Island.....	391	41	435
South Carolina.....	3,332	384	3,716
South Dakota.....	4,978	376	5,354
Tennessee.....	6,495	655	7,150
Texas.....	12,126	1,580	13,706
Utah.....	586	143	729
Vermont.....	1,313	95	1,408
Virginia.....	4,791	514	5,305
Washington.....	2,093	355	2,448
West Virginia.....	5,939	369	6,308
Wisconsin.....	8,108	491	8,599
Wyoming.....	1,404	118	1,522
United States.....	232,174	24,714	256,888

(Concluded from page 144)

State	Buildings having elementary schools only		Buildings housing elementary and secondary schools	Buildings housing secondary schools only
	1-room type	More than 1 room		
Alabama.....	2, 438	2, 433	287	160
Arizona.....	145	500	29	37
Arkansas.....	2, 655	1, 671	504	49
California.....	1, 519	6, 577	191	433
Colorado.....	1, 664	959	157	104
Connecticut.....	305	762	34	75
Delaware.....	111	96	31	4
District of Columbia.....	2	148	0	25
Florida.....	640	1, 559	210	114
Georgia.....	2, 972	2, 675	550	72
Idaho.....	733	713	137	46
Illinois.....	9, 925	2, 988	568	485
Indiana.....	1, 363	1, 273	718	132
Iowa.....	9, 115	1, 736	872	119
Kansas.....	6, 777	1, 875	385	364
Kentucky.....	5, 537	1, 648	688	70
Louisiana.....	1, 312	1, 164	361	64
Maine.....	1, 612	553	153	74
Maryland.....	651	634	149	55
Massachusetts.....	328	1, 859	172	248
Michigan.....	5, 124	2, 349	651	139
Minnesota.....	6, 797	1, 197	461	105
Mississippi.....	2, 763	2, 205	655	113
Missouri.....	7, 357	1, 909	784	194
Montana.....	2, 538	457	154	61
Nebraska.....	5, 958	1, 259	569	131
Nevada.....	192	69	23	17
New Hampshire.....	424	316	69	40
New Jersey.....	223	1, 571	87	143
New Mexico.....	611	166	108	42
New York.....	7, 251	2, 961	776	230
North Carolina.....	1, 168	2, 771	696	168
North Dakota.....	4, 077	822	504	27
Ohio.....	2, 451	2, 369	881	456
Oklahoma.....	2, 500	2, 495	735	138
Oregon.....	1, 121	747	176	123
Pennsylvania.....	5, 855	4, 623	766	445
Rhode Island.....	52	332	10	31
South Carolina.....	1, 147	1, 911	274	110
South Dakota.....	4, 441	201	336	40
Tennessee.....	2, 799	3, 175	521	134
Texas.....	2, 787	8, 167	1, 172	408
Utah.....	53	443	90	53
Vermont.....	919	321	73	22
Virginia.....	2, 400	1, 964	427	87
Washington.....	794	1, 125	174	181
West Virginia.....	3, 786	1, 944	209	160
Wisconsin.....	6, 529	1, 222	357	134
Wyoming.....	892	426	86	32
United States.....	132, 813	81, 340	18, 020	6, 694

School Systems on the total number of school buildings and data in *Statistics of Public High Schools* on the number of high schools and the number of buildings used for high-school purposes only, it is possible to estimate the number of school buildings used for elementary purposes only, for high-school purposes only, and for elementary and high-school purposes. Of the 238,867 public-school buildings, 214,153 were used for elementary purposes only, of

which 132,813 were one-room buildings and 81,340 were buildings with more than one room. There were 18,020 buildings used for elementary and part or all of the high school, and 6,694 buildings used for high-school purposes only, including junior, junior-senior, senior (regular 4-year or less) and vocational. These figures are estimates from the latest data available and the distribution by States is given in the accompanying table.

*Education in C. C. C. camps.*—Reports to the Office of Education indicate that States and local communities are making their vocational education programs available to enrollees in Civilian Conservation Corps camps to a considerable degree. Twenty-three States have organized classes, especially for these enrollees. In 27 States enrollees are attending classes in nearby vocational schools. Eighteen States report that they have conducted group conferences for educational advisers, leaders, and camp commanders, for the purpose of training them in conference-leading, teacher-training, and foremanship activities. Special services have been given in 10 States in planning and organizing instructional material for use in camp educational programs.

*New developments.*—Perhaps the most significant new development in vocational education during the year was the preparation under way in the States to take advantage of the provisions of the George-Deen Act, effective July 1, 1937, under which training is to be given in part-time and evening classes for those engaged in the distributive occupations—wholesaling, retailing, and other merchandising operations.

Considerable attention has been given to plans for training in public-service occupations. During the year many of the States have made plans for training in a wide range of such occupations, including police- and fire-protection work, public-sanitation work, weight- and measures inspection, water-works operation, municipal lighting, milk and meat inspection, and other nonclerical occupations involved in the operation of modern municipalities.

The program of the United States Employment Service, the public-health program administered by the Public Health Service, the program for crippled children administered by the Children's Bureau of the Department of Labor, and the unemployment compensation provision of the Social Security Act have made necessary a closer correlation in the States of the rehabilitation service with the four fields listed.

Of special significance is an arrangement made under the sponsorship of the Office of Education, whereby the executive committee of the newly created States Rehabilitation Council, composed of State rehabilitation officials and workers, will function as a technical advisory committee to the Office, in the field of vocational rehabilitation. This executive committee of the council will, upon invitation of the Commissioner of Education, meet from time to time with representatives of the Office of Education to discuss developments in the vocational-rehabilitation program and to suggest means of improving this program, through the adoption of new Federal policies.



## 84 New Ones

Eighty-four school districts in Pennsylvania have added vocational education departments during the past year. Of these, 26 were agricultural schools, 25 home economics, and 33 industrial.

Thirty-six of the 67 counties in the State have added from one to six schools according to the report of the State department of public instruction. In its comment on the growth of vocational schools during the year, the State department declares that this growth "is an indication of the present trend to adapt the public-school program to the present practical needs of youth."

## Why This Stigma?

The social stigma attached to household employment is the one thing which stops many women who are peculiarly fitted for it and who prefer it to work in business or industry, from entering it. This conclusion is expressed in a publication issued recently by the Vocational Education Division of the Office of Education.

Not until household employers and employees change their attitude about household service, the Office of Education points out, will this occupation be placed on the plane of other acceptable wage-earning occupations for women.

Principal factors contributing to the unpopularity of household employment as an occupation, according to the Office of Education, which has made a study of household employment problems, are the long hours of work and the low rate of pay. "The length of the working week," the Office's report on this study explains, "determines the amount of time available to the household worker for her own living. It is only natural, therefore, that the occupation which gives promise of the greatest return in satisfaction will be chosen, if possible. For this reason, many women prefer factory work with a shorter work week, even though factory working conditions may be less desirable and the pressure of work much greater than in household employment. As a result, those who enter household employment are likely to be workers of lesser ability."

Educational programs, for training in household employment are, for the most part, short, intensive courses designed to give training in those phases of work which employees are most frequently called upon to do. During the year 1936, 172 household employment training centers were operated in this country and 1,859 trainees in these centers were certificated.

The Milwaukee Vocational School offers training courses for women who are employed as well as for the inexperienced, prospective

worker. Courses for employed workers are organized on a more or less specialized basis. For instance, a household employee who enters the course may be a good cook of everything but vegetables. In that case, she can secure a course in vegetable cookery. Courses for unskilled workers on the other hand, are naturally more inclusive.

Household Employment Problems, is the title of the publication issued recently by the Vocational Division of the Office of Education. Intended as a handbook for round-table discussions among household employers, it contains information on the problem of efficient household assistance, national and local programs in household employment, standards for household employment, factors determining the cost of household assistance, and training courses for household employees.

## Not Just Sweeping and Dusting

It may surprise some folk to know that a janitor's job consists of something more than sweeping, dusting, and other equally routine operations.

According to an analysis of the janitor's work made by the vocational education division for the State of Nevada, a janitor should be informed in the science and technical aspects of heating, ventilation, and lighting; and in the principles of fire prevention. Furthermore, he should know something about building maintenance and repair; maintenance of grounds; safety and first-aid principles; relations with the public; supplies, requisitions, and records; selection and care of tools and equipment, and work schedules. And because janitors should know about all these things, the vocational education division in Nevada has provided training centers to which they can come for lectures and classroom discussions on problems incident to their work. The instruction program is under the supervision of L. O. Thompson, of Los Angeles, who has had a wide experience in conducting courses for janitors in California, Oregon, Arizona, Washington, and other States. Institutes have already been conducted by Mr. Thompson in Ely and Las Vegas.

"A wider spread of training for janitors throughout the State," the Nevada vocational division declares, "will result in a fuller appreciation of the importance of the janitor's job on the part of the public and a consequent demand for higher qualifications on the part of persons holding janitorial positions."

## Nonresidents Covered

Tuition of students attending the La Crosse (Wis.) Vocational and Adult School from other towns and cities in the State will be paid by the municipalities in which they reside, under a ruling recently promulgated by George P.

Hambrecht, director for vocational education in the State. Heretofore it has been the practice of the La Crosse school to collect tuition from nonresident students. This policy was recently challenged by parents of some of these students who appealed to the State board for vocational education. The school has notified clerks of villages, towns, and cities in the State of the new ruling, which requires that tuition for out-of-town students at the La Crosse Vocational and Adult School be collected from the municipality in which the student is a resident.

Nonresident students are enrolled in courses in auto mechanics, shopwork, cabinetmaking, printing, drafting, welding, and general metal work—courses which they are unable to get in the schools of their home towns.

John B. Coleman, director of the La Crosse school, predicts that the new tuition ruling of the State board for vocational education will result in a considerable increase in enrollment of nonresidents.

## LeBeau Appointed

Oscar R. LeBeau, former associate professor of agricultural education at Hampton Institute, Va., has been appointed research agent for the American Vocational Association, with headquarters at the association offices in Washington, D. C.

Dr. LeBeau, who was born on a farm near Canton, Ohio, received his early education in the public schools of his home State. He holds the degree of bachelor of science from Kent State University, Kent, Ohio, where he majored in agriculture and industrial arts; the master of science degree from Ohio State University, Columbus, where he, majored in agricultural education; and the degree of doctor of philosophy from Cornell University, where he majored in rural education.

Before going to Hampton Institute, Dr. LeBeau taught in Ohio public schools. He spent 3 years at Hampton Institute as critic teacher of agriculture, and from 1929 to 1937 was agricultural teacher-trainer there. In addition, Dr. LeBeau was from 1934 to 1937 associate professor of agricultural education at Hampton.

In his work with the American Vocational Association, Dr. LeBeau will be responsible for organizing, supervising, and interpreting vocational studies sponsored by the association's research committee.

## Death of Director

Ray L. Martin, director of industrial education for the State of Texas, died October 26, 1937, after a brief illness.

A native of Texas, Mr. Martin received his early education in Fort Worth schools, attended Texas Agricultural and Mechanical

College and the University of Texas, and received a special degree in industrial education from Colorado State College.

Before entering educational work, Mr. Martin operated a machine shop in Fort Worth. Later, he became instructor in machine shop practice in the Fort Worth Vocational School and subsequently vice principal of this school. In 1930, he accepted an appointment on the staff of the University of Texas, as conference leader in its bureau of industrial teacher training, in which position he developed a State-wide program of training for thousands of oil field workers, as well as for workers in other fields.

Mr. Martin was the author of four textbooks for oil field workers and of a manual on motor vehicle driving. In 1935, he served on a special committee appointed by the Commissioner of Education, which prepared a manual and a series of lesson outline pamphlets for the use of teachers of vocational education in CCC camps.

### **Distributive Workers Profit**

Several classes in "distributive education" have already been started and more will soon be under way in Dubuque, Iowa. These classes, made possible through Federal appropriations authorized by the George-Deen Act, will be open to workers in wholesale or retail selling organizations in subjects related to their particular field of work.

Two classes—one for foremen in a manufacturing plant and one for department heads in a department store—have already been opened, under the direction of A. P. Twogood, associate professor of industrial education at Iowa State College. Eighty-five persons are enrolled in these classes.

To take advantage of these classes, which are free to those enrolling in them, students must be employed in a distributive occupation—any occupation involved in getting manufactured or farm products from the producer to the consumer.

According to H. W. Carmichael, State supervisor of trade and industrial education, the following persons may be included in the category of those engaged in the distributive occupations: Managers and operators of all kinds of stores, shops, and other businesses; managing agents, such as branch managers and local representatives; apprentices for managerial positions in stores; department heads in stores; purchasing agents and buyers; sales managers; sales persons, canvassers, solicitors and demonstrators; store service workers, such as cashiers, adjusters, collectors; deliverymen; messengers, and bundle and cash girls and boys; and miscellaneous groups—such as auctioneers, newspaper vendors, waiters, and stewards.

### **They Got Results**

A project which gave home economics students in Georgia Normal College experience in teaching better buying practices, is reported  
(Concluded on page 154)

# Washington and Lincoln

## Brief and Annotated Bibliographies on George Washington and Abraham Lincoln by *Martha R. McCabe, Assistant Librarian, Office of Education*



From among the numerous books that have been written about the popular heroes Washington and Lincoln, the following have been selected in answer to many requests made to this Office for such lists. The compiler has had in mind both teachers in the schools searching for material for classroom and auditorium programs, and librarians of school and public libraries wishing to invest in permanent material for their shelves.

### **George Washington**

Ambler, Charles H. *George Washington and the West*. Chapel Hill, University of North Carolina Press, 1936. 270 p. illus. maps.

Shows the contacts made by Washington with the country west of the Alleghenies, as an engineer, a landowner, a soldier, and a statesman. Based on his diaries largely, describes his expeditions to the Ohio, the French and Indian wars, etc., with documentation.

Anderton, Stephen A. *Washington's appeal; the foundation of constructive democracy*. New York, N. Y., Covici Friede, Inc., 432 Fourth Avenue, 1935. 63 p. illus.

The text of the book is Washington's Farewell Address, from which the author draws lessons for these troublous times, from Washington's life, character and words.

De La Bedoyere, Michael. *George Washington*. Philadelphia, Chicago, J. B. Lippincott Co., 1935. 310 p. illus. maps.

Written from the English point of view; accurate and critical, showing a picture of the soldier and the gentleman and in a lesser way the Father of his country.

Fay, Bernard. *George Washington; republican, aristocrat*. Boston, New York, etc., Houghton Mifflin Co., 1931. 297 p. illus.

Not a complete biography, but an interpretation, presented in a new way and sympathetic to the great character of Washington. "A rebuke alike to idolators and debunkers."

Fitzpatrick, John C. *George Washington himself; a common sense biography written from his manuscripts*. Indianapolis, Ind., New York, The Bobbs-Merrill Co., 1933. 544 p.

An authentic study, the result of careful research into diaries, letters, and official papers, mostly concerned with the French and Indian War and the Revolution, "his character forming years," with about 30 pages devoted to the presidency.

Knipe, Alden A. *Everybody's Washington*. New York, Dodd, Mead & Co., 1932. 282 p. illus.

A popular biography with an outline of the life of Washington, and his achievements; suitable for students from 12 years on.

Lodge, Henry Cabot. *George Washington the man*. Boston, New York [etc.] Hough-

ton Mifflin Co., 1932. 94 p. front., port. (Riverside literature series.)

The final chapter of the author's biography of Washington, in the American Statesmen series, presenting a sympathetic pen picture of his personal side of life; appropriate for junior and senior high schools.

Nicolay, Helen. *Boys' life of Washington*. New York, D. Appleton-Century Co., 1931. 382 p. illus.

Emphasizes ancestry and early life, making use of recent studies; does not unduly idealize the character of Washington; portrays conditions at different stages of his career. For older boys and girls.

Ogden, Henry A. *George Washington; a handbook for young people; with a foreword by Harrison H. Dodge*. New York, D. Appleton-Century Co., Inc., 1932. 153 p. illus.

A collection of articles about Washington; details of costumes and settings useful for supplementary material concerning the times and the man.

Sanford, Anne P., *comp.* *George Washington plays*. New York, Dodd, Mead & Co., 1931. 280 p.

A collection of 16 short plays about Washington. Settings are simple and casts are small making them useful for schools and amateur performances.

Schauffler, Robert H., *ed.* *Washington's birthday; its history, observance, spirit, and significance as related in prose and verse, with a selection from Washington's speeches and writings*. New York, Moffat, Yard & Co., 1913. 328 p.

An attempt to collect the essays, orations, poems, stories, exercises, etc., that exhibit the modern conception of Washington showing him as a very human personality, fallible, lovable, and with a sense of humor.

United States. *George Washington bicentennial commission. Handbook of the George Washington appreciation course . . . Washington, D. C., The Commission, 1932. 190 p. illus. music, maps.*

This is an appreciation course for teachers and students, containing material about Washington in all the important aspects of his life. Issued during the period of the bicentennial celebration, together with many other monographs, and sent to the schools.

Van Dyke, Paul. *George Washington, the son of his country. 1732-1775*. New York, Charles Scribner's Sons, 1931. 310 p.

A new study of Washington, depicting a great man at different stages of his career, emphasizing the American background and the part played by conditions in moulding his character.

Washington, George. *Autobiography, 1753-1799*. Arranged and edited by Edward C. Boykin. New York, Reynal & Hitchcock, inc., 1935. 119 p. illus., maps.  
(Concluded on page 152)



# American Vocational Education Convention

by C. M. Arthur, Research Specialist

★ ★ ★ Thomas H. Quigley, head of the industrial education department of the Georgia School of Technology, and for the past year vice president for industrial education of the American Vocational Association, was elected president of that organization at its thirty-first annual convention held in Baltimore, December 1 to 4. Other officers elected were as follows: E. B. Matthew,<sup>1</sup> State director of vocational education for Arkansas, vice president for agricultural education; John J. Seidel, director of vocational education for Maryland, vice president for industrial education; Ruth Freegard, State supervisor of home economics for Michigan, vice president for home economics education; B. J. Knauss, director of commercial studies, board of education, Chicago, vice president for commercial education; R. W. Selvidge, professor of industrial education, University of Missouri, vice president for industrial arts education; O. D. Adams, State director of vocational education for Oregon, vice president for part-time schools; Robert Lee Bynum, director of division of vocational rehabilitation for Tennessee, vice president for vocational rehabilitation; A. K. Getman, supervisor of agricultural education for New York, and retiring president of the association, vice president for vocational guidance; L. H. Dennis, Washington, D. C., executive-secretary; Charles W. Sylvester, director of vocational education, Baltimore, Md., treasurer.

The election brought to a close a convention in which a spirit of optimism with respect to the vocational education program of the future was blended with an attitude of seriousness toward the new responsibilities confronting leaders in the vocational education program in this country, as a result of recent legislation and of changed economic and social conditions.

Following the usual pattern of American Vocational Association conventions, meetings were divided into different sections—agriculture, industry, commerce, home economics, industrial arts, vocational guidance, and vocational rehabilitation. Meetings of each section, in turn, were devoted to discussions of different phases of work in the field with which the section was concerned. In addition, there was a meeting of combined sections in which representatives from all fields of vocational education came together for conference and discussion.

## Agricultural Education

Discussions in the field of agricultural edu-

cation included those on new studies in that field, procedures in teacher education, making farmer classes function, the future of agricultural education, and part-time and evening programs in agriculture.

*Studies in the field of agricultural education.*—Reviewing recent studies in vocational agriculture, Frank W. Lathrop, research specialist, Office of Education, emphasized the value of time as a factor of reliability in making studies in agricultural education, citing specific studies to illustrate his point. The results of these studies have shown, Dr. Lathrop said, that the percentage of former vocational agriculture students in farming can be increased by: (1) Selecting students who take agriculture, (2) lengthening the course of instruction, (3) encouraging students to plan and build up an investment which they can use in getting themselves established in farming upon completion of their courses, (4) encouraging closer father and son relationships on the farm, and (5) assisting students in getting established in farming.

*Procedures in teacher education.*—The teacher-trainer, according to Carsie Hammonds, agricultural teacher-trainer, University of Kentucky, should have a clear, justifiable, and attainable objective in mind. It is important, also, Dr. Hammonds told the teacher education group, that the prospective teacher learn how to actually do all the operations he will be expected to teach.

Adequate graduate work for vocational agriculture teachers was the theme of a talk by Roy L. Davenport, director, school of vocational education, Louisiana University. The concern of State directors of vocational education has shifted from getting enough men for teaching positions to obtaining better prepared men, he said. "Few colleges are organized," Dr. Davenport declared, "to offer graduate training in vocational agriculture," but he emphasized the fact that modifications in offerings at a graduate level by departments of agriculture in the advanced institutions indicate an attempt to meet the needs and demands of vocational agriculture teachers for graduate training. He stressed particularly the necessity for State boards to work out means whereby vocational agriculture teachers may obtain advanced degrees in regular or summer sessions or through extension courses or evening, afternoon, or Saturday courses.

Carrying the idea of better trained teachers advanced by Dr. Davenport a step farther, C. B. Gentry, dean of the college of agriculture, Connecticut State College, advocated the inclusion in agricultural teacher-training programs of more courses in economics, sociology, government, and vocational guidance; better

preparation of the teacher for part-time work as an integral part of his total training program; emphasis in preservice teacher training courses upon the importance of a long-time farm program for the vocational agriculture student; and specific emphasis upon practical work which will make teachers proficient in demonstrating actual farm jobs.

*Making farmer classes function.*—Placement and establishment of the vocational agriculture graduate in farming must, to an increasing degree, continue to be one of the functions of the agricultural teacher, J. F. Potts, teacher of agriculture in the Lincoln, Va., high school, told the agricultural group. As steps in a placement program, he urged that students be encouraged to, (1) keep themselves in good health, (2) develop habits of thrift, (3) develop a love for country life and an enthusiasm for farming, (4) complete their high school education, (5) carry on successful supervised practice programs, (6) develop individuality, (7) obtain preliminary training as hired hands; and that the teacher seek to impress upon students the necessity for developing habits of honesty, cooperation, and responsibility and an interest in civic, community, and political affairs. Mr. Potts presented the results of a case study of 48 former graduates of the Lincoln High School which showed among other things that 19 are established on their own farms, 25 are becoming established on home farms, and 4 are apprentices on other farms.

*Programs for out-of-school farm youth.*—The value of a preliminary survey in formulating a program of instruction for out-of-school farm boys was outlined by Russell B. Dickerson, teacher of vocational agriculture, Sussex, N. J., High School. As a result of the data developed in a survey made of the area served by that school, Mr. Dickerson brought out, a total of 104 persons have been enrolled in 5 out-of-school class centers, the potential enrollment in which is 222. Mr. Dickerson outlined the technique followed in making the survey, how the out-of-school group uncovered by the survey were drawn into the training centers, and the principles governing the determination of courses for this group.

The value of facts in convincing teachers of agriculture, school superintendents, and others of the necessity of a part-time instruction program in agriculture was illustrated by R. H. Woods, State director of vocational education for Kentucky, who pointed to the results of a survey made in 11 counties in Kentucky. This survey, he explained, showed that there were a large number of persons who could profit by part-time education in agriculture. Incidentally, this survey opened the

<sup>1</sup> Mr. Matthew resigned following his election and R. H. Woods, State director of vocational education for Kentucky was appointed by the Executive Committee of the Association in his place.

eyes of the teachers who participated in it to the real situation, as no amount of discussion or argument could have done. Each Kentucky teacher who is preparing for part-time teaching work in summer sessions, Dr. Woods said, must bring with him when he enrolls the results of a complete survey of the part-time training outlook in his own community.

*Promoting vocational agriculture.*—Effective work is needed to acquaint the public with the vocational agriculture program carried on through the public school system in the various States. J. B. Perky, State supervisor of agricultural education for Oklahoma, reminded those who attended the meeting of agricultural supervisors. He advocated a dignified publicity program to be carried on through, (1) talks and addresses to civic and other bodies, bankers, and similar individuals; (2) newspaper articles on various vocational agriculture activities such as those carried on by the Future Farmers of America; (3) demonstrations and exhibits at fairs and similar gatherings; and (4) informative and interesting radio broadcasts. "There is a growing feeling," Mr. Perky declared, "that any misunderstanding on the part of the public with regard to the vocational agriculture program is due solely to a lack of understanding of its purposes and accomplishments."

*Future of agricultural education.*—Present and future in the field of agricultural education was discussed by J. A. Linke, Chief, Agricultural Education Service, Office of Education, in his address to the combined sectional meeting of the convention Thursday afternoon.

Pointing out that for the fiscal year ending June 30, 1937, approximately 387,300 pupils were enrolled in vocational agriculture courses in 6,151 high schools, Mr. Linke gave his audience a picture of what is still ahead in the field of agricultural education. There are 16,000 public high schools in which vocational agriculture departments might well be established. Training for farming, he said, should continue to be the major objective in agricultural education. He pointed to the need for continued research in this field, so that we may "know how far we have come and the direction in which we are going." He emphasized the need for increased teacher training programs and improvement in these programs to meet changing conditions. He advocated greater attention to the problem of supplying agricultural teachers with up-to-date information for use in their instruction work. He urged that every effort be made to assist the agricultural teacher in organizing his program on the basis of community needs and emphasized the teacher's responsibility for reaching as many persons as possible, cooperating with other agencies set up to assist the farmer, basing his program upon the results of local farm surveys, helping agricultural graduates to become established in farming, and training agricultural students for leadership. He stressed the importance of the Future Farmers of America, the national

organization of boys studying vocational agriculture, in training students in leadership, cooperation, thrift, and participation in community life.

### *Trade and Industrial Education*

Trade and industrial educators attending the convention gave consideration in their discussions to, (1) objectives and standards in industrial education; (2) the operation of apprenticeship; (3) plant training; (4) levels in industrial education; (5) individual analysis and adjustment; (6) industrial education for girls and women; (7) the problems of the small part-time school; (8) suggestions for meeting teaching problems; and (9) training for public service.

*Operation of Apprenticeship.*—A plea for adequate preemployment or preparatory vocational training for prospective apprentices was sounded by Francis H. Wing, director of vocational education, Buffalo, N. Y. He recommended that post-employment training be set up in such a way as to adjust the worker to the particular conditions of his initial employment.

Preemployment training, Mr. Wing believes, should: (1) Help a boy to choose his vocation only after he has made a wide study of occupations; (2) give him an opportunity to demonstrate his ability to perform satisfactorily the common tasks in his occupation; (3) equip him to the point where he comes up to commercial standards applying to his trade; (4) give him a wide knowledge and considerable skill in the unusual and more difficult work of his occupation; and (5) equip him with a considerable knowledge of such subjects as the history, technology, economics, and sociology of his occupational field. To show the value placed upon preemployment training for apprentices, Mr. Wing cited the fact that 8 concerns in Baltimore which maintain an apprentice training program, all demand graduation from a vocational school as a prerequisite for admission to the apprentice group.

William F. Patterson, secretary, Federal Committee on Apprentice Training, explained the development of apprenticeship under the committee's program, and Clara M. Beyer, Assistant Director, Division of Labor Standards of the Department of Labor, outlined these standards as set up by the Division.

*Individual analysis and adjustment.*—Self-analysis as a factor in assisting young persons to appraise their aptitudes and activities in an effort to find the occupation for which they are best fitted was discussed by Frederick J. Leasure, director of vocational education in Portland, Ore. The method of self-analysis, Mr. Leasure pointed out, is presented in "work application" classes in Portland schools. To assist students in determining the occupation they should follow, instructors and counselors provide information on various types of employment and on how to secure employment. Where the self-rating and individual

counseling service indicate that a student would profit by the services of a psychologist, a psychiatrist, or a physician, such services are made available. As a result of 10,000 guidance interviews conducted in Portland last year, school authorities have concluded that 50 percent of those seeking employment are totally unprepared for jobs outside the unskilled or blind-alley class.

"Psychotechnical" tests as a measure of the fitness of individuals for different types of work in industry were emphasized by Hartman Dignowity, district State supervisor of trade and industrial education for Texas, in his discussion on scientific selection of apprentices for the metal trade. Every large and progressive industry in continental Europe, he said, is "sold" on the value of psychotechnical tests in selecting employees for certain occupations. No applicant is permitted to enter a trade just because he likes it or is interested in it. Those who pass the employment tests are encouraged to enter the trade. Those who do not pass the tests are advised against attempting to learn it. The importance of tests in selecting boys for trade training is obvious, he said, when it is understood that the reputation of the vocational schools is measured by the product it turns out. "The sooner we begin developing a scientific or semiscientific method of selecting personnel for the skilled crafts the better," he declared.

*Levels in Industrial Education.*—Some interesting facts were brought out by George A. Burrige, principal of the Springfield (Mass.) Vocational School in his description of the trade-education program carried on in his city. For instance, a survey of the local industries in Springfield showed among other things that their industries employed in 1934 approximately 1,400 girls and young women for work in soldering, small coil winding, and radio assembling work, and that the estimated annual turn-over in this group was from 400 to 500.

These data were accepted as justification for establishing a series of short unit courses for girls and women in this field. Six units were organized as follows: Soldering, coil winding, stator winding, armature winding, burring, and assembling. In the 3 years that these courses have been in operation, 488 girls have been trained and placed in employment.

Courses for girls were also organized in other fields such as power machine operating, novelty decorating, and table service, and two 3-year courses in dressmaking and in foods and catering.

Mr. Burrige outlined the varied types of trade training carried on in Springfield to meet the needs of varied groups.

*Out-of-school youth problem.*—"The 5,000,000 youths between 16 and 25 who are out of school, are unemployed, and are seeking employment, constitute a major social problem to which education and youth agencies must seriously address themselves." This declaration was made to the trade and industrial section at the convention which considered the out-of-school youth problem, by George H.

Parkes, director vocational education, Williamsport, Pa. Mr. Parkes addressed himself particularly to the problem of adjusting the youth who has left school before completing the educational objective for which the school is designed—that is, preparation for a profession or some type of high-grade skilled employment.

The first step in assisting the out-of-school unemployed youth, Mr. Parkes believes, is to find out his failure characteristics. Successive steps are: Removing failure characteristics, placing the youth in employment, and following him up on the job and helping him over the rough spots until he is firmly established in the job.

### *Home Economics Education*

Home economics educators who attended convention sessions discussed such topics as teacher preparation, special education, related occupations, education for out-of-school youth, consumer education, and family life education.

*Family life education.*—The Family Life Forum, sponsored by the Office of Education in several urban centers and the Institute on Family Education which became a part of the summer schools of six institutions last year, were cited by Flora K. Thurston, as evidence of the recognition of the family as the most important influence in the social development of the child and the adult. "Only where the community works in the interest of the family and provides education at all age levels for both boys and girls, men and women can a democratic family life, which is a large factor in democratic social life, be developed."

Referring to the tendency on the part of home economics institutions to emphasize vocations for women at the expense of education for family life Miss Thurston told her audience that there has been a movement in some colleges toward providing for all students a basic understanding of family problems as a part of their general education. In view of the great need for guidance of youth and parents in family and boy-girl relations, she believes that prospective home economics teachers should receive instruction in family life problems. "The pressing problems of society today" Miss Thurston said, "are not those of production but rather those of human relationships. Home economics has in the past spent much time on the technical aspects of home life. These have been very important for the family and should be continued. The emphasis cannot continue in this area, however, without serious harm to both the family and society. If the family is to contribute its utmost to the individual and to civilization, it must become the object of intelligent protection and regard."

Enlarging upon the idea that education has a definite part to play in training for home and family life. Bess Goodykoontz, Assistant Commissioner of Education, said:

"Education for home and family life has long been accepted as a major obligation of the

school, and I think it is fair to say that homemaking education has led in the development of techniques and materials and even in the establishment of a point of view for the inclusion of this work in the school. It is unusual to find a home economics department in a public school or college which does not now emphasize preparation for home and group living as an important part of its curriculum."

"The role of a prophet is a dangerous one," she asserted, "but I am willing to predict that in this field of education for home and family life we will see these three steps in the curriculum: (1) Courses in home and family life in homemaking education departments; (2) many separate units emphasizing home and group life scattered through many if not all of the subjects and grades; and (3) a concentration course in which there is a coordination of these separate units for all pupils, under no one subject, but in such a situation that all related fields can make their contribution."

### *Commercial Education*

*Training for the distributive occupations.*—Plans, progress, and problems in distributive occupations education; improvement of the product of commercial education in the public schools; and vocational education for clerical workers were the three main topics discussed by the commercial education group attending the convention.

Present emphasis in distributive occupations training in New York State, Clinton Reed, chief, bureau of business education at Albany, stated, is upon short unit courses, particularly for evening classes. The State division of vocational education has suggested that the major part of the distributive occupations training program be directed at present to the owners of small stores. He outlined the requirements set up for distributive occupations for teachers in the State and described in detail the plan of distributive training now being followed in Rochester, N. Y., under which 500 employees of local stores are attending classes, in store quarters and elsewhere, from 8 to 11 a. m. each day, where they are given instruction in elementary and advanced salesmanship, buyers' attitudes, and the economics of fashion.

Wilford L. White, of the Marketing Research and Service Division, Bureau of Foreign and Domestic Commerce, Department of Commerce, urged that courses in consumer psychology, merchandise knowledge, employee psychology, competitive conditions, and tax matters be included in curricula for distributive occupations training programs. He presented statistics showing the number of persons employed in various branches of the distributive field to show the importance of training in this field.

*Business education.*—Business education from the junior high school level to the junior college level, as conceived by Paul S. Lomax, professor of business education, New York University, who spoke on the vocational

features of business education, takes on the characteristics of both vocational education and general education. "It is vocational education as it deals with specific occupational experiences of owners, managers, and employees within business; and it is general education as it treats of the ultimate consumer's personal and family management of income in the purchasing of goods and services." He laid down six regulations which he believes should be carried out by school boards and administrators in order to insure satisfactory realization of the vocational features of business education.

### *Vocational Guidance*

"The Problem of Guidance for Youth," Homer P. Rainey, director American Youth Commission of the American Council on Education, told those attending the opening session of the convention, "is exceedingly complex." "The need for guidance," Dr. Rainey said, "arises out of the increasing complexity of contemporary life, the rapid tempo of social change, the changing nature of the work process, and the inability of such agencies as the home and the school to meet the needs of youth. The needs of youth are not being met either by the schools or by the employers of labor."

Tracing industrial history, Dr. Rainey declared that in the beginning there were jobs for everyone in the United States. Youth had a choice of openings into any field of endeavor, for workers were in demand almost everywhere. "But the picture has changed," he said. "Now youth in desperation takes any job open that offers even a meager living wage. Such a situation is fraught with evil consequences. If the economic loss were the only one involved, it could be overcome, but the greater loss is to the moral fiber of the persons who in a few short years are to share the responsibility for the nation's policies and its destinies."

He advocated a new type of service, "one which will correlate the functions of the schools with those of the employers of labor and one which will set up a system for the collection and dissemination of occupational data on a Nation-wide scale." A Federal employment organization, "national in scope and inclusive in character" is recommended by Dr. Rainey.

### *Vocational Rehabilitation*

An entire afternoon session of the convention was given over to discussions of interest to those engaged in the vocational rehabilitation program carried on under Federal grants. The man behind the handicap, emotional problems resulting from physical disabilities, and preparing handicapped children for future rehabilitation through special education, were the topics considered at this session.

It was during this session that Mrs. Margaret L. Washington, district supervisor of rehabilitation for Tennessee, made a plea for an educational program which will provide special education for handicapped children.

"It is the task of our special schools," Mrs. Washington asserted, "to join hands with parents in discovering handicapped children early, obtaining the maximum of physical restoration, giving them opportunities for educational growth, and for the development of personalities with well-balanced and well-poised emotions, as well as opportunities for experiences which will help them to become social beings able to get along 'in their society.'"

"You will agree," Mrs. Washington said, "that the full benefits of rehabilitation are impossible to achieve for handicapped adults and for society, when as children they have been denied the basic education essential to vocational and social competence."

"In preparing handicapped children for future rehabilitation through special education, there will be opportunity for studying their abilities, their aptitudes, their assets, and their liabilities. A study made of a child from the sixth grade through high school gives a fairly accurate picture of that individual. Tests of his intelligence, his interests, his aptitudes, his social adjustment, and personality, made over a period of years are bound to be of real value to him and to the rehabilitation officer. Vocational guidance based on all that we can learn of the physical, emotional, mental, and social life of the young man or young woman, will be a safer, surer service than the hasty, inadequate way we have to work at present."

#### Convention Attendance

Forty-eight States, Alaska, Hawaii, and Puerto Rico, were represented at the Baltimore Convention which drew an estimated attendance of 4,000.

#### School Exhibits

The principal feature of the school exhibits which were set up in the Fifth Regiment Armory was their diversity. There were exhibits, for instance, of leather, metal, machine shop, art metal, sheet metal, wood, power machine, airplane metal, electrical, and commercial art work, as well as tailoring, painting, printing, pattern making, mechanical drafting, clothing and textiles, foods and cookery, dressmaking, shoe repairing, tearoom service, cosmetology, plumbing, and auto mechanics.

The A. V. A. Convention Daily was printed in the convention hall by students of the Ottmar Mergenthaler School of Printing. Similar demonstrations in actual trades were given by a number of other schools having exhibits, including several Negro schools. And it was evident from the ability of these students to answer questions and demonstrate their exhibits that they are receiving a type of instruction which will enable them eventually to take their places in the trades for which they are being prepared.

## Washington and Lincoln

(Concluded from page 148)

Excerpts are taken from Washington's diaries, letters and official papers, which give a picture of his life from the age of 21 years to his death. Selections are made which show the character of the man rather than an outline of events.

Whiteley, Mrs. Emily S. Washington and his aides-de-camp. New York, The Macmillan Co., 1936. 217 p. illus.

An interesting chronicle of the 32 aids and secretaries during the Revolutionary War who were with Washington—Alexander Hamilton, John Laurens, John Trumbull the artist, and others. It throws light on some of the intimate phases of Washington's life as a general.

Wilson, Woodrow. George Washington. New York, Harper and Brothers, 1913. 333 p. illus.

Illustrations for this volume are by Howard Pyle. An interesting study by Wilson, for older readers.

#### Abraham Lincoln

Barton, William E. President Lincoln. Indianapolis, Ind., New York, N. Y., Bobbs-Merrill Co., 1933. 2 v. illus.

A "clean-cut summary . . . carrying an enormous weight of information", in two volumes; volume 1 is devoted to the presidential campaign, election and subsequent activities; volume 2, deals with military campaigns, and is useful as a library reference book.

Bayne, Mrs. Julia. Tad Lincoln's father. Boston, Little, Brown & Co., 1936. 206 p. illus.

Some intimate reminiscences of the writer with the Lincoln boys, Willie and Tad, with a picture of their home life during the war, in the setting of early war-time Washington.

Beveridge, Albert J. Abraham Lincoln, 1809-1858. Boston, New York, Houghton Mifflin Co., 1928. 2 v.

An authentic and well documented life of Lincoln, valuable for libraries, but does not give data after the year 1858.

Hertz, Emanuel. Abraham Lincoln: a new portrait. Foreword by Nicholas M. Butler. New York, N. Y., Horace Liveright, inc., 1931. 2 v.

An important contribution to Lincoln literature in the shape of numerous letters and papers many of them hitherto unpublished; volume 1 is given to the portrait, and volume 2 to the literature.

Holmes, Frederick L. Abraham Lincoln traveled this way; with a foreword by Glenn Frank. Boston, L. C. Page & Co., 1930. 350 p.

Describes a trip through the Lincoln country, in Kentucky, Indiana, and Illinois; also deals with Lincoln associations in Washington, D. C., and in Gettysburg, Pa.

The Lincoln group of Chicago. The Lincoln group papers; first series; addresses before the Lincoln group of Chicago, 1934-35, by authorities on varied aspects of Abraham Lincoln's life and interests. Edited by Douglas C. McMurtrie. Chicago, Black Cat Press, 4940 Winthrop Avenue, 1936. 168 p. (Lincoln series no. 3.)

Macartney, Clarence E. N. Lincoln and his cabinet. New York, Charles Scribner's Sons, 1931. 366 p. illus.

Biographical sketches of the eight men who made up Lincoln's cabinet; the portrayal of the president as surrounded by this group, and the personal and political relationships between them, shows a new picture of the group.

Moores, Charles W. The life of Abraham Lincoln; for boys and girls. Boston, New York, Houghton Mifflin Co., 1909. 132 p. illus., front., port.

The author has tried to give children an appreciation of Lincoln's great life, of the simplicity and purity of his literary style, and a love of the man, with a portrayal of his humor. For elementary and high school pupils.

Morrow, Mrs. Honore W. The great captain; the Lincoln trilogy of Forever free, With malice toward none, The last full measure; with a preface by William Lyon Phelps. 3 v. in 1. New York, William Morrow and Company, inc., 1935. 402, 339, 343 p.

A one-volume edition of the author's three biographical and historical novels dealing with Lincoln.

Nicolay, J. G. and Hay, John. A short life of Abraham Lincoln; new ed. New York, The Century Co., 1923. 578 p.

An abridgment of the authors' Life of Lincoln in ten volumes, an authoritative study.

Shaw, Albert. Abraham Lincoln; profusely illustrated with contemporary cartoons, portraits and scenes. New York, Review of Reviews Corporation, 55 Fifth Avenue, 1929. 2 v. illus.

"An illustrated and critical record of Lincoln and the political history of his time"; 50 years are covered in the first volume, with the account of his path to the presidency; in the second, only one year, the year of his election, is covered.

Stephenson, Nathaniel W., comp. Abraham Lincoln: autobiography; consisting of the personal portions of his letters, speeches and conversations. New York, Blue Ribbon Books, inc., 386 Fourth Avenue, 1936. 501 p.

A compilation different from most of the Lincoln collections, bringing out the personal parts from documents of various kinds.

Tarbell, Ida M. The life of Abraham Lincoln; new ed. New York, The Macmillan Co., 1928. 2 v.

This study is the result of much research by the author into the records pertaining to Lincoln's early life and his presidential career. Suitable for school libraries.

Thomas, Benjamin Pratt. Lincoln, 1847-53. Springfield, Ill., Abraham Lincoln Association, 701 First National Bank Bldg., 1936. 388 p. illus., maps.

The day-by-day activities of Abraham Lincoln from January 1, 1847, to December 31, 1853. A companion volume to Paul M. Angle's Lincoln, 1854-61, being the day-by-day activities of Abraham Lincoln from January 1, 1850 to March 4, 1861.

Vivier, Mac. Peeps at Abraham Lincoln. New York, Frederick A. Stokes Co., 1933. 31 p. illus.

Woldman, Albert. Lawyer Lincoln. Boston, New York, [etc.] Houghton Mifflin Co., 1936. 347 p. illus.

Depicts Lincoln's career as a lawyer before he became president, and also the legal aspects of his speeches and acts as a statesman and as President.



## New Books and Pamphlets

### School Programs

School Auditorium Programs, by Pearl Julia Burke. Chicago, Beckley-Cardy Co., 1937. 247 p.

Outlines the organization of auditorium work and supplies material for planning programs for important anniversaries for each month of the school year.

The World of Music: Song Programs for Youth, Discovery, edited by Mabelle Glenn, Helen S. Leavitt [and others] Artist, N. C. Wyeth. Boston, Ginn & Co., 1937. 192 p. illus. and music. \$1.24.

A series of musical programs planned to stimulate interest through contrast and similarity of scope, mood, and style. Many of the songs are typical of foreign countries and articulate effectively with other cultural studies.

### Research

Summary and Selected Bibliography of Research Relating to the Diagnosis and Teaching of Reading, 1930-1937, prepared by Arthur E. Traxler. Educational Records Bureau, 437 West 59th St., New York, N. Y. 60 p. Mimeog. 25 cents.

A selective list of references on diagnostic techniques and teaching procedures that have been tried out and evaluated.

The National Conference on Research in English announces the following publications at 50 cents each: (1) Principles of Method in Elementary English Composition—The Fifth Annual Research Bulletin—By Dr. Harry A. Greene, Chairman; (2) Research Problems in Reading in the Elementary School. A research bulletin by Dr. D. D. Durrell with critiques by Dr. Paul McKee, Dr. William S. Gray, and Dr. Arthur I. Gates. Order from The Conference Secretary, C. C. Certain, Box 67, North End Station, Detroit, Mich.

### Guidance and Character Education

Emphasizing Character in the Elementary School. Boston, Massachusetts Department of Education, 1937. 64 p. (Bulletin of the Massachusetts Dept. of Education, Whole no. 308.)

Points out the possibilities of character development that lie within the curriculum and the life of the school and community.

Guidance and Counseling for Elementary Grades, 1937. Jefferson City, Mo., State Superintendent of Public Schools, 1937. 163 p.

Prepared by the Guidance Committee in the Elementary Curriculum program, Charles E. Germane, chairman. Presents specific aids and concrete materials with a plan of helping each child through proper guidance and counseling.

### Teachers' Oath

Revised Report on Teachers' Oaths, compiled by the Research Division, National Education Association of the United States.

October 1937. Washington, D. C., 1937. 29 p. Mimeog. 15 cents.

Contents: I, Summary; II, Text of Oaths and Laws; III, N. E. A. resolutions.

### For School Libraries

Scale for the Evaluation of Periodicals in Secondary School Libraries. Report of the Cooperative study of secondary school standards, by Walter Crosby Eells. 8 p. (From The American Council on Education, 744 Jackson Place, Washington, D. C.)

Reprinted from the Wilson Bulletin for Librarians, June 1937. The scale is based on the composite judgment of 160 librarians.

A Bibliography of Books for Young Children, compiled by a Subcommittee of the Literature committee of the Association for Childhood Education, Martha Seeling, chairman. Washington, D. C., Association for Childhood Education, 1937. 66 p. 50 cents.

A bibliography for the home, the school, and the library; classified, priced, and briefly annotated. Contains a section on Children of Other Lands, Indians, Animals, Marionettes, etc.

### Social Problems

Implications of Social-Economic Goals for Education; a report of the Committee on Social-Economic Goals of America. Washington, D. C., National Education Association of the United States, 1937. 126 p. 25 cents.

States desirable social-economic goals of America and indicates the materials and methods which the schools of the nation should use to attain these goals.

### Rural Schools

The Rural Community and its Schools, by Charles D. Lewis. New York, American Book Co., 1937. 412 p. (American Education Series.) \$2.50.

Deals with the problems of rural education in America. Discusses the best forms of organization, administration, and financial support, kinds of curriculum, training and selection of teachers for rural 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:

BARGEN, BERNHARD. The validation of a test of general typing ability. Master's, 1937. University of Kansas. 74 p. ms.

BISH, C. E. Study of student government as a form of student participation in the senior high schools in the District of Columbia. Master's, 1937. George Washington University. 123 p. ms.

BOND, J. A. Activities and education of high school teachers in California. Doctor's, 1937. University of Southern California. 279 p.

BRYAN, R. C. Pupil rating of secondary school teachers. Doctor's, 1937. Teachers College, Columbia University. 96 p.

CARLI, A. R. First courses in English literature in selected liberal colleges. Doctor's, 1937. University of Buffalo. 139 p. ms.

CRESSMAN, E. W. Out of school activities of junior high school pupils in relation to intelligence and socio-economic status. Doctor's, 1937. Pennsylvania State College. 131 p.

EARNEST, MILDRED. Influence of a remedial reading program on the reading achievements and social attitudes of children. Master's, 1937. George Washington University. 45 p. ms.

HAIT, K. B. Analytical study of the generalizing ability of college students. Doctor's, 1937. George Peabody College for Teachers. 111 p.

HELLMICH, E. W. Mathematics in certain elementary social studies in secondary schools and colleges. Doctor's, 1935. Teachers College, Columbia University. 125 p.

HODGE, OLIVER. Administration and development of the Oklahoma school land department. Doctor's, 1937. University of Oklahoma. 97 p.

HOSKINS, A. B. Effectiveness of the part and the whole methods of study. Doctor's, 1936. George Peabody College for Teachers. 45 p.

JOHNSTONE, BELLE. Comparison of the philosophies of Hegel and Brightman, with implications for education. Doctor's, 1936. New York University. 233 p. ms.

KEELER, G. V. Survey of extension teaching in state universities. Master's, 1937. University of Kansas. 66 p. ms.

LAWRENCE, B. I. Some fundamental considerations concerning reorganizing school units in Missouri. Doctor's, 1936. University of Missouri. 75 p.

LONG, F. E. Organization of secondary education with special reference to the small high school. Doctor's, 1927. New York University. 212 p. ms.

MCCARTHY, M. K. Vitalizing the dismal science (non-textbook reading materials for the development of certain basic economics concepts). Master's, 1937. Boston University. 92 p. ms.

MCEACHERN, EDNA. Survey and evaluation of school music teachers in the United States. Doctor's, 1936. Teachers College, Columbia University. 183 p.

MAGEE, L. B. Subject matter in money management in junior high school home economics. Doctor's, 1937. Teachers College, Columbia University. 136 p.

PAYNE, G. S. Relationship between scores on the American Council on Education psychological examination and scholastic success at the George Washington University. Master's, 1937. George Washington University. 31 p. ms.

SCHWARTZ, S. T. Prediction of success in beginning French on the bases of IQ and marks in school subjects. Master's, 1937. George Washington University. 51 p. ms.

TAYLOR, C. M. Energy metabolism and mechanical efficiency of young boys. Doctor's, 1937. Columbia University. 58 p.

VOGEL, FRANK W. Study of methods used in an attempt to reduce tardiness and unlegal absence in the secondary schools of Seneca, Ontario, and Yates counties of New York State. Master's, 1936. Syracuse University. 109 p. ms.

VOLTMER, C. D. A brief history of the intercollegiate conference of faculty representatives with special consideration of athletic problems. Doctor's, 1935. Teachers College, Columbia University. 100 p.

WHEATON, H. H. Analysis of the content of 20 mechanical drawing texts prepared for use in the secondary schools. Master's, 1935. Boston University. 58 p. ms.

WHITNEY, W. E. Biases on international issues in 22 American history textbooks. Master's, 1935. George Washington University. 112 p. ms.

RUTH A. GRAY

## The NEA on the air!

EVERY MONDAY AFTERNOON, 2:30-3:00 o'clock, E. S. T., Columbia Broadcasting System, *Exits and Entrances*. A current events program—an aid to teachers of the social studies.

EVERY WEDNESDAY EVENING, 6:00-6:15 o'clock, E. S. T., Red Network, National Broadcasting Company, *Our American Schools*. Promotes teacher welfare and better support for schools.

EVERY SATURDAY MORNING, 11:00-11:15 o'clock, E. S. T., Red Network, National Broadcasting Company, *Our American Schools*. Brings home and school in closer cooperation.

Attractive printed announcements of these programs are available free for distribution from the National Education Association, Washington, D. C.

## The Vocational Summary

(Concluded from page 148)

by Esther T. Holley, of the college faculty. The project involved a group of women living in a small settlement near the college, with whom the students were well acquainted through contacts in parent meetings and in other ways. The husbands of most of these women are employed 2 to 4 days a week by the city, and in many cases, the women supplement their husbands' incomes by laundry and domestic-service work—all the more reason for learning to spend the family income wisely.

A canvass of the homes in this community showed that the home buyers bought food and patent medicines from peddlers; that 85 percent of the food purchases were credit purchases; that 95 percent of the food was purchased in small amounts; that the same kinds of foods were purchased repeatedly; that the men did a large part of the food purchasing; that canned vegetables were purchased even when these foods were available in the garden; that no informational helps were used by the women to aid them in their buying; and that labels were disregarded because they were not understood.

With these facts as guides, each student was made responsible for readjusting the buying practices of four families. They formulated a plan which ultimately resulted in: The use by the family purchasers of shopping and price lists; a realization on the part of the women that they are responsible for pur-

chasing food in such a way as to preserve the health of the family; a decision to discontinue buying from a local grocery store until certain unsanitary conditions in the store were corrected; a request to the neighborhood chain store to carry fresh and dried fruits and greens during the winter; an appeal to employers to pay for services in cash, so that workers might have the benefits of the best values available in city markets; joint planning by many husbands and wives of the family food budget and marketing.

Obviously, their experience in assisting these families in adjusting their budgeting and buying practices will be invaluable to these normal college students, all of them prospective home-economics teachers, in guiding their future students in similar activities.

### Modern Living Course

To meet the needs of senior girls in the general course in the East Orange (N. J.) High School, a new course, "Problems of Modern Living", was offered 4 years ago. The girls in this course have certain problems in common, according to Laura Fawcett, supervisor of Home economics education in the East Orange, schools in that they are not interested for the most part, in attending college, and are likely to marry young. Their background of previous instruction in home economics varies from much to none at all.

The first year the course was tried out, four different departments cooperated with the teacher of home economics responsible for the course as a whole, with visiting teachers from other departments, such as the art, commercial and speech and dramatics, and with other teachers from the home economics department, who devoted their free periods to assisting in the "Modern Living" course. During the second year of the course, 20 to 25 instructors in the school and community leaders contributed their services.

The course was scheduled for five 50-minute periods per week and was offered as a 5-point credit course for the year. Eleven units of instruction were developed, including personality traits, health, dressing, and grooming, art appreciation, manners and speech, consumer interests, child development, business problems, social custom and usage, family relationships, and vocational opportunities. Greater interest was manifested in consumer interests and family relationships than in any of the other units. The interest of pupils in instruction in child development was so great as to warrant an increase in the time devoted to it during the third year.

As a result of this 4-year experiment, the East Orange school hopes to make arrangements to open the modern living course to the girls in the academic and commercial courses. Mothers are requesting that this course be opened to boys also.

C. M. ARTHUR

CUT OUT ALONG THIS LINE

### SCHOOL LIFE *Subscription Order*

The subscription price of SCHOOL LIFE (10 issues) is \$1.00 per year.

SCHOOL LIFE subscribers also receive *March of Education*, the Commissioner's news letter on current matters.

It is issued from time to time during the year.

#### School Superintendents Please Note:

On all orders for 100 copies or more to be sent to one address, there is a discount of 25 percent.

You may wish to take advantage of this for your entire staff.

SUPERINTENDENT OF DOCUMENTS, *Government Printing Office, Washington, D. C.*:

Please send me School Life for 1 year, and find \$1.00 (check or money order) enclosed as payment.

Name \_\_\_\_\_

Position \_\_\_\_\_

Street \_\_\_\_\_

City \_\_\_\_\_ State \_\_\_\_\_

## In Public Schools

### State Library Serves Schools

Libraries of from 12 to 50 books are sent to rural schools and to schools in towns of less than 2,000 population for the school year in the State of Michigan. These include books of a recreational nature to develop cultural reading interests, particularly those sent elementary grades and rural schools, and books on nature study, hygiene, and others. Books are also sent to smaller high-school libraries on such subjects as American literature, social science, home economics, etc.

Small mounted pictures on all subjects are sent out on short-time loans of 3 weeks with 1 week renewal to schools to be used to illustrate subjects studied.

Packages of material on all subjects are sent out to teachers and students for short-time loans. These packages contain books, magazines, clippings, music, and pictures according to request.

Reference work is done for teachers and students; school libraries are organized and cataloged by the State library staff; and advice is given as to purchases, organization, etc.

### Term Lengthened

The session of the night school of Knoxville, Tenn., which had previously consisted of but 6 months a year, has been on a 9-month basis for more than a year, according to the latest report of the superintendent of schools of that city. Owing to this lengthened term it has been made possible for adults and others desiring high-school graduation to attain considerable progress toward securing the necessary units for a high-school diploma; as a result, five adults were enabled to receive high-school diplomas upon June 1, 1937. During the school year 1936-37, 1,560 persons registered at the night school.

### Auditorium Holds Center

"The auditorium continues to be the center of our citizenship and character forming activities," according to the Annual Report of Public Schools, District No. 1, Pueblo, Colo. "Here through self-directing organizations, discussion clubs, dramatic clubs, debating clubs, school service clubs in a variety of forms, school citizens not only learn about good citizenship but find expression for their good citizenship qualities in a variety of ways."

### Photographic Survey

The Los Angeles, Calif., superintendent of schools has recently issued a report, *Your Children and Their Schools*, which is a photographic survey of trends in education in that city. Such activities are presented as:

How your schools are organized; building and rebuilding your schools; the school dollar—where it comes from and where it goes; vocational education; adult education; classes for exceptional children; safety education; the home and the school—inseparable institutions; new schools for changing conditions, and many other interesting topics.

### School Facts to the Public

"Eight Hundred Thousand Children" is the title of an illustrated booklet compiled and published by the Federated Council of Cincinnati Teachers' Organizations. Since the organization of the Cincinnati public schools 108 years ago about 800,000 children have attended the schools of that city. "It is inevitable," the authors of the booklet state, "that 108 years of public-school education must have strongly affected the character of our community. How our schools function, how they are supported, their present prospects and their future possibilities cannot but be matters of vital importance to all good citizens." This interesting booklet may offer suggestions to other teachers' associations that are contemplating the presentation of school facts to the public.

### Scholastic Training Improves

Great improvement has been made in the scholastic training of both white and colored teachers employed in that State from 1921-22 to 1936-37, according to data presented in the November issue of *State School Facts*, a publication of the State department of education of North Carolina. At present 70.1 percent of all white teachers and principals and 34.5 percent of all colored teachers and principals have training equivalent to college graduation or better, whereas 16 years ago only 15.8 percent of the white teachers and 2.5 percent of the colored were in this classification. The data also show that 99.7 percent of the white and 93.9 percent of the colored teachers have had some college work, and that 93.2 percent of the white teachers and 74.7 percent of the colored teachers have attended college more than 2 years.

### Rochester School Budget

The board of education of Rochester, N. Y., has recently issued an attractively illustrated publication which contains an analysis of the proposed school budget for 1938, and also much other interesting information regarding the schools of that city.

### Broadcasting Facilities

The broadcasting facilities in the Brooklyn Technical High School, used as an arm of Station WNYC (810 kilocycles), make it

possible for the schools of New York City to prepare and broadcast their own radio programs. Programs are broadcast on Tuesday mornings from 10:15 to 10:30, E. S. T.

### New Policy

The Kearney (N. J.) Board of Education has adopted a new policy providing that all full-time school employees shall be allowed cumulative sick leave to a maximum of 70 working days, according to information recently received from the superintendent of schools of that city.

### Program for Handicapped Extended

About 2,500 Michigan children will receive increased educational advantages in their local schools because of the new service of the Michigan Department of Public Instruction, according to *News of the Week* issued by that department. These children are crippled, blind or partially sighted, deaf or hard of hearing, epileptic, or otherwise handicapped. The \$300,000 appropriated by the 1937 legislature will be allocated to the school districts on the basis of facilities provided for the education of the handicapped.

W. S. DEFFENBAUGH



## In Colleges

### Doctor of Education

Authorized by the Kansas Board of Regents, the University of Kansas Graduate School now offers the degree of doctor of education on the Ph. D. level. Requirements: Reading knowledge of a foreign language; ability to use statistical techniques; ability to administer and evaluate the results of educational tests; ability to evaluate educational documents; a specialized knowledge of some field of educational practice of particular importance to him; and a thesis of high character. A candidate must spend the equivalent of at least 3 full academic years in resident graduate study, the last being at the University of Kansas, and must show 3 years of successful experience in the field of professional education.

### University of Louisville Findings

The University of Louisville has undertaken to discover what becomes of local high-school students. Their findings of the 1937 high-school graduates show that 20 percent attend the university, 24 percent are employed, 10 percent are unemployed or at home, 6 percent are in business schools, 3 percent are married, 2 percent are in Army, Navy, or training

schools or traveling, and 35 percent are unknown but some of these went to some out-of-town college. Anyone who has endeavored to make such studies knows the difficulties involved once a group is scattered and out of school. After explaining the problem to their 1937 freshmen, these freshmen were asked to list the names of five of their classmates of last year and tell what they were doing now and why they had not come on to college if they knew. Without duplications, definite statements were made of the occupations of 316 June graduates who did not go on to college. Of these 63 were clerks in department, drug, and grocery stores, 50 were office workers or stenographers, 39 were in business school, 38 were staying home, 31 were unemployed, 22 were married, 14 were farming, 14 were factory and labor hands, 8 filling station attendants, 6 nurse training, 5 Army and Navy, 5 theater ushers, 3 waitresses, 3 traveling, 15 miscellaneous. These jobs represent half of the high-school graduates.

### **Land-grant College Curricula**

Perhaps degrees are the best criteria for determining what courses of study the students in land-grant colleges enter and finish. Last June the proportion of men and women receiving degrees in different major courses offered in land-grant colleges, included: Arts and sciences, 34.2 percent; engineering subjects, 14.4 percent; education, 13.4 percent; agriculture, 8 percent; commerce and business, 6.8 percent; home economics, 5.3 percent; medicine, 5 percent; law, 3 percent; forestry, 1.6 percent; pharmacy, 1.4 percent; dentistry, 1.1 percent; and journalism, 1.1 percent. The remainder were pursuing various subjects in which less than 1 percent were enrolled in each. When the sexes are separated the picture is somewhat changed; for example, in arts and sciences, men, 30 percent and women, 43.1 percent; education, men, 6.7 percent and women, 27.4 percent; commerce and business, men, 8.3 percent and women, 3.8 percent. Enrollments in agriculture, engineering, forestry, law, and medicine, are mainly men, while those in home economics, and nursing are mostly women. Women predominate in arts and sciences, education, fine arts, journalism, library science, and music.

### **Ohio University's 150th Year**

A century and a half ago when the land contract between the Ohio Company of Associates and the United States Congress was signed, higher education was provided for the Northwest Territory and Ohio University was established at Athens, Ohio. Congress donated two townships of land for the maintenance of the university. Manasseh Cutler and Rufus Putnam, leaders of the Ohio Company were instrumental in planning the university. The campus was laid out in 1795, and in 1802, the territorial legislature

established the American University. In 1804 the Ohio legislature established "a university in the town of Athens," the corporate name was changed to Ohio University, and the State assumed the trusteeship of the institution. In 1808 the first college in the Northwest opened its doors with the Rev. Jacob Lindley as president. The first class included three young men and the first commencement was held in September 1815 when John Hunter and Thomas Ewing were awarded the first college degrees in the area northwest of the Ohio River. From 1839 to 1843 the president of the institution was the author of the famous children's readers—William Holmes McGuffey. Today Ohio University enrolls more than 3,000 students.

### **Improvement of Teaching**

The University of Denver recently conducted a conference on the improvement of teaching so that teachers and administrators might observe and discuss the various types of teaching methods.

### **Better English**

The trend toward better English in the institutions of higher education in this country has been particularly noticeable of late. The University of Kansas recently made a requirement that students of classes of 1940 and later, must take a proficiency examination in English conducted by a committee chosen from the English department. After a few weeks trial the newly revamped English course for freshmen at Cornell University, instituted last fall, is reported to be a success; instead of separate instruction in the elements of composition and a cursory exploration of the field of literature in the mother tongue, both are correlated so that the student acquires skill in writing with the works of masters as a text and a guide. The State College of Washington is offering through its English department, a course in better English over the radio every week. This course deals with the common errors in grammar, faulty diction, and better taste in the choice of words.

### **Parent Course Popular**

The University of Washington, through its extension service, offers a class for parents, which meets once a month to discuss topics pertaining to student life. The dean of the college has been forced to limit enrollments to the parents of freshmen because the course has had such popularity.

### **New College Catalog**

The first number of a series of bulletins from New College Teachers College, Columbia University, presents an innovation in college catalogs. Under the title "A Plan for Educating Teachers of Young Children" the contents of the bulletin are organized under the following headings: So You Want To Teach

Children . . . Why? What Is Involved? How To Achieve the Goals? Where Learn What Should Be Known? What For? Admission Requirements, Expenses and Living Arrangements, and Academic Calendar.

WALTER J. GREENLEAF



## **In Educational Research**

### **What Does Research Say?**

Under this title a very practical manual on the implications of educational research for teaching in the elementary school has been issued by the superintendent of public instruction of Michigan. A State committee consisting of Paul T. Rankin, Edith M. Bader, Manley M. Ellis, Manley E. Irwin, L. D. Lundberg, Willard C. Olson, Lee M. Thurston, and Clifford Woody have cooperated in preparing this bulletin. It consists of a great number of questions and answers concerning instructional and guidance situations arising in the elementary school. The answers are based directly on an analysis of the available research results. A few of the questions are as follows:

Should a child be given an immediate standard or goal that he cannot successfully attain? Should a teacher scold a child for lack of success or improper conduct? Is it the teacher's fault if children are dishonest in their school work? Should a single textbook be used as a basis of instruction in the modern classroom? Should remedial teaching be a regular part of the instructional program? The manual is issued as "What Does Research Say?" and is published by the department of public instruction of Michigan as Bulletin No. 308.

### **College Examinations**

A volume reporting several research studies based on the work of the General College of the University of Minnesota has been issued by the University of Minnesota Press. This is the second volume of research reports issued by the committee on educational research of the University of Minnesota which deals with the subject of examinations. The University of Minnesota, like the Ohio State University, has been a center for work in examinations on the college level. This volume deals with the improvement of examinations in college-subject areas as follows: History and government, economics, psychology, art, English, biology, physical sciences, and the broad area called eutherics. In most of the work there is an attempt to make examinations function as part of the instructional situation. Alvin C. Eurich and Palmer O. Johnson are the editors of the volume and in addition are the authors or coauthors of the major portion of the work reported.

### **Home Work**

P. J. Di Napoli has made an experimental study of the effect on academic achievement



of assigned home work in certain New York City schools in the fifth and seventh grades. The New York school regulation concerning home work for the fifth grade is "home study from books should be limited to not more than two subjects in any 1 day and should require a total time of not more than an hour a day" and for the seventh grade it is "home study from books should be limited to not more than three subjects on any 1 day and should require a total of not more than 1½ hours a day." For required study of this type Di Napoli found that academic achievement, i. e., achievement in arithmetic, geography, history, reading, etc., was raised in the fifth grade but not in the seventh grade.

This evidence concerning home study resulting from a well set up experiment must be accepted as pertinent to the controversy. This evidence, does not, however, solve the problem of home study. The assigning of an hour's work does not insure that the child will work only an hour. Children differ in both capacity and interest. What is easy for one child is distinctly hard for another child. Essentially home study is likely to be unregulated. This, it seems logical, causes overexertion of eyesight and nerves. Not only temporary indispositions of attitude and body can result, but more permanent maladjustments of the mental and physical organism can take place. The question of home work must be considered in the light of many factors, among which resulting achievement is one. This study is reported as Teachers College Contributions to Education, No. 719.

#### **Evaluation of an Integrated Curriculum**

Too often new educational programs are inaugurated without providing for their evaluation. Although many types of educational innovations are difficult to evaluate objectively, this does not mean that evaluation should not proceed where it can be done effectively. A good example of the evaluation of a new educational program is that reported by Oberholtzer in "An Integrated Curriculum in Practice," issued at Teachers College, Columbia University, Contributions to Education, No. 694. Oberholtzer describes the new program and the set-up of the experiment and gives the results of an evaluation scheme. The study is of value not only because of its being an example of evaluation on a large scale, but also because of its results. Integrated curriculum and activity programs have held the interest of progressive educators for some time, but no comprehensive, scientific studies of their values, with one exception, have been carried through before.

#### **Philadelphia School Survey**

The volumes of the Philadelphia Survey cover the following fields: Vol. I, Summary of Findings and Recommendations; Vol. II,

Central Administrative Organization, Finance and School Business, Educational Research and Results and the Publicity Program; Vol. III, Elementary Education and Teacher Training; and Vol. IV, Secondary Education. The survey staff was headed by Dr. George A. Works of the University of Chicago but was carried on mainly by University of Pennsylvania professors. The survey is unique in that it studied the activities of the different departments of the school system rather than studying the functions involved in education. For example, it makes a thorough analysis of the activities of the Bureau of Research and Results—the central research agency—and reports this in one portion of the survey, and under secondary education it takes up the activities of counseling in the schools. Recommendations for the two activities are made independently. The advantage in this type of survey attack is that the need for improvement in the existing agencies can easily be shown, and improvement can be carried out in the school system without disrupting the existing agencies. Many surveys have used the functional method in evaluating a school system. For example, instead of studying a research department or the guidance activities found in a single school, such surveys have studied pupil adjustment instead. This approach seems to the writer a better method theoretically, since the functions of the schools are attacked directly and therefore recommendations arising from the survey are not bound by existing agencies in the school system. However, it is sometimes necessary for

practical considerations, to limit investigations and recommendations to existing channels of activity.

DAVID SEGEL



## **In Other Government Agencies**

#### **National Park Service**

Four trail-side exhibits have been installed by the National Park Service at Stones River National Military Park, Murfreesboro, Tenn. Through the medium of combat study maps and illustrative material the exhibits, located at convenient points on a tour of the park and commanding a view of the battlefield, give an account of the Battle of Stones River which was fought between Union and Confederate forces near Murfreesboro on December 31, 1862, and January 1 and 2, 1863. The Stones River National Military Park was established in 1927 to preserve the battlefield and to commemorate the activity of the troops engaged in the battle.

#### **Works Progress Administration**

Vocationally the blind in Mississippi have been helped by a rag-rug weaving project that reaches one of the most needy groups of workers since it includes those who do not know Braille.

The primary classroom at the Standing Rock community school, Fort Yates, N. Dak.



Community art centers, planned to have the utility value of public libraries, are being set up by the WPA Federal Art Project in various localities throughout the country. Arts and crafts studios, operating in New York City's settlements, libraries, hospitals, churches, synagogues, and social service agencies will continue, according to Audrey McMahon, assistant to the National Director of the Federal Art Project and regional director for New York. The community art centers will extend already existing services, not replace them, Mrs. McMahon explained. Active study of crafts, techniques, and the application of art principles in home and community, not merely passive visual participation, are the bases of all efforts in the centers.

#### Office of Indian Affairs

Rose K. Brandt, Supervisor of Indian Education, has edited another reader written and illustrated by Navajo children under the title *The Colored Land*, telling in simple language and vivid colored photographs the story of Navajo life.

#### Social Security Board

Total payments during September 1937 for public relief amounted to \$159,729,000, according to the most recent figures released by the Social Security Board, representing the lowest total for any month in almost 2 years—\$37,111,000 less than the amount incurred in the same month of 1936.

During September, 1,470,000 received old-age assistance in all the States, comprising 19.2 percent of the estimated population in those States aged 65 and over. The average payment per recipient was \$18.97.

In 35 States cooperating in the program aid was extended to 39,000 needy blind persons during September, the average payment being \$25.87.

Aid was provided on behalf of 482,000 dependent children in 194,000 families in 39 cooperating States. The average monthly payment was \$30.64 per family.

MARGARET F. RYAN



## In Other Countries

#### Scholarships Established

It has been announced that an anonymous Hamburg merchant has provided from his private means a fund to establish four scholarships annually, each worth Reichsmarks 3,000, to be held for 1 year by graduates of British universities who desire to study in Germany. The scholarships, called "Hanseatic Scholarships," have been offered in gratitude for the Rhodes scholarships, and the conditions for obtaining them are similar to those of Rhodes scholarships. Lord Lothian is the chairman of the British Committee to select persons for the scholarships.

#### Students Invited

The Association Montessori Internationale announces the Twenty-third International Montessori Training Course which will be held in Amsterdam, Holland, from the end of January to the middle of June 1938. Dr. Montessori will present the objectives and methods of her Four Plans of Education—a concept of education as a social process. Instruction will be given in the application of the Montessori method to the teaching of children up to the age of 12. Students from this country are invited to attend. Information regarding tuition and other expenses may be obtained by addressing Dr. Maria M. Montessori, general director, Association Montessori Internationale, 22 Quinten Massijsstraat, Amsterdam-Zuid (Holland).

#### Educational Mission

Eighty-six Iraqi students form this year's educational "mission" for higher studies abroad. Among them are seven girls. Expenses are being defrayed by the Government. The "mission" includes the first students for a course in banking, and the first to be sent to Italy for music and art. The entire law section, numbering six men, will complete their studies in France. Twenty-four students have been sent to America, which has been

## Education on the Air

**Programs produced by the Office of Education and the Works Progress Administration in cooperation with the networks**

"THE WORLD IS YOURS"

Smithsonian Institution dramatizations

Sundays, 4:30 p. m. EST, 3:30 p. m. CST,  
2:30 p. m. MT, and 1:30 p. m. PT.

NBC Red Network

"BRAVE NEW WORLD"

Dramatizations of Latin American life  
and culture

Mondays, 10:30 p. m. EST, 9:30 p. m. CST,  
8:30 p. m. MT, and 7:30 p. m. PT.

Columbia Network

"EDUCATION IN THE NEWS"

Highlights of educational developments  
of the week

Fridays, 6 p. m. EST, 5 p. m. CST,  
4 p. m. MT, and 3 p. m. PT.

NBC-Red Network

chosen for the study of history, agriculture, geology, and some other subjects.

Of the European countries, Germany will teach 13 students, some of whom will pursue courses in industry, city planning, and antiquities; England will have 9 and France 7. Two students will follow a physical training course in Denmark, while two are going to Turkey and two to India for veterinary studies. Sixteen attend colleges in Beirut, seven in Egypt—two of the latter for a course in irrigation.

#### Opened Thirteenth Year

The Hebrew University at Jerusalem, Palestine, opened its thirteenth year on October 20, 1937. Speakers at the opening reported an enrollment of 779 students, most of whom came from Poland, a faculty of 122, and finances relatively healthy with an estimated annual budget of approximately \$500,000.

JAMES F. ABEL



## Coordinating Services for Youth

(Concluded from page 137)

action, a means by which agencies having common goals in human conservation may visualize their activities as complementary and interdependent. These efforts represent an attempt to mobilize social forces and skills to combat a common problem.

Homer P. Rainey, of the American Youth Commission, in his recent book, *How Fare American Youth*, concludes that youth agency leaders "here and there are coming to see the necessity of a cooperative attack. While the motivation in many instances has come from a special interest in delinquency and crime, there is a tendency to approach the task at hand from a larger point of view. It is possible that these promising beginnings may lead to the kind of integration now required."

The coordinating council of youth agencies, now organized in 14 States, stands as a good example of what can be done to integrate youth conservation forces, make them more resourceful, and adapt them to local needs. It is to be hoped that the idea of relating one human activity to another as embodied in the coordinating council plan will be explored further and utilized fully in permanent Federal, State, and community programs for the aid of youth.

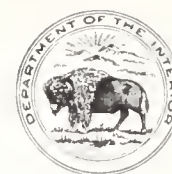
#### COMPLETE YOUR FILE

Back copies of **SCHOOL LIFE** may be obtained at 10 cents each, from the Superintendent of Documents, Government Printing Office, Washington, D. C.

SCHOOL LIFE, January 1938



# Some CURRENT PUBLICATIONS of the OFFICE OF EDUCATION



## BULLETINS

1938

No.	Title	Price
1.	Educational Directory, 1938. Part II. City School Officers-----	\$0. 05

1937

2.	Biennial Survey of Education, 1934-36, Volume I: Chapter II. Trends in Secondary Education-----	. 10
	Chapter III. Higher Education, 1930-36. (In press.)	
	Chapter V. Review of Conditions and Developments in Education in Rural and Other Sparsely Settled Areas-----	. 10
	Chapter VI. Effects of the Depression on Elementary and Secondary Schools and Upon Colleges and Universities. (In press.)	
	Chapter VIII. A Review of Educational Legislation 1935 and 1936-----	. 10
	Chapter X. Development in Educational Method, 1934-36-----	. 10
	(The other chapters are in preparation by the authors.)	
3.	Public Affairs Pamphlets-----	. 10
4.	Conservation in the Education Program-----	. 10
5.	Insurance and Annuity Plans for College Staffs-----	. 10
6.	Bibliography of Research Studies in Education, 1935-36-----	. 30
7.	Student Health Services in Institutions of Higher Education-----	. 10
8.	Education of Negroes. Bibliography. (In press.)	
9.	College Salaries, 1936. (In press.)	

## BULLETINS

1936

11.	A Guide to Curriculum Adjustment for Mentally Retarded Children-----	. 20
12.	Public Education in Alaska-----	. 10
13.	The Deaf and the Hard-of-Hearing in the Occupational World---	. 15
14.	Poland's Institutions of Higher Education-----	. 25

## SCHOOL LIFE

OFFICIAL ORGAN OF THE  
OFFICE OF EDUCATION

\$1

ONE YEAR • 10 ISSUES

See Order Blank on Next Page

## BULLETINS

1936—continued

No.	Title	Price
15.	Authority of State Executives Over Higher Education-----	\$0. 10
16.	A Step Forward for Adult Civic Education-----	. 10
17.	William Torrey Harris—The Commemoration of the One-Hundredth Anniversary of His Birth-----	. 15
18.	Youth: I. How Communities Can Help . . . . .	. 10
	II. Leisure for Living-----	. 15
	III. Education for Those Out of School-----	. 10
	IV. Vocational Guidance for Those Out of School-----	. 10
	V. Finding Jobs-----	. 10
	VI. Community Surveys-----	. 15
19.	Functional Planning of Elementary School Buildings-----	. 25

## PAMPHLETS

73.	Subject Registration in Private High Schools and Academies, 1932-33-----	. 10
74.	Crucial Issues in Education-----	. 05
75.	Safety and Health of the School Child—A self-survey of school conditions and activities-----	. 10
76.	Successful Methods of Teaching English to Bilingual Children in Seattle Public Schools. (In press.)	
77.	Opportunities for the Preparation of Teachers of Children of Native and Minority Groups. (In press.)	
80.	Sources of Visual Aids and Equipment for Instructional Use in Schools-----	. 10

## LEAFLETS

No.	Title	Price
32.	Personnel and Financial Statistics of School Organizations Serving Rural, or Urban Children, or Both, 1933-34. (In press.)	
33.	The Housing and Equipment of School Libraries. (In press.)	
34.	State Library Agencies as Sources of Pictorial Material for Social Studies-----	\$0. 05
35.	Essentials in Home and School Cooperation-----	. 05
36.	Educational Law: Selected References-----	. 05
37.	Physique of School Children-----	. 05

## VOCATIONAL EDUCATION

### BULLETINS

185.	Aviation in the Public Schools---	\$0. 15
186.	Cooperative Training in Retail Selling in the Public Secondary Schools-----	. 20
187.	Home Economics Education Courses—A study of practices in teacher-training institutions reimbursed from Federal funds for vocational education-----	. 15
188.	Young Men in Farming—A study of young men to determine the qualifications, opportunities, and needs for training in farming, together with derived guidance, placement, and training objectives-----	. 15
189.	Landscaping the Farmstead—Making the farm home grounds more attractive. (In press.)	
190.	Vocational Rehabilitation of the Physically Handicapped-----	. 10
191.	Interpretive Science and Related Information in Vocational Agriculture—Effective utilization of scientific principles and related information in organized agricultural instruction-----	. 10

### LEAFLETS

2.	Suggestions for Teaching the Job of Controlling Bunt of Wheat in Vocational Agriculture Classes--	. 05
----	---	------



# UNITED STATES DEPARTMENT OF THE INTERIOR

HAROLD L. ICKES, *Secretary*  
OSCAR L. CHAPMAN, *Assistant Secretary*

## OFFICE OF EDUCATION

J. W. STUDEBAKER, *Commissioner*  
BESS GOODYKOONTZ, *Assistant Commissioner*      J. C. WRIGHT, *Assistant Commissioner for Vocational Education*  
C. F. KLINEFELTER, *Administrative Assistant to the Commissioner*

### OFFICE OF THE ASSISTANT COMMISSIONER OF EDUCATION

*Assistant Commissioner of Education*—BESS GOODYKOONTZ.

#### CONSULTANTS:

JAMES F. ROGERS, health education.  
MARIS M. PROFFITT, guidance and industrial education.  
DAVID SEGEL, tests and measurements.  
LEWIS R. ALDERMAN, adult education.

#### DIVISIONS:

##### *Higher education:*

FREDERICK J. KELLY, chief.  
BEN W. FRAZIER, teacher training.  
WALTON C. JOHN, higher education.  
WALTER J. GREENLEAF, higher education.  
JOHN M. MCNEELY, higher education.  
ELLA B. RATCLIFFE, educational assistant.

##### *American school systems:*

WALTER S. DEFFENBAUGH, chief.  
MARY DABNEY DAVIS, nursery-kindergarten-primary education.  
CARL A. JESSEN, secondary education.  
ALICE BARROWS, school-building problems.  
HENRY F. ALVES, State school administration.  
TIMON COVERT, school finance.  
WARD W. KEESECKER, school legislation.  
ELLEN C. LOMBARD, parent education.  
———, elementary education.

##### *Comparative education:*

JAMES F. ABEL, chief.  
ALINA M. LINDEGREN, western European education.  
SEVERIN K. TUROSIENSKI, comparative education.

##### *Special problems:*

Mrs. KATHERINE M. COOK, chief.  
WALTER H. GAUMNITZ, rural education problems.  
ELISE H. MARTENS, education of exceptional children.  
AMBROSE CALIVER, education of Negroes.  
———, education by radio.

##### *Statistical:*

EMERY M. FOSTER, chief.  
DAVID T. BLOSE, associate statistician.  
HENRY G. BADGER, associate statistician.  
LESTER B. HERLIHY, associate statistician.

##### *Editorial:*

WILLIAM DOW BOUTWELL, chief.  
OLGA JONES, acting chief.  
JOHN H. LLOYD, editorial assistant.  
MARGARET F. RYAN, editorial assistant.  
JOHN S. SHAW, editorial assistant.

##### *Library:*

SABRA W. VOUGHT, chief.  
MARTHA R. McCABE, assistant librarian.  
EDITH A. WRIGHT, research and reference.  
AGNES I. LEE, cataloger.  
SUSAN O. FUTTERER, cataloger.  
RUTH A. GRAY, research assistant.  
LEM BANKS, reference assistant.

##### *Library Service:*

RALPH MCNEAL DUNBAR, chief.  
EDITH A. LATHROP, school libraries.  
NORA BEUST, school libraries.  
EDITH GANTT, public libraries.

### OFFICE OF THE ASSISTANT COMMISSIONER FOR VOCATIONAL EDUCATION

*Assistant Commissioner for Vocational Education*—J. C. WRIGHT.

#### VOCATIONAL EDUCATION DIVISION:

##### SERVICES:

##### *Agricultural education:*

J. A. LINKE, chief.  
C. H. LANE, agent, north Atlantic region.  
D. M. CLEMENTS, agent, southern region.  
JAMES H. PEARSON, agent, central region.  
W. T. SPANTON, agent, western region.  
FRANK W. LATHROP, research specialist.  
W. A. ROSS, specialist in subject matter.  
W. N. ELAM, agent, special groups.  
H. B. SWANSON, specialist in teacher training.  
R. W. GREGORY, specialist in part-time and evening schools.

##### *Trade and industrial education:*

FRANK CUSHMAN, chief.  
G. A. MCGARVEY, agent, north Atlantic region.  
C. E. RAKESTRAW, agent, southern region.  
R. V. BILLINGTON, agent, central region.  
JAMES R. COXEN, agent, western region.  
Mrs. A. L. BURDICK, special agent, women and girls.  
ROY DIMMITT, special agent.  
R. W. HAMBROOK, special agent.  
N. B. GILES, special agent.  
JERRY R. HAWKE, special agent.

##### *Home economics education:*

FLORENCE FALLGATTER, chief.  
EDNA P. AMIDON, agent, north Atlantic region.  
MARIE WHITE, agent, southern region.  
RUA VAN HORN, agent, central region.  
SUSAN M. BURSON, agent, western region.  
BEULAH I. COON, agent, studies and research.  
———, agent, special groups.

##### *Commercial education:*

E. W. BARNHART, chief.

##### *Research and statistical:*

———, chief.  
C. M. ARTHUR, research specialist.  
———, educational consultant.

#### VOCATIONAL REHABILITATION DIVISION

##### *Vocational rehabilitation service, States:*

JOHN AUBEL KRATZ, chief.  
I. M. RISTINE, agent, north Atlantic region.  
H. B. CUMMINGS, agent, southern region.  
TRACY COPP, agent, central region.  
F. J. CLAYTON, agent, western region.  
TERRY C. FOSTER, research agent.  
HOMER L. STANTON, research agent.  
JOSEPH F. CLUNK, special agent for the blind.

##### *Vocational rehabilitation service, District of Columbia:*

H. C. CORPENING, supervisor in charge.  
W. H. FUREY, supervisor.

### Federal Advisory Board for Vocational Education

PAUL H. NYSTROM, *Manufacturing and Commerce, Chairman*

HENRY A. WALLACE, *Secretary of Agriculture.*  
DANIEL C. ROPER, *Secretary of Commerce.*  
FRANCES PERKINS, *Secretary of Labor.*

J. W. STUDEBAKER, *Commissioner of Education.*  
CLARENCE POE, *Agriculture.*  
HENRY OHL, Jr., *Labor.*

### CIVILIAN CONSERVATION CORPS CAMP EDUCATION OFFICE

HOWARD W. OXLEY, *director, CCC camp education.*  
SILAS M. RANSOMER, *assistant director.*

GEORGE J. FINLEY, *assistant to director.*  
JOHN A. LANG, *administrative assistant.*

---

You will receive

SCHOOL LIFE

THE OFFICIAL JOURNAL OF THE OFFICE OF EDUCATION

for one year

*by sending ONE DOLLAR to the*

SUPERINTENDENT OF DOCUMENTS

GOVERNMENT PRINTING OFFICE

WASHINGTON, D. C.

---

# SCHOOL LIFE

February 1938

VOLUME 23

NUMBER 6

LIBRARY  
FEB 1 1938  
NATIONAL EDUCATION ASSOCIATION

THE OFFICE OF EDUCATION  
ITS PURPOSE -

TO PROMOTE THE CAUSE OF EDUCATION

OFFICIAL ORGAN  
OF THE OFFICE  
OF EDUCATION

UNITED STATES  
DEPARTMENT OF  
THE INTERIOR  
WASHINGTON

## WRITE

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

## FOR PUBLISHED INFORMATION

### ON:

Nursery-Kindergarten-  
Primary Education

Elementary Education

Secondary Education

Colleges and Professional  
Schools

School Administration

School Finance

School Legislation

Exceptional Child  
Education

Rural School Problems

School Supervision

School Statistics

School Libraries

Agricultural Education

Educational Research

School Building

Negro Education

Commercial Education

Homemaking Education

Radio Education

Forums

Native and Minority  
Group Education

Vocational Education

Parent Education

Physical Education

Rehabilitation

Teacher Education

CCC Education

Health Education

Industrial Education

Educational Tests and  
Measurements

Comparative Education

Adult Education

# SCHOOL LIFE



## CONTENTS OF THIS ISSUE • FEBRUARY 1938 Volume 23 Number 6

	PAGE
THE OFFICE OF EDUCATION—WHAT IT IS . . . . .	164
The basic law creating the Office · Aim of the Office · Growth of organized education · Education's objectives · Methods · Office of Education's clientele · Its place in the governmental structure · Its ways of interpretation · Its field of action · Its regular staff · Its regular appropriations · Its regular distribution to States.	
THE OFFICE OF EDUCATION—HOW IT WORKS . . . . .	182
Research · Field surveys · Conferences · Organizations and committees · Advisory service · Public addresses and correspondence · Financial assistance · Administering programs · Demonstrations · Information · The library.	
THE OFFICE OF EDUCATION—ITS FUNCTIONAL SERVICES . . . . .	198
Educational administration · Elementary school practices · College and university practices · Education of teachers · Guidance · Measurement · The health program · Curriculum · Rural education · Education of special groups · Adult education · Visual education · Education by radio · Library service · Comparative education.	
THE OFFICE OF EDUCATION—SOME RECENT DEVELOPMENTS AND SOME NEEDED ADDITIONAL SERVICES . . . . .	230
A bird's-eye view of expanded services · Expansion of permanent staff · Emergency relief projects · Cooperation with other Government agencies · Appropriations for administration and expenditure · Some needed additional services · The final purpose.	

Congress, 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." To diffuse expeditiously information and facts collected, the Office of Education publishes SCHOOL LIFE, a monthly service, September through June. SCHOOL LIFE provides a national perspective of education in the United States.

Order its service for 1 year by sending \$1.00 to the Superintendent of Documents, Government Printing Office, Washington, D. C. To foreign countries, \$1.45 a year. On all orders for 100 copies or more to be sent to one address, the Superintendent of Documents allows a discount of 25 percent. Enter subscriptions also through magazine dealers. Send all editorial communications pertaining to SCHOOL LIFE to Editorial Division, Office of Education, United States Department of the Interior, Washington, D. C. The printing of SCHOOL LIFE has been approved by the Director of the Budget.



- what it is
- how it works
- its functional services
- some recent developments  
and
- some needed additional services

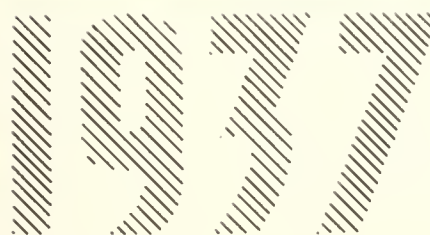
OFFICE OF EDUCATION

*TO PROMOTE THE CAUSE OF EDUCATION*

Prepared by the staff of the Office of Education under the direction of the Commissioner of Education

UNITED STATES DEPARTMENT OF THE INTERIOR  
H A R O L D L. I C K E S  
SECRETARY

OFFICE OF EDUCATION  
J. W. STUDEBAKER  
COMMISSIONER





THE THIRD DIMENSION IN EDUCATION

“An amazing increase in the very number of things which an educated man must know today calls not only for more facts but calls also for what might be called a third dimension in education; the tying together of all the subjects and all the facts into the relationship of their whole with modern life.”

FRANKLIN D. ROOSEVELT  
*President of the United States*

THE MAINTENANCE OF OUR INSTITUTIONS

“So necessary is education to the maintenance of our institutions that we must not let any crisis, however great, interfere with its progress.”

HAROLD L. ICKES  
*Secretary of the Interior*

THE CORE OF OUR PHILOSOPHY

“If we are to find in education the central core of our democratic philosophy we must constantly measure our objectives, policies, methods, and accomplishments in the light of their contribution to the growth of human personality.”

J. W. STUDEBAKER  
*Commissioner of Education*

SCHOOL LIFE

IS ISSUED MONTHLY, EXCEPT JULY AND AUGUST  
BY THE  
UNITED STATES DEPARTMENT OF THE INTERIOR  
OFFICE OF EDUCATION

*Secretary of the Interior, HAROLD L. ICKES*  
*Commissioner of Education, J. W. STUDEBAKER*  
*Assistant Commissioner of Education, BESS GOODYKOONTZ*  
*Asst. Comm. for Vocational Education, J. C. WRIGHT*  
*Editor, WILLIAM DOW BOUTWELL*  
*Acting Editor, OLGA JONES*  
*Assistant Editors, MARGARET F. RYAN, JOHN H. LLOYD*  
*Art Editor, GEORGE A. MCGARVEY*

*Terms: Subscription, \$1.00 per year, in advance; to foreign countries in which the mailing frank of the United States is not recognized, \$1.45. 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.*

*Remittance should be made to the SUPERINTENDENT OF DOCUMENTS, Government Printing Office, Washington, D. C.*

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

FEBRUARY 1938

Acknowledgments

This issue of SCHOOL LIFE is devoted to a pictorial report of the activities of the Office of Education in the United States Department of the Interior. The report is offered in response to constant requests for information about the various services available from the Office, which, 70 years ago, was established as a permanent division of the Federal Government, with a specific mandate "to promote the cause of education."

In presenting this report, SCHOOL LIFE acknowledges with deep appreciation the courtesy of many schools, colleges, and other institutions and agencies in supplying numerous pictures and other valuable material.

It is hoped that this pictorial presentation will meet a long-felt need for concise and organized information about the services of the Office and that it will be a worth-while and permanent contribution toward promoting the cause of education throughout the Nation.

**1**  
**THE OFFICE OF EDUCATION**  
**what it is-**

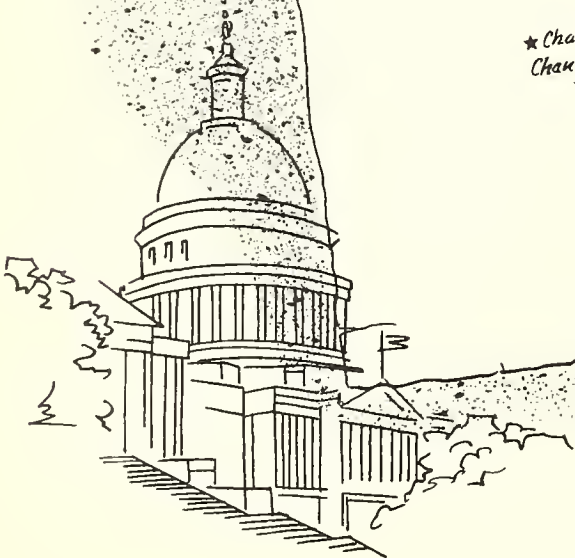


# THE BASIC LAW CREATING THE OFFICE OF EDUCATION

*Be it enacted by the Senate and the House of Representatives of the United States of America, in Congress assembled,*  
That there shall be established at the city of Washington, a Department\* of Education, for the purpose of collecting such statistics and facts as shall show the condition and progress of education in the several States and Territories, and of diffusing such information respecting the organization and management of schools and school systems and methods of teaching as shall aid the people of the United States in the establishment and maintenance of efficient school systems, and otherwise PROMOTE THE CAUSE OF EDUCATION throughout the country.

39th CONGRESS, 2nd Session  
Approved by President Andrew Johnson, March 2, 1867  
(14 Stat. L., p. 434)

*\* Changed to "Office of Education, 1869. Renamed Bureau of Education, 1870 . . .  
Changed to "Office of Education, 1929.*

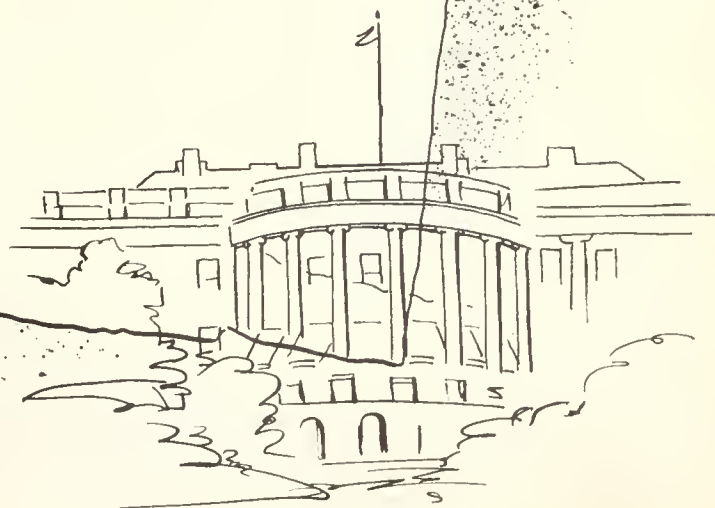


AS SET FORTH IN THE LAW ESTABLISHING  
THE OFFICE OF EDUCATION

its Purpose is to  
**PROMOTE THE CAUSE  
OF EDUCATION**

*The value of the Office of Education  
may therefore be tested by the  
effectiveness with which it  
accomplishes the purpose set for it.*

*The various methods used by the  
Office in promoting education  
are shown on the following pages*



# ORGANIZED EDUCATION

## Its Evolution from Colonial Days



**1620**

In early Colonial days home instruction and apprenticeship were expected to provide preparation "in learning and labor and other employments profitable to the commonwealth."



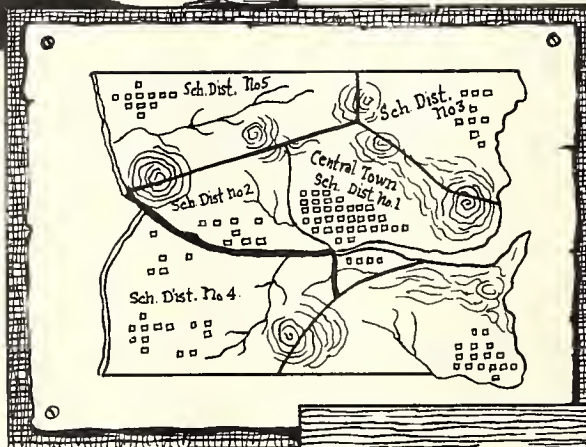
**1700**

The "dame school" in the home became the primary school of the colony, and the town grammar school furnished intermediate work. . . . .



**1750**

The academy was the forerunner of the American high school. . . .

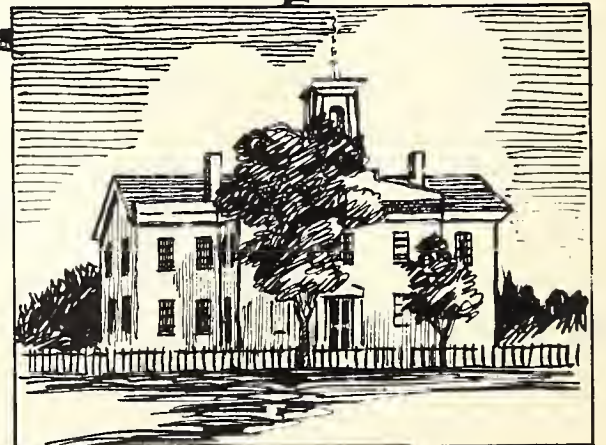


**1800**

The town was divided into school districts. . .

**1850**

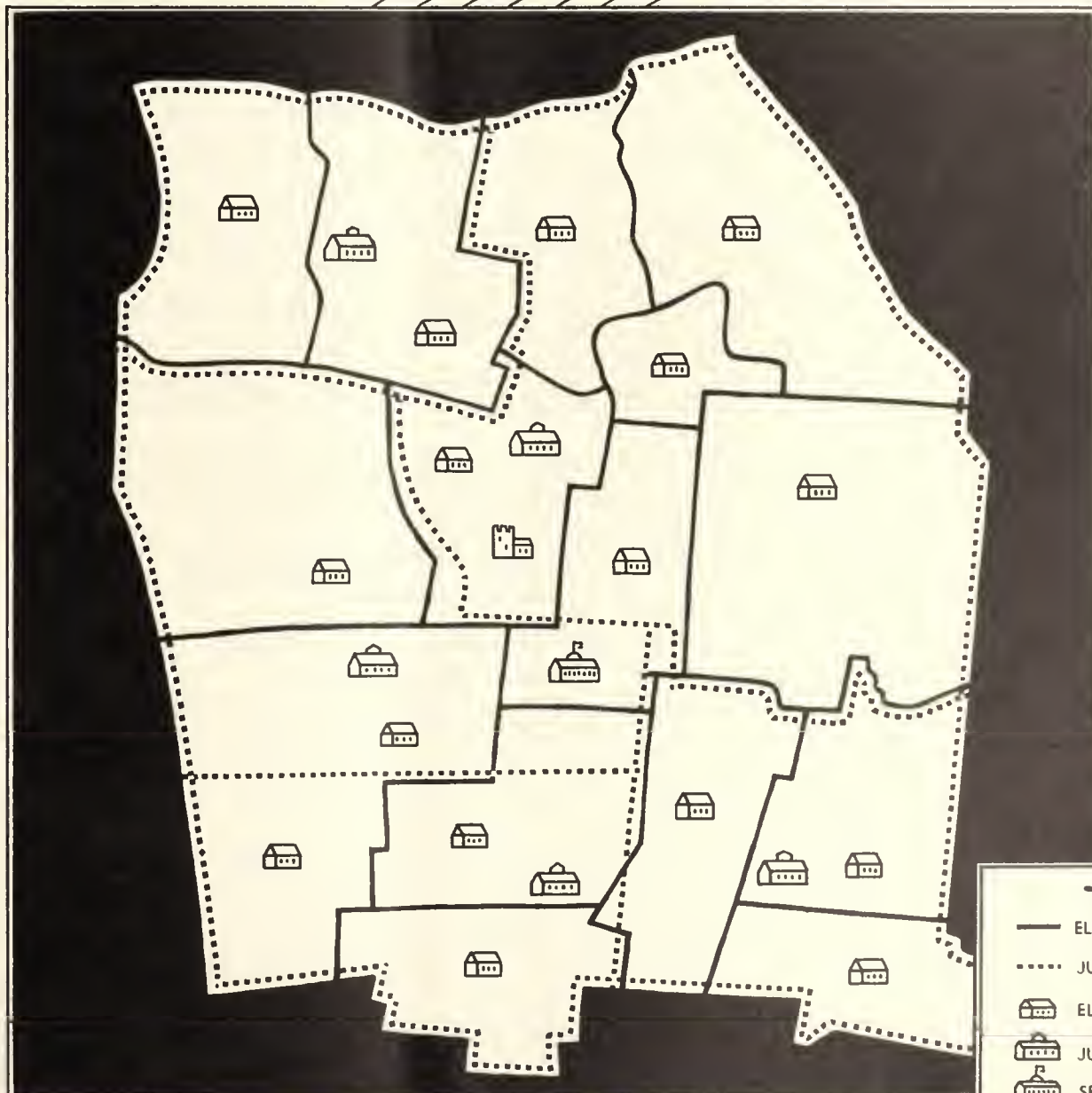
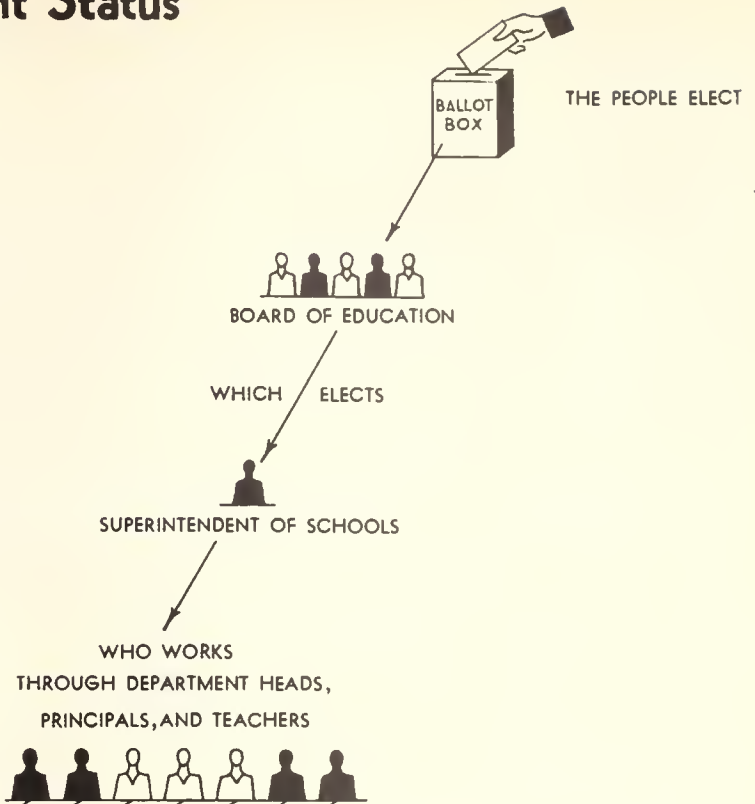
The graded school had made its appearance.



# ORGANIZED EDUCATION

## Its Present Status

THE MATERIAL THINGS THAT HAVE HELPED TO MAKE AMERICA GREAT—HER NATURAL WEALTH, HER INDUSTRIES, HER COMMERCE—HAVE ALL BEEN DEVELOPED THROUGH EFFICIENT ORGANIZATION AND MANAGEMENT BUILT UPON THE FOUNDATION OF INDIVIDUAL INITIATIVE AND COOPERATION. SO IT HAS BEEN WITH AMERICA'S EDUCATIONAL PROGRESS. FROM THE HUMBLE BEGINNINGS OF THE PIONEERS TO THE SPLENDID SCHOOL SYSTEMS OF TODAY, IT HAS BEEN MARKED BY EVER-WIDENING ZONES OF INFLUENCE AND A CONTINUOUS GROWTH OF SERVICE WHICH DEMONSTRATE THE BOUNDLESS POSSIBILITIES OF ACHIEVEMENT THROUGH ORGANIZED EFFORT.



1937

AN ORGANIZED  
CITY OR COUNTY  
SCHOOL SYSTEM

*Legend*

- ELEMENTARY DISTRICT
- ..... JUNIOR HIGH SCHOOL DISTRICT
- ELEMENTARY SCHOOL
- JUNIOR HIGH SCHOOL
- SENIOR HIGH SCHOOL
- JUNIOR COLLEGE

IN ADDITION, ORGANIZED PUBLIC EDUCATION INCLUDES STATE SYSTEMS OF COLLEGES AND UNIVERSITIES AS WELL AS OF PUBLIC SCHOOLS ( 167 )

# THE OBJECTIVES OF EDUCATION IN A DEMOCRACY

ORGANIZED EDUCATION, COMPREHENSIVE IN ITS REACH, AVAILABLE TO ALL, UNRESTRAINED BY INFLUENCES DESIGNED TO DIVERT IT FROM THE PURSUIT OF TRUTH, CONSTANTLY STRENGTHENED AND ADAPTED TO MEET CHANGING NEEDS, IS THE INDISPENSABLE SOCIAL MECHANISM FOR THE PRESERVATION AND IMPROVEMENT OF DEMOCRACY. ITS OBJECTIVES ARE OF PERSONAL AND OF SOCIAL SIGNIFICANCE.

**PRESERVATION AND ADVANCEMENT OF THE  
CULTURAL HERITAGE**

**INCREASE AND DIFFUSION OF KNOWLEDGE**

**CIVIC INTELLIGENCE AND SOCIAL RESPONSIBILITY**

**PROMOTION OF MORAL AND SPIRITUAL VALUES**

**EQUALITY OF OPPORTUNITY**

**CONSERVATION OF NATIONAL RESOURCES**

**ECONOMIC COOPERATION AND SECURITY**

**PEACE AND INTERNATIONAL UNDERSTANDING**

**HEALTH AND PHYSICAL SECURITY**

**VOCATIONAL EFFICIENCY**

**WORTHY HOME MEMBERSHIP**

**WISE USE OF LEISURE**

THE AIMS OF THE OFFICE OF EDUCATION REFLECT THESE OBJECTIVES OF EDUCATION IN A DEMOCRACY. THE METHODS WHICH IT USES IN ITS EFFORTS TO ACHIEVE THEM ARE SHOWN ON THE OPPOSITE PAGE.

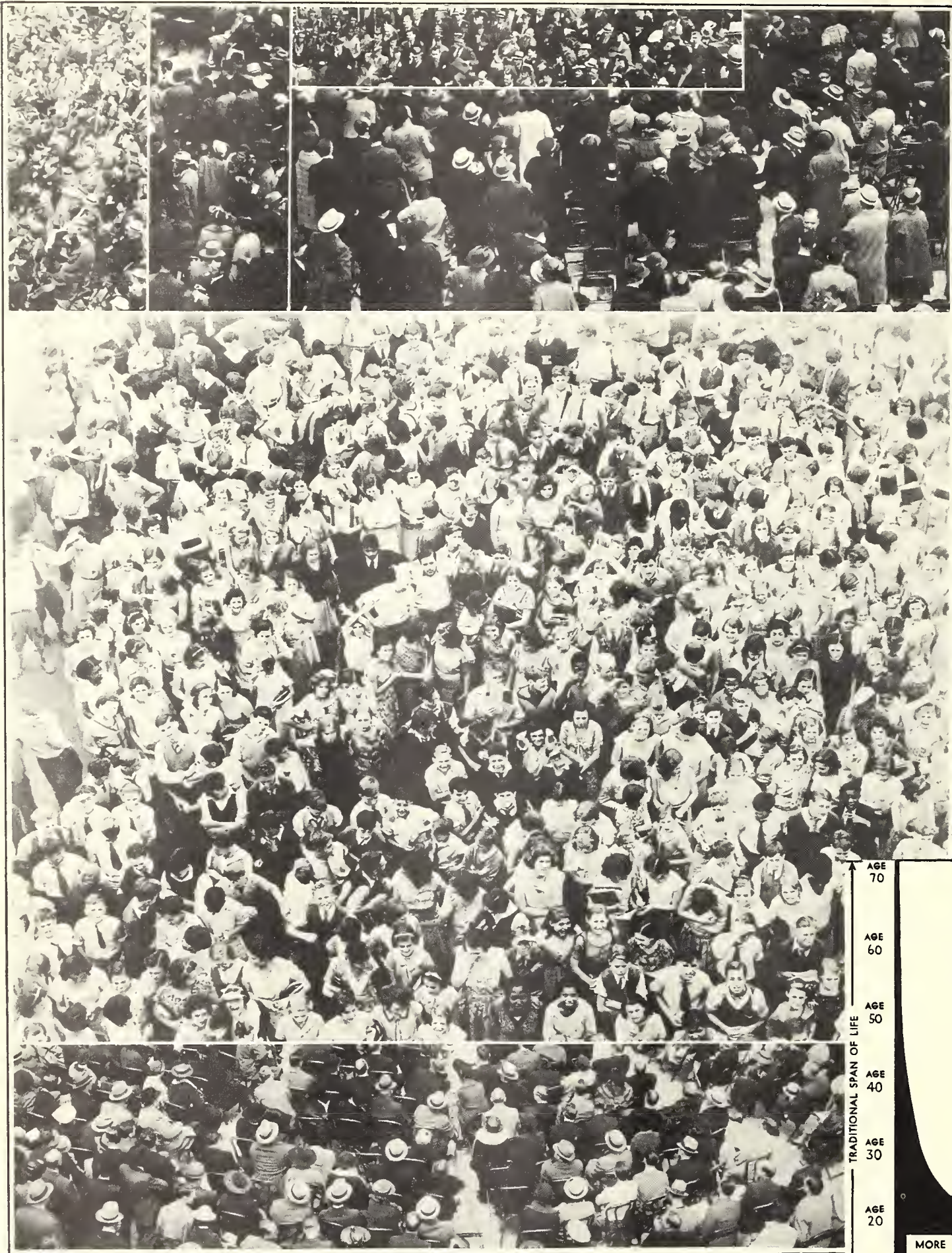


# METHODS OF PROMOTING EDUCATION



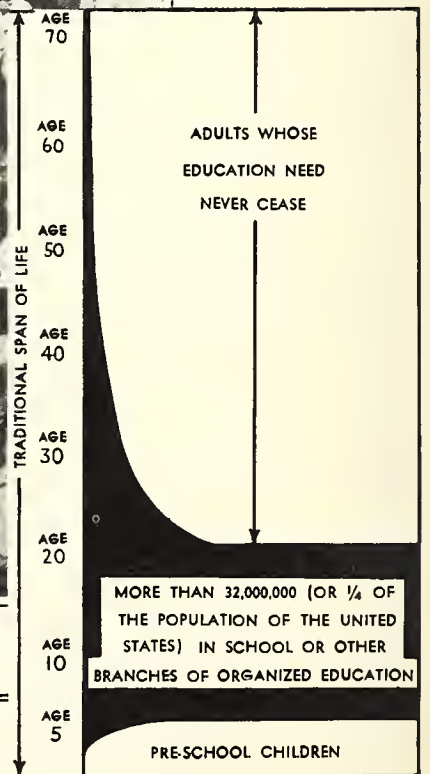
THROUGH  
RESEARCH  
FIELD SURVEYS  
CONFERENCES  
WORK WITH ORGANIZATIONS and COMMITTEES  
ADVISORY SERVICES and PUBLIC ADDRESSES  
ADMINISTERING EDUCATIONAL PROGRAMS  
FINANCIAL ASSISTANCE  
DEMONSTRATIONS  
INFORMATION SERVICE  
THE LIBRARY

# THE OFFICE OF EDUCATION – ITS CLIENTELE



## One of Every Four is in School

POPULATION OF THE UNITED STATES  
129,000,000 (ESTIMATED CENSUS, 1937)

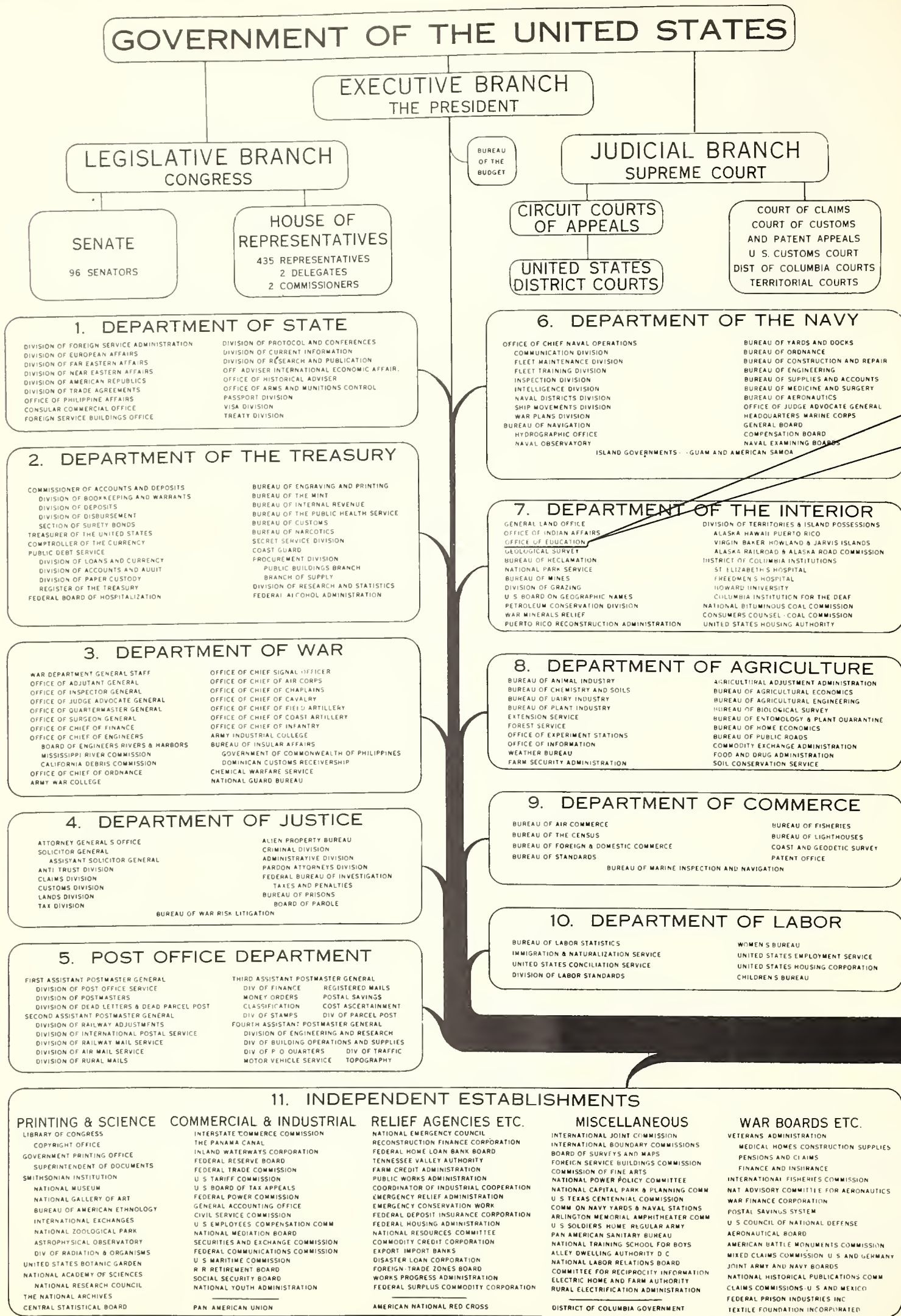


# THE OFFICE OF EDUCATION—ITS CLIENTELE

- 57 STATE\* SCHOOL SYSTEMS
- 126,605 LOCAL SCHOOL DISTRICTS
- 271,700 SCHOOLS
- 1704 COLLEGES AND UNIVERSITIES
- 6,235 PUBLIC LIBRARIES
- 1,602 C C C CAMPS
- 611 EDUCATIONAL PERIODICALS
- 700 RADIO BROADCASTING STATIONS
- 49 STATE\* PARENT TEACHER ASSOCIATIONS
- LOCAL PARENT TEACHER ASSOCIATIONS ~
- AND INNUMERABLE EDUCATIONAL
- ASSOCIATIONS, SOCIAL-CIVIC ORGANIZATIONS,
- LABOR GROUPS, BUSINESS AND PROFESSIONAL
- ASSOCIATIONS, FARMERS' ASSOCIATIONS,
- SERVICE CLUBS, PATRIOTIC SOCIETIES,
- AND OTHERS.

\* INCLUDING DISTRICT OF COLUMBIA AND OUTLYING PARTS

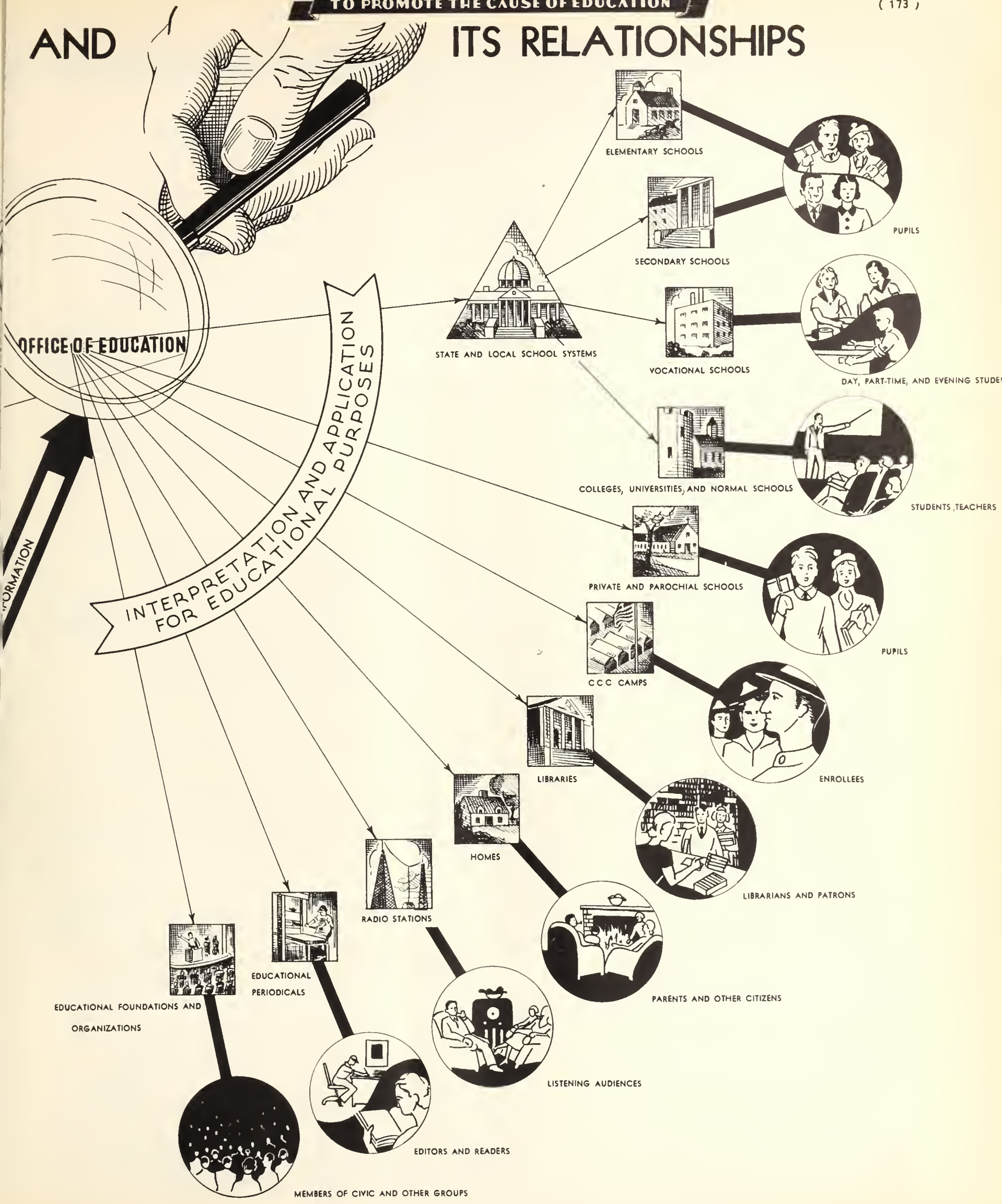
# ITS PLACE IN THE GOVERNMENTAL STRUCTURE



PURPOSE - RESEARCH - STATISTICS

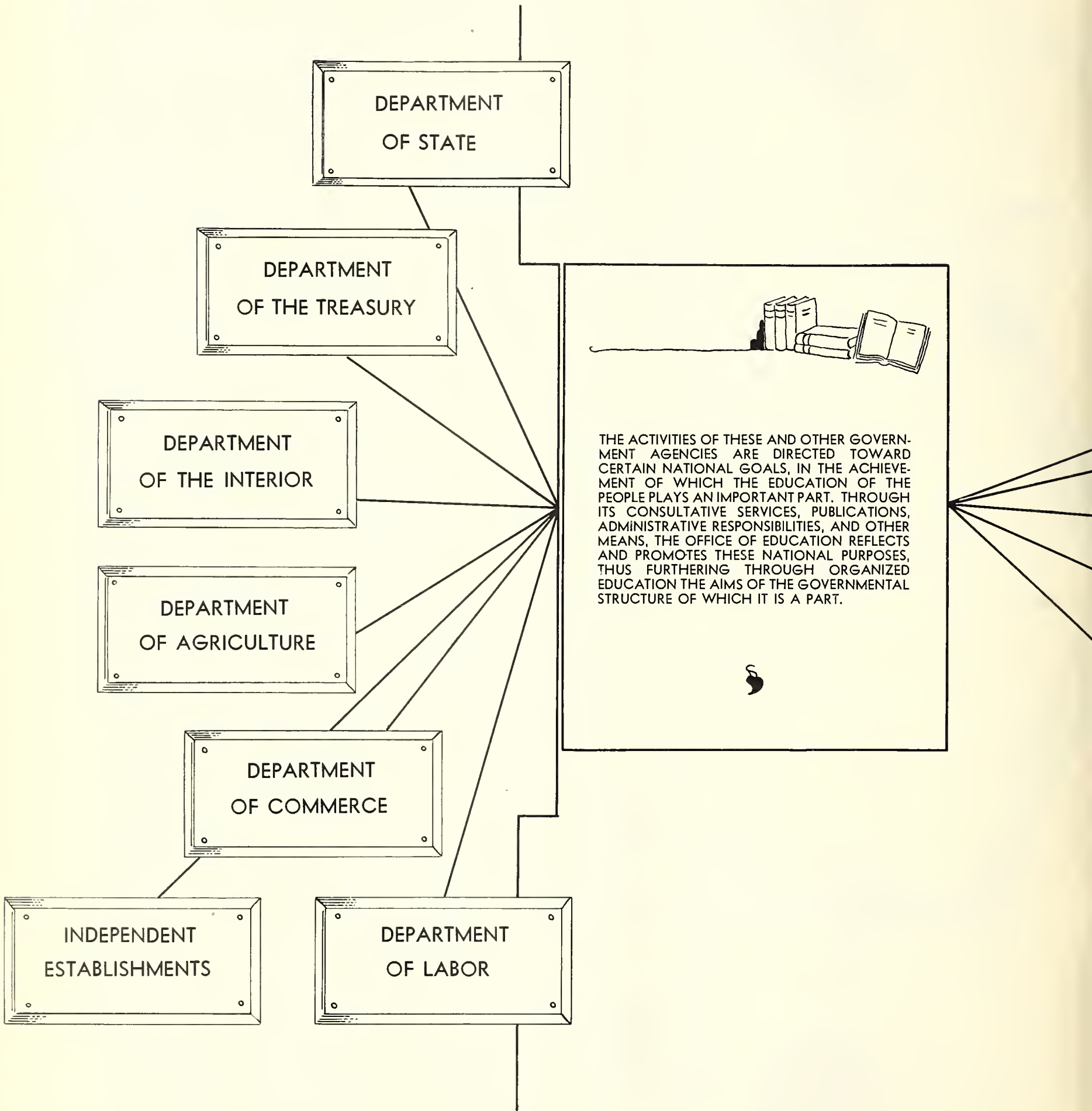
AND

# ITS RELATIONSHIPS



# ITS INTERPRETATION AND APPLICATION OF

A FEW OF THE AGENCIES WHOSE GENERAL PURPOSES ARE PROMOTED THROUGH ORGANIZED EDUCATION BY THE OFFICE OF EDUCATION



# GOVERNMENT PURPOSES AND MATERIAL FOR EDUCATIONAL USE

SOME OF THE SPECIFIC EDUCATIONAL FIELDS IN WHICH THE OFFICE OF EDUCATION HAS PROMOTED PURPOSES OR ADAPTED MATERIALS OF OTHER GOVERNMENTAL AGENCIES

## HEALTH EDUCATION

In the DEPARTMENT OF THE TREASURY is the Public Health Service, one of the aims of which is to promote the improvement of health conditions throughout the country. It furnishes important statistics and other data on health problems.

The OFFICE OF EDUCATION furthers the aims of the Public Health Service through its advisory service and its publications on health problems in school and home. It makes available material which is valuable in the education of children and adults. An example of its publications in this field is:

"SAFETY AND HEALTH OF THE SCHOOL CHILD"

## CONSERVATION EDUCATION

A function of the DEPARTMENT OF THE INTERIOR is to promote the conservation of natural resources. In the DEPARTMENT OF AGRICULTURE, the DEPARTMENT OF COMMERCE, and other Governmental agencies are Bureaus which also carry on services in this field.

The OFFICE OF EDUCATION reflects and promotes this Governmental function through the publication of materials designed to assist in the teaching of conservation to young people and adults. In these materials it has drawn upon the facts furnished by the Conservation agencies of the Government. An example of its publications in this field is:

"METHODS OF TEACHING CONSERVATION IN ELEMENTARY SCHOOLS"

## RURAL EDUCATION

The DEPARTMENT OF AGRICULTURE is concerned with the improvement of rural life and, in keeping with this interest, it makes investigations of social and economic conditions in isolated areas.

The OFFICE OF EDUCATION, through its studies of rural education, contributes to this goal by interpreting the place of the school as a major social institution entering into the improvement of the rural situation. An example of its publications in this field is:

"EDUCATION IN THE SOUTHERN MOUNTAINS"

## VOCATIONAL EDUCATION

The DEPARTMENT OF COMMERCE, the DEPARTMENT OF LABOR, and the DEPARTMENT OF AGRICULTURE are concerned with the improvement of working conditions and with the increased effectiveness of service in commercial, industrial, agricultural, and homemaking activities.

The OFFICE OF EDUCATION is a medium for promoting these purposes—

- (1) Through cooperation with the States in paying the salaries of professionally trained persons who teach agriculture, trades and industries, home economics, and distributive occupations. For 1937-38, the sum of \$21,618,000 has been appropriated for this purpose.
- (2) Through advisory service in teacher-training programs. More than 20,000 teachers are rendering service in these fields.
- (3) Through the encouragement of effective educational programs in the schools. In the preparation of its publications it uses and adapts material furnished by other Government agencies, such as census data, labor statistics, and research findings in the respective fields. Examples of such publications are:

"COOPERATIVE TRAINING IN RETAIL SELLING IN PUBLIC SECONDARY SCHOOLS"  
"ANALYSIS OF SPECIAL JOBS IN QUALITY MILK PRODUCTION"

## EDUCATION BY RADIO

The DEPARTMENT OF STATE is interested in the development of international understanding and good will. To assist in the realization of this aim, the OFFICE OF EDUCATION is conducting a series of 26 radio programs on Latin-America—"THE BRAVE NEW WORLD"—broadcast by 100 stations over a Nation-wide hook-up.

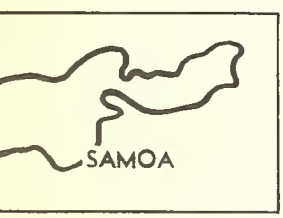
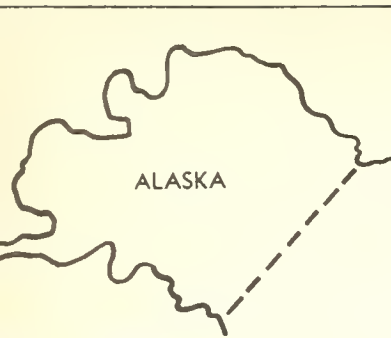
The SMITHSONIAN INSTITUTION is an independent establishment of the Government which houses exhibits of National importance and repute.

The OFFICE OF EDUCATION conducts a weekly radio program—"THE WORLD IS YOURS"—designed to create interest in and to interpret the significance of these exhibits.

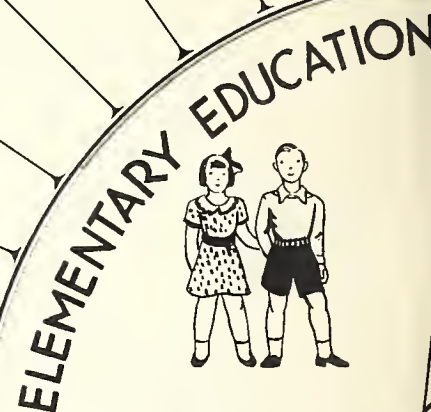
THESE EXAMPLES OF WHAT THE OFFICE OF EDUCATION IS DOING IN ITS RELATIONSHIP TO OTHER GOVERNMENT AGENCIES ARE BUT ILLUSTRATIONS OF THE WAYS IN WHICH IT SERVES IN INTERPRETING, THROUGH ORGANIZED EDUCATION, THE PURPOSES OF THE NATION.

THE POSSIBILITIES OF THE FURTHER DEVELOPMENT OF SUCH SERVICES ARE INNUMERABLE.

ITS PRESENT

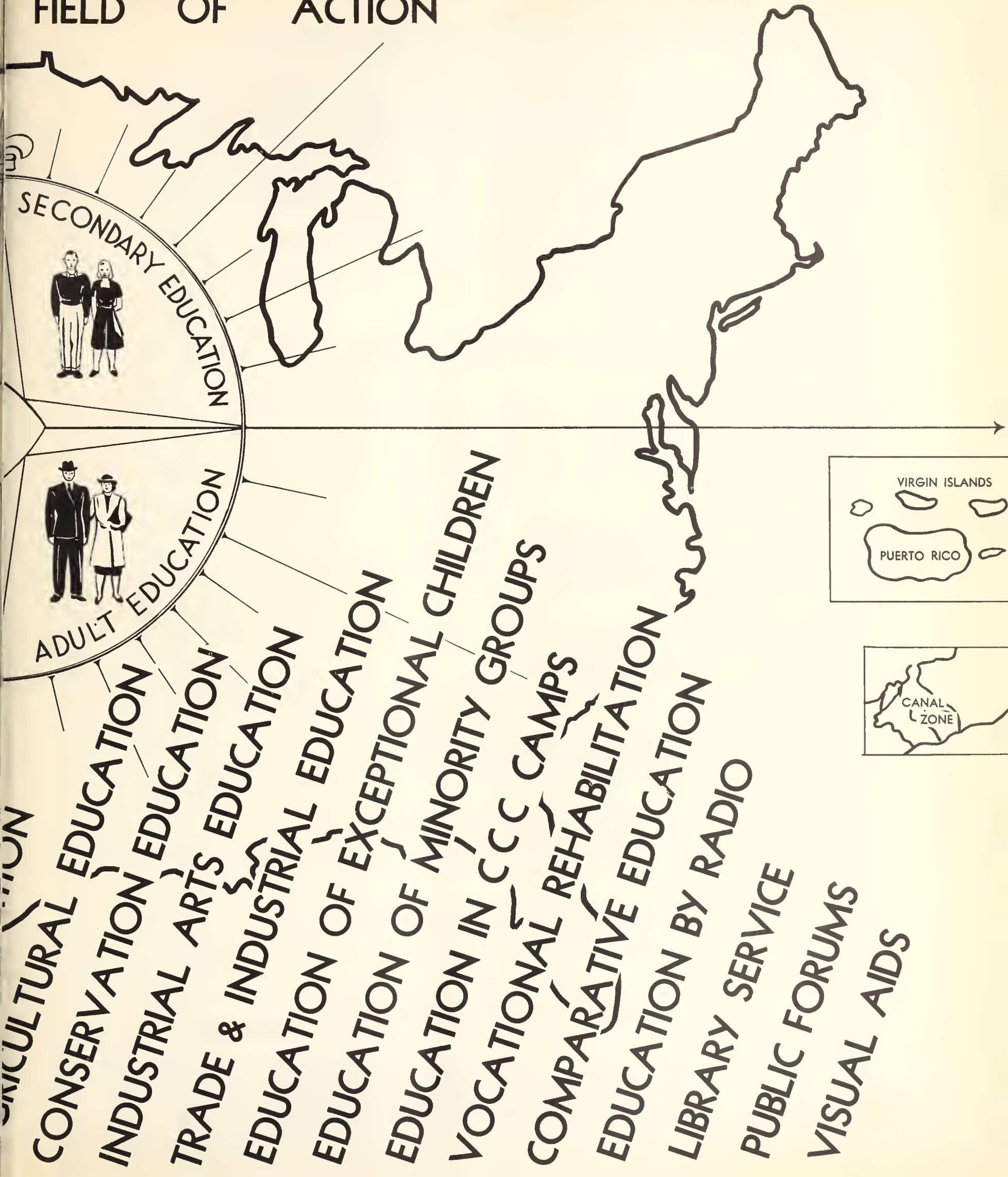


SCHOOL ADMINISTRATION  
 HEALTH EDUCATION  
 MEASUREMENT  
 GUIDANCE  
 EDUCATIONAL LEGISLATION  
 FINANCE  
 SCHOOL HOUSING  
 HOME ECONOMICS  
 COMMERCIAL EDUCATION  
 TEACHER EDUCATION  
 RURAL EDUCATION  
 PARENT EDUCATION  
 NEGRO EDUCATION





# FIELD OF ACTION



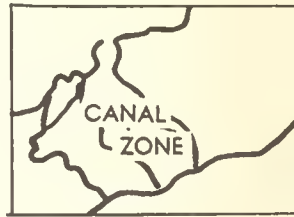
SECONDARY EDUCATION



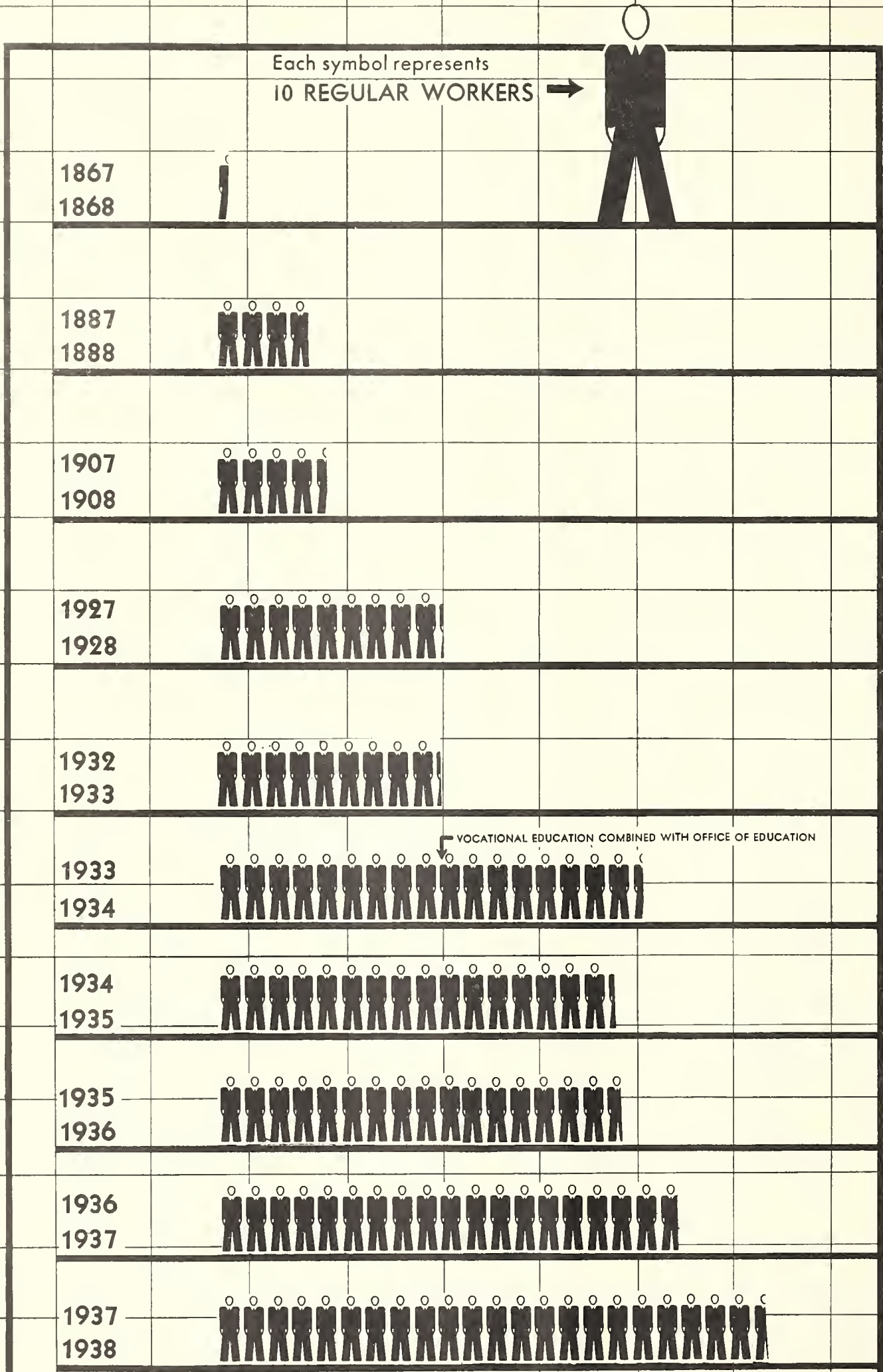
ADULT EDUCATION



- AGRICULTURAL EDUCATION
- CONSERVATION EDUCATION
- INDUSTRIAL EDUCATION
- TRADE & INDUSTRIAL EDUCATION
- EDUCATION OF EXCEPTIONAL CHILDREN
- EDUCATION OF MINORITY CHILDREN
- VOCATIONAL EDUCATION IN CCC CAMPS
- COMPARATIVE REHABILITATION EDUCATION
- EDUCATION BY RADIO
- LIBRARY SERVICE
- PUBLIC FORUMS
- VISUAL AIDS



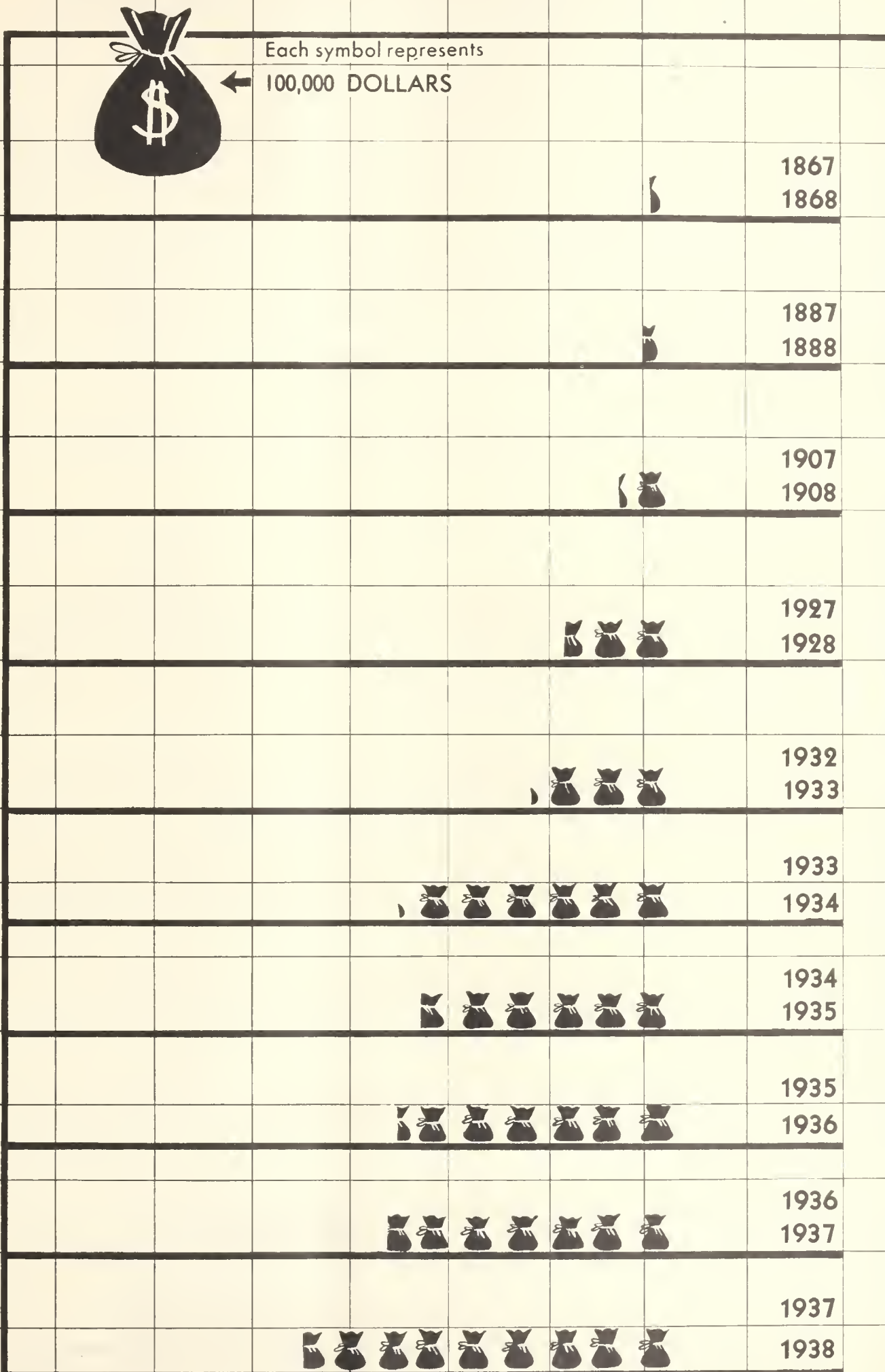
# ITS REGULAR FULL-TIME STAFF



EXCLUDING STAFF FOR CCC CAMP EDUCATION

AND EMERGENCY RELIEF PROJECTS

# ITS REGULAR APPROPRIATIONS



EXCLUDING FUNDS DISTRIBUTED TO STATES AND

APPROPRIATIONS FOR C.C.C. AND EDUCATION AND EMERGENCY RELIEF PROJECTS

# ITS REGULAR APPROPRIATIONS FOR DISTRIBUTION TO STATES



Each symbol represents  
← 1,000,000 DOLLARS

REGULAR APPROPRIATIONS ARE MADE BY THE FEDERAL GOVERNMENT FOR USE BY THE STATES IN:

- 1 VOCATIONAL EDUCATION
- 2 VOCATIONAL REHABILITATION
- 3 LAND-GRANT COLLEGES

1907  
1908



1927  
1928

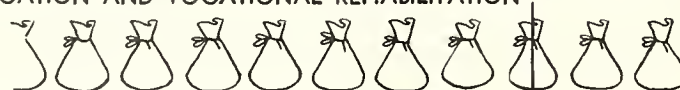


1932  
1933



OFFICE OF EDUCATION BEGINS DISTRIBUTION OF FUNDS FOR VOCATIONAL EDUCATION AND VOCATIONAL REHABILITATION

1933  
1934



1934  
1935



1935  
1936




1936  
1937



1937  
1938



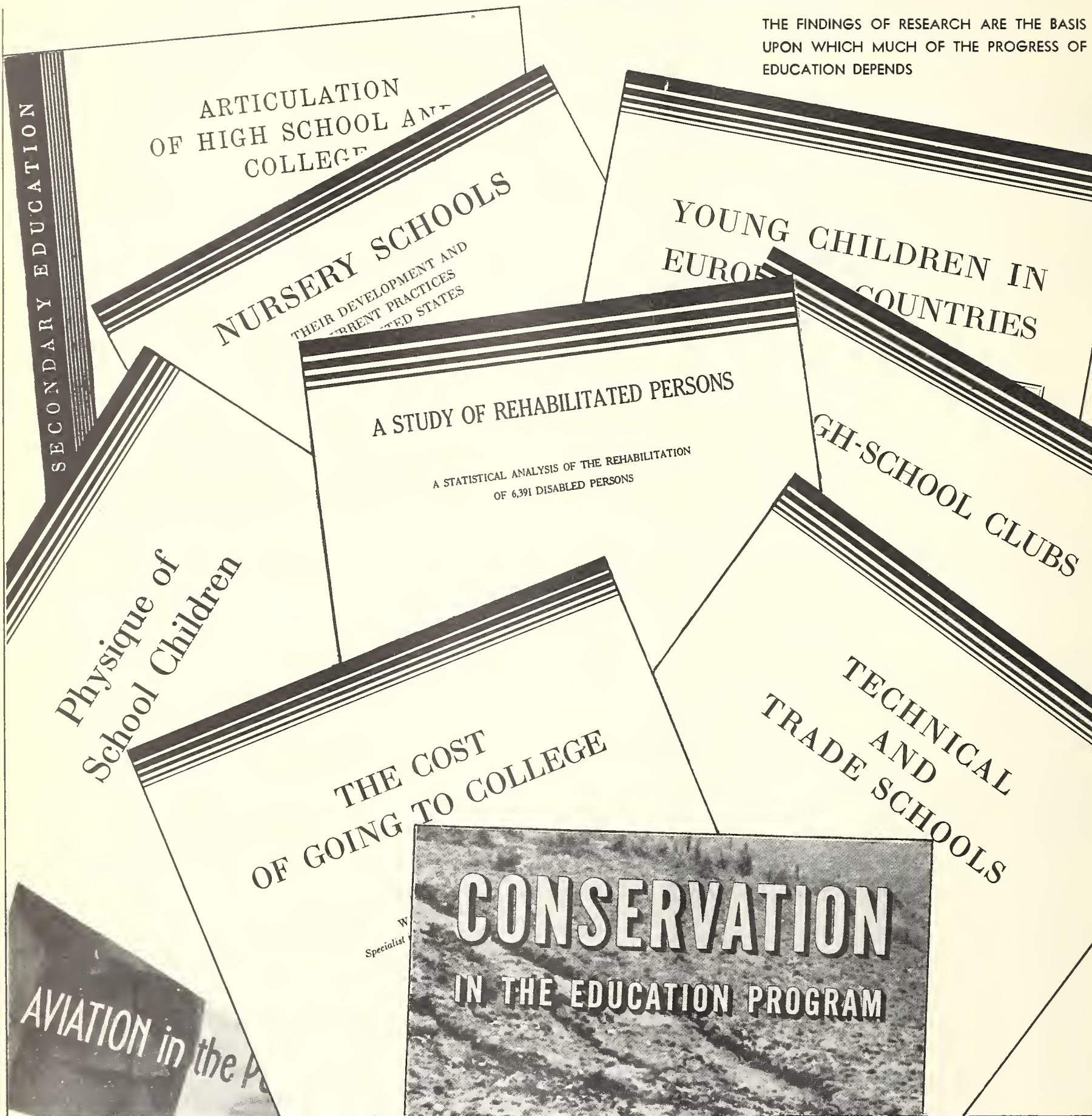


**THE OFFICE OF EDUCATION**  
**how it works-**



THROUGH  
**RESEARCH**  
INDIVIDUAL AND COOPERATIVE STUDIES

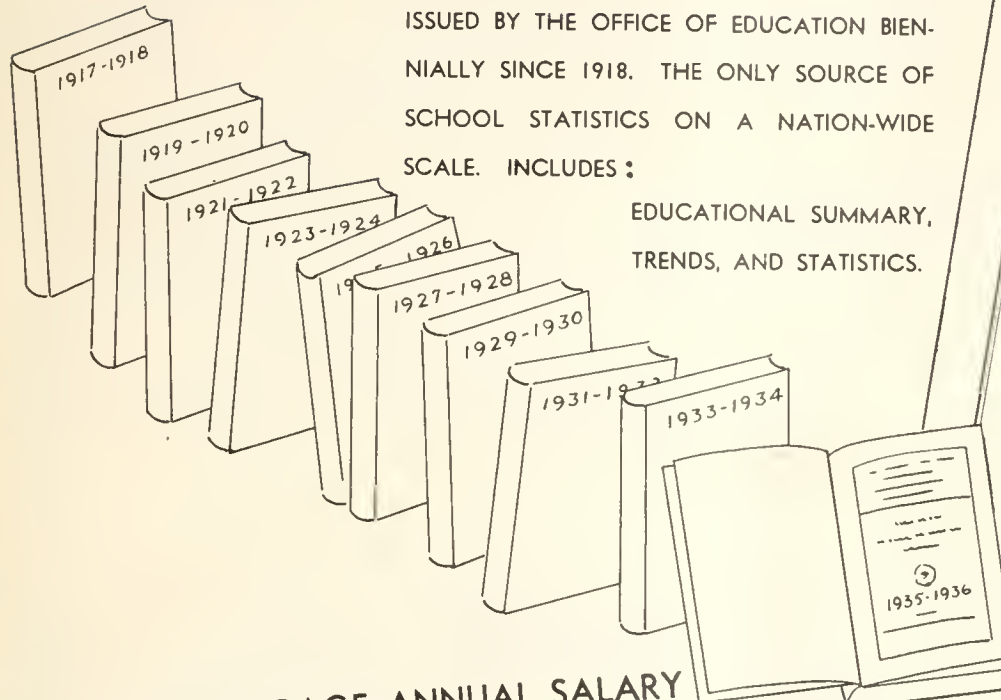
THE FINDINGS OF RESEARCH ARE THE BASIS  
UPON WHICH MUCH OF THE PROGRESS OF  
EDUCATION DEPENDS



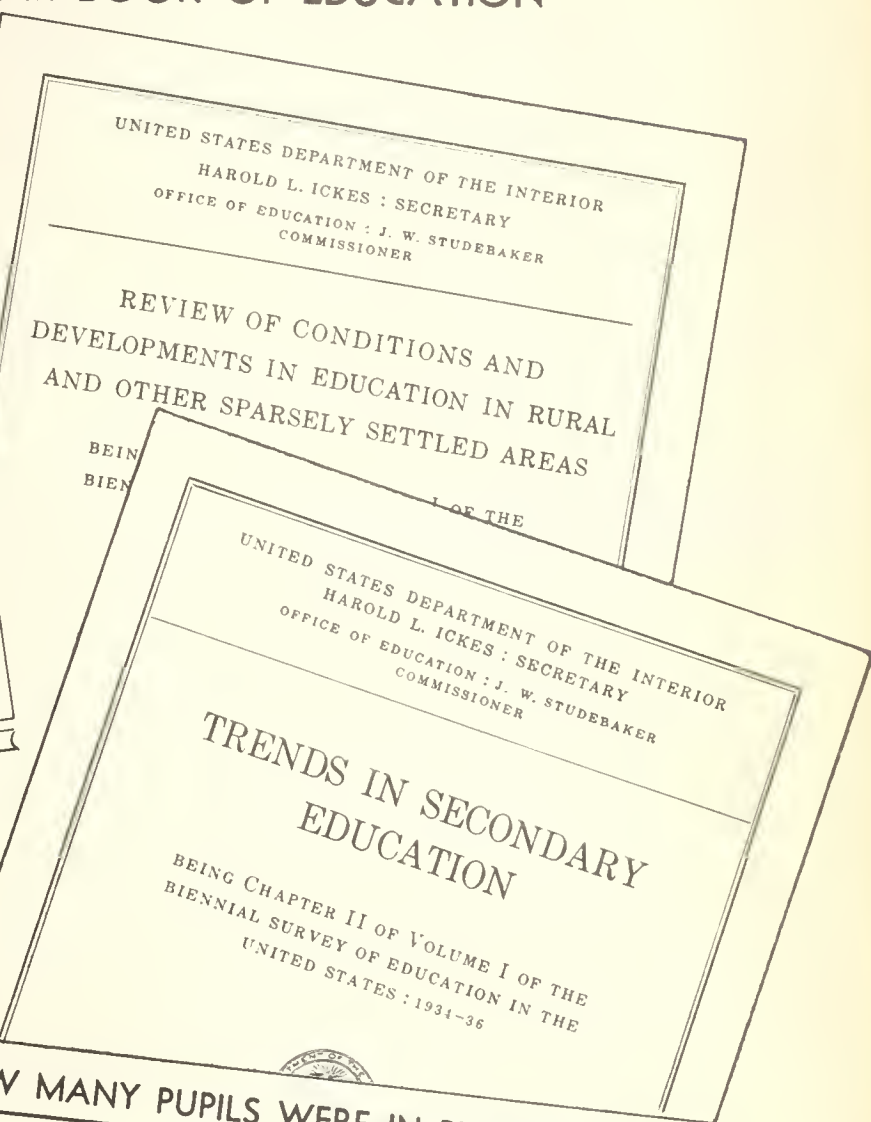
IN THE 5 YEARS FROM 1932 THROUGH 1936, THE OFFICE OF EDUCATION ISSUED REPORTS OF MORE THAN 350 INVESTIGATIONS MADE BY INDIVIDUAL MEMBERS OF ITS STAFF OR IN COOPERATION WITH STATES, UNIVERSITIES, LOCAL SCHOOL SYSTEMS, AND OTHER AGENCIES.

THESE INVESTIGATIONS INCLUDE QUESTIONNAIRE AND FIELD STUDIES; LEGAL, HISTORICAL AND BIOGRAPHICAL DOCUMENTS; EXPERIMENTAL, ANALYTICAL, AND STATISTICAL PROJECTS. THEY DEAL WITH VARIED PHASES OF THE EDUCATIONAL PROGRAM.

THROUGH  
**RESEARCH**  
BIENNIAL SURVEYS . . . THE 2-YEAR BOOK OF EDUCATION



ISSUED BY THE OFFICE OF EDUCATION BIENNIALY SINCE 1918. THE ONLY SOURCE OF SCHOOL STATISTICS ON A NATION-WIDE SCALE. INCLUDES :  
EDUCATIONAL SUMMARY,  
TRENDS, AND STATISTICS.



WHAT IS THE AVERAGE ANNUAL SALARY OF TEACHERS IN ILLINOIS?

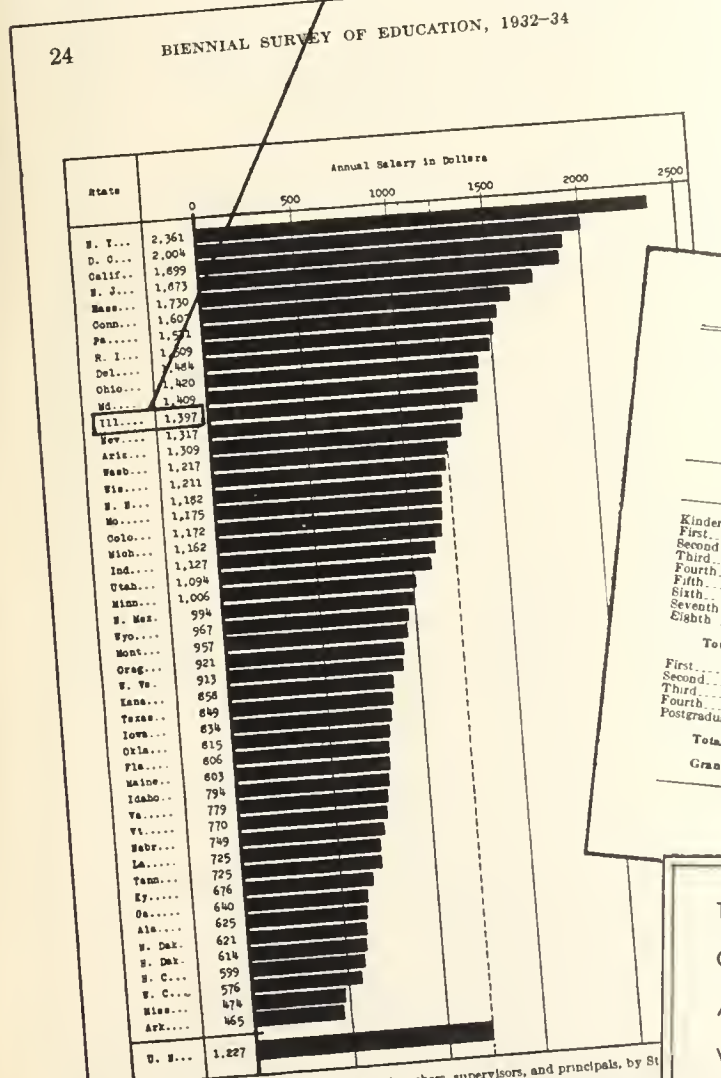


FIGURE 4.—Average annual salary of teachers, supervisors, and principals, by State.

HOW MANY PUPILS WERE IN PUBLIC SCHOOLS IN 1932? IN COLLEGES AND UNIVERSITIES?

TABLE II.—ENROLLMENT BY GRADE, 1930, 1932, AND 1934

Grade or year	ENROLLMENT			NUMBER						PERCENT						
	1930	1932	1934	INCREASE FROM—			DECREASE FROM—			INCREASE FROM—			DECREASE FROM—			
				1930 to 1932	1930 to 1934	1932 to 1934	1930 to 1932	1930 to 1934	1932 to 1934	1930 to 1932	1930 to 1934	1932 to 1934				
Kindergarten																
First	723,443	701,403	601,772													
Second	4,150,919	3,830,196	3,716,652													
Third	2,802,914	2,776,378	2,631,428													
Fourth	2,732,239	2,463,524	2,617,246													
Fifth	2,595,229	2,569,098	2,574,010													
Sixth	2,382,491	2,462,663	2,453,441													
Seventh	2,256,249	2,277,913	2,258,051													
Eighth	2,029,736	2,052,825	1,877,119													
Total elementary	1,601,373	1,661,620	1,721,815													
First	21,276,593	21,135,420	20,765,037													
Second	1,626,423	1,177,608	1,455,029													
Third	1,192,185	1,387,524	1,540,254													
Fourth	879,525	1,091,745	1,209,180													
Postgraduate	700,889	871,750	1,005,375													
Total secondary	4,399,422	5,140,021	5,669,156													
Grand total	25,678,016	26,275,441	26,434,183													

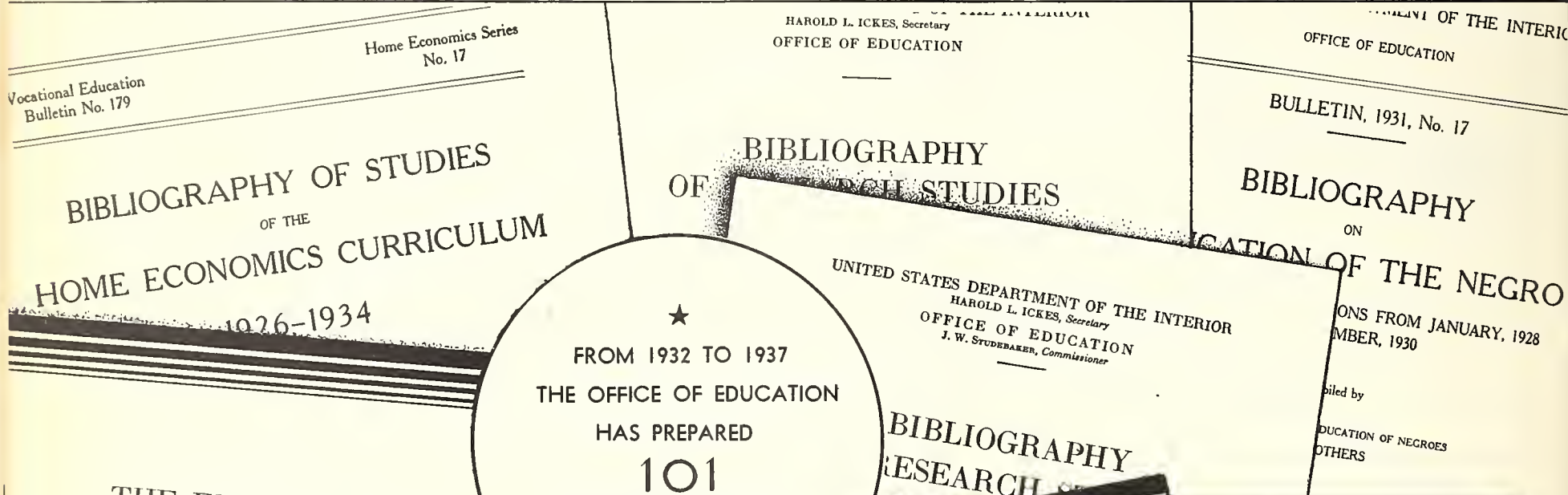
TABLE I.—RESIDENT COLLEGE ENROLLMENTS IN ALL INSTITUTIONS OF HIGHER EDUCATION, 1923-24 to 1933-34, SUMMER SESSIONS EXCLUDED

Year	Enrollment	Increase over previous report	
		Number	Percent
1923-24			
1925-26			
1927-28	822,063		
1929-30	917,462	94,399	11.5
1931-32	1,034,955	134,493	14.9
1933-34	1,154,117	46,782	4.4
Total	1,055,360	53,390	4.9
Decrease		1,08,757	1-8.6

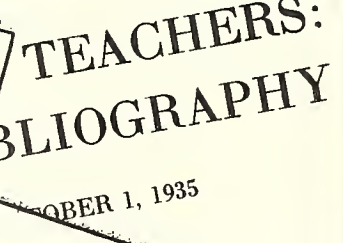
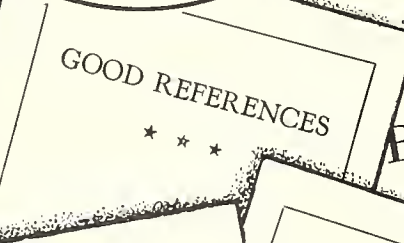
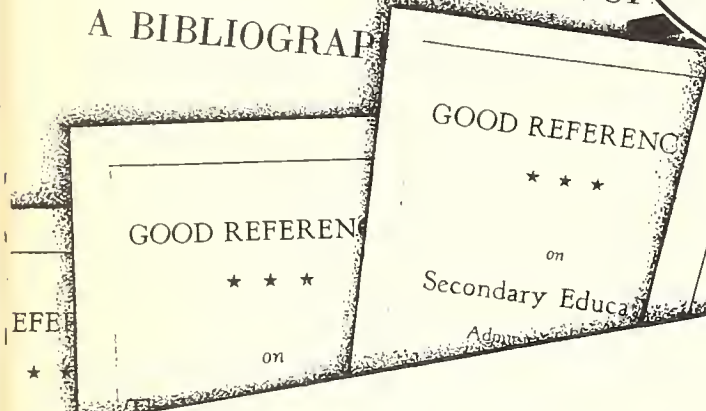
THESE AND OTHER QUESTIONS CONCERNING STATISTICS OF EDUCATION ARE ANSWERED BY THE BIENNIAL SURVEY—ONE OF THE MOST IMPORTANT RESEARCH ACTIVITIES OF THE OFFICE OF EDUCATION . . .

THROUGH  
**RESEARCH**  
BIBLIOGRAPHICAL STUDIES

ANNOTATED BIBLIOGRAPHIES PREPARED IN THE OFFICE OF EDUCATION GIVE EXTENSIVE SUGGESTIONS FOR READING AND STUDY ON MANY EDUCATIONAL TOPICS.



★  
FROM 1932 TO 1937  
THE OFFICE OF EDUCATION  
HAS PREPARED  
**101**  
BIBLIOGRAPHIES AND  
"GOOD REFERENCES."



**BIBLIOGRAPHY OF RESEARCH STUDIES IN EDUCATION 1935-1936**

(Entries for masters' and doctors' theses are abbreviated. "Master's, 1935. T. C., Col. Univ." signifies a master's thesis completed in 1935 at Teachers College, Columbia University, New York, N. Y. A complete list of abbreviations may be found on p. xii.)  
\* Indicates theses on file in the United States Office of Education Library. † Indicates faculty research studies on file in the Library. The theses and studies so marked may be borrowed on interlibrary loan unless they are printed in periodicals, i. e., Archives of Psychology and Genetic Psychology monographs.)

**EDUCATION—HISTORY**

1. Anderson, Paul F. The history of educational development in Sullivan county, Tennessee. Master's, 1936. Tennessee. 85 p. ms.
- \* 2. Arellano, Magdaleno G. A study of some aspects of the organization and administration of public education in the Philippines under the American régime. Master's, 1936. Kansas. 140 p. ms.  
Presents a brief history of the Philippine Islands from 1521 to 1898, and the establishment of American public elementary and secondary schools. Describes the work of the Bureau of education, the work of the administrators and supervisors, and the qualifications of the teaching personnel.
3. Badgley, Herbert Harland. Nationalism in education during the Reconstruction Period, 1865-1875. Doctor's, 1936. Stanford. (Abstract in: Stanford and doctor of education, 1935-1936: 181-84)  
Shows that both Houses of Congress created standing committees on education during the first half of the Reconstruction Period, and established a Department of education in 1867, to gather state and local educational agencies. Discusses the work of Henry Barnard to the various state and local educational agencies. Discusses the national menace of illiteracy and in advocating legislation pertaining to education that the government should enact for the welfare of the country. Discusses the passage of the Morrill Act of 1862, legislation for military education in the colleges, treaties with Indian tribes for educating the Indians, the establishment of marine schools and schools of mines. Shows that labor and industry joined forces in the demand for better schools.
4. Barnes, Florence. An educational history of Unicoi county, Tennessee. Master's, 1935. Peabody. 75 p. ms.
5. Beale, Howard K. A history of freedom in teaching in the schools. New Charles Scribner's sons, 1936. (University of North Carolina)

The origin, growth, and extension of the education in Utah. Doctor's, 1936. California. Marmion schools, but also a

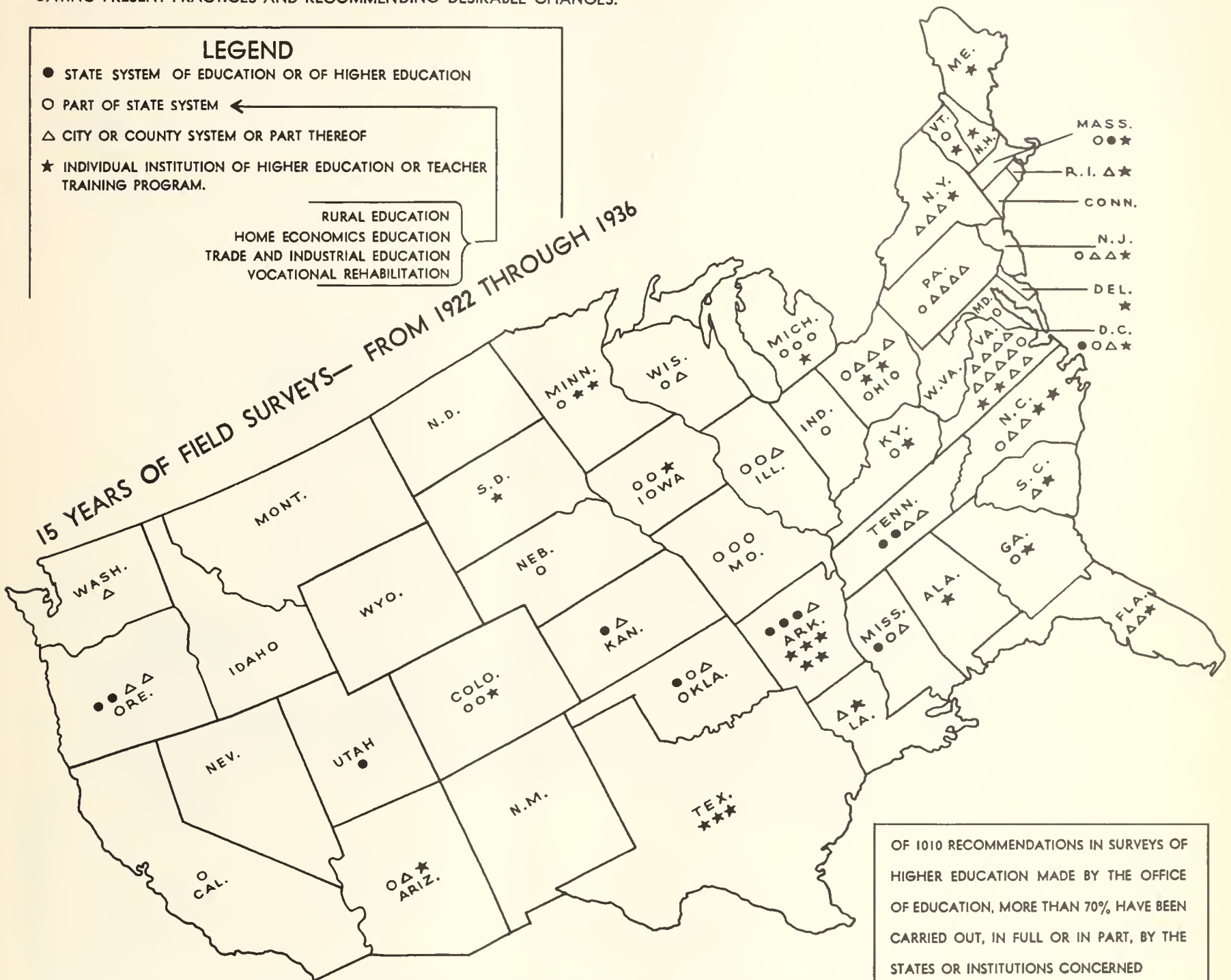
- TYPICAL SUBJECTS COVERED BY BIBLIOGRAPHIES AND "GOOD REFERENCES"
- - PRE-SCHOOL EDUCATION
  - ELEMENTARY EDUCATION
  - SECONDARY EDUCATION
  - HIGHER EDUCATION
  - PROFESSIONAL EDUCATION
  - PARENT EDUCATION
  - YOUTH GUIDANCE
  - EDUCATION OF BILINGUAL GROUPS
  - EDUCATION OF EXCEPTIONAL CHILDREN
  - RURAL EDUCATION
  - FOREIGN EDUCATION
  - SCHOOL FINANCE
  - SCHOOL ADMINISTRATION
  - CURRICULUM
  - VOCATIONAL EDUCATION
  - HEALTH EDUCATION
  - TEACHER EDUCATION
  - TECHNIQUES OF TEACHING
  - EDUCATION BY RADIO
  - TESTS AND MEASUREMENTS
  - VISUAL AIDS
  - LIBRARIES
  - RESEARCH IN EDUCATION

EDUCATION  
BUREAU OF  
EDUCATION  
WASHINGTON, D. C.



# THROUGH FIELD SURVEYS

THE OFFICE OF EDUCATION, AT THE REQUEST OF STATE, COUNTY, INSTITUTIONAL, OR LOCAL SCHOOL AUTHORITIES, HAS MADE NUMEROUS SURVEYS IN THE FIELD, ANALYZING AND EVALUATING PRESENT PRACTICES AND RECOMMENDING DESIRABLE CHANGES.



## 130 FIELD SURVEYS IN 41 STATES AND THE DISTRICT OF COLUMBIA

Your survey accomplished just what we had hoped it might.

*As a direct result of these surveys at least a few of the counties have reduced in very marked fashion the number of high schools to be operated— thus leading the way for greater consolidation of school districts.*

The report had the effect of provoking a careful professional study of the whole problem of high school aims and objectives.

*It is greatly pleasing to me to see how rapidly we have been able to incorporate the valuable things suggested in the survey report.*

The survey was of material assistance in outlining the program and securing the confidence of the voters of the district, which resulted in a favorable vote authorizing the sale of bonds.

# THROUGH CONFERENCES

CONFERENCES OF NATIONAL AND REGIONAL SCOPE ARE FREQUENTLY CALLED BY THE OFFICE OF EDUCATION TO CONSIDER PROBLEMS OF EDUCATIONAL SIGNIFICANCE

## NATIONAL CONFERENCES . . . 1935-36 1936-37

On

- INDUSTRIAL ARTS EDUCATION
- C C C CAMP, EDUCATION
- PROBLEMS OF YOUTH
- ELEMENTARY EDUCATION
- SECONDARY EDUCATION
- SCHOOL BUILDINGS
- EDUCATION BY RADIO
- CONSERVATION EDUCATION
- LOCAL SCHOOL ADMINISTRATION
- AGRICULTURAL EDUCATION

- TRADE AND INDUSTRIAL EDUCATION
- VOCATIONAL GUIDANCE OF NEGROES
- PUBLIC FORUMS
- COMPARATIVE EDUCATION
- DEVELOPMENT OF THE CURRICULUM
- HIGHER EDUCATION
- FUNCTIONS AND ORGANIZATION OF OFFICE OF EDUCATION

- EDUCATION IN CREATIVE ARTS
- CRIME PREVENTION THROUGH EDUCATION
- EDUCATIONAL RECORDS AND STATISTICS
- GUIDANCE
- HOME ECONOMICS EDUCATION
- EDUCATION OF PHYSICALLY HANDICAPPED CHILDREN

**47**  
CONFERENCES



**442**  
PARTICIPANTS  
**48**  
STATES REPRESENTED

- RESPONSIBILITY OF EDUCATIONAL INSTITUTIONS FOR OUT-OF-SCHOOL YOUTH
- ADULT CIVIC EDUCATION

- GRADUATE STUDY AND RESEARCH
- PRIVATE BUSINESS SCHOOLS
- VOCATIONAL EDUCATION
- MUSIC EDUCATION

- CONSUMER EDUCATION
- COLLEGE EXHIBITS IN ART GALLERY OF DEPARTMENT OF THE INTERIOR

## REGIONAL CONFERENCES . . . 1935-36 1936-37

HELD ON PROBLEMS OF:

- TRADE AND INDUSTRIAL EDUCATION
- HOME ECONOMICS EDUCATION
- AGRICULTURAL EDUCATION

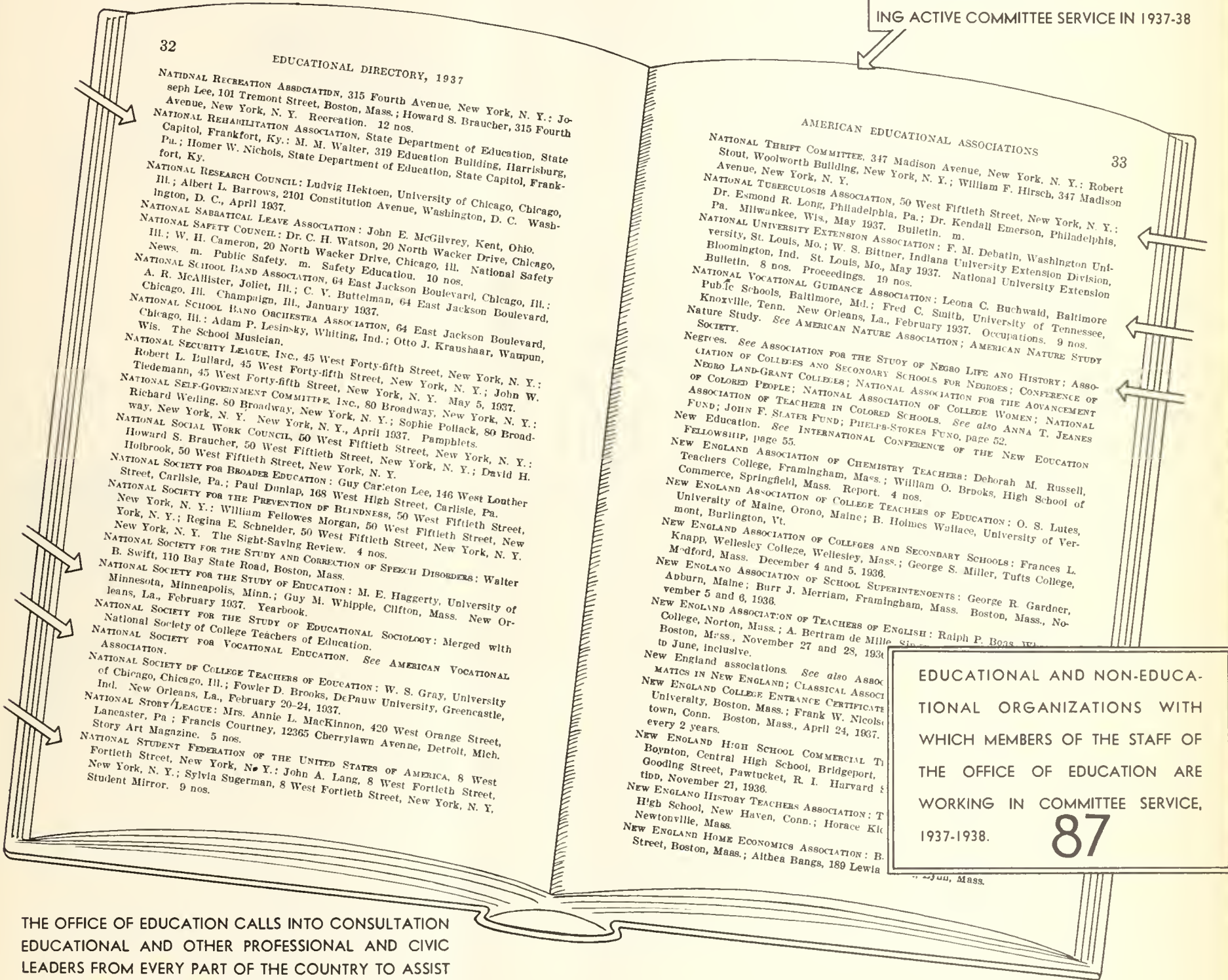
**54**  
CONFERENCES  
**2247**  
PARTICIPANTS  
**48**  
STATES, D. C., ALASKA,  
PUERTO RICO, & HAWAII  
REPRESENTED

- SCHOOL BUILDINGS
- VOCATIONAL REHABILITATION
- STATE SCHOOL STATISTICS

# WORK WITH ORGANIZATIONS AND COMMITTEES

MEMBERS OF THE STAFF OF THE OFFICE OF EDUCATION ARE ACTIVELY COOPERATING WITH NATIONAL ORGANIZATIONS IN THE DEVELOPMENT OF ACTIVITIES RELATED TO EDUCATION.

ALMOST ANY PAGE OF THE DIRECTORY OF EDUCATIONAL ASSOCIATIONS CONTAINS NAMES OF ORGANIZATIONS IN WHICH MEMBERS OF THE STAFF ARE GIVING ACTIVE COMMITTEE SERVICE IN 1937-38



THE OFFICE OF EDUCATION CALLS INTO CONSULTATION EDUCATIONAL AND OTHER PROFESSIONAL AND CIVIC LEADERS FROM EVERY PART OF THE COUNTRY TO ASSIST IN OUTLINING DESIRABLE EDUCATIONAL POLICIES ON SPECIFIC PROBLEMS. SOME OF THE AREAS IN WHICH NATIONAL ADVISORY COUNCILS OR COMMITTEES ARE FUNCTIONING IN THIS WAY ARE:

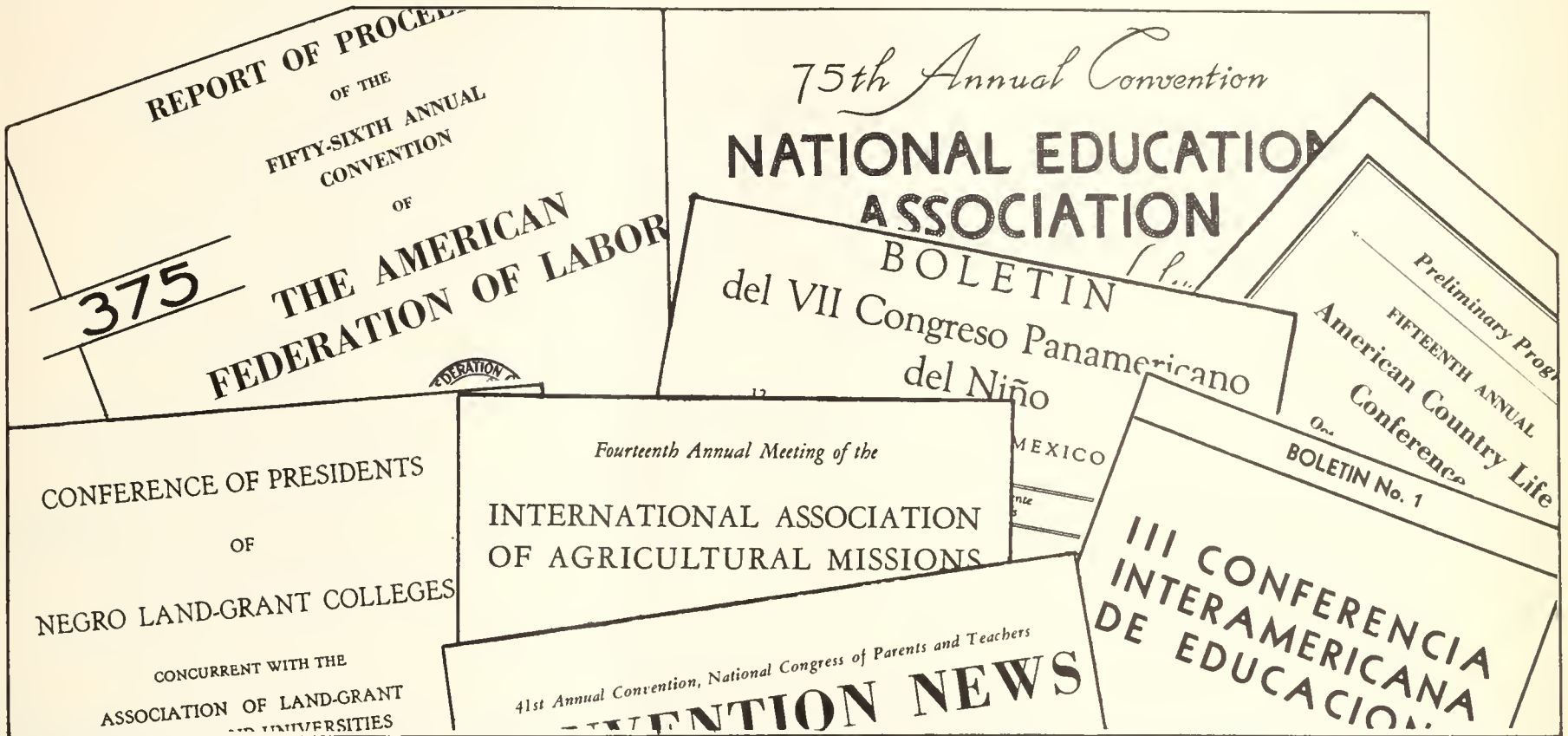
- STATE SCHOOL ADMINISTRATION ● STATE SCHOOL STATISTICS ● SCHOOL BUILDING PROBLEMS ● TRADE AND INDUSTRIAL EDUCATION ● GRADUATE STUDY AND RESEARCH ● COLLEGE SECTION, ART GALLERY, DEPARTMENT OF THE INTERIOR ● VOCATIONAL REHABILITATION ● EDUCATION OF NEGROES ● COMPARATIVE EDUCATION ● LOCAL SCHOOL UNITS PROJECT ● EDUCATION BY RADIO

EDUCATIONAL AND NON-EDUCATIONAL ORGANIZATIONS WITH WHICH MEMBERS OF THE STAFF OF THE OFFICE OF EDUCATION ARE WORKING IN COMMITTEE SERVICE, 1937-1938. 87

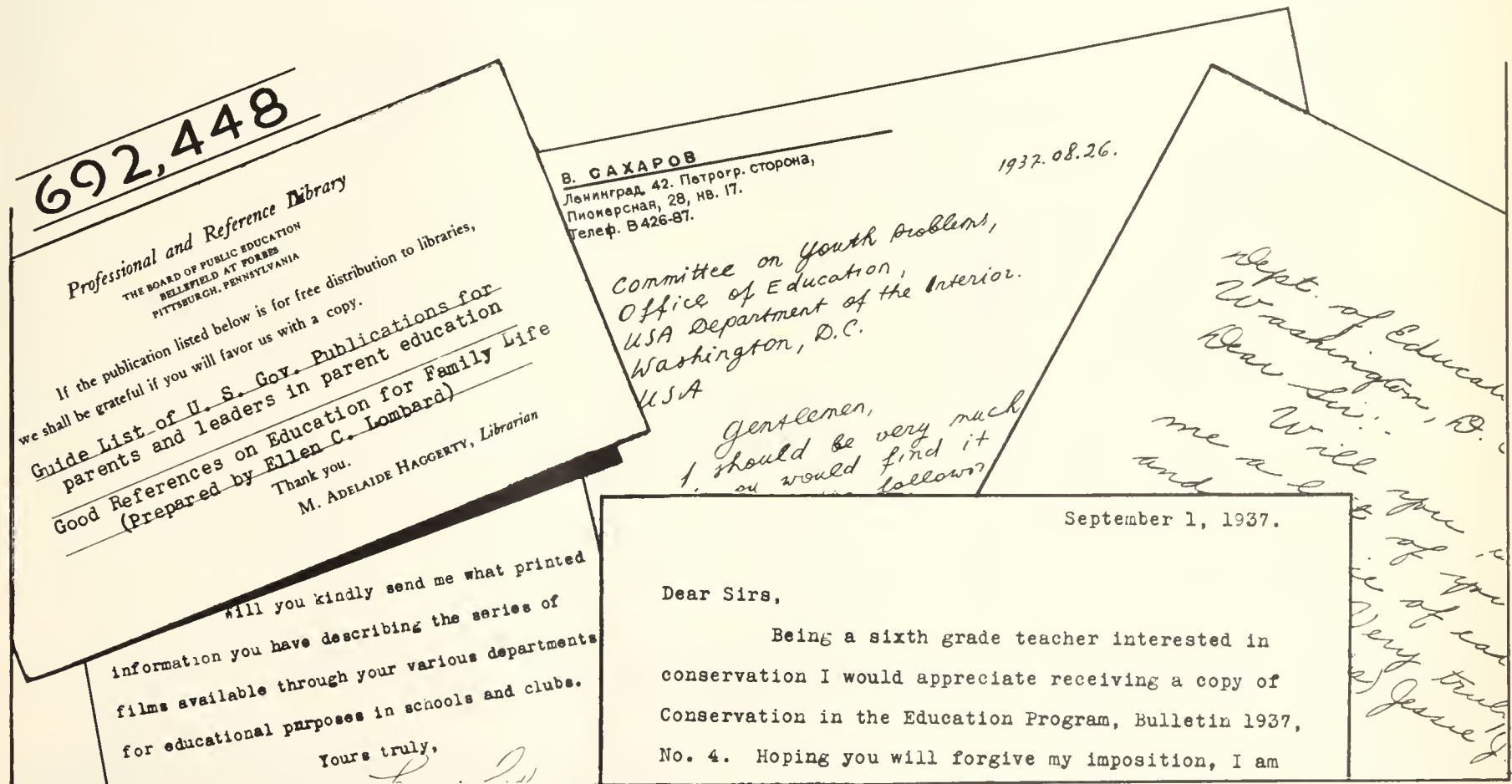


# THROUGH PUBLIC ADDRESSES AND CORRESPONDENCE

MEMBERS OF THE OFFICE OF EDUCATION STAFF ARE CALLED UPON FOR EXTENSIVE CORRESPONDENCE SERVICE AND FOR PARTICIPATION IN CONVENTIONS HELD IN MANY PARTS OF THE UNITED STATES AS WELL AS IN OTHER COUNTRIES



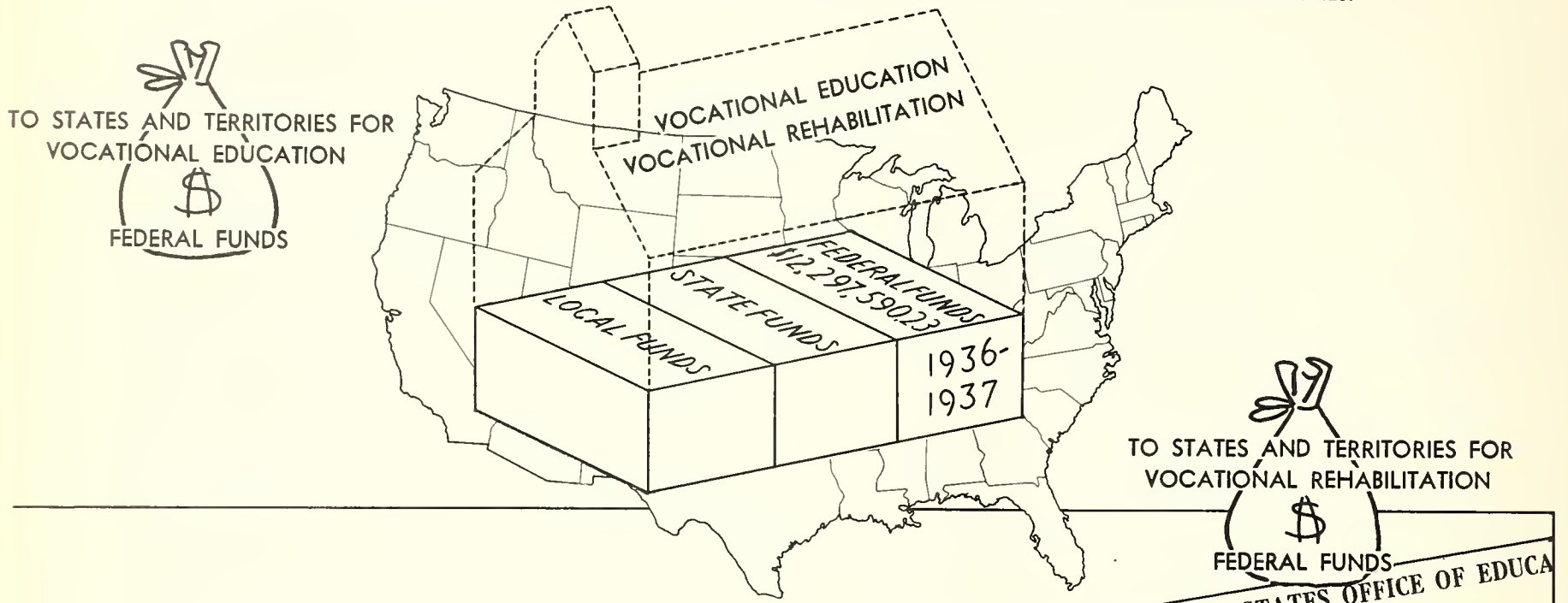
IN 1936-1937 STAFF MEMBERS OF THE OFFICE OF EDUCATION DELIVERED 375 ADDRESSES BEFORE VARIOUS CONVENTIONS



IN 1936-1937 692,448 PIECES OF MAIL WERE RECEIVED BY THE OFFICE OF EDUCATION

# THROUGH FINANCIAL ASSISTANCE WITH FEDERAL FUNDS

THROUGH REGULAR GRANTS-IN-AID AND THROUGH SPECIAL PROJECTS, THE OFFICE OF EDUCATION BECOMES THE MEDIUM OF FINANCIAL ASSISTANCE GIVEN BY THE FEDERAL GOVERNMENT TO STATES, INSTITUTIONS, AND COMMUNITIES.



ANNUAL FINANCIAL REPORT OF THE STATE BOARD FOR VOCATIONAL EDUCATION TO THE UNITED STATES OFFICE OF EDUCATION  
 FOR THE FISCAL YEAR ENDED JUNE 30, 1937  
 RECEIPTS AND EXPENDITURES UNDER THE SMITH-HUGHES AND GEORGE-ELLZEY ACTS  
 State of \_\_\_\_\_

This report to be filed on or before September 1.

### Section I.—SUMMARY OF RECEIPTS AND EXPENDITURES DURING THE YEAR

ITEM	SMITH-HUGHES ACT			TOTAL (4)	GEORGE-ELLZEY ACTS	
	Agriculture: For Salaries of Teachers and for Supervision (1)	Trade, Industry, and Home Economics: For Salaries of Teachers (2)	Teacher Training: For Maintenance of Teacher Training and Supervision (3)		Agriculture: For Salaries of Teachers and for Supervision (5)	Trade and Industry: For Salaries of Teachers and for Supervision (6)
for the year ended June 30, 1937						
and 16 of Smith-Hughes Act)						
and Expenditures of Federal Money						
they in State treasury July 1						
money during the year:						
or semiannual payment?						
or semiannual payment?						
or payment?						
orly payment?						
of balance and receiv						
Federal money for reimburse						
ds?						

V. R. Form 79 (Rev. 1935)

(Duplicate of this report to be on file in the office of State Board for Vocational Education)

STATE OF \_\_\_\_\_

## VOCATIONAL REHABILITATION

Annual Statistical Report of the State Board for Vocational Education to the United States Department of the Interior, Office of Education, for the year ended June 30, 1937.

The law requires this report to be made on or before September 1

SECTION I.—CLASSIFICATION OF PERSONNEL OF STATE VOCATIONAL REHABILITATION STAFF  
 CLERICAL FORCE, JUNE 30, 1937

OFFICIAL TITLE	SALARY RATE PER ANNUM

REPORTS ON THE USE OF ALL FEDERAL FUNDS DISTRIBUTED TO THE STATES ARE MADE ANNUALLY TO THE OFFICE OF EDUCATION BY THE STATES AND ARE CAREFULLY AUDITED.

# THROUGH FINANCIAL ASSISTANCE WITH FEDERAL FUNDS

TO LAND-GRANT COLLEGES AND UNIVERSITIES

FOR SALARIES AND FACILITIES FOR INSTRUCTION IN 7 MAJOR FIELDS OF STUDY

THE FIRST MORRILL ACT OF 1862  
( GRANTS OF LAND TO EACH STATE TO AID  
COLLEGES OF AGRICULTURE AND MECHANIC ARTS )

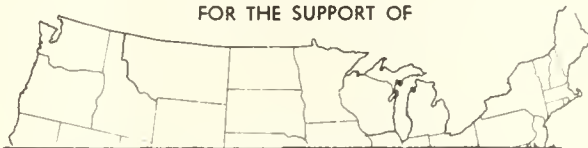
SECOND MORRILL ACT OF 1890

NELSON AMENDMENT OF 1907

AND BANKHEAD-JONES ACT OF 1935



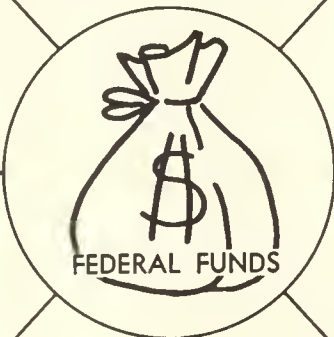
TOTALING \$4,030,000 IN 1936-37  
FOR THE SUPPORT OF



**69** LAND-GRANT COLLEGES AND  
UNIVERSITIES IN THE UNITED STATES



SUPERVISION OF THE EXPENDITURES  
IS ONE FUNCTION OF THE  
OFFICE OF EDUCATION



TO STATES

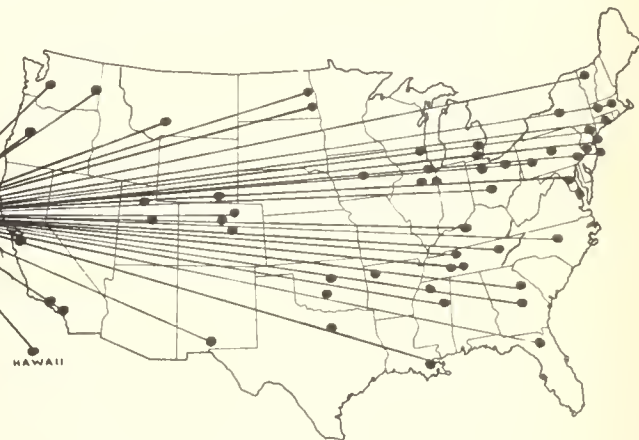
FOR STUDY OF LOCAL SCHOOL UNITS



IN 1936 AND 1937 THE SUM OF  
\$812,687 WAS DISTRIBUTED TO  
ASSIST 10 STATES IN A STUDY OF  
LOCAL SCHOOL UNITS

TO UNIVERSITIES

FOR COOPERATIVE RESEARCH



IN 1936 AND 1937 THE SUM OF  
\$361,792.84 WAS DISTRIBUTED TO  
ASSIST 60 UNIVERSITIES IN 32  
STATES, D. C., AND HAWAII TO  
CONDUCT RESEARCH IN 40  
MAJOR FIELDS.

TO COMMUNITIES  
FOR PUBLIC FORUMS



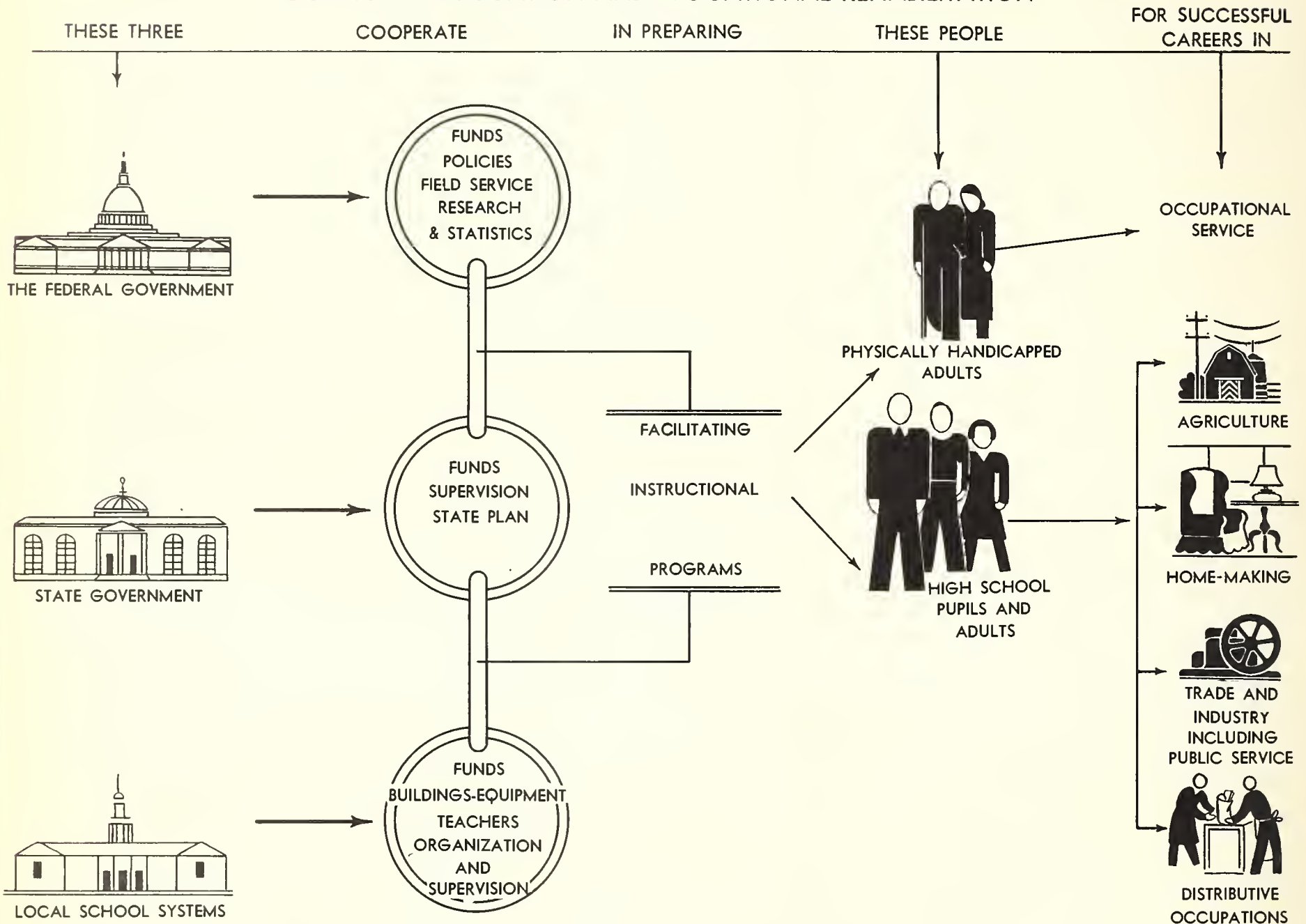
IN 1936 AND 1937 THE SUM OF  
\$598,412.64 WAS DISTRIBUTED TO  
ASSIST 19 CENTERS IN CON-  
DUCTING PUBLIC FORUMS FOR  
ADULT CIVIC EDUCATION



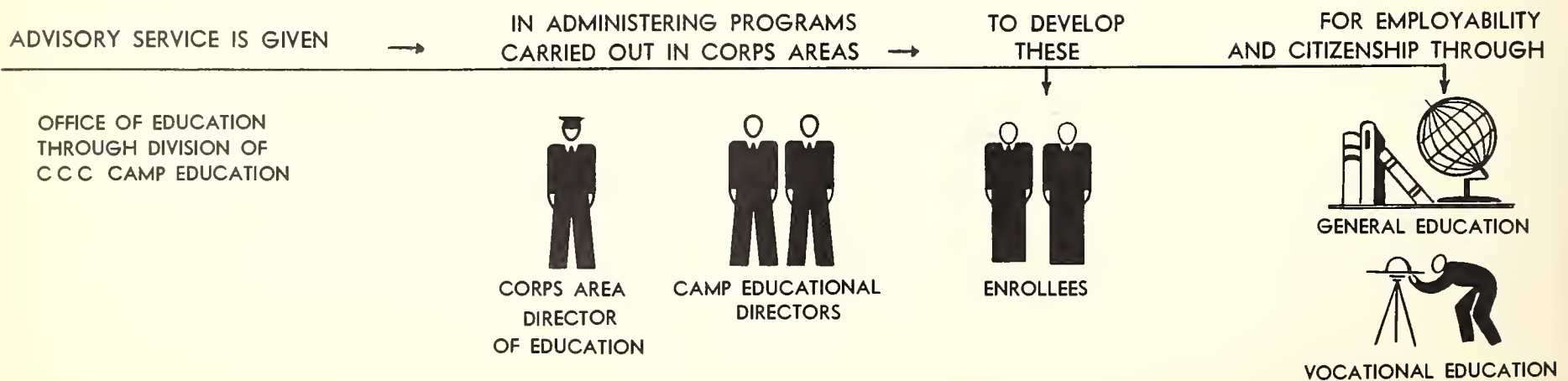
# THROUGH ADMINISTERING COOPERATIVE EDUCATIONAL PROGRAMS

COOPERATION IS THE KEYNOTE OF THE ADMINISTRATIVE SERVICE WHICH THE OFFICE OF EDUCATION RENDERS

## VOCATIONAL EDUCATION AND VOCATIONAL REHABILITATION



## EDUCATION IN C C C CAMPS

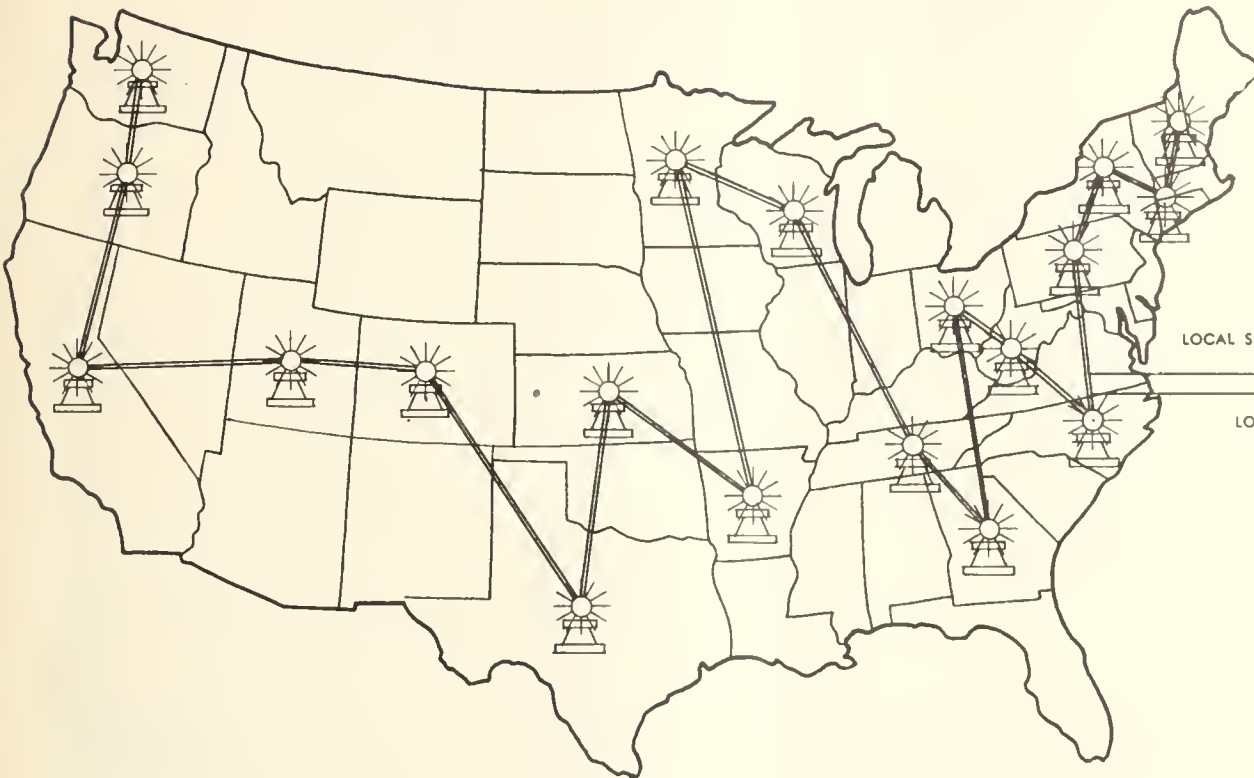




# THROUGH DEMONSTRATIONS

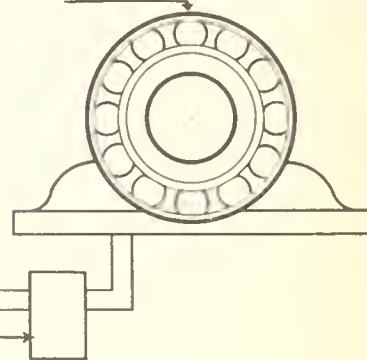
SPECIAL PROJECTS ARE THE MEDIA FOR DEMONSTRATING  
NEW TECHNIQUES IN EDUCATION

## BEACON LIGHTS OF DEMOCRACY



## ADULT CIVIC EDUCATION

OFFICE OF EDUCATION



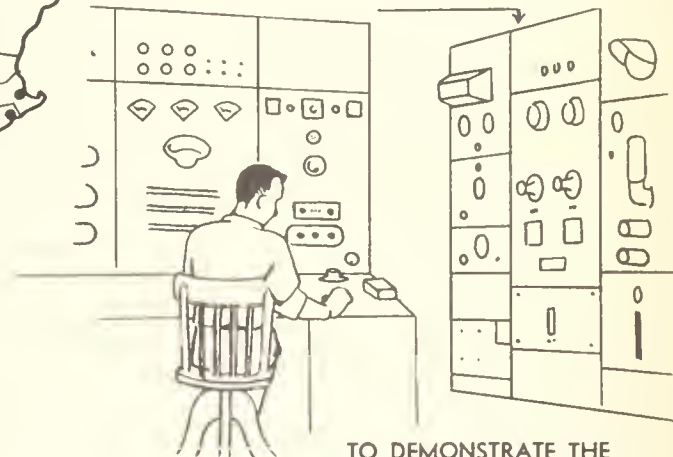
TO DEMONSTRATE THE  
EFFECTIVE USE OF PUBLIC  
FORUMS IN ADULT CIVIC  
EDUCATION

## AIR-WAYS TO LEARNING



## EDUCATION BY RADIO

OFFICE OF EDUCATION



TO DEMONSTRATE THE  
EFFECTIVE USE OF RADIO  
IN EDUCATION

EACH DOT REPRESENTS A STATION ON THE  
MAJOR NETWORKS OVER WHICH OFFICE OF  
EDUCATION PROGRAMS HAVE BEEN BROADCAST

# THROUGH INFORMATION SERVICE

THE OFFICE OF EDUCATION DISSEMINATES INFORMATION ON  
EDUCATIONAL PROBLEMS. ITS PUBLICATIONS ARE WIDELY DIS-  
TRIBUTED.

NUMBER OF COPIES DISTRIBUTED:  
IN 1934 — 372,636  
IN 1937 — MORE THAN 800,000

## PER CAPITA COSTS IN CITY SCHOOLS

1935-36

FACTS  
OBTAINED THROUGH  
RESEARCH AND PUBLISHED  
IN BULLETINS SUCH AS  
THIS ARE DISSEMINATED  
IN A VARIETY OF WAYS  
AND ADAPTED TO  
DIFFERENT AUDIENCES:

NEWS  
RELEASES

UNITED STATES  
DEPARTMENT OF THE INTERIOR  
Office of Education  
Washington

July 7, 1937

IMMEDIATE RELEASE:

OFFICE OF EDUCATION REPORTS ON PER CAPITA COSTS IN MORE THAN 300 CITY SCHOOLS

The Office of Education's compilation of the cost of education in more than 300 city public school systems is off the press. This report, very much demanded and widely referred to for school expenditure States, reveals that, study, expenditures have

Per Capita Cost Study Shows N. J. Decline

### Cities Increase Public School Expenditures

#### Survey Finds Per Capita Cost in 300 Cities Up 17.2 Per Cent

FROM OUR WASHINGTON BUREAU WASHINGTON, July 12.—City school expenditures have registered a marked upswing since the depression low of 1933, the Office of Education announced today. For the three year period, 1933-1936, the average per capita school cost in the 300 cities covered by the survey was \$102.73, or 17.2 per cent higher than in 1933. In cities of 100,000 population or more, the average per capita school cost in 1935-1936 was \$107.19; in cities of 30,000 to 100,000 population \$70.84, and in cities of 2500 to 10,000 population \$72.23. The per capita cost of general control in cities of 100,000 population or more ranged from 94 cents to \$6.24; instruction, from \$38.23 to \$113.46; operation of

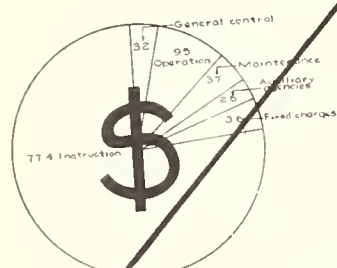
### MEMPHIS IS 70TH IN EDUCATION COST

#### Education Costs Decrease

5.30 Per Capita

SPECIAL ARTICLES IN EDUCATIONAL PERIODICALS

### Statistical Thumbtacks



Emery M. Foster Emphasizes That Under That of 1

Reports from 16 States for 1935-36 show that for States there was a 5.3 per cent rise in the enrollment in the 1933-34 to 1935-36. States show a 2.7 per cent rise in the high-

The study of Per Capita Costs in City School Systems, 1935-36 shows a rise in cost per pupil from \$87.65 in 1932-33 to \$94.05 in 1933-34, \$102.73 in 1934-35 and \$102.73 in 1935-36



RADIO



UNITED STATES DEPARTMENT OF THE INTERIOR Office of Education Washington

ANSWER ME THIS

EDUCATIONAL RADIO PROJECT

WEAF & NBC RED NETWORK

No. 27

4:45 - 5:00 P.M. EST

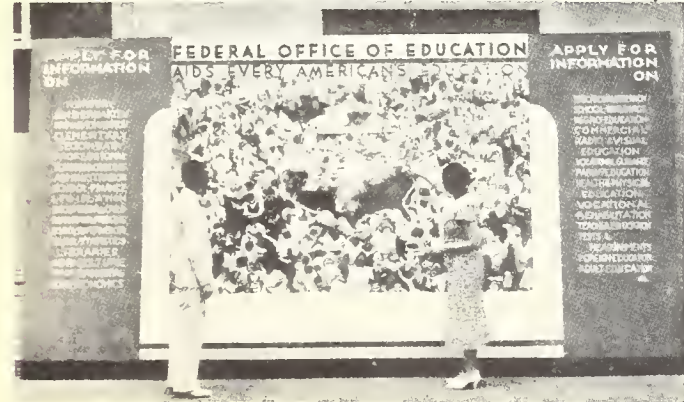
SEPTEMBER 24, 1936

THURSDAY

(MUSIC:)

ANNOUNCER: Answer Me This!  
ANNOUNCER: Does it cost more per pupil to educate the city child, or the rural child? It costs more to educate the city child. As a rule, the equipment is more elaborate and the teachers' salaries higher.

EXHIBITS AT EDUCATIONAL CONVENTIONS



THROUGH  
INFORMATION SERVICE

# SCHOOL LIFE



June 1937

Vol. 22 • No. 10



SCHOOL LIFE: THE OFFICIAL MONTHLY JOURNAL OF THE OFFICE OF EDUCATION BEGAN PUBLICATION IN 1918. IT DIFFUSES EDUCATIONAL FACTS AND STATISTICS EXPEDITIOUSLY TO SCHOOL ADMINISTRATORS, TEACHERS, LIBRARIES, EDUCATIONAL INSTITUTIONS, AND ORGANIZATIONS.

## IN THIS ISSUE

Office of Education's New Home •  
Operative Research • Forums and Reports  
in Rural Schools •

Official Organ of the  
UNITED STATES DEPARTMENT OF EDUCATION

## MARCH OF EDUCATION

Number 16

NEWS LETTER

UNITED STATES  
DEPARTMENT OF THE INTERIOR  
OFFICE OF EDUCATION  
Washington

July 1937

### FELLOW EDUCATORS:

From the appearance of Detroit, there must not have been many school people left "back home" during the 75th convention of the National Education Association. The organization is 80 years old, but during the Civil War period, a few conventions were missed. Total membership reported this year reached 205,000. Life memberships now total 5,470.

### INTERNATIONAL EDUCATION MEETINGS:

The Office of Education is being represented by Frederick J. Kelly, Chief of the Division of Higher Education, at the Fourth International Conference on Public Education, in session in Geneva, Switzerland, in July. Dr. Kelly is also representing the Office at the International Conference on Higher Education, of the Commission on Intellectual Cooperation of the League of Nations, Paris. SCHOOL LIFE will give you reports from Dr. Kelly.

### CONSERVATION EDUCATION GIVEN IMPETUS:

Assistant Secretary

Oscar Chepmen, opened the recent two-session education. Represented at the session, universities, various school systems interested in conserving the country's natural resources. The Commission on Conservation of Natural Resources is now preparing a report. Listed on page 4 of this news letter, an article on units in this field.

### MARCH OF EDUCATION :

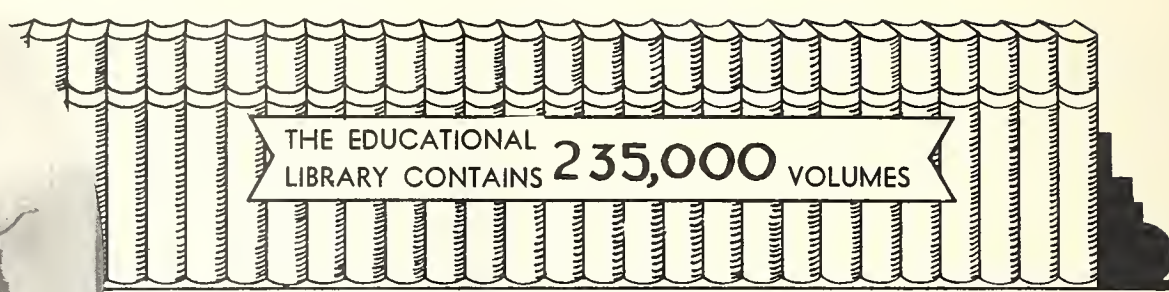
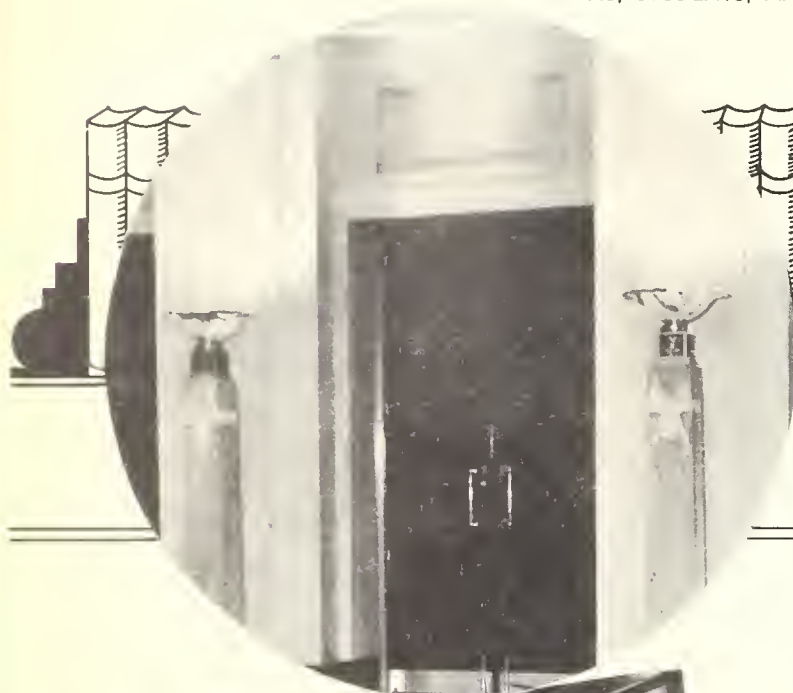
A NEWS LETTER ISSUED BY THE COMMISSIONER OF EDUCATION. ITS PURPOSE IS TO TRANSMIT QUICKLY TO EDUCATORS IMPORTANT INFORMATION REACHING THE OFFICE OF EDUCATION. IT IS MAILED FREE TO SCHOOL LIFE SUBSCRIBERS.

### RADIO SCRIPT EXCHANGE:

About 50,000 copies of the past few months' radio scripts are available.

# THROUGH THE LIBRARY

THE LIBRARY OF THE OFFICE OF EDUCATION SERVES THE MEMBERS OF ITS STAFF IN THEIR RESEARCH ACTIVITIES; ALSO MANY OTHER RESEARCH WORKERS, EDUCATIONAL SPECIALISTS, LIBRARIANS, STUDENTS, AND CITIZENS



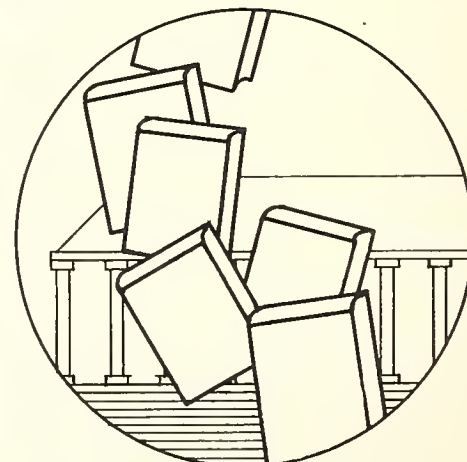
THE EDUCATIONAL LIBRARY CONTAINS **235,000** VOLUMES

BOOKS ON EDUCATIONAL THEORY AND PRACTICE . . THESES . .  
SCHOOL TEXTBOOKS . . MONOGRAPHS . . PROCEEDINGS . . COLLEGE  
CATALOGS . . GOVERNMENT PUBLICATIONS . . COURSES OF STUDY



MORE THAN 500,000 CATALOG CARDS FACILITATE THE USE OF THE LIBRARY RESOURCES FOR THE INVESTIGATOR

IN 1936-1937 MORE THAN 6,000 PERSONS VISITED THE LIBRARY FOR STUDY. MANY MORE WERE GIVEN REFERENCES AND BIBLIOGRAPHICAL INFORMATION BY TELEPHONE OR CORRESPONDENCE



BOOKS AND THESES GO OUT CONTINUALLY ON INTER-LIBRARY LOAN

# THE OFFICE OF EDUCATION

## its functional services

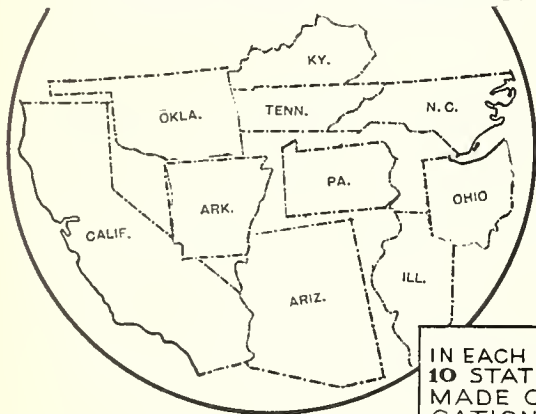
ON EACH PAGE OF PART 3 THE PERMANENT PROFESSIONAL STAFF REGULARLY ASSIGNED TO A FUNCTIONAL SERVICE IS INDICATED. THE TOTAL OF THE STAFF THUS ACCOUNTED FOR IS 76. TWENTY OTHER MEMBERS OF THE PROFESSIONAL STAFF ARE ENGAGED IN ADMINISTRATIVE DUTIES, IN EDITORIAL WORK, AND IN THE ACTIVITIES OF THE LIBRARY. ADDITIONAL PROFESSIONAL APPOINTMENTS PLANNED IN 1938 TOTAL 19.

# EDUCATIONAL ADMINISTRATION

## STATE AND LOCAL SCHOOL ADMINISTRATION

IN 1936-1937 THE OFFICE OF EDUCATION, WITH THE ASSISTANCE OF EMERGENCY RELIEF FUNDS, UNDERTOOK A STUDY OF LOCAL SCHOOL ADMINISTRATIVE UNITS TO DETERMINE POSSIBILITIES FOR ORGANIZING MORE SATISFACTORY SCHOOLS, SCHOOL ATTENDANCE AREAS, AND LOCAL UNITS OF SCHOOL ADMINISTRATION.

**10** STATE DEPARTMENTS OF EDUCATION COOPERATED WITH THE OFFICE OF EDUCATION



IN EACH COUNTY OF THESE 10 STATES A STUDY WAS MADE OF PRESENT EDUCATIONAL CONDITIONS, PROPOSALS FOR MORE EFFICIENT ORGANIZATION AND PLANS FOR CARRYING OUT THESE PROPOSALS.



FOR THIS PROJECT A STATE DIRECTOR WAS APPOINTED IN EACH STATE



51 ASSOCIATE DIRECTORS AND ASSISTANTS WERE APPOINTED

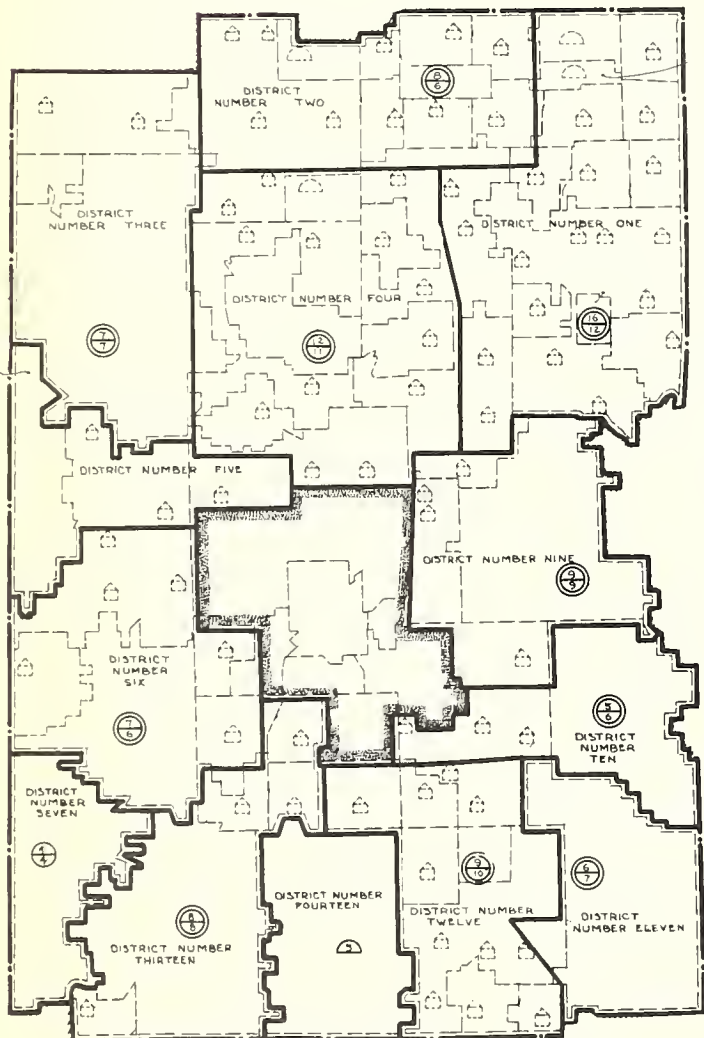


1694 CLERICAL AND FIELD WORKERS WERE ASSIGNED TO DUTY

TOTAL AMOUNT EXPENDED

\$ 838,980.58

### HOW ONE COUNTY IS AFFECTED BY THE STUDY:



PRESENT CONDITIONS

RECOMMENDED CHANGES

RESULTS EXPECTED

62 SCHOOL DISTRICTS

REDUCTION TO 14

BETTER ADMINISTRATION AT LOWER COST PER PUPIL

109 SCHOOL PLANTS

REDUCTION TO 14, WITH ELIMINATION OF 89 1-TEACHER SCHOOLS AND 8 2-TEACHER SCHOOLS

LARGER SCHOOL PLANTS; DECREASED COST OF OPERATION AND MAINTENANCE; ELIMINATION OF INEFFICIENT AND EXPENSIVE SCHOOL ORGANIZATIONS

280 TEACHERS

REDUCTION TO 249

BETTER TRAINED TEACHERS; HIGHER SALARIES WITHOUT INCREASED COSTS

7474 PUPILS

REASSIGNMENT OF PUPILS, WITH INCREASE OF:  
 (1) AVERAGE SCHOOL ENROLLMENT  
 ELEMENTARY—FROM 45 TO 366  
 HIGH SCHOOL—FROM 56 TO 82  
 (2) PUPIL-TEACHER RATIO FROM 26 TO 30

LARGER SCHOOLS; GREATER SOCIALIZATION OF PUPILS, BETTER EDUCATIONAL SERVICES

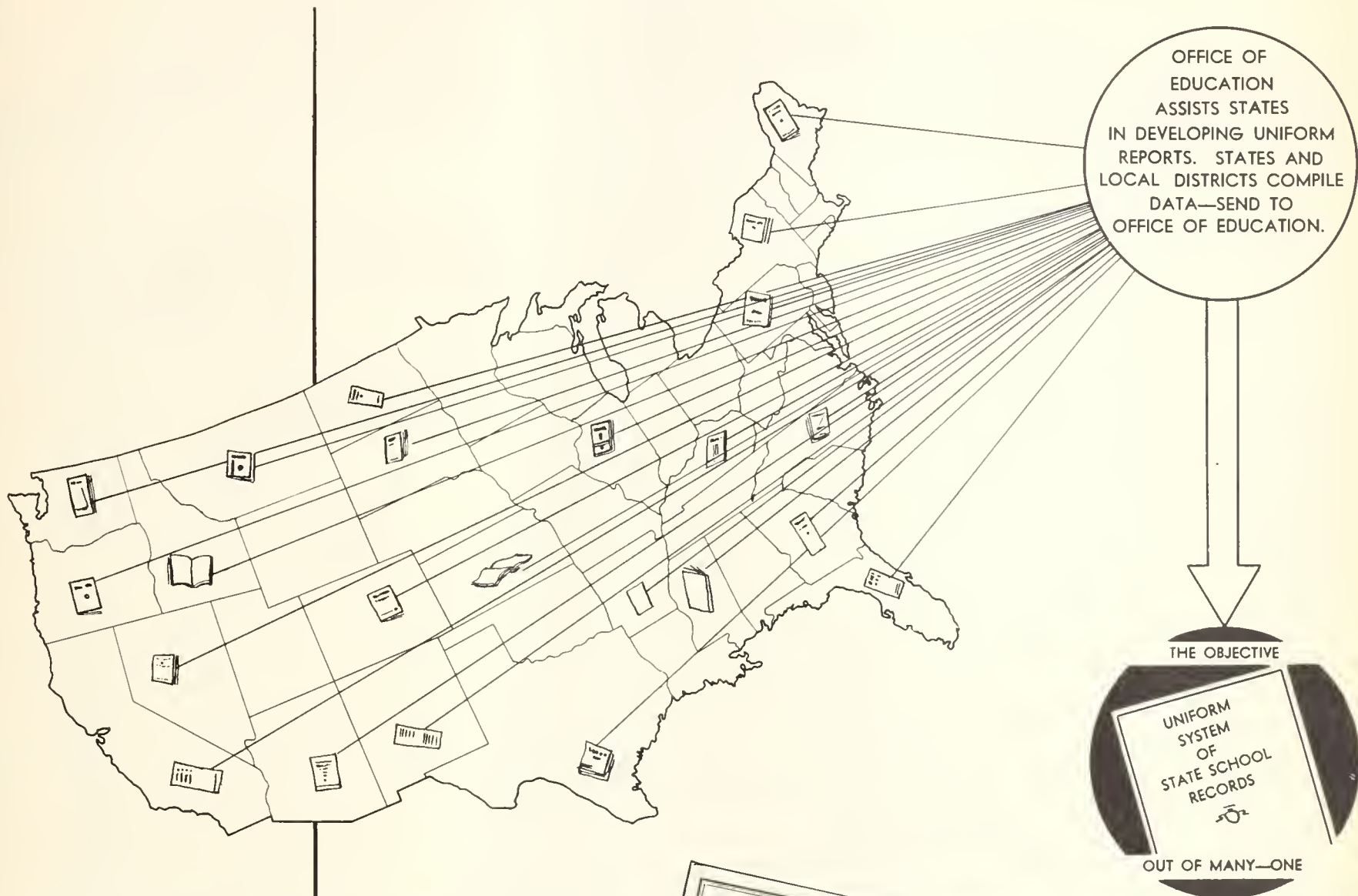
SIMILAR ECONOMIES AND IMPROVED EDUCATIONAL EFFICIENCY WILL BE POSSIBLE IN OTHER COUNTIES OF THESE 10 STATES. THE RESULTS OF THE STUDY SHOULD BE HELPFUL ALSO TO THE OTHER 38 STATES

REGULAR PROFESSIONAL STAFF FOR SCHOOL ADMINISTRATION 1 + 1/2

# EDUCATIONAL ADMINISTRATION

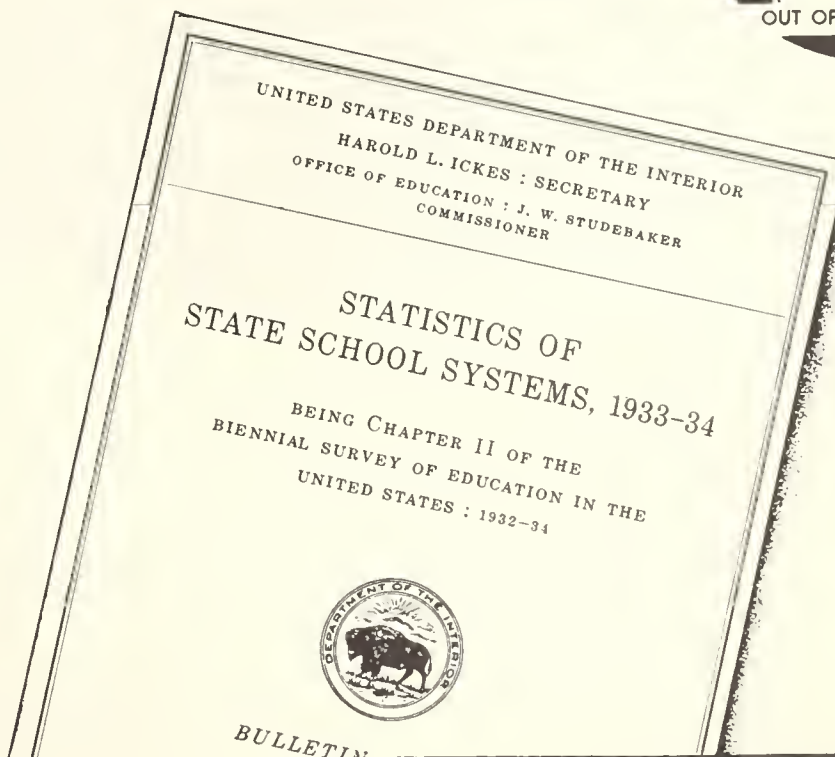
## NATIONAL, STATE, AND LOCAL SCHOOL RECORDS

THE OFFICE OF EDUCATION, WITH THE COOPERATION OF THE STATES, IS ENDEAVORING TO DEVELOP A UNIFORM SYSTEM OF STATE SCHOOL RECORDS FOR GATHERING SCHOOL STATISTICS.



THIS WORK IS BEING CARRIED ON THROUGH COMMITTEE ORGANIZATION, WITH THE ADVISORY ASSISTANCE OF EDUCATIONAL SPECIALISTS IN THE STATES

THE OFFICE OF EDUCATION COMPILES SCHOOL STATISTICS FROM THE DATA SUPPLIED BY STATES AND LOCAL DISTRICTS

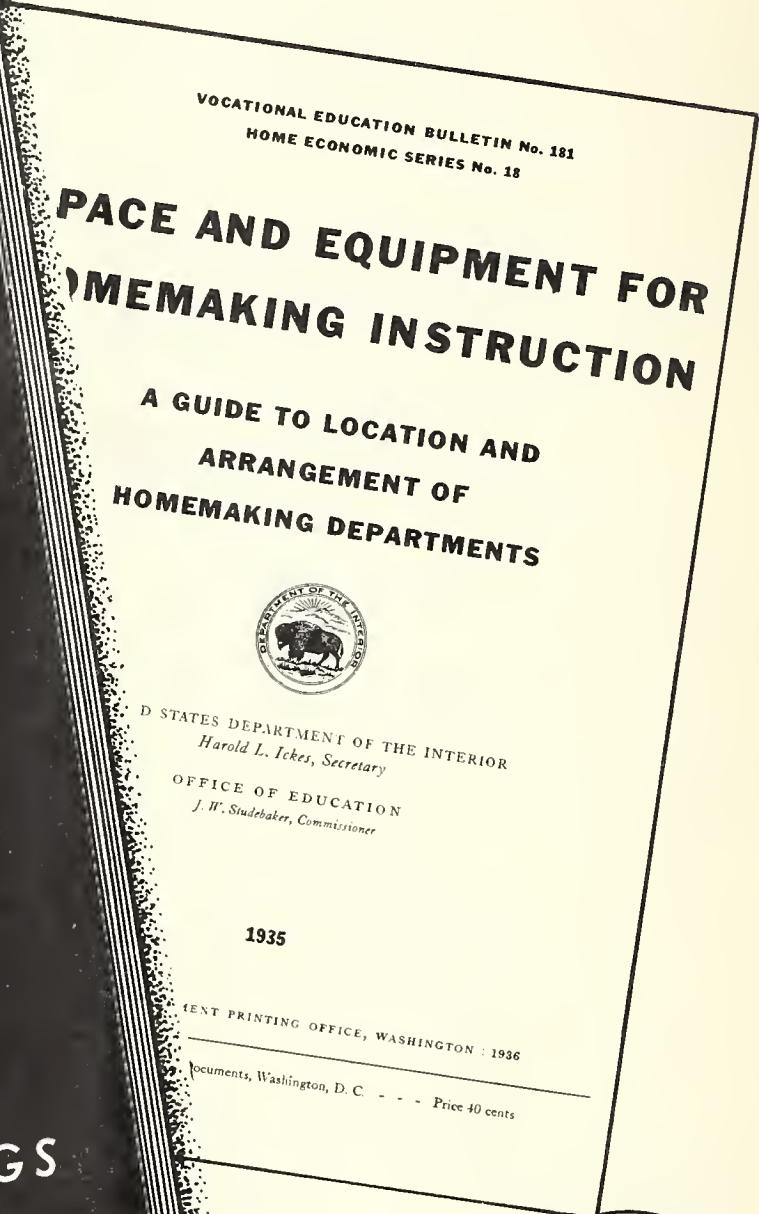


REGULAR PROFESSIONAL STAFF FOR SCHOOL STATISTICS: 4

# EDUCATIONAL ADMINISTRATION

## SCHOOL BUILDING PROBLEMS

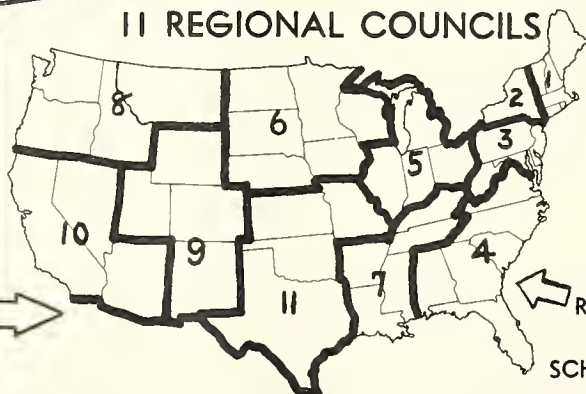
THE OFFICE OF EDUCATION ASSISTS WITH THE FUNCTIONAL PLANNING OF SCHOOL BUILDINGS AND WITH SCHOOL BUILDING SURVEYS



**SCHOOL BUILDINGS IN THE UNITED STATES REPRESENT AN INVESTMENT OF \$9,902,649,300**

**NATIONAL ADVISORY COUNCIL ON SCHOOL BUILDING PROBLEMS**

The National Advisory Council on School Building Problems was organized under the auspices of the Office of Education at the request of the State superintendents and commissioners of education. Its purpose is to secure (1) comprehensive data on methods of solving school-building problems in different parts of the country and under different types of school organization, (2) expert analysis of the data collected, and (3) constructive suggestions in regard to methods of solving school-building problems.



**MANY SCHOOL BUILDING SURVEYS HAVE BEEN MADE BY THE OFFICE OF EDUCATION**

**MEMBERSHIP OF REGIONAL COUNCILS INCLUDES 250 SCHOOL SUPERINTENDENTS AND ARCHITECTS**

**REGULAR PROFESSIONAL STAFF FOR SCHOOL BUILDING PROBLEMS: 1**

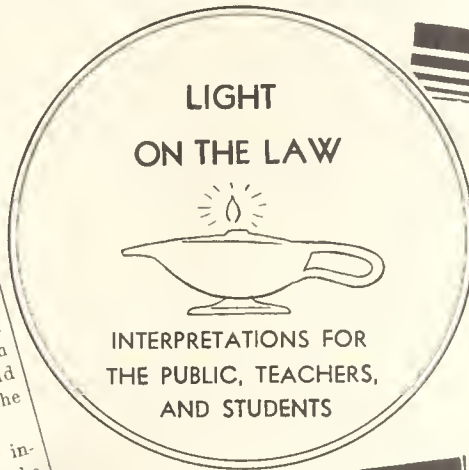
WITH PART-TIME OF SPECIALISTS ENGAGED IN OTHER FIELDS



# EDUCATIONAL ADMINISTRATION

## SCHOOL LAW

ADEQUATE LEGISLATION IS THE BASIS UPON WHICH IMPROVED STATE SCHOOL SYSTEMS ARE DEVELOPED. THE OFFICE OF EDUCATION ANALYZES EXISTING LEGISLATION AND DEFINES LEGISLATIVE PRINCIPLES AFFECTING VARIOUS PHASES OF THE EDUCATIONAL PROGRAM



103. Education of children—Hearing on application for exemptions—Appeals.—That in all school districts of this state, all parents, guardians and other persons having care of children shall instruct them, or cause them to be instructed, in reading, writing, spelling, English grammar, geography and arithmetic. In such districts, every parent, guardian or other person having charge of any child between the ages of eight (8) and sixteen (16) years, shall send such child to a public, private or parochial school for the entire school year during which the public schools are in session in such districts;

*Provided, however,* That this act shall not apply to children over fourteen (14) years of age where such child shall have completed the eighth grade, or may be eligible to enter any high school in such district, or where its help is necessary for its own or its parents' support, or where for good cause shown it would be for the best interests of such child to be relieved from the provisions of this act;

*Provided, further,* That if such child is being sufficiently instructed at home by subject to the provisions of this act, if a reputable physician certifies that the child's home attendance at school is necessary, such child shall not be required to attend school further. That

### LEGISLATION CONCERNING EARLY CHILDHOOD EDUCATION

- SERVICES GIVEN IN SCHOOL LAW DEAL WITH:
- • •
  - EARLY CHILDHOOD EDUCATION
  - CRIPPLED CHILDREN
  - TEACHER RETIREMENT
  - VOCATIONAL EDUCATION
  - RELIGIOUS INSTRUCTION
  - MARRIED WOMEN TEACHERS
  - TEACHERS' CERTIFICATES
  - FEDERAL SUBSIDIES
  - COMPULSORY ATTENDANCE
  - FRATERNITIES
  - LAND-GRANT COLLEGES
  - ELEMENTARY EDUCATION
  - SECONDARY EDUCATION
  - AND OTHER PROBLEMS

### LEGISLATION CONCERNING FREE TEXTBOOKS

### Educational Law Selected References



LEAFLET No. 3

### COMPULSORY SCHOOL ATTENDANCE LAWS AND THEIR ADMINISTRATION



DEPARTMENT OF THE INTERIOR - Harold L. Ickes, Secretary

REGULAR PROFESSIONAL STAFF FOR SCHOOL LAW PROBLEMS: 1

# EDUCATIONAL ADMINISTRATION

## SCHOOL FINANCE

SOUND FINANCIAL POLICY IS AN ESSENTIAL FEATURE OF A  
PROGRESSIVE EDUCATIONAL PROGRAM

THE OFFICE OF EDUCATION  
MAKES STUDIES OF:

SOURCES OF REVENUE • FEDERAL, STATE, AND LOCAL PLANS FOR SCHOOL SUPPORT • APPORTIONMENT OF FUNDS

**PUBLIC SCHOOL REVENUE RECEIPTS BY SOURCE**

Sources, 1929-30 and 1933-34

Percentage analysis of all public schools

Analysis of school revenue receipts by source, State, county, and local school district

From permanent school funds and leases of school lands

From all other sources except subsidies from educational foundations and the Federal Government

Total from State, county, and local sources

From the Federal Government

From subsidies educational foundations

Amounts (in dollars)

State	1929-30	1933-34	1929-30	1933-34
Ala.	2,099,115,957	1,804,207,016	50.476	50.762
Ark.	1,810,652,093	1,720,399,440	22.058	22.585
Cal.	19,792,145	17,943,256	189	189
Colo.	16,325,732	15,762,615	898,365	85,868
Conn.	11,290,271	10,825,893	65,728	85,868
Del.	7,412,328	6,966,211	467,862	602,214
Fla.	11,621,377	10,924,005	806	605
Ill.	11,159,287	8,868,356	181,875	253
Ind.	104,199,899	105,802,517	606	605
Iowa	140,126,715	156,337,062	26,578,735	18,071,305
Kans.	26,578,735	22,965,447	31,222,540	24,398,901
La.	19,236,098	18,071,305	5,223,540	4,257,731
Mass.	31,703,357	31,222,540	21,065,701	20,235,760
Mich.	24,753,686	24,398,901	18,106,787	16,524,589
Miss.	5,223,540	5,034,858	18,335,131	17,313,172
Mo.	4,398,508	4,257,731	17,208,850	16,858,104
Mont.	10,970,653	9,246,203	8,825,703	7,643,892
Nebr.	76,831,316	75,601,406	82,857,068	78,508,492
Nev.	112,856,724	110,759,504	50,122,629	47,918,573
N.H.	82,857,068	78,508,492	50,069,547	48,220,097
N.J.	50,069,547	48,220,097	45,153,901	42,479,715
N.Y.	59,852,768	55,154,533	24,100,795	22,624,744
Pa.	22,375,202	20,737,994	17,375,560	16,380,111
R.I.	19,359,399	19,458	19,359,399	19,458
S.C.	20,596,519	19,157	11,165,905	10,676
Tenn.	11,165,905	10,676	8,344,357	7,485
Tex.	22,400,227	22,177	22,400,227	22,177
Va.	21,220,140	21,077	86,720,537	85,558
Wash.	70,536,769	69,411	110,950,096	99,059
W. Va.	75,481,083	59,059	49,232,858	45
Wis.	40,335,104	34	18,499,101	17
Wyo.	10,659,972	10,659,972	50,976,344	57,284,795
Unk.	12,112,650	791	14,010,971	12,112,650
Total	10,375,868	9,285,218	26,325,624	24,810,132
Total	2,800,476	2,800,476	1,641,901	1,641,901

**IN 1935-1936 THE TOTAL EXPENDITURE FROM FEDERAL, STATE, AND LOCAL SOURCES FOR PUBLIC AND PRIVATE EDUCATION IN THE UNITED STATES WAS \$2,800,000,000**

No. 29

**STATE SCHOOL TAXES AND SCHOOL FUNDS AND THEIR APPORTIONMENT**

A REPORT ON THE PRACTICES OF THE FORTY-EIGHT COMMONWEALTHS CONSTITUTING THE UNITED STATES OF AMERICA

State Provisions for Equalizing the Cost of Public Education

**FEDERAL GRANTS FOR EDUCATION 1933-34**

DEPARTMENT OF THE INTERIOR

LEAFLET No. 45

REGULAR PROFESSIONAL STAFF  
FOR SCHOOL FINANCE: I

# ELEMENTARY AND SECONDARY SCHOOL PRACTICES

THE OFFICE OF EDUCATION STUDIES THE PRACTICES OF ELEMENTARY AND SECONDARY SCHOOLS AND SEEKS TO PROMOTE CONSTRUCTIVE DEVELOPMENTS IN THESE FIELDS



●  
SOME RECENT  
PROJECTS  
CARRIED ON  
BY THE  
OFFICE OF EDUCATION  
●



ELEMENTARY SCHOOL PROGRESS CARD

PUPIL HOME REPORT

A STUDY OF REPORT CARDS USED IN 600 LOCAL SCHOOL SYSTEMS. SELECTED CARDS ASSEMBLED AND USED BY 300 COMMITTEES IN COLLEGES AND CITY SCHOOL SYSTEMS

## THE EDUCATION OF SPANISH-SPEAKING CHILDREN

Five Southwestern States



STUDIES OF PRACTICES IN TEACHING BILINGUAL CHILDREN

Tentative Course of Study for Elementary

A Guide for Teaching History in the Elementary Grades GRADES ONE TO FIVE INCLUSIVE

AN ANALYSIS OF 1660 COURSES OF STUDY USED IN ELEMENTARY AND SECONDARY GRADES OF STATE AND LOCAL SCHOOL SYSTEMS.

### NATIONAL SURVEY OF SECONDARY EDUCATION

ADMINISTRATION AND SUPERVISION

A SURVEY OF SECONDARY EDUCATION ON A NATIONAL SCALE. FINDINGS PUBLISHED IN 28 MONOGRAPHS

THE PROGRAM OF STUDIES

PROCEDURES IN CURRICULUM MAKING

REGULAR PROFESSIONAL STAFF FOR ELEMENTARY AND SECONDARY SCHOOL PROBLEMS: 3 + 1/2

# COLLEGE AND UNIVERSITY PRACTICES

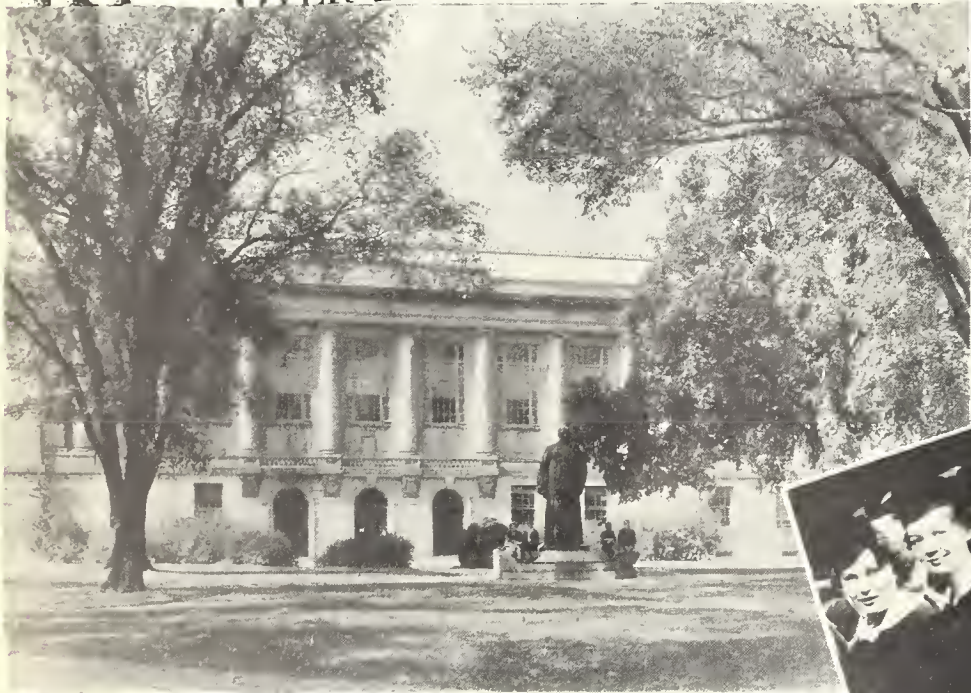
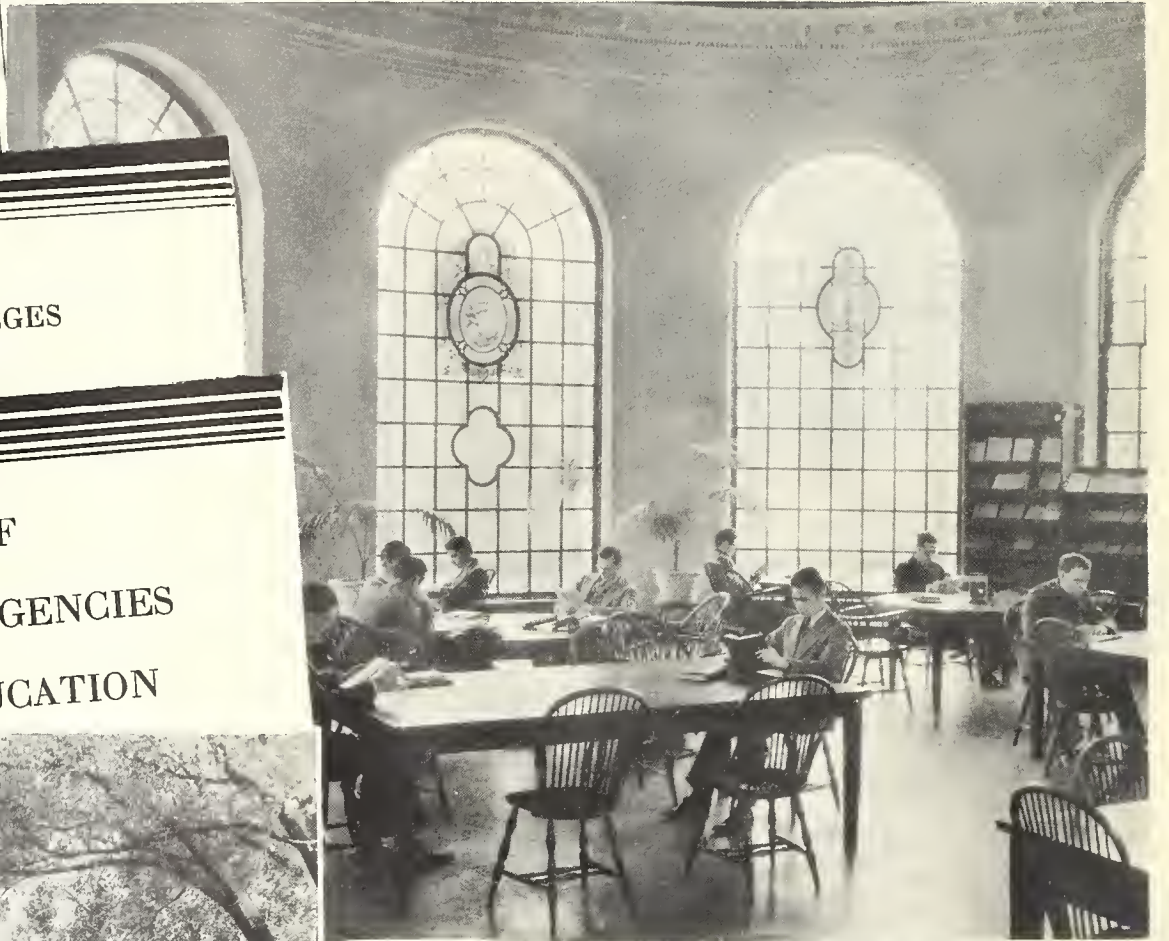
THE OFFICE OF EDUCATION ENJOYS COOPERATIVE RELATIONSHIPS WITH INSTITUTIONS OF HIGHER EDUCATION, THROUGH WHICH MUTUAL ASSISTANCE IS GIVEN IN STIMULATING RESEARCH AND ENCOURAGING PROGRESSIVE PRACTICES

IT STUDIES COLLEGE AND UNIVERSITY ADMINISTRATION AND CURRICULUMS

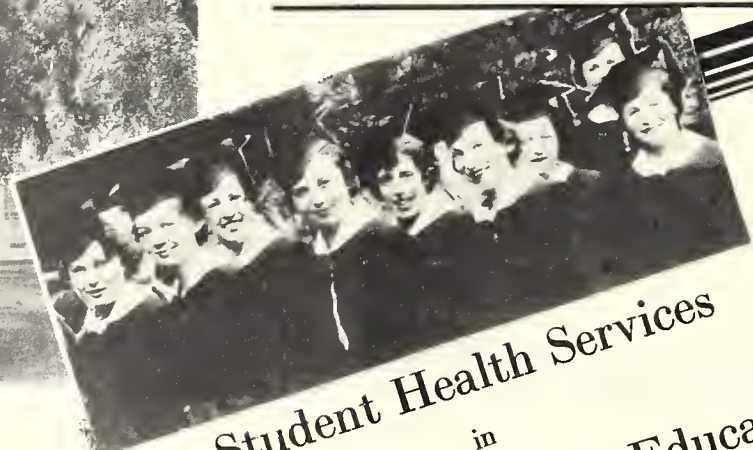
SURVEY  
OF LAND-GRANT COLLEGES  
AND UNIVERSITIES

GRADUATE STUDY  
IN UNIVERSITIES AND COLLEGES  
IN THE UNITED STATES

AUTHORITY OF  
STATE EXECUTIVE AGENCIES  
OVER HIGHER EDUCATION



IT INVESTIGATES PROBLEMS RELATING TO THE  
WELFARE OF COLLEGE STUDENTS AND TEACHERS



Student Health Services  
in  
Institutions of Higher Education

Insurance and Annuity Plans  
for College Staffs

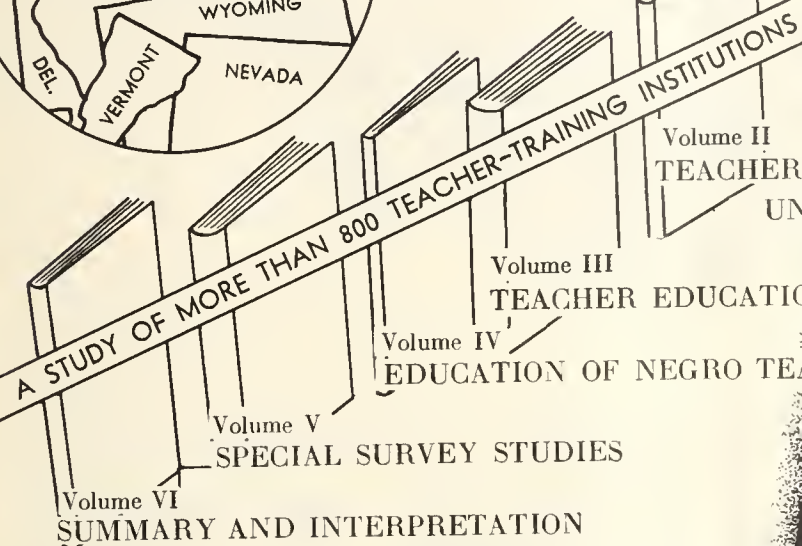
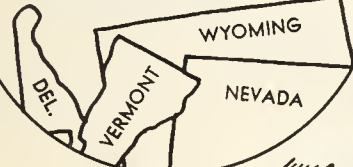
Scholarships and Fellowships  
Available at Institutions of  
Higher Education

# EDUCATION OF TEACHERS

THE EDUCATION OF TEACHERS SHOULD BE DIRECTED TOWARD THE DEVELOPMENT OF PROFESSIONALLY TRAINED INDIVIDUALS WITH THE NECESSARY TECHNICAL KNOWLEDGE AND WITH BROAD SOCIAL UNDERSTANDINGS AND SYMPATHIES

THERE ARE  
**962,483**  
ELEMENTARY AND SECONDARY  
TEACHERS IN THE UNITED STATES

THIS IS MORE THAN THE  
COMBINED POPULATION OF



IN 1932 THE OFFICE OF EDUCATION MADE A SPECIAL STUDY OF TEACHER EDUCATION ON A NATION-WIDE SCALE. THE FINDINGS WERE REPORTED IN 6 VOLUMES PUBLISHED BY THE OFFICE.

## NATIONAL SURVEY OF THE EDUCATION OF TEACHERS

Bulletin 1933, No. 10

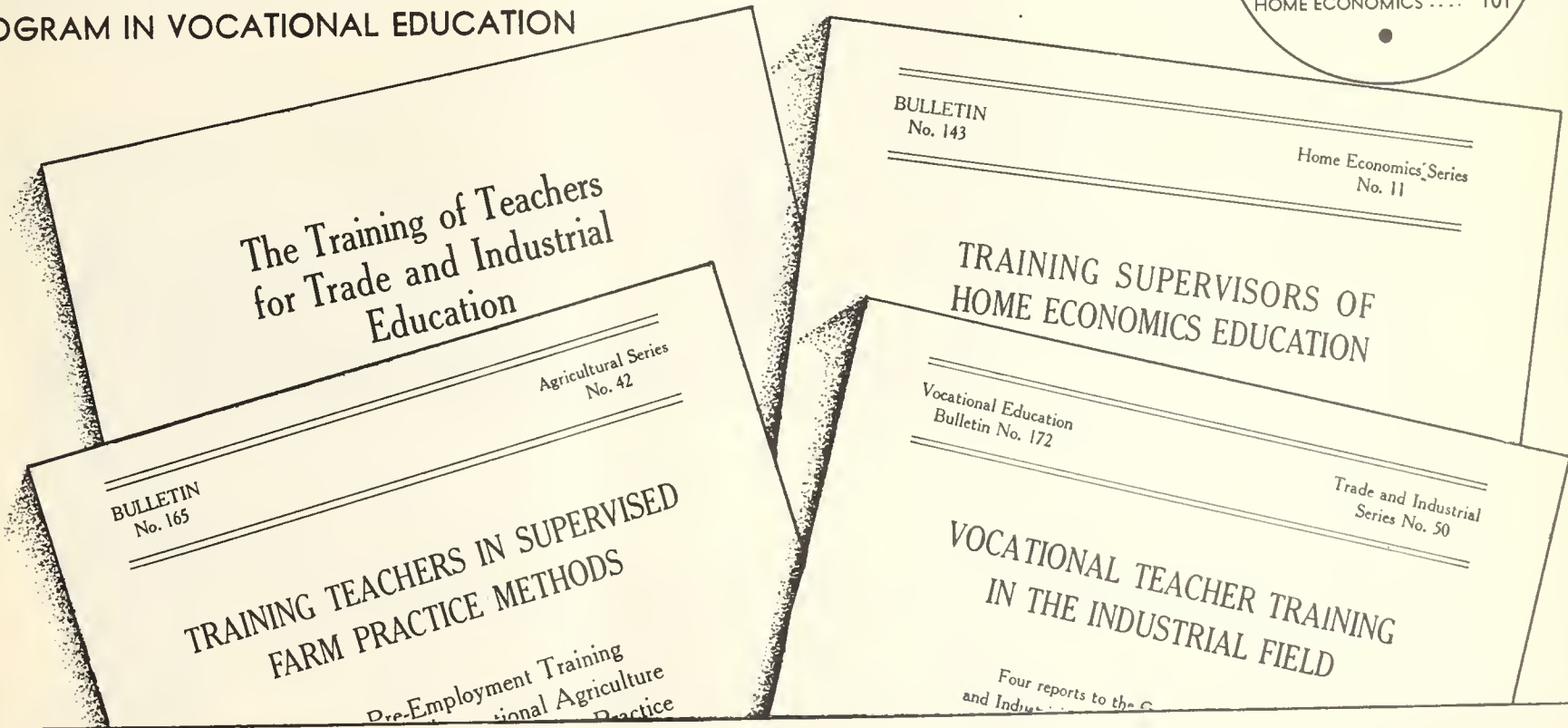
Volume I

### SELECTED BIBLIOGRAPHY ON THE EDUCATION OF TEACHERS

REIMBURSED  
INSTITUTIONS AND  
OTHER AGENCIES FOR  
TRAINING VOCATIONAL  
TEACHERS IN :

AGRICULTURE . . . . .	78
TRADE AND INDUSTRY . . . . .	78
HOME ECONOMICS . . . . .	101

TEACHER TRAINING IN VOCATIONAL  
FIELDS IS ONE OF THE IMPORTANT  
INTERESTS OF THE COOPERATIVE  
PROGRAM IN VOCATIONAL EDUCATION

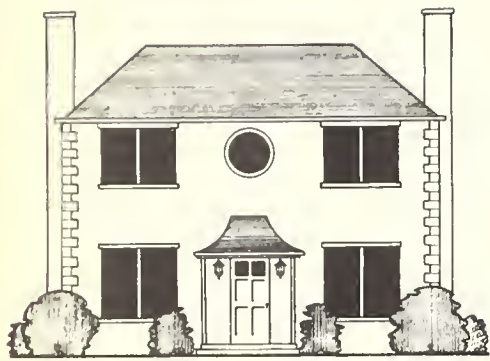


REGULAR PROFESSIONAL STAFF  
FOR EDUCATION OF TEACHERS: 2  
WITH PART TIME OF SPECIALISTS  
ENGAGED IN OTHER FIELDS

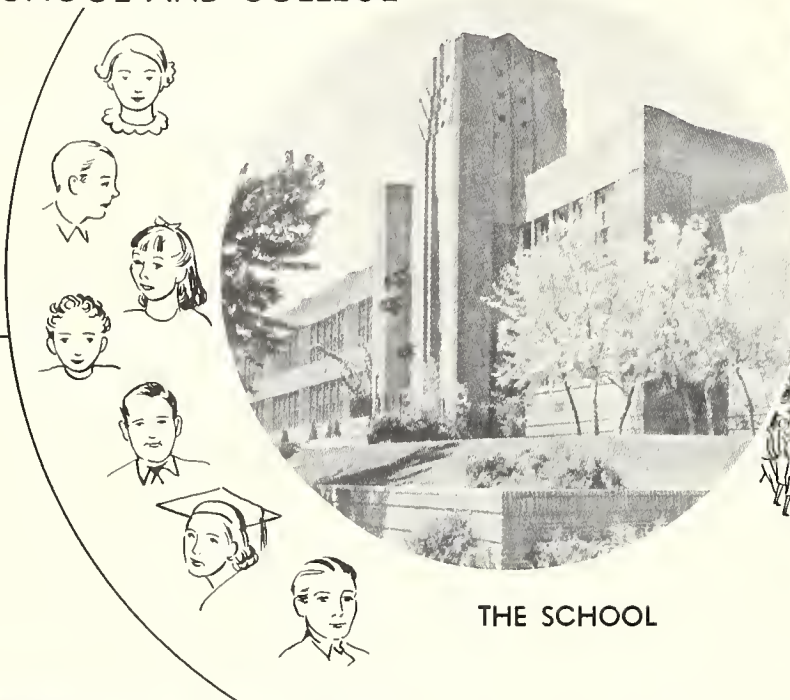
# GUIDANCE

THROUGH STAFF MEMBERS, SPECIAL COMMITTEES, AND CONFERENCES, THE OFFICE OF EDUCATION SERVES AGENCIES CONCERNED WITH THE GUIDANCE OF YOUTH — IN SCHOOL — OUT OF SCHOOL — EMPLOYED — UNEMPLOYED — IN C C C CAMPS — OR WHEREVER YOUTH SEEKS ITS WAY

## IN SCHOOL AND COLLEGE



THE HOME

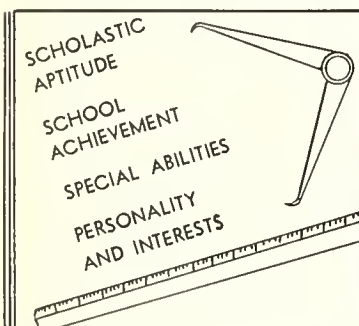


THE SCHOOL

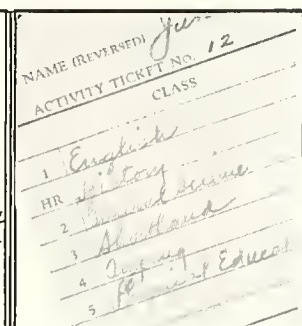


THE COMMUNITY

## GUIDANCE TECHNIQUES



MEASURING PUPIL TRAITS AND ABILITIES



PLANNING THE PUPIL'S PROGRAM



TALKING OVER DIFFICULTIES



VISITING THE HOME



GIVING OCCUPATIONAL ADVICE



ASSISTING IN PLACEMENT

IN THIS SERIES

- Law
- Medicine
- Dentistry
- Journalism
- Librarianship
- Architecture
- Civil Engineering
- Electrical Engineering
- Mechanical Engineering
- Pharmacy

# GUIDANCE LEAFLETS

Librarianship

- Nursing
- Forestry
- Music
- Veterinary Medicine
- Chemistry and Chemical Engineering

EDUCATION

# PROGRAMS OF GUIDANCE

PAMPHLET No. 35      JANUARY 25, 1933

## State Guidance Programs

Report of the National Committee on State Guidance Programs  
A Standing Committee of the National Vocational Guidance Association Articulating with the United States Office of Education

REGULAR PROFESSIONAL STAFF FOR GUIDANCE PROBLEMS: 1/2

WITH ADDITIONAL TIME GIVEN BY SPECIALISTS ENGAGED IN OTHER FIELDS

# GUIDANCE

## IN THE COMMUNITY

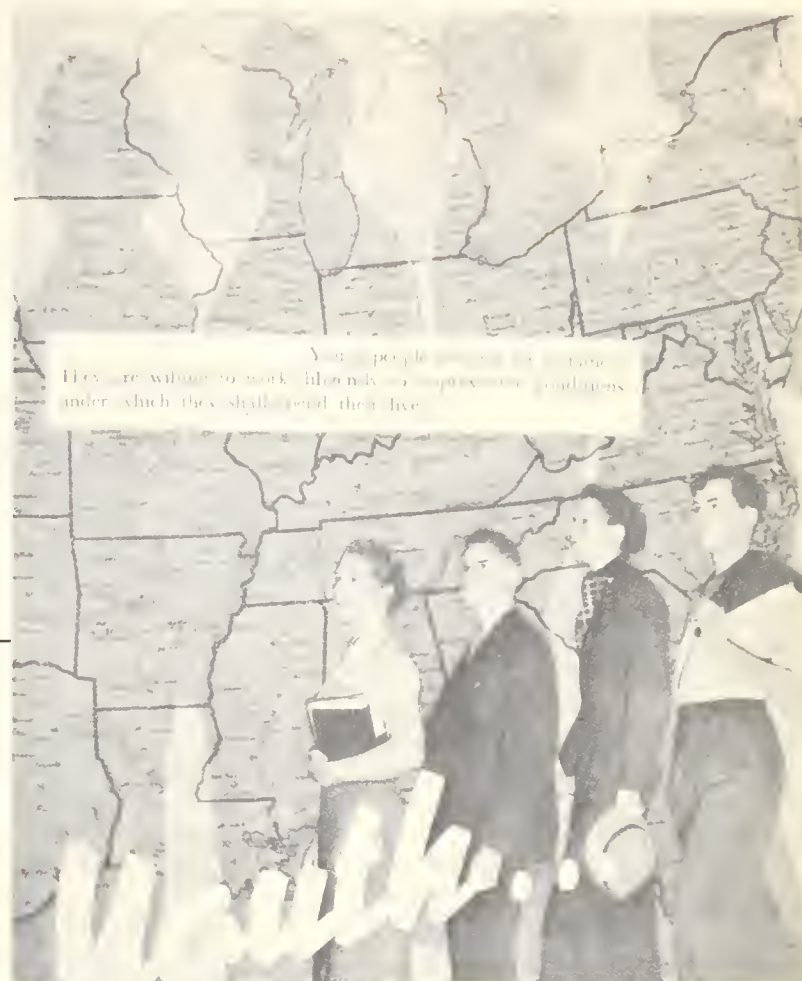
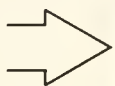
### PROBLEM—THE NEED OF GUIDANCE

WHAT happens to young people who leave school but cannot find jobs is a matter of national concern. During recent years the number of such youths has greatly increased. Nor can it be expected that this problem will disappear with the return of so-called "normal times."

### ORGANIZATION FOR SOLUTION

In June 1934 the Office of Education, with the cooperation of other Government agencies concerned with youth, called a conference of representative leaders throughout the country to consider what steps might properly be taken to serve best the needs of youth. As one result of this conference a committee on youth problems was created in the Office of Education.

TO ASSIST COMMUNITIES IN THE SOLUTION OF THE PROBLEM THE OFFICE OF EDUCATION HAS ISSUED 6 BULLETINS ON YOUTH PROBLEMS



Youth people cannot be expected to be without to work, literally to improve conditions under which they shall spend their lives.

THROUGH GUIDANCE YOUTH FINDS ITS WAY



### THE OBJECTIVE



BETTER CITIZENS—BETTER COMMUNITIES THROUGH EDUCATIONAL GUIDANCE

FURTHER PLANS ARE UNDER WAY IN THE OFFICE OF EDUCATION TO CONTINUE TO EXPAND ITS GUIDANCE SERVICES

REGULAR PROFESSIONAL STAFF FOR GUIDANCE IN THE COMMUNITY: NONE  
WORK DONE BY STAFF MEMBERS ENGAGED IN OTHER FIELDS

# MEASUREMENT IN EDUCATION

THE OFFICE OF EDUCATION STUDIES DEVELOPMENTS IN TESTS AND MEASUREMENTS IN EDUCATION AND COOPERATES WITH EDUCATIONAL RESEARCH AGENCIES IN THE ANALYSIS AND IMPROVEMENT OF PRESENT PRACTICES IN THIS FIELD.

● IT INVESTIGATES SCHOOL TESTING PROGRAMS

NATIONAL AND STATE COOPERATIVE HIGH-SCHOOL TESTING PROGRAMS

ELEMENTARY SCHOOL GRADUATING EXAMINATIONS

TESTING PRACTICES OF HIGH-SCHOOL TEACHERS

● IT STUDIES THE APPLICATION OF TESTS AND MEASUREMENTS TO THE GUIDANCE OF PUPILS

SOME FACTORS IN THE ADJUSTMENT OF COLLEGE PUPILS

PREDICTION OF SUCCESS IN COLLEGE

IT ISSUES ● REPORTS ON METHODS OF COMPILING AND RECORDING TEST RESULTS AND OTHER PUPIL DATA

JUNIOR AMERICAN HISTORY TEST

VOCATIONAL GUIDANCE TEST

Psychological Examination

For Grades Nine to Twelve

	Number of right answers	Score
Test I		
Test II	(x3)	
Test III		

Form B

**THE BEST THING TO DO**  
A Test of Knowledge of Social Standards

Score: B...  
W...

CUMULATIVE RECORD FORMS

HANDBOOK FOR COMPILING AGE-GRADE-PROGRESS STATISTICS

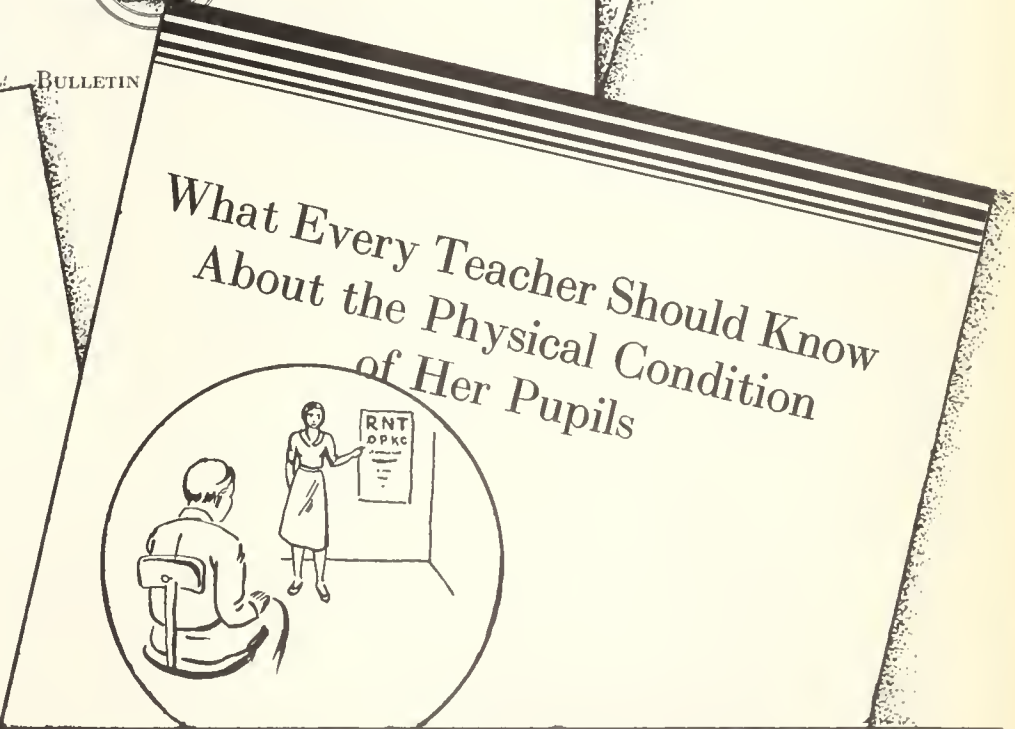
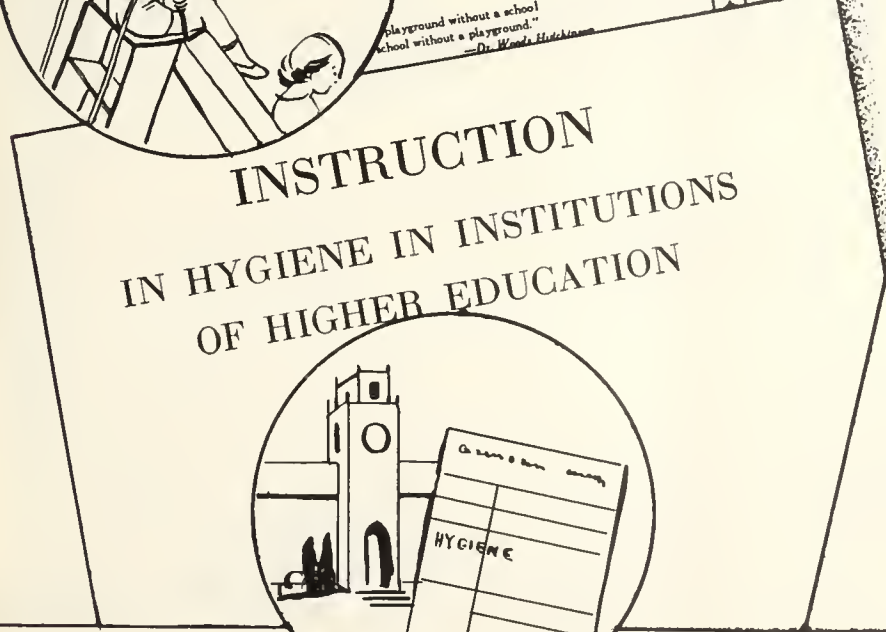
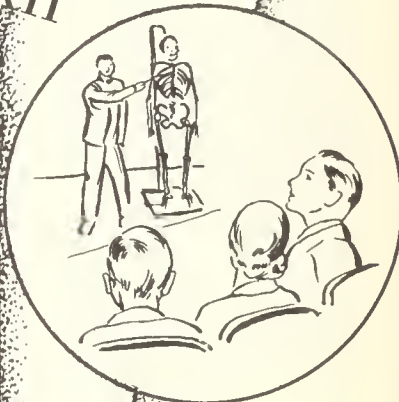
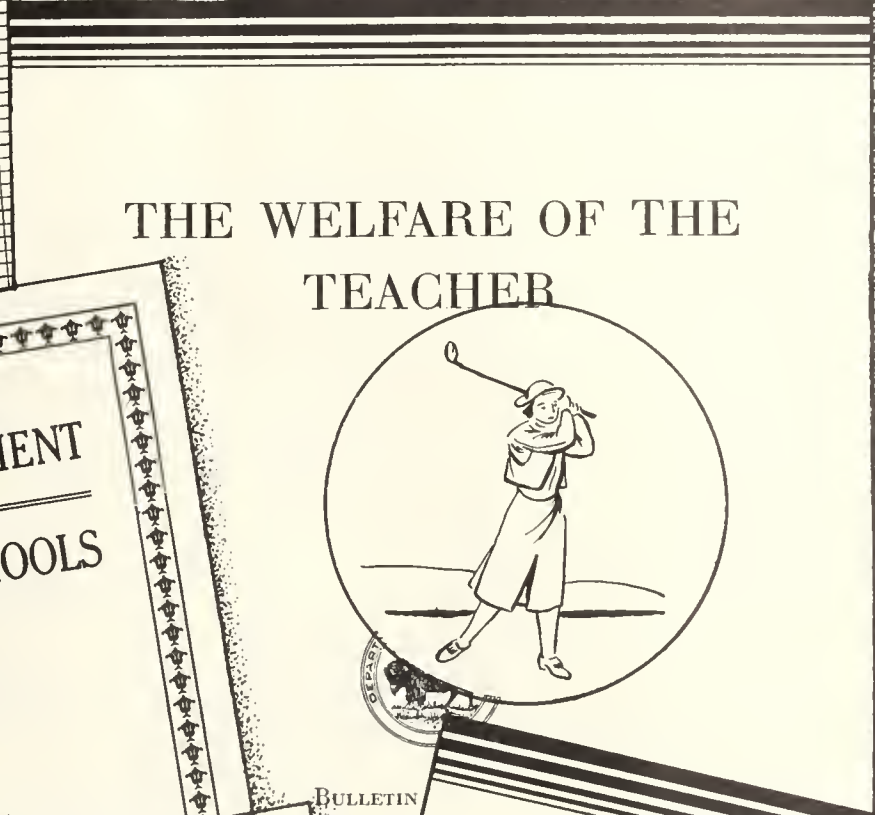
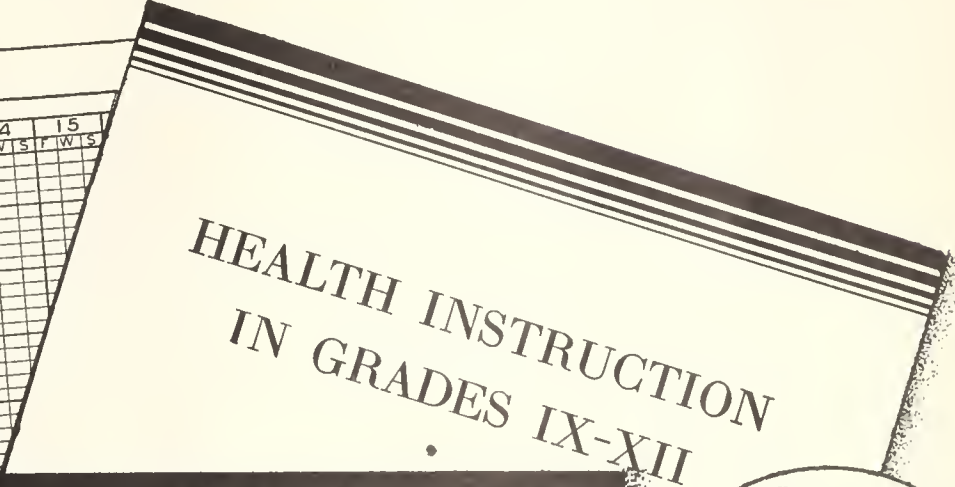


# THE HEALTH PROGRAM OF THE SCHOOL

THE PHYSICAL AND MENTAL HEALTH OF PUPILS AND TEACHERS  
IS A MATTER OF VITAL INTEREST TO THE OFFICE OF EDUCATION

RECORD OF GROWTH OF:

BOYS	AGE OF CHILD			
	5	6	7	8
Height	F W S F	W S F W	S F W S	F W S F
Weight	F W S F	W S F W	S F W S	F W S F
70				
69 1/2				
69				
68 1/2				
68				
67 1/2				
67				
66 1/2				
66				
65 1/2				
65				
64 1/2				
64				
63 1/2				
63				
62 1/2				
62				



REGULAR PROFESSIONAL  
STAFF FOR HEALTH EDUCATION: 1

# THE CURRICULUM CONSERVATION EDUCATION

"BY CONSERVATION I MEAN THE PRUDENT USE OF OUR PUBLIC LANDS, OF OUR NATIONAL PARKS. OF THE MINERALS BENEATH THE SOIL, OF THE POWER IN THE RIVERS — OF ALL THE LIFE-GIVING AND WEALTH-MAKING ELEMENTS OF THE PUBLIC DOMAIN."

HAROLD L. ICKES  
SECRETARY OF THE INTERIOR

## THE 1<sup>ST</sup> STEP

SUMMARY OF PRESENT ACTIVITIES

CONSERVATION APPLIES TO:



THE SOIL

WATER AND  
WATER POWER



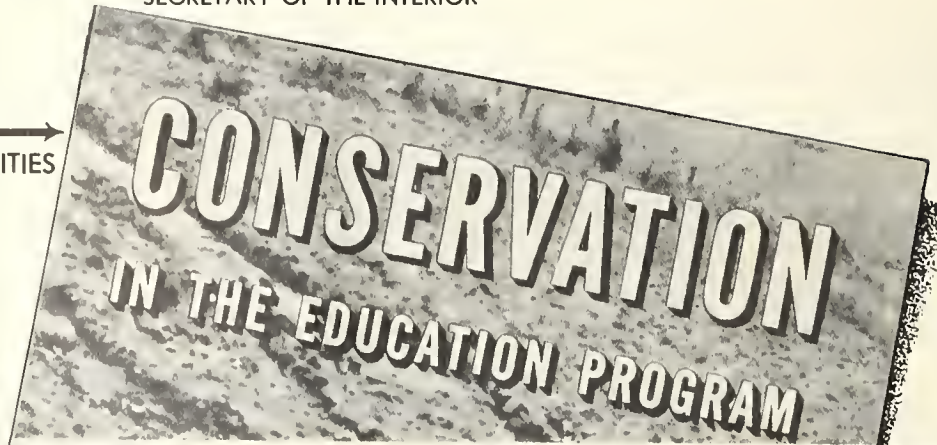
MINERAL WEALTH



FORESTS



WILD  
LIFE



1937

1937

## THE 2<sup>ND</sup> STEP

CONFERENCE OF  
SPECIALISTS TO  
CONSIDER THE  
PROBLEMS INVOLVED



1937

## THE 3<sup>RD</sup> STEP

2 OTHER  
BULLETINS:

PREPARATION OF  
CURRICULUM MATERIAL

- 1 ELEMENTARY CURRICULUM CONTENT  
IN THE FIELD OF CONSERVATION
- 2 TEACHING CONSERVATION IN  
ELEMENTARY SCHOOLS

AND 3 "GOOD REFERENCES"

- 1 CONSERVATION EDUCATION IN ELEMENTARY SCHOOLS
- 2 CONSERVATION IN SECONDARY SCHOOLS
- 3 CONSERVATION OF WILD LIFE, BIRDS, ANIMALS, AND FLOWERS

"THE PRIMARY RESPONSIBILITY OF THE PUBLIC SCHOOL IN A DEMOCRACY IS THE PROVISION OF A BASIC PROGRAM OF SOCIAL EDUCATION WHICH LEADS TO AN UNDERSTANDING OF PROBLEMS SUCH AS THOSE IN CONSERVATION . . . AND OTHER FUNDAMENTAL PROBLEMS."

CONFERENCE ON CONSERVATION—JUNE, 1937

REGULAR PROFESSIONAL STAFF  
FOR CONSERVATION EDUCATION: NONE  
TEMPORARY ASSIGNMENTS  
ONLY

# THE CURRICULUM INDUSTRIAL ARTS EDUCATION

THE OFFICE OF EDUCATION IS INTERESTED IN THE CONTRIBUTION TO THE GENERAL GOALS OF EDUCATION WHICH THE INDUSTRIAL ARTS CAN MAKE AS A MEANS OF SELF-EXPRESSION THROUGH MATERIAL MEDIA

A CONFERENCE TO CONSIDER THE PROBLEM

SOME OF THE CONFERENCE MEMBERS



THE PROCEEDINGS OF THIS CONFERENCE CONSTITUTE A PUBLICATION OF THE OFFICE OF EDUCATION



As a result of the growing recognition of the contribution that the industrial arts can make toward the realization of generally accepted objectives of education, the Office of Education called a conference on the industrial arts.

... The conference addressed itself to the task of formulating statements of values that the industrial arts may be expected to yield for the education of the child, and of programs through which these values may be attained.



REGULAR PROFESSIONAL STAFF  
FOR INDUSTRIAL ARTS EDUCATION: 1/2

# THE CURRICULUM

## AGRICULTURAL EDUCATION

THE IMPROVED ECONOMIC SITUATION HAS INCREASED THE DEMAND FOR VOCATIONAL EDUCATION IN AGRICULTURE. IN ORDER TO MEET THE NEED THE STATES, WITH THE COOPERATION OF THE OFFICE OF EDUCATION, PROVIDE PREPARATION FOR VOCATIONAL AGRICULTURE IN :



ALL-DAY SCHOOLS  
215,953 HIGH SCHOOL STUDENTS

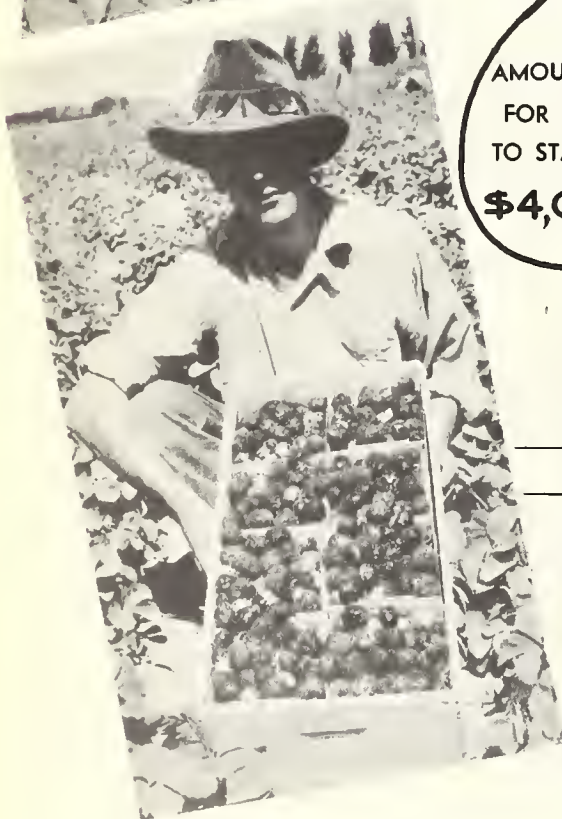
EVENING SCHOOLS  
109,374 ADULT FARMERS

PART-TIME SCHOOLS  
22,401 YOUNG FARMERS



SOME RECENT PUBLICATIONS  
•••  
YOUNG MEN IN FARMING  
BUSINESS PROBLEMS IN FARMING  
TEACHING FARM CREDIT  
REORGANIZING THE INDIVIDUAL FARM BUSINESS  
ANALYSIS OF SPECIAL JOBS IN QUALITY MILK PRODUCTION  
LANDSCAPING THE FARMSTEAD

TOTAL AMOUNT AVAILABLE FOR DISTRIBUTION TO STATES 1936-1937  
**\$4,089,873.58**



### THE OFFICE OF EDUCATION SPONSORS:

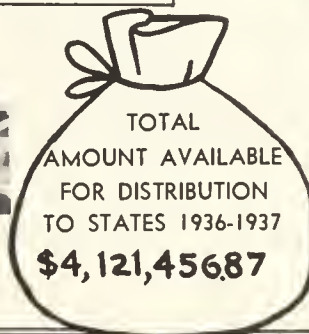
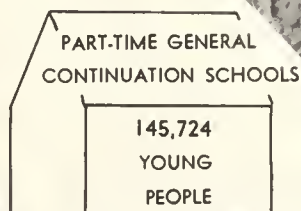
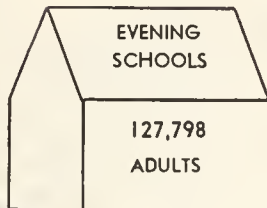
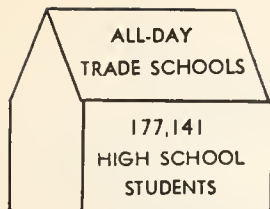
	MEMBERSHIP	AIM	MAJOR ACTIVITIES
THE FUTURE FARMERS OF AMERICA	143,702 IN 4,896 PUBLIC HIGH SCHOOLS	• TO BECOME BETTER FARMERS AND BETTER CITIZENS	WORKING TOWARD IMPROVEMENT OF THEIR OWN FARMS AND HOMES . ASSISTING OTHER AGRICULTURAL AGENCIES TO IMPROVE AGRICULTURAL CONDITIONS .
THE NEW FARMERS OF AMERICA (NEGRO)	20,000 IN 662 DEPARTMENTS OF AGRICULTURE FOR NEGRO STUDENTS	- LEARNING BY DOING - •	COOPERATION IN COMMUNITY SERVICE ACTIVITIES . OPERATION OF BOY "CO-OPS" IN BUYING AND SELLING .

REGULAR PROFESSIONAL STAFF FOR AGRICULTURAL EDUCATION: 9

# THE CURRICULUM

## TRADE AND INDUSTRIAL EDUCATION

THE OBJECTIVE OF THE COOPERATIVE PROGRAM IN TRADE AND INDUSTRIAL EDUCATION MAINTAINED BY THE STATES AND THE FEDERAL GOVERNMENT IS THREEFOLD: FIRST, TO PROVIDE TRAINING FOR YOUTH IN PREPARATION FOR EMPLOYMENT; SECOND, TO FURTHER THE CIVIC AND VOCATIONAL INTELLIGENCE OF YOUNG WORKERS; THIRD, TO PROVIDE FOR ADULTS OPPORTUNITIES FOR STUDY IN ORDER TO MAINTAIN AND IMPROVE THEIR EMPLOYMENT STATUS.

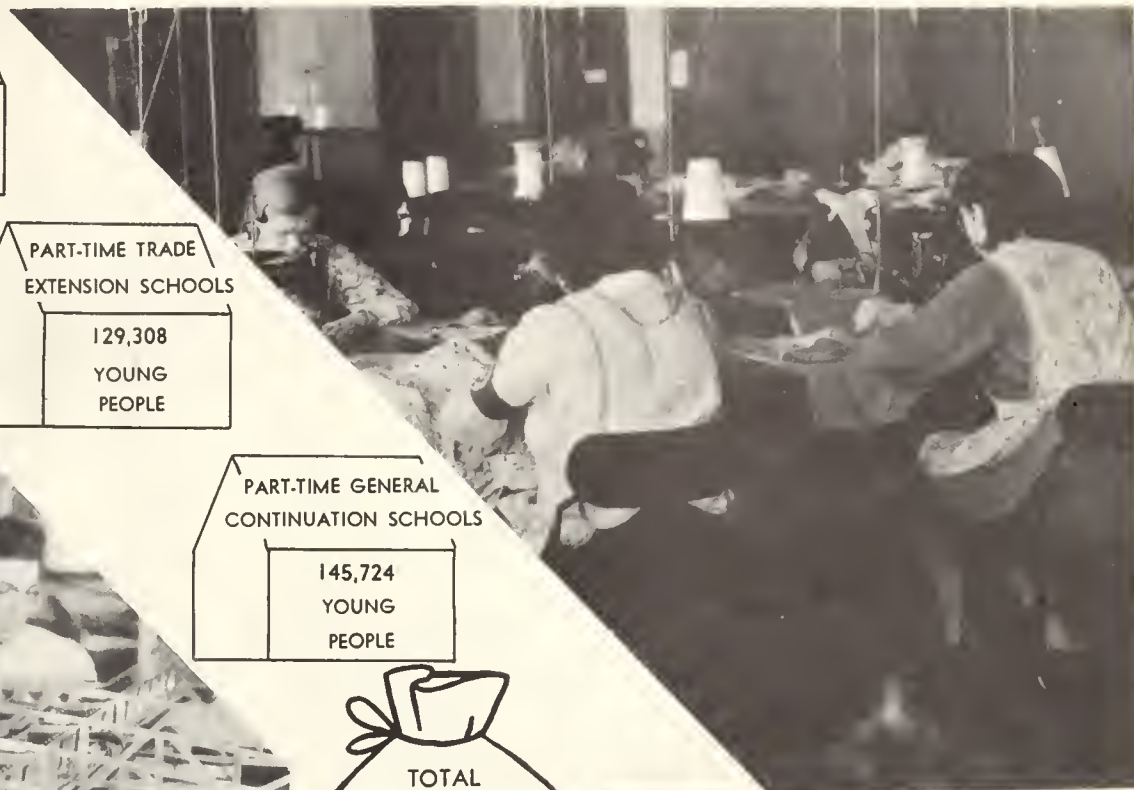
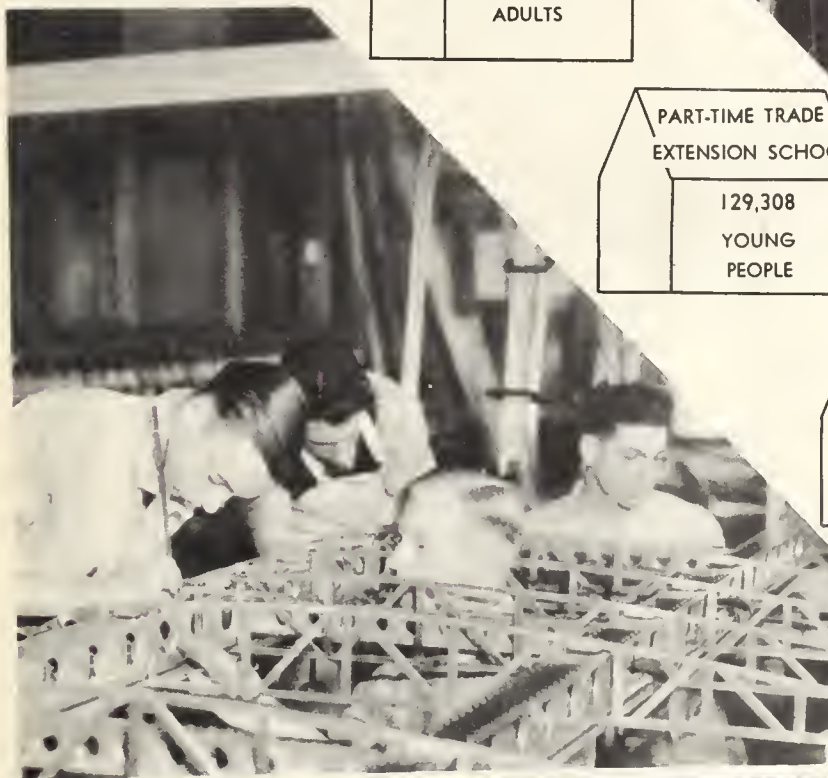


A TECHNICAL ADVISORY COMMITTEE ON TRADE AND INDUSTRIAL EDUCATION COOPERATES WITH THE OFFICE OF EDUCATION IN DEVELOPING POLICIES

SOME RECENT PUBLICATIONS

• • •

- AVIATION IN THE PUBLIC SCHOOLS
- FIRE FIGHTING
- APPRENTICESHIP IN ENGLAND, FRANCE, AND GERMANY
- STONE SETTING
- LIGHT FRAME HOUSE CONSTRUCTION
- PROGRESS IN FOREMAN TRAINING
- PAINTING AND DECORATING



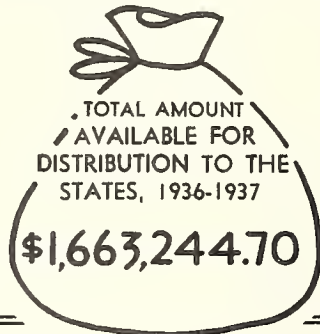
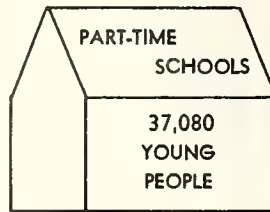
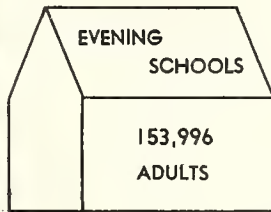
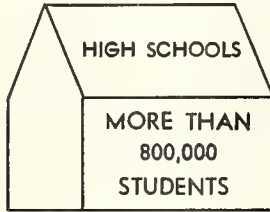
REGULAR PROFESSIONAL STAFF  
FOR TRADE AND INDUSTRIAL EDUCATION: 10

# THE CURRICULUM

## HOME ECONOMICS EDUCATION

EVERY CHILD IS A POTENTIAL HOME-MAKER. THROUGH COOPERATIVE SERVICES GIVEN TO THE STATES, THE OFFICE OF EDUCATION SEEKS TO PROMOTE EFFECTIVE PROGRAMS OF EDUCATION FOR THIS MOST IMPORTANT RESPONSIBILITY OF THE AMERICAN CITIZEN . . .

ENROLLED IN HOME ECONOMICS COURSES IN :



### SOME RECENT PUBLICATIONS

- THE TEACHING OF ART RELATED TO THE HOME
- HOME ECONOMICS EDUCATION COURSES
- THE HOME PROJECT IN HOME-MAKING EDUCATION
- CONSUMER-BUYING IN THE EDUCATIONAL PROGRAM FOR HOME-MAKING



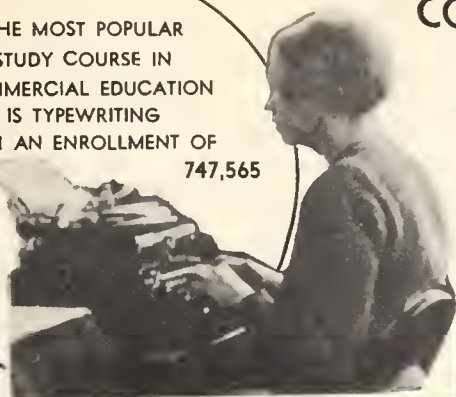
REGULAR PROFESSIONAL STAFF  
FOR HOME ECONOMICS EDUCATION: 7

# THE CURRICULUM

## COMMERCIAL EDUCATION

THE SERVICES OF THE OFFICE OF EDUCATION IN COMMERCIAL EDUCATION ARE DIRECTED TOWARD (1) THE ADJUSTMENT OF PUBLIC SCHOOL COMMERCIAL COURSES TO PRESENT-DAY COMMERCIAL EMPLOYMENT OPPORTUNITIES AND (2) THE DEVELOPMENT OF AN EFFECTIVE PROGRAM FOR TEACHING DISTRIBUTIVE OCCUPATIONAL SUBJECTS

THE MOST POPULAR STUDY COURSE IN COMMERCIAL EDUCATION IS TYPEWRITING WITH AN ENROLLMENT OF 747,565



TOTAL AMOUNT  
AUTHORIZED FOR ALLOTMENT TO STATES FOR DISTRIBUTIVE OCCUPATIONS 1937-1938  
**\$1,254,000**

### SOME RECENT PUBLICATIONS

- COOPERATIVE TRAINING IN RETAIL SELLING IN PUBLIC SECONDARY SCHOOLS
- VOCATIONAL EDUCATION FOR THOSE ENGAGED IN THE RETAIL MEAT BUSINESS
- TRAINING FOR LEADERSHIP IN COMMERCIAL EDUCATION
- ELEMENTS OF AN EDUCATIONAL PROGRAM FOR LAUNDRY SALESMEN

APPROXIMATELY 1 OF EVERY 6 WORKERS GAINFULLY EMPLOYED IN THE UNITED STATES IS ENGAGED IN A DISTRIBUTIVE OCCUPATION



AN EVENING SCHOOL CLASS OF RETAIL GROCERS

REGULAR PROFESSIONAL STAFF FOR COMMERCIAL EDUCATION: 1

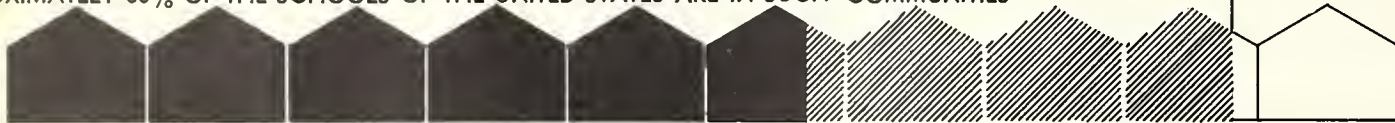
# RURAL EDUCATION

THE EDUCATION OF CHILDREN LIVING IN RURAL AREAS PRESENTS CERTAIN SPECIAL PROBLEMS OF ADMINISTRATION AND CURRICULUM ORGANIZATION, IN THE SOLUTION OF WHICH THE OFFICE OF EDUCATION ENDEAVORS TO LEND ASSISTANCE.



APPROXIMATELY 50% OF ALL SCHOOL CHILDREN IN THE UNITED STATES ATTEND SCHOOLS IN COMMUNITIES OF LESS THAN 2,500

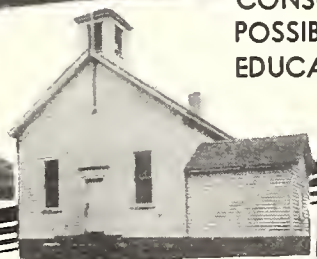
APPROXIMATELY 88% OF THE SCHOOLS OF THE UNITED STATES ARE IN SUCH COMMUNITIES



132,813—OR 65% OF THESE—ARE 1-TEACHER SCHOOLS. AVERAGE SALARY \$517 PER YR.

SOME MEANS OF IMPROVING THESE SMALL SCHOOLS:

- CONSOLIDATION
- ENRICHED CURRICULUM
- PROFESSIONAL SUPERVISION

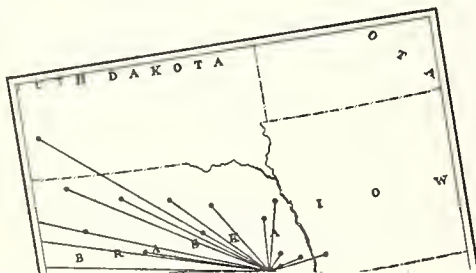


CONSOLIDATION BRINGS INNUMERABLE POSSIBILITIES FOR ENRICHMENT OF EDUCATIONAL OPPORTUNITIES FOR RURAL CHILDREN

TRANSPORTATION FACILITATES SCHOOL ATTENDANCE IN ISOLATED AREAS



HIGH-SCHOOL INSTRUCTION BY MAIL  
A POTENTIAL ECONOMY



Status of Rural-School Supervision  
in the United States  
in 1935-36

SOME OTHER PUBLICATIONS ON RURAL EDUCATION

- THE COUNTY SUPERINTENDENT IN THE UNITED STATES
- ECONOMIES THROUGH THE ELIMINATION OF VERY SMALL SCHOOLS
- SALARIES AND SALARY TRENDS OF TEACHERS IN RURAL SCHOOLS
- STATUS OF TEACHERS AND PRINCIPALS EMPLOYED IN THE RURAL SCHOOLS OF THE U. S.

REGULAR PROFESSIONAL STAFF FOR RURAL EDUCATION: 1

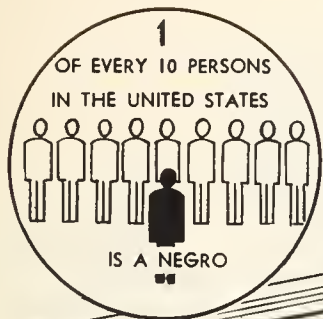


# EDUCATION OF SPECIAL GROUPS

## NEGROES

"WE OWE IT NOT ONLY TO THE NEGRO BUT TO OURSELVES, IF WE HAVE ANY REAL REGARD FOR THE WELFARE OF OUR COUNTRY, TO GIVE THE NEGRO THE FULLEST EDUCATIONAL POSSIBILITIES."

HAROLD L. ICKES  
SECRETARY OF THE INTERIOR



IS A NEGRO

### Fundamentals in the Education of Negroes

Objectives adopted by The National Conference on Fundamental Problems in the Education of Negroes  
Sponsored by the United States Office of Education, Washington, D.C., May 9-12, 1934

In view of the fact that in many States Negroes are forced by law to attend segregated schools which are almost invariably inequitably provided and maintained, and because of the inadequacy of these schools to serve the purpose of education in a democracy, and in order that equality of opportunity may be offered to all Americans, and in order that Negro may meet effectively his obligations as an American citizen, and in order that America may have the benefit of those varied contributions possible only when the members of all races are allowed the fullest development, the following fundamentals in the education of Negroes are proposed by this Conference.

- I. **Ultimate Educational Objectives and Ideals**
- A. **HOME LIFE**—Equal economic opportunity and political and social justice for all, which will make possible the realization and maintenance of home and family life in keeping with American ideals and standards.
- B. **VOCATIONS**—Adequate provision for professional and vocational education and guidance, conducted by properly trained persons and varied according to individual interests and abilities.
- C. **CITIZENSHIP**—Full participation in all phases of life in accordance with the highest ideals and practices of good citizenship.
- D. **RECREATION AND LEISURE**—Adequate provision for wholesome recreational activities and adequate training for the better use of leisure time.
- E. **HEALTH**—Healthful living and working conditions and adequate health service and health education.
- F. **CHARACTER**—The ability and disposition to make wise choices in the various life situations.

- H. **Immediate Educational Objectives and Ideals**
- A. **AVAILABILITY OF EDUCATION**—Schools and colleges available and accessible for all Negro children, adequate in length of term, number of teachers, curriculum offerings, equipment and facilities.
- B. **TEACHERS AND TEACHING**—Selection, training, compensation, tenure, and working conditions of teachers in keeping with the highest standards of professional growth and leadership in recognition of their outstanding importance in the education of Negro children and in the leadership of Negro youth to reach the fundamental principles and issues underlying our economic and social order.
- C. **FINANCIAL SUPPORT**—Adequate financial support of schools for Negro children, suitably distributed and intelligently administered, with full recognition that there can be no social order without the education of the masses.
- D. **ADMINISTRATION**—Administration and control of schools, vocational training, and other educational institutions on a basis of needs rather than on racial lines.
- F. **SEGREGATED SCHOOLS**—Elimination of the system of segregated schools.

WHAT OPPORTUNITIES FOR VOCATIONAL EDUCATION AND GUIDANCE ARE AVAILABLE FOR NEGROES?



THE "CHARTER" OF NEGRO EDUCATION OF WHICH MORE THAN 10,000 COPIES HAVE BEEN DISTRIBUTED

THE OFFICE OF EDUCATION SPONSORS AN ANNUAL BROADCAST ON NEGRO EDUCATION DURING AMERICAN EDUCATION WEEK

### VOCATIONAL EDUCATION AND GUIDANCE OF NEGROES



TOTAL AMOUNT EXPENDED  
\$ 234,207.00

- MAJOR ITEMS STUDIED IN THE SURVEY
1. VOCATIONAL OFFERINGS IN SCHOOLS AND COLLEGES.
  2. TRAINING OF VOCATIONAL TEACHERS.
  3. VOCATIONAL GUIDANCE PROGRAMS.
  4. ENROLLMENT OF STUDENTS IN VOCATIONAL COURSES.
  5. PERSONAL DATA ON GRADUATES AND DROP-OUTS.
  6. ATTITUDE OF STUDENTS, PARENTS, AND TEACHERS TOWARD VOCATIONAL TRAINING.
  7. THE CONCEPTION OF STUDENTS AND EDUCATIONAL LEADERS OF THE NEGRO'S RELATION TO AMERICAN ECONOMIC LIFE.

SOME RECENT PUBLICATIONS

- BACKGROUND STUDY OF NEGRO COLLEGE STUDENTS
- AVAILABILITY OF EDUCATION TO NEGROES IN RURAL COMMUNITIES
- SECONDARY EDUCATION OF NEGROES

REGULAR PROFESSIONAL STAFF FOR NEGRO EDUCATION: 1

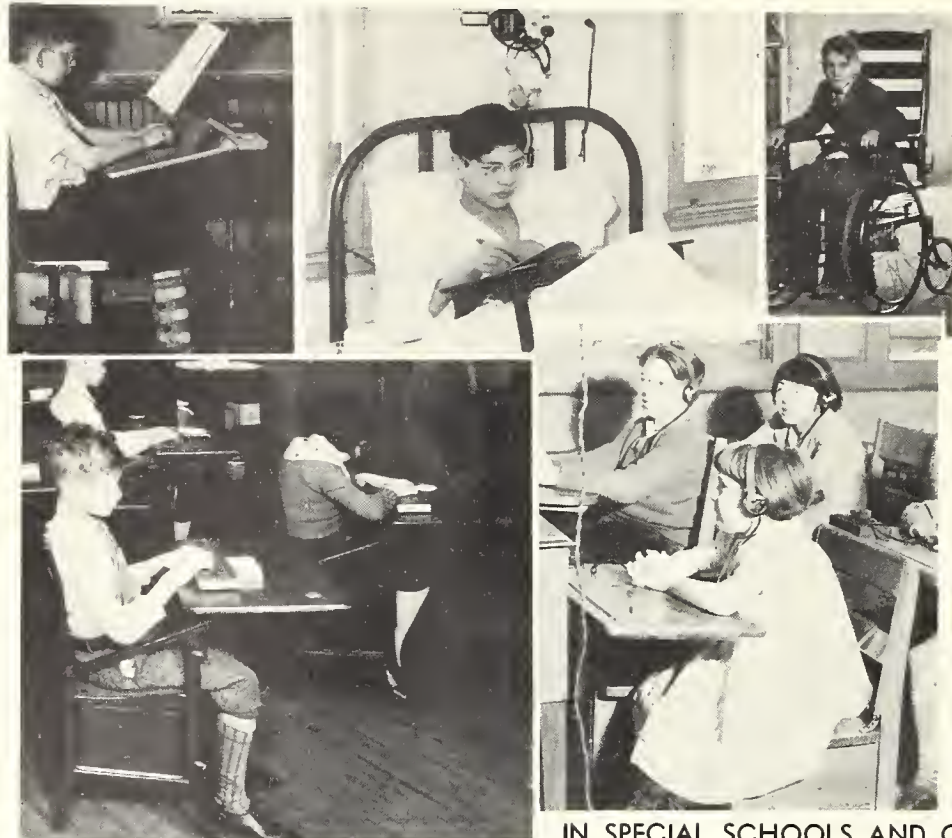
# EDUCATION OF SPECIAL GROUPS

## EXCEPTIONAL CHILDREN

EQUALITY OF EDUCATIONAL OPPORTUNITY MEANS THAT EACH CHILD SHOULD BE EDUCATED IN KEEPING WITH HIS CAPACITIES, LIMITATIONS, AND INTERESTS, LOOKING TOWARD THE HAPPIEST ADJUSTMENT HE CAN MAKE IN LIFE AND THE MOST CONSTRUCTIVE CONTRIBUTION HE CAN BRING TO SOCIETY

### 3,615,000

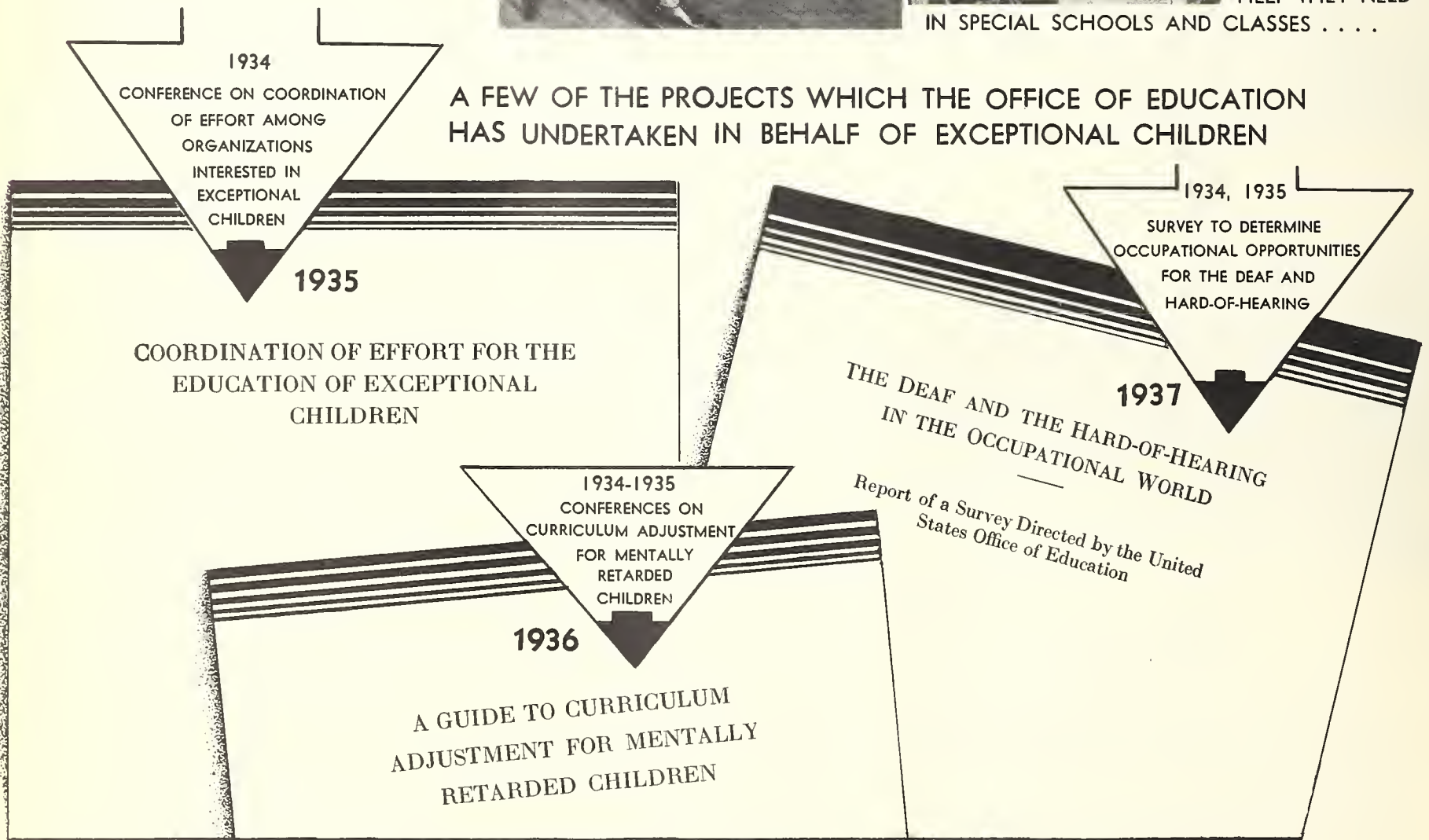
IS THE ESTIMATED NUMBER OF CHILDREN NEEDING SPECIAL EDUCATIONAL PROVISIONS BLIND AND PARTIALLY-SEEING; CRIPPLED; DEAF AND HARD-OF-HEARING; DELICATE; SPEECH DEFECTIVE; MENTALLY GIFTED; MENTALLY RETARDED; AND SOCIALLY MALADJUSTED.



ONLY 350,000 OF THESE ARE RECEIVING THE HELP THEY NEED

IN SPECIAL SCHOOLS AND CLASSES . . . .

### A FEW OF THE PROJECTS WHICH THE OFFICE OF EDUCATION HAS UNDERTAKEN IN BEHALF OF EXCEPTIONAL CHILDREN

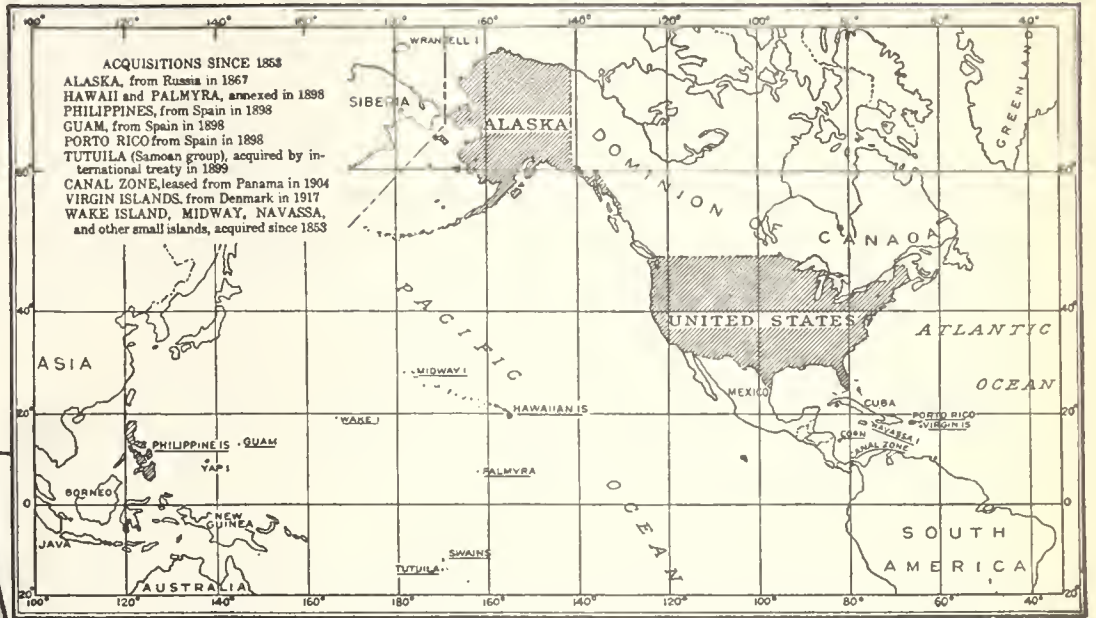


REGULAR PROFESSIONAL STAFF FOR EDUCATION OF EXCEPTIONAL CHILDREN: 1

# EDUCATION OF SPECIAL GROUPS PEOPLES IN OUTLYING PARTS OF THE UNITED STATES

THE FEDERAL GOVERNMENT CARRIES A PECULIAR RESPONSIBILITY FOR THE EDUCATION OF ITS "ADOPTED" CHILDREN IN THE OUTLYING PARTS—ALASKA, PUERTO RICO, VIRGIN ISLANDS, HAWAIIAN ISLANDS, PHILIPPINE ISLANDS, GUAM, AND AMERICAN SAMOA.

THROUGH VISITATION AND THE STUDY OF LOCAL PROBLEMS, EVALUATION OF PROGRESS, AND PUBLICATIONS CONCERNING PRACTICES, THE OFFICE OF EDUCATION DEMONSTRATES ITS INTEREST IN HELPING TO REALIZE THE EDUCATIONAL OBJECTIVES FOR THESE PEOPLES



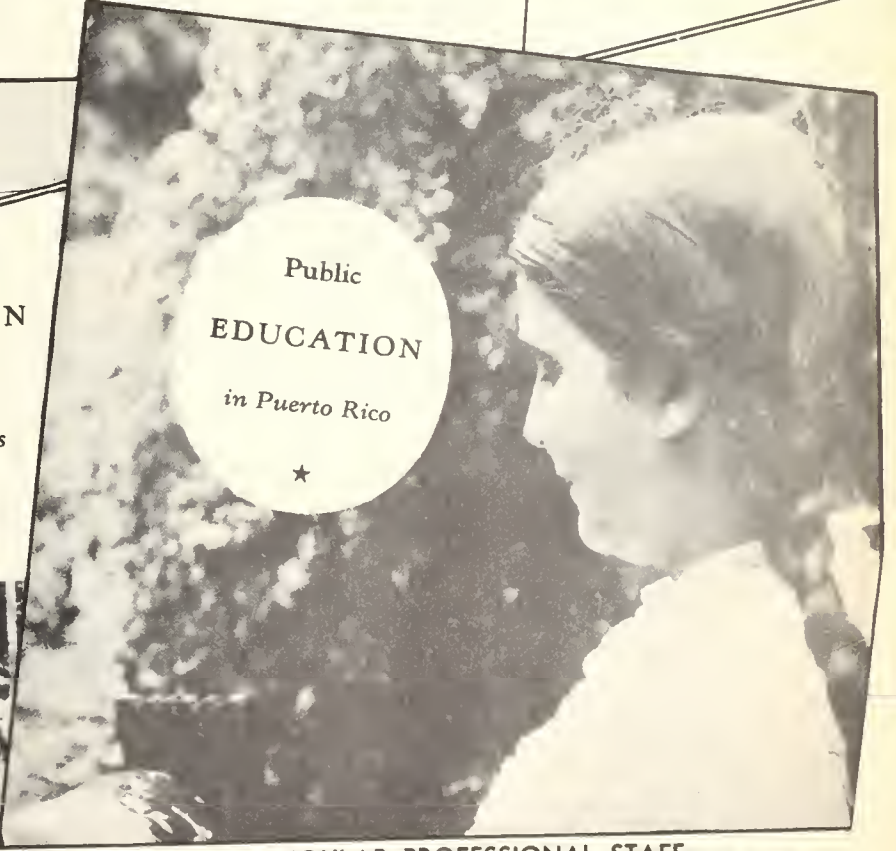
**P**UBLIC EDUCATION in the Philippine Islands is Bulletin 1935, No. 9, and is issued by the United States Department of the Interior, Office of Education. Harold L. Ickes is Secretary of the Interior and J. W. Studebaker is Commissioner of Education.

**Public Education in Alaska**

Public EDUCATION in the Virgin Islands

Public EDUCATION in Puerto Rico

**Public Education in Hawaii**



REGULAR PROFESSIONAL STAFF FOR EDUCATION OF PEOPLES IN OUTLYING PARTS: NONE  
WORK CARRIED ON IN ADDITION TO REGULAR RESPONSIBILITIES

# EDUCATION OF SPECIAL GROUPS

## PHYSICALLY HANDICAPPED MEN AND WOMEN

THE FEDERAL GOVERNMENT, THROUGH THE OFFICE OF EDUCATION, COOPERATES WITH THE STATES IN THE ADMINISTRATION OF A PROGRAM DESIGNED TO RESTORE TO REMUNERATIVE EMPLOYMENT PHYSICALLY HANDICAPPED ADULTS AND YOUNG PEOPLE OF EMPLOYABLE AGE

NUMBER  
OF PERSONS  
REHABILITATED  
IN 1936-1937  
**11,095**



**DENTAL MECHANICS**  
Name .....

**ELECTRIC REFRIGERATION**  
Name .....

**NEON SIGN MAKING**  
Name .....  
Shop .....  
Entrance date .....

**WELDING**  
Name .....

**ARMATURE WINDING**  
Name .....  
Shop .....  
Entrance date .....

### The National Program for Vocational Rehabilitation of Disabled Persons

☞ THROUGH AN ACT OF CONGRESS, PASSED IN 1920, VOCATIONAL REHABILITATION WAS ESTABLISHED.

☞ FORTY-SEVEN STATES, TWO TERRITORIES, AND THE DISTRICT OF COLUMBIA HAVE ACCEPTED THIS FEDERAL ACT AND HAVE ESTABLISHED REHABILITATION SERVICES FOR THEIR DISABLED CITIZENS.

☞ THE FEDERAL GOVERNMENT GIVES FINANCIAL AID AND PROVIDES A RESEARCH AND PROMOTIONAL SERVICE.

☞ THESE STATE PROGRAMS ARE ADMINISTERED BY THE STATE BOARDS FOR VOCATIONAL EDUCATION.

☞ THE NATIONAL PROGRAM OF VOCATIONAL REHABILITATION, UNDER GOVERNMENT AUSPICES, PREPARES DISABLED PERSONS FOR AND PLACES THEM IN REMUNERATIVE EMPLOYMENT.

TOTAL AMOUNT  
AVAILABLE FOR  
DISTRIBUTION  
TO STATES  
1936-1937  
**\$1,920,009.61**

THE OFFICE OF EDUCATION  
MAKES JOB ANALYSES TO AID  
IN THE VOCATIONAL TRAINING  
OF DISABLED PERSONS . . . .

"THIS IS THE HELP BEYOND ALL OTHERS-  
FIND OUT HOW TO MAKE PEOPLE USEFUL,  
AND LET THEM EARN THEIR MONEY INSTEAD  
OF BEGGING IT" *AUSKIN*

# EDUCATION OF SPECIAL GROUPS

## C C C ENROLLEES

ADVISORY SERVICE IN CONNECTION WITH EDUCATIONAL PROGRAMS IN C C C CAMPS IS AN IMPORTANT RESPONSIBILITY OF THE OFFICE OF EDUCATION

ENROLLEE PARTICIPATION IN EDUCATIONAL PROGRAM IN 1934—36% IN 1937—85%

### THE OBJECTIVES OF THE C C C EDUCATIONAL PROGRAM

1. TO DEVELOP IN EACH MAN HIS POWERS OF SELF-EXPRESSION.
2. TO DEVELOP PRIDE AND SATISFACTION IN COOPERATIVE ENDEAVOR.
3. TO DEVELOP AN UNDERSTANDING OF THE PREVAILING SOCIAL AND ECONOMIC CONDITIONS, SO THAT EACH MAN MAY COOPERATE INTELLIGENTLY IN IMPROVING THEM.
4. TO ENCOURAGE GOOD HABITS OF MENTAL AND PHYSICAL HEALTH.
5. TO ASSIST EACH MAN TO MEET HIS EMPLOYMENT PROBLEMS IN CIVILIAN LIFE.
6. TO DEVELOP AN APPRECIATION OF THE WORLD OF NATURE.

AVERAGE NUMBER OF ORGANIZED EDUCATIONAL GROUPS IN EACH CAMP IN 1934—10 IN 1937—26



### MAJOR EDUCATIONAL ACTIVITIES IN THE CAMPS

COUNSELING, GUIDANCE, AND TRAINING IN:

1. CHARACTER AND CITIZENSHIP
2. HEALTH
3. ACADEMIC STUDIES
4. VOCATIONAL PREPARATION AND EXPERIENCE
5. AVOCATIONAL ACTIVITIES
6. RECREATION
7. PLACEMENT



### SOME RECENT PUBLICATIONS FOR C C C CAMPS

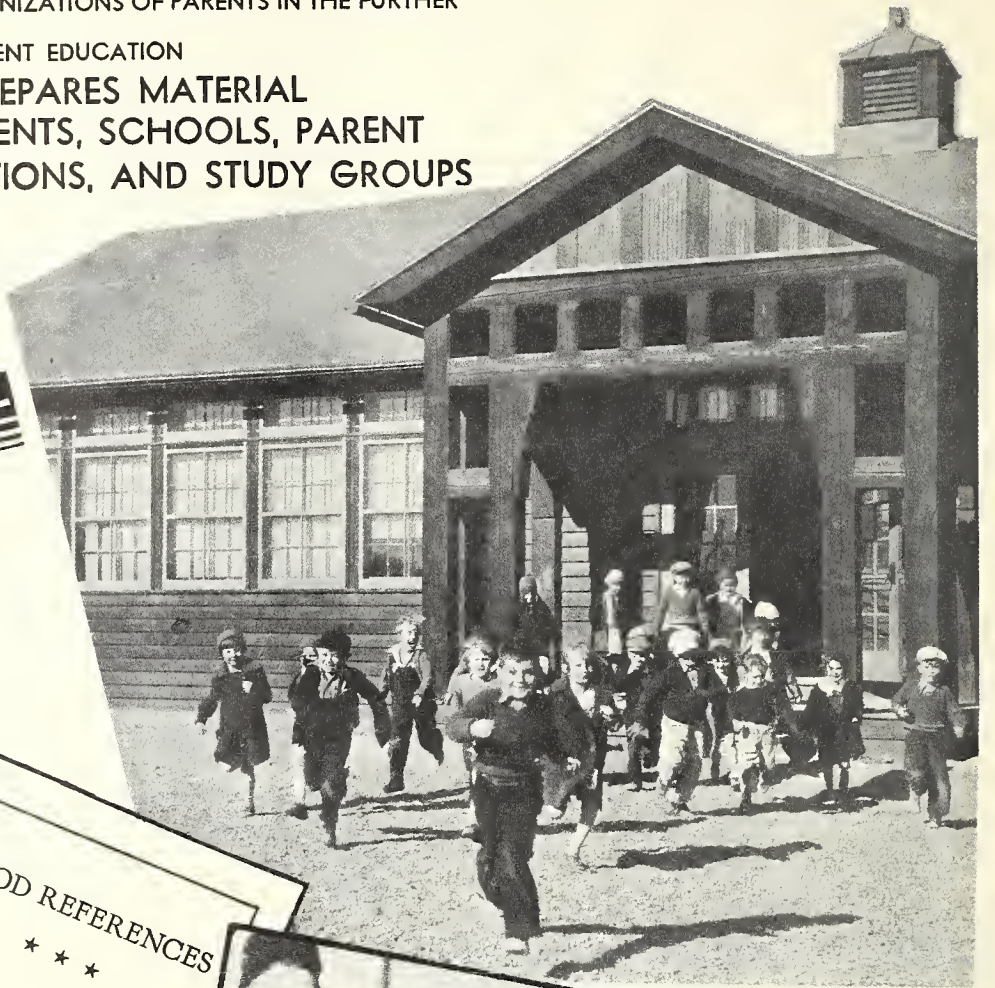
- RADIO SERVICING
- PHOTOGRAPHY
- CARPENTRY
- FORESTRY
- PLANE SURVEYING
- AUTOMOBILE REPAIRING
- COOKING
- SOIL CONSERVATION

REGULAR PROFESSIONAL STAFF FOR EDUCATION IN C C C CAMPS: 4

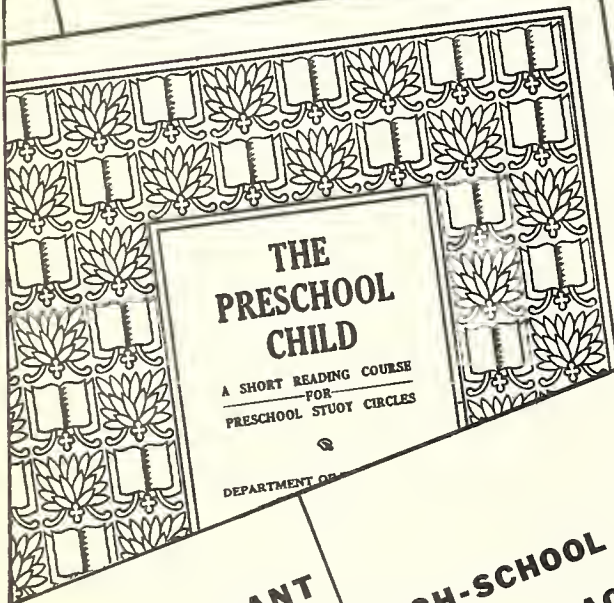
# ADULT EDUCATION PARENT EDUCATION

THE OFFICE OF EDUCATION WORKS IN CLOSE COOPERATION  
WITH NATIONAL ORGANIZATIONS OF PARENTS IN THE FURTHER  
DEVELOPMENT OF PARENT EDUCATION

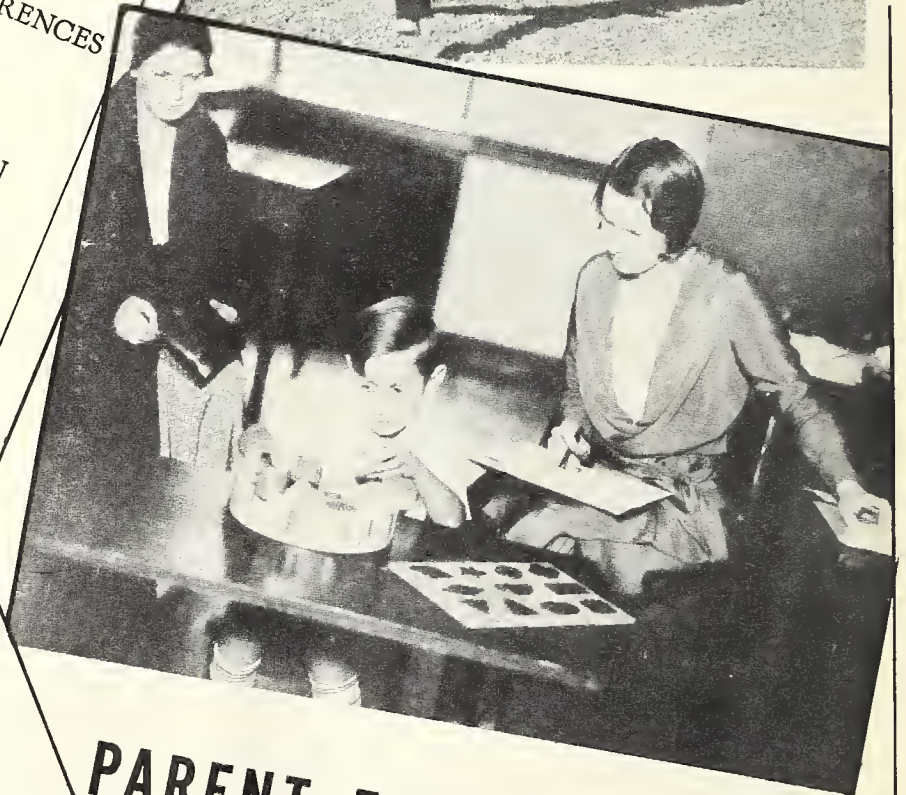
IT PREPARES MATERIAL  
FOR: PARENTS, SCHOOLS, PARENT  
ORGANIZATIONS, AND STUDY GROUPS



ESSENTIALS IN HOME AND  
SCHOOL COOPERATION



GOOD REFERENCES  
\* \* \*  
on  
EDUCATION  
for  
FAMILY LIFE  
\* \* \*



SIGNIFICANT  
PROGRAMS OF

HIGH-SCHOOL  
PARENT-TEACHER  
ASSOCIATIONS

A STUDY  
OF CURRENT PRACTICES  
IN A SELECTED NUMBER  
OF ASSOCIATIONS

PARENT EDUCATION  
OPPORTUNITIES

REGULAR PROFESSIONAL STAFF  
FOR PARENT EDUCATION: 1

# ADULT EDUCATION PUBLIC FORUMS

THE OFFICE OF EDUCATION, WITH THE ASSISTANCE OF EMERGENCY RELIEF FUNDS, HAS INITIATED A PLAN OF DEMONSTRATIONS IN ADULT CIVIC EDUCATION, POINTING THE WAY TOWARD A PERMANENT PROGRAM OF SERVICE IN THIS FIELD

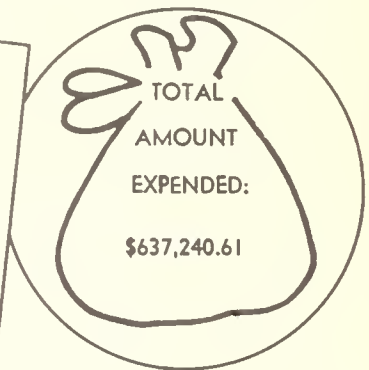
## STEP 1

10 FORUM DEMONSTRATION CENTERS WERE ESTABLISHED IN THE SUMMER OF 1936



## STEP 2

IN 1937 THE PROGRAM WAS EXPANDED TO INCLUDE A TOTAL OF 19 CENTERS



## STEP 3

MORE WIDE-SPREAD DEMONSTRATIONS ARE PLANNED FOR 1937-1938

**SOME ACTIVITIES OF THE ADMINISTRATIVE STAFF**  
 PREPARATION AND DISTRIBUTION OF PUBLICATIONS  
 SURVEY OF 431 FORUMS  
 PROVISION OF COUNSELING SERVICE TO 150 FORUMS  
 PUBLICATION OF INDEXES OF "PUBLIC AFFAIRS PAMPHLETS"  
 ORGANIZATION OF 30 PAMPHLET DISPLAY CENTERS

IN 1936-37  
 10,451 MEETINGS  
 237 DIFFERENT DISCUSSION LEADERS  
 1,014,384 ATTENDING

**TYPICAL DISCUSSION TOPICS**

- MACHINES FOR OR AGAINST US?
- THE SUPREME COURT—GUARDIAN OR GAG OF THE CONSTITUTION?
- IS WAR INEVITABLE?
- PAN-AMERICA AND THE WORLD PEACE
- COOPERATIVES HERE AND ABROAD
- IS THE NEW DEAL SOCIALISTIC?
- FAMILY, CHURCH, AND SCHOOL
- THE BEHAVIOR OF CROWDS
- AGENCIES OF COMMUNICATION
- CAN WE CONQUER POVERTY?
- IS PROPAGANDA A MENACE?
- FASCISM AND DEMOCRACY



- SOME PUBLIC FORUMS PUBLICATIONS**
- EDUCATION FOR DEMOCRACY
  - SAFEGUARDING DEMOCRACY THROUGH ADULT CIVIC EDUCATION
  - A STEP FORWARD FOR ADULT CIVIC EDUCATION
  - CHOOSING OUR WAY
  - FORUMS FOR YOUNG PEOPLE
  - PUBLIC AFFAIRS PAMPHLETS
  - PRINTED PAGE AND THE PUBLIC PLATFORM
  - PUBLIC AFFAIRS PAMPHLETS SUPPLEMENT

REGULAR PROFESSIONAL STAFF FOR PUBLIC FORUMS: NONE  
 WORK CARRIED ON AS AN EMERGENCY RELIEF PROJECT

# THE USE OF RADIO AND VISUAL AIDS IN SCHOOLS

THE OFFICE OF EDUCATION ASSISTS THE SCHOOLS TO KEEP IN TOUCH WITH AND TO APPLY RECENT DEVELOPMENTS IN THE USE OF RADIO AND VISUAL AIDS IN THE CLASSROOM

IT POINTS TO SOURCES OF INFORMATION

IT INVESTIGATES THE STATUS AND POSSIBILITIES OF THE USE OF RADIO IN SCHOOLS

THE ART OF TEACHING BY RADIO

BULLETIN,  1933, No. 4

SOURCES OF INFORMATION



THE SCHOOL USE OF RADIO

IT COLLECTS AND PUBLISHES DATA ON VISUAL INSTRUCTION IN THE SCHOOLS

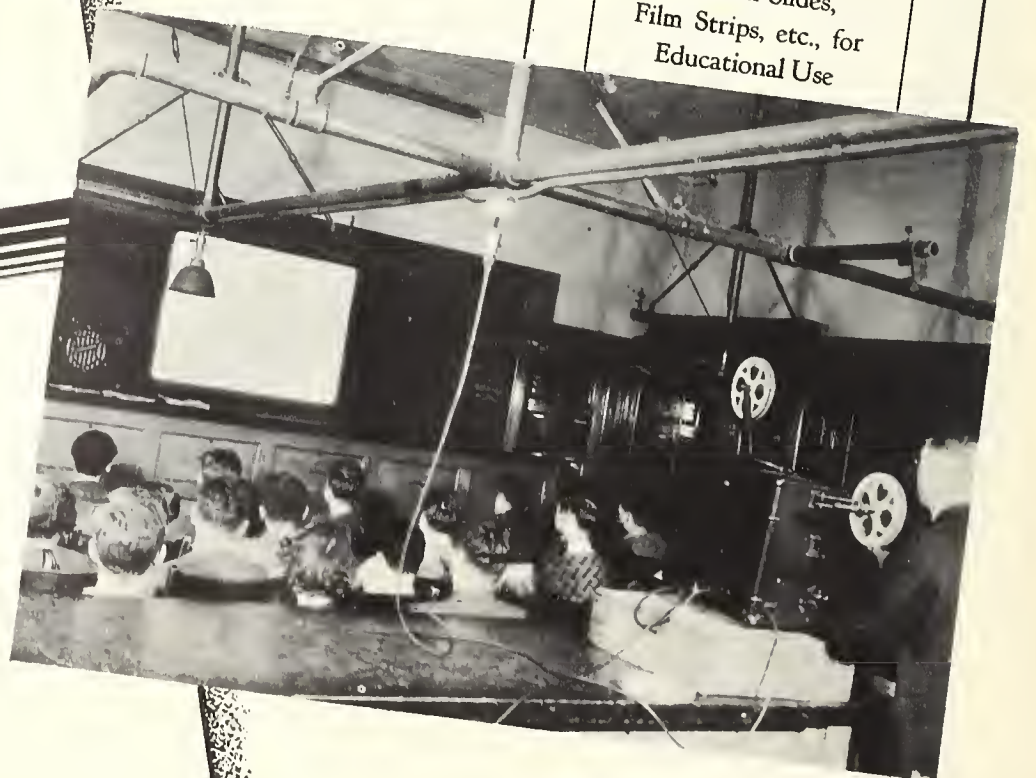
IT FURNISHES BIBLIOGRAPHICAL MATERIAL

GOOD REFERENCES

\*\*\*

on  
Lantern Slides,  
Film Strips, etc., for  
Educational Use

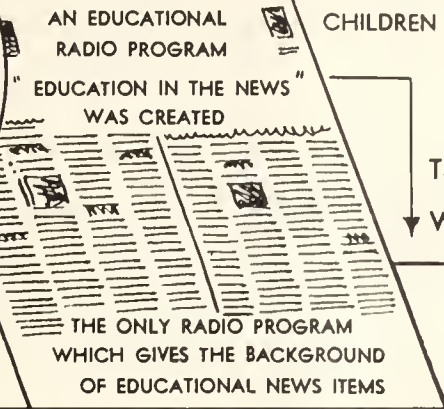
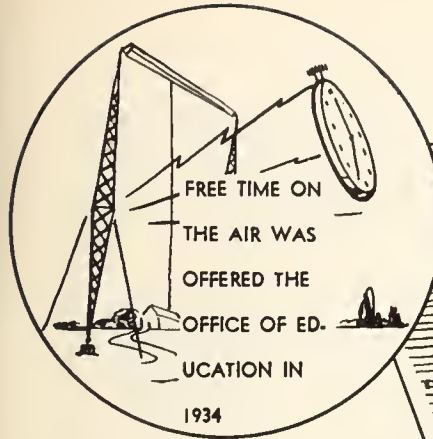
THE SCHOOL USE OF VISUAL AIDS





# EDUCATION BY RADIO

IN 1936 THE OFFICE OF EDUCATION INAUGURATED A SPECIAL PROJECT, FINANCED WITH FEDERAL RELIEF FUNDS, TO DEMONSTRATE THE TECHNIQUES BY WHICH THE RADIO CAN BECOME AN EFFECTIVE MEANS OF EDUCATION FOR BOTH ADULTS AND CHILDREN



THE EDUCATIONAL RADIO PROJECT—1936-1937 — WAS THE OUTGROWTH OF THIS PROGRAM'S SUCCESS

"THE WORLD IS YOURS"

ANSWER ME THIS

American Cities Series -- No. 5 -- NEW ORLEANS

CAST

HAVE YOU

(By Marguerite)

No. 1 -- SPRING IS HERE

See First

COLUMBIA BROADCASTING SYSTEM

U. S. DEPT. OF THE INTERIOR

EDUCATIONAL RADIO

UNITED STATES DEPARTMENT OF EDUCATION

Office of Education

Washington

"LET FREEDOM RING"

"Freedom of Speech"

EDUCATIONAL RADIO

15 Minute Script

United States Department of the Interior, D.C. The script remains the property of the U.S. Department of the Interior and must not be sponsored commercially.

EXT DOOR

Parson Jones"

CAST

ANNOUNCER  
GEORGE W. CABLE  
EDWARD KING  
JULES ST. ANGE  
BAPTISTE, his yellow hair  
PARSON JONES  
COLOSSUS

**IN ONE YEAR**  
1936-1937

1184 PROGRAMS ON THE AIR: 848 LOCAL  
336 COAST-TO-COAST THROUGH COOPERATION OF NBC AND CBS;  
7 COAST-TO-COAST RADIO SERIES

40 GOVERNMENTAL AGENCIES ON THE AIR

366,000 LETTERS FROM LISTENERS

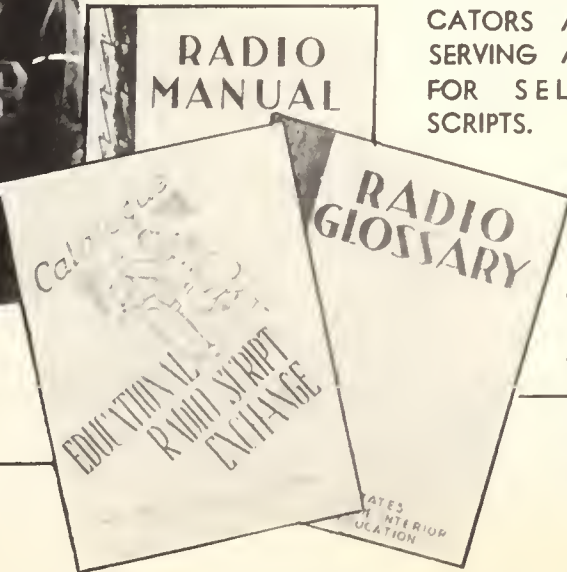
TOTAL AMOUNT EXPENDED

**\$194,888.46**



## THE SCRIPT EXCHANGE

ORGANIZED IN 1936 TO IMPROVE THE QUALITY OF LOCAL BROADCASTING — TO PROMOTE BETTER COOPERATION BETWEEN EDUCATORS AND BROADCASTERS BY SERVING AS A CLEARING HOUSE FOR SELECTED EDUCATIONAL SCRIPTS.



65,000 SCRIPTS SENT TO SCHOOLS, CCC CAMPS, CIVIC GROUPS, AND OTHERS — OCTOBER 1936 TO OCTOBER 1937

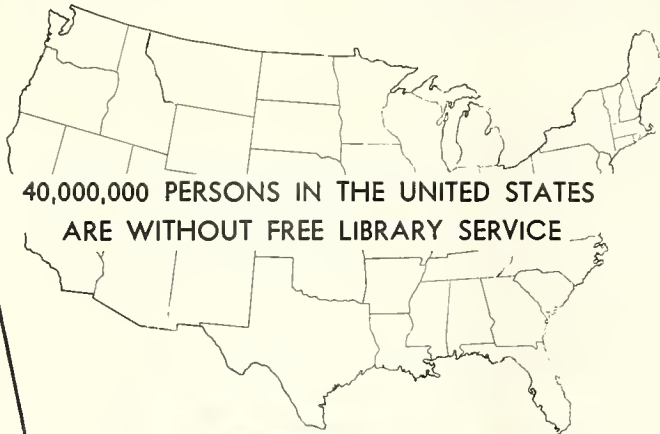
REGULAR PROFESSIONAL STAFF FOR EDUCATION BY RADIO: NONE  
WORK CARRIED ON AS AN EMERGENCY RELIEF PROJECT

# LIBRARY SERVICE

IN 1936 THERE WAS ESTABLISHED IN THE OFFICE OF EDUCATION A DIVISION OF LIBRARY SERVICE, THE DEVELOPMENT OF WHICH WILL MEAN GREATER COORDINATION AND EXTENSION OF LIBRARY FACILITIES FOR THE PEOPLE OF THE NATION

## THE NEED:

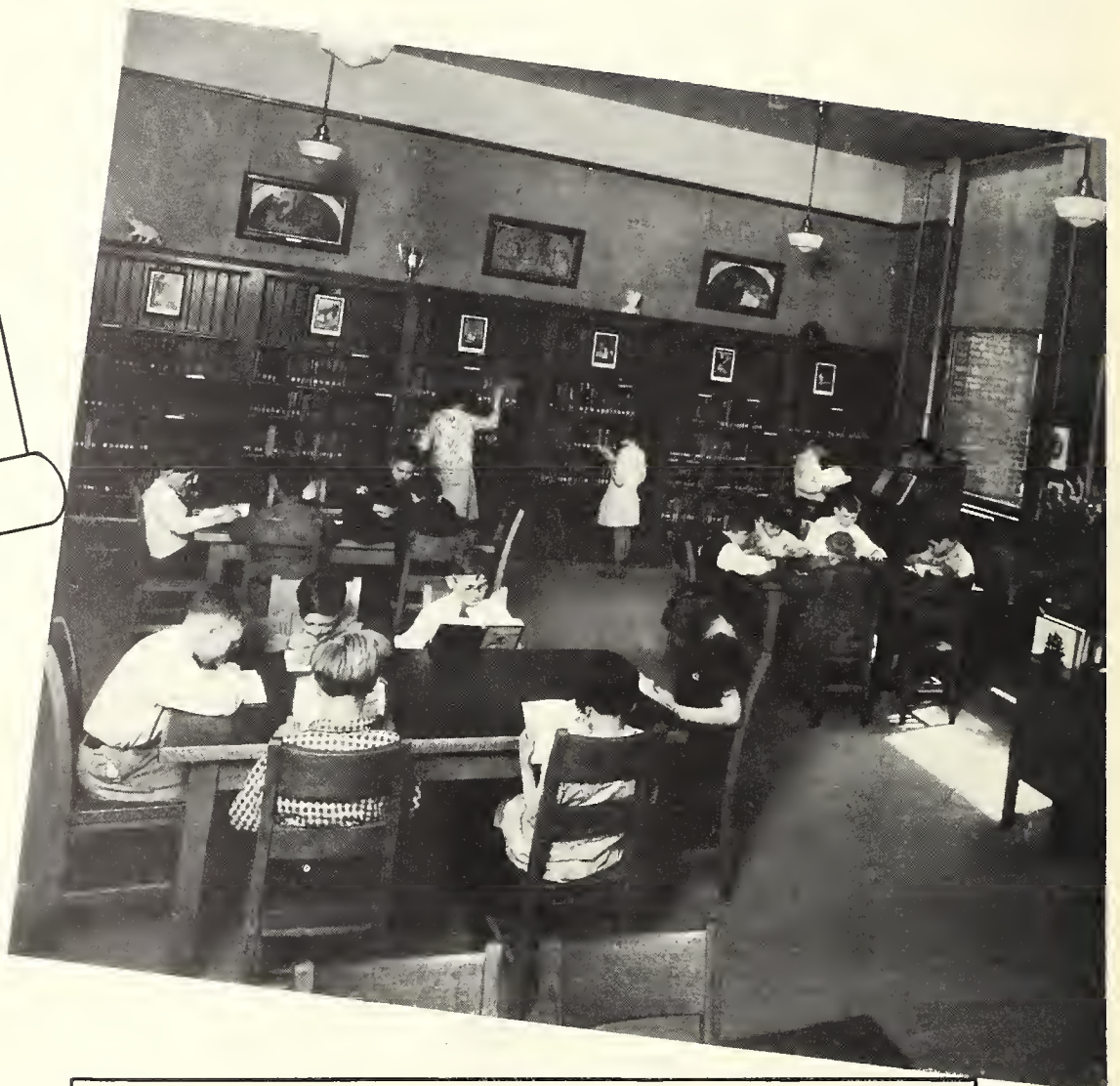
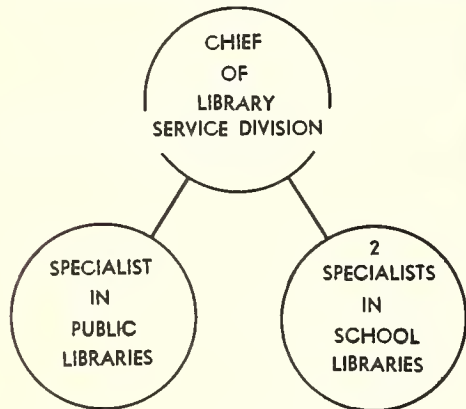
THEREFORE THE CONGRESS SAID:



40,000,000 PERSONS IN THE UNITED STATES ARE WITHOUT FREE LIBRARY SERVICE

THE SERVICE SHALL BE ESTABLISHED FOR THE PURPOSE OF "MAKING SURVEYS, STUDIES, INVESTIGATIONS, AND REPORTS REGARDING PUBLIC, SCHOOL, COLLEGE, UNIVERSITY, AND OTHER LIBRARIES; FOSTERING COORDINATION OF PUBLIC AND SCHOOL LIBRARY SERVICE; CO-ORDINATING LIBRARY SERVICE ON THE NATIONAL LEVEL WITH OTHER FORMS OF ADULT EDUCATION; DEVELOPING NATIONAL PARTICIPATION IN FEDERAL PROJECTS; FOSTERING NATION-WIDE COORDINATION OF RESEARCH MATERIALS AMONG THE MORE SCHOLARLY LIBRARIES, INTERSTATE LIBRARY COOPERATION, AND THE DEVELOPMENT OF PUBLIC, SCHOOL, AND OTHER LIBRARY SERVICE THROUGHOUT THE COUNTRY."

FIRST STEP IN THE DEVELOPMENT OF THE PROGRAM: APPOINTMENT OF OUTSTANDING LIBRARY SPECIALISTS



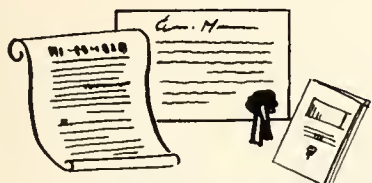

## THE OBJECTIVES

- TO BRING LIBRARY SERVICE WITHIN THE REACH OF ALL
- TO IMPROVE SCHOOL LIBRARY SERVICES
- TO SERVE LIBRARIANS AND LIBRARY AGENCIES
- TO STIMULATE PUBLIC INTEREST IN BOOKS AND LIBRARY SERVICE

# COMPARATIVE EDUCATION

THROUGH ITS SERVICES TO FOREIGN STUDENTS AND ITS STUDY OF EDUCATIONAL SYSTEMS ABROAD, THE OFFICE OF EDUCATION CONTRIBUTES TO INTERNATIONAL UNDERSTANDING AND COOPERATION. SOME OF THE SPECIFIC SERVICES RENDERED ARE:

EVALUATION OF STUDENT CREDENTIALS

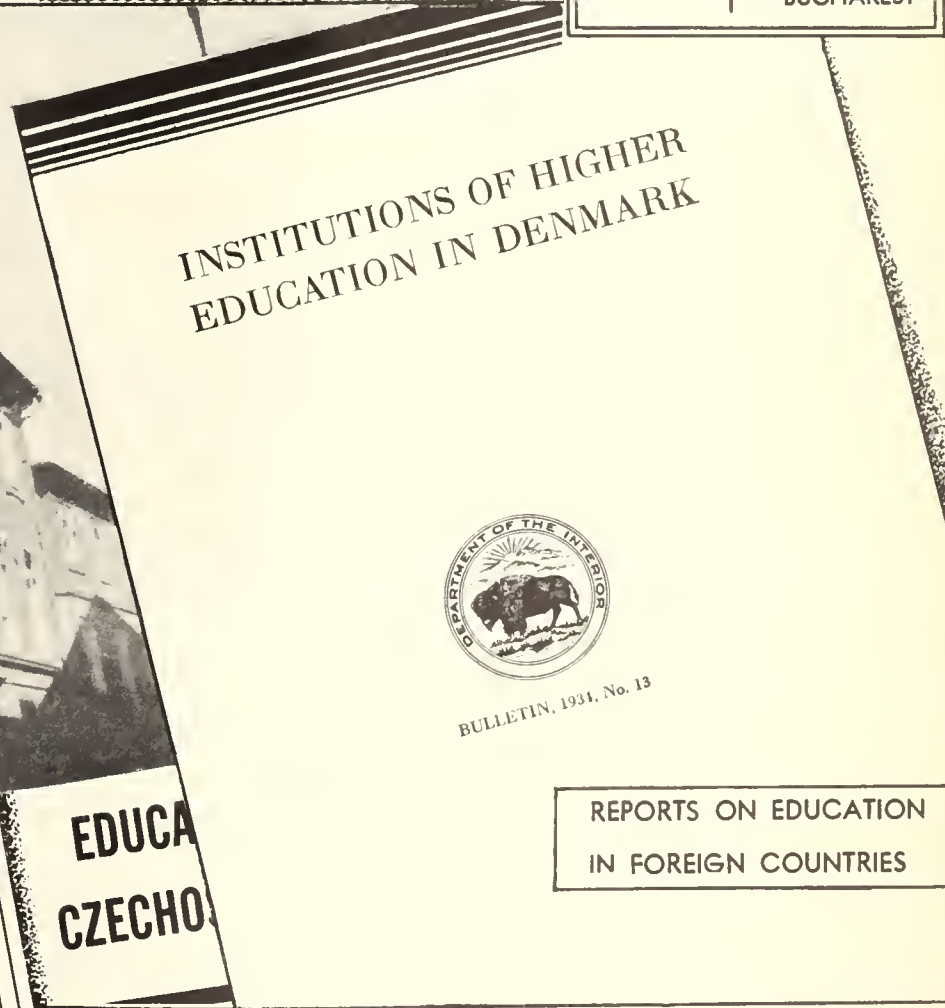
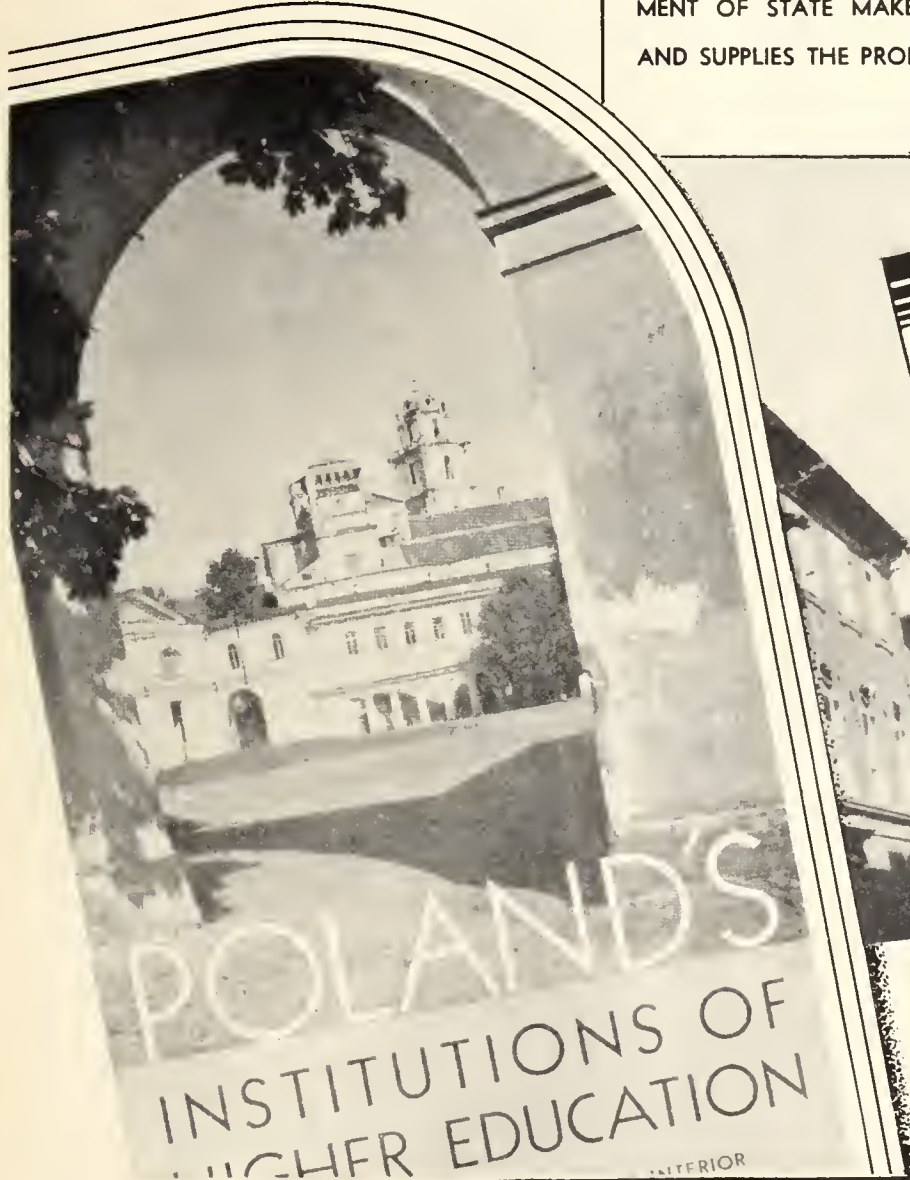
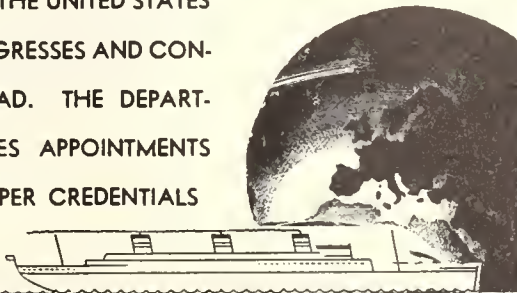
 <p>THE CREDENTIALS OF FOREIGN STUDENTS INDICATE THEIR EDUCATIONAL STATUS ABROAD</p>	 <p>THE AMERICAN UNIVERSITIES TO WHICH THESE CREDENTIALS ARE PRESENTED CONSULT THE OFFICE OF EDUCATION</p>	<p>THE OFFICE OF EDUCATION TRANSLATES THE CREDENTIALS FOR THE UNIVERSITIES</p> <p>SUCH TRANSLATIONS HAVE BEEN MADE IN <b>30</b> LANGUAGES</p>	<p>EVALUATION IS THEN MADE ON THE BASIS OF KNOWN REQUIREMENTS</p> <p>SINCE 1929 THE OFFICE OF EDUCATION HAS GIVEN THIS SERVICE FOR 5,218 STUDENTS</p>	<p>ON THE BASIS OF THE INFORMATION GIVEN BY THE OFFICE OF EDUCATION, AMERICAN UNIVERSITIES CAN PROPERLY PLACE FOREIGN STUDENTS IN THE EDUCATIONAL PROGRAM</p>
---	---	---	---	---

NOMINATION OF AMERICAN REPRESENTATIVES TO INTERNATIONAL CONVENTIONS

THE OFFICE OF EDUCATION NOMINATES PERSONS TO REPRESENT THE UNITED STATES AT EDUCATIONAL CONGRESSES AND CONVENTIONS HELD ABROAD. THE DEPARTMENT OF STATE MAKES APPOINTMENTS AND SUPPLIES THE PROPER CREDENTIALS

IN 1936-1937 DELEGATES SO NOMINATED ATTENDED EDUCATIONAL CONVENTIONS IN:

- TOKYO
- VIENNA
- COPENHAGEN
- PARIS
- GENEVA
- MEXICO CITY
- BUCHAREST



REPORTS ON EDUCATION IN FOREIGN COUNTRIES

REGULAR PROFESSIONAL STAFF FOR COMPARATIVE EDUCATION: 3





**THE OFFICE OF EDUCATION**

**SOME**

**RECENT DEVELOPMENTS**

**AND**

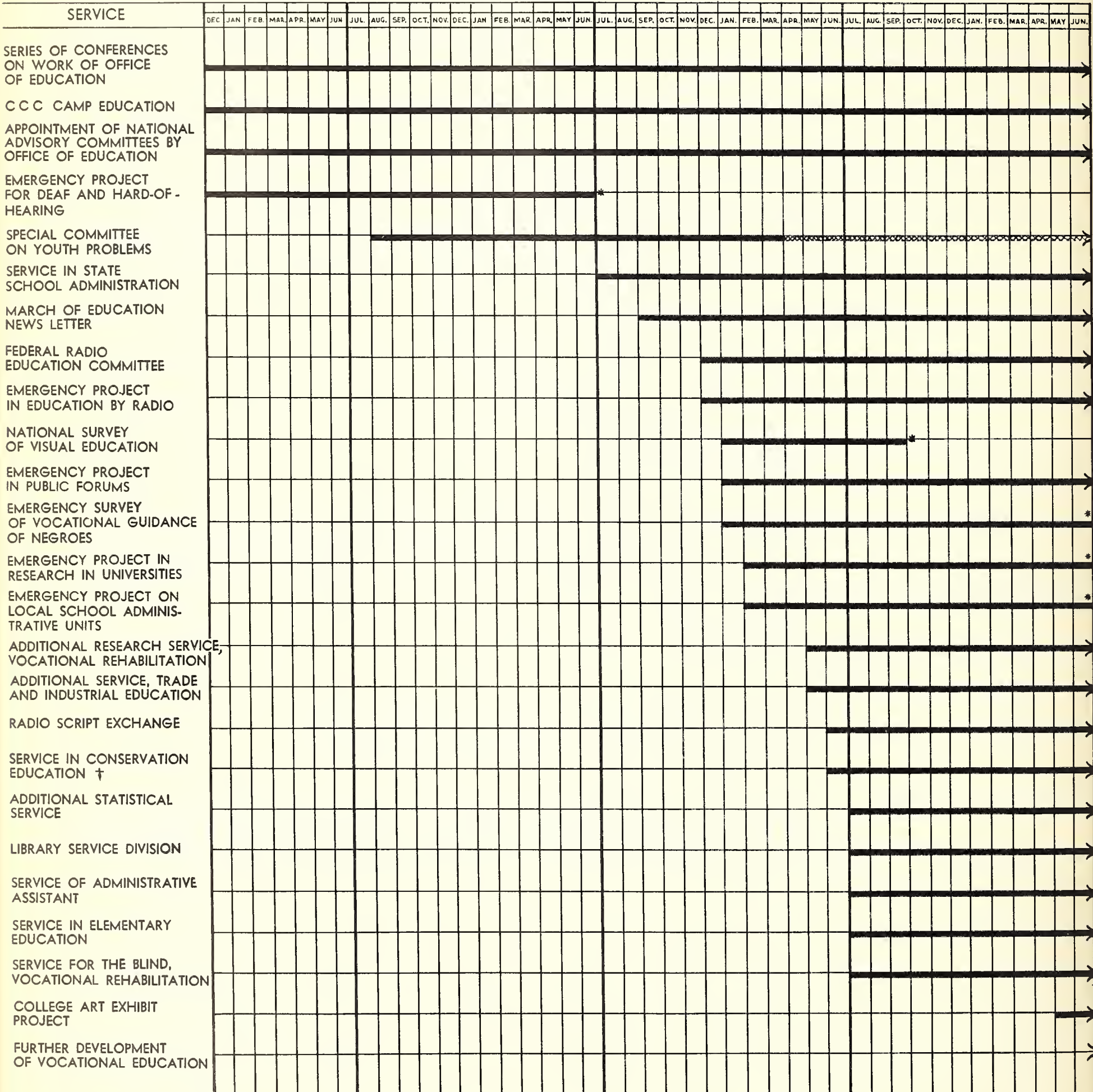
**SOME NEEDED**

**ADDITIONAL SERVICES**

# A BIRD'S-EYE VIEW OF SOME EXPANDED SERVICES

IT HAS ALWAYS BEEN THE AIM OF THE OFFICE OF EDUCATION TO RENDER THE GREATEST POSSIBLE SERVICE WITH THE MEANS AT ITS DISPOSAL. EVERY ADDITIONAL FACILITY MADE AVAILABLE FOR USE INCREASES THE POSSIBILITIES OF ACHIEVEMENT IN THE NAME OF EDUCATION

EACH BAR SHOWS THE TIME OF BEGINNING OF A NEW SERVICE, AND IF A TEMPORARY PROJECT THE TIME OF ITS COMPLETION. AN ARROW INDICATES THE SERVICE IS CONTINUING



\* REPORT OF PROJECT PUBLISHED

xxx CONTINUED AS A COMMITTEE OF STAFF MEMBERS

† TEMPORARY ASSIGNMENT ONLY

# EXPANSION OF PERMANENT STAFF

1933 - 1937

A FEW OF THE GAPS IN SERVICE HAVE BEEN FILLED DURING THE PAST FOUR YEARS THROUGH THE APPOINTMENT OF ADDITIONAL PERSONNEL

SERVICE	ADDED PERSONNEL	PURPOSE
ADMINISTRATIVE ASSISTANCE	1 ADMINISTRATIVE ASSISTANT	TO ASSIST IN THE ADMINISTRATIVE RESPONSIBILITIES OF THE OFFICE OF EDUCATION
CCC CAMP EDUCATION	4 DIRECTORS AND ASSISTANTS 7 SECRETARIES AND STENOGRAPHERS	TO GIVE ADVISORY SERVICE IN THE DEVELOPMENT OF AN EDUCATIONAL PROGRAM IN CCC CAMPS
LIBRARY SERVICE	3 SPECIALISTS 4 STENOGRAPHERS	TO PROMOTE THE DEVELOPMENT OF SCHOOL AND PUBLIC LIBRARIES AND TO BRING THEIR FACILITIES WITHIN THE REACH OF ALL
VOCATIONAL EDUCATION	1 SPECIAL AGENT IN TRADE AND INDUSTRIAL EDUCATION	TO DEVELOP FURTHER THE PROGRAM OF EDUCATION IN TRADES AND INDUSTRIES
VOCATIONAL REHABILITATION	1 RESEARCH AGENT 1 STATISTICAL CLERK 1 STENOGRAPHER	TO EXPAND THE RESEARCH PROGRAM IN CONNECTION WITH THE PROBLEMS OF EMPLOYMENT FOR THE PHYSICALLY DISABLED
STATE SCHOOL ADMINISTRATION	4 AGENTS FOR THE BLIND 1 SECRETARY 1 STENOGRAPHER	TO DEVELOP THE PROGRAM OF VOCATIONAL SERVICE FOR THE ADULT BLIND UNDER THE RANDOLPH-SHEPPARD ACT
ELEMENTARY EDUCATION	1 SPECIALIST 1 STENOGRAPHER	TO STUDY THE EDUCATIONAL PROBLEMS OF ADMINISTRATION AND TO ASSIST THE STATES IN THEIR SOLUTION
STATISTICAL SERVICE	1 SPECIALIST 1 STENOGRAPHER	TO STUDY THE PROBLEMS OF ELEMENTARY EDUCATION AND TO ASSIST STATES AND LOCAL COMMUNITIES IN THEIR SOLUTION
	3 STATISTICAL CLERKS	TO EXPEDITE THE COMPILATION OF STATISTICAL DATA RELATING TO EDUCATIONAL PROGRESS


Plans are under way for the appointment of 19 additional professional employees and 15 additional clerical employees during the year 1937-38; to be distributed as follows:

ADMINISTRATIVE DIVISION	4
COMMERCIAL EDUCATION	5
OCCUPATIONAL STUDIES AND GUIDANCE	6
ADULT VOCATIONAL EDUCATION	5
TEACHER TRAINING	5
SECONDARY EDUCATION PROGRAM AND CURRICULAR PROBLEMS	6
EDITORIAL ASSISTANCE	3

# EMERGENCY RELIEF PROJECTS

1933-1937

THE SPECIAL PROJECTS FINANCED THROUGH EMERGENCY RELIEF FUNDS HAVE BEEN A SIGNIFICANT CONTRIBUTION TO THE DEVELOPMENT OF AREAS IN EDUCATION THAT HAD HITHERTO RECEIVED SCANT ATTENTION ON A NATIONAL SCALE

PROJECT	TOTAL AMOUNT EXPENDED	PURPOSE
<p>SURVEY OF EMPLOYMENT POSSIBILITIES OF THE DEAF AND HARD-OF-HEARING</p>	<p style="text-align: center;"></p> <p style="text-align: center;"><b>\$ 75,117.75</b></p>	<p>TO STUDY THE EMPLOYMENT STATUS OF DEAF AND HARD-OF-HEARING PERSONS AND TO EXPLORE THE TYPES OF OCCUPATIONAL SERVICE IN WHICH THEY HAVE BEEN SUCCESSFUL</p>
<p>EDUCATIONAL RADIO PROJECT *</p>	<p style="text-align: center;"><b>\$194,888.46</b></p>	<p>TO DEMONSTRATE THE EFFECTIVE USE OF RADIO IN EDUCATION</p>
<p>PUBLIC FORUMS *</p>	<p style="text-align: center;"><b>\$637,240.61</b></p>	<p>TO DEMONSTRATE THE EFFECTIVE USE OF PUBLIC FORUMS IN ADULT CIVIC EDUCATION</p>
<p>RESEARCH IN UNIVERSITIES</p>	<p style="text-align: center;"><b>\$401,793.00</b></p>	<p>TO PROMOTE A COORDINATED PROGRAM OF RESEARCH AMONG INSTITUTIONS OF HIGHER EDUCATION</p>
<p>LOCAL SCHOOL ADMINISTRATIVE UNITS</p>	<p style="text-align: center;"><b>\$838,980.58</b></p>	<p>TO INVESTIGATE THE PROBLEMS RELATED TO UNITS OF ADMINISTRATION IN LOCAL SCHOOL SYSTEMS, LOOKING TOWARD GREATER EFFICIENCY OF EDUCATIONAL ADMINISTRATION</p>
<p>SURVEY OF VOCATIONAL GUIDANCE OF NEGROES</p>	<p style="text-align: center;"><b>\$234,207.00</b></p>	<p>TO STUDY THE NEEDS, THE OPPORTUNITIES, AND THE OBJECTIVES OF VOCATIONAL GUIDANCE AND TRAINING OF NEGROES</p>
	<p style="text-align: center;"><b>3,828</b> PERSONS WERE GIVEN EMPLOYMENT IN THESE PROJECTS. 3274 OF THESE WERE RELIEF WORKERS</p>	

\* ADDITIONAL FUNDS ALLOTTED FOR 1937-38  
 (AS OF DECEMBER 1937) TOTAL:  
 FOR EDUCATIONAL RADIO \$107,200.00  
 FOR PUBLIC FORUMS \$260,000.00



# COOPERATION WITH OTHER GOVERNMENT AGENCIES

## SOME RECENT ACTIVITIES

THE OFFICE OF EDUCATION STANDS READY TO COOPERATE WITH OTHER AGENCIES OF THE FEDERAL GOVERNMENT, LOOKING TOWARD THE PROMOTION OF EDUCATION OF ALL THE PEOPLE. A FEW OF THE PROJECTS IN WHICH SERVICE HAS RECENTLY BEEN GIVEN ARE INDICATED ON THIS PAGE.



DEPARTMENT OF THE TREASURY  
 . . .  
 JOINT PUBLICATIONS WITH PUBLIC HEALTH SERVICE AND PROMOTION OF HEALTH EDUCATION

DEPARTMENT OF JUSTICE  
 . . .  
 COOPERATION IN PLANNING AND ORGANIZING TRAINING COURSES

DEPARTMENT OF AGRICULTURE  
 . . .  
 JOINT STUDIES AND PREPARATION OF SUBJECT MATTER; DISTRIBUTION OF MATERIAL THROUGH SCHOOLS

DEPARTMENT OF STATE  
 . . .  
 RELATIONSHIP WITH FOREIGN COUNTRIES IN EDUCATIONAL MATTERS

DEPARTMENT OF COMMERCE  
 . . .  
 COOPERATIVE SERVICE IN FURNISHING SCHOOL STATISTICS AND IN WORKING ON SPECIAL PROBLEMS RELATED TO EDUCATION

DEPARTMENT OF LABOR  
 . . .  
 DEVELOPMENT OF WORKING AGREEMENT ON APPRENTICE TRAINING

FEDERAL EMERGENCY ADMINISTRATION OF PUBLIC WORKS  
 . . .  
 SURVEYS OF SCHOOL BUILDING NEEDS AND CONFERENCES CONCERNING SCHOOL BUILDING PROBLEMS

WORKS PROGRESS ADMINISTRATION  
 . . .  
 ADVISORY SERVICE IN EMERGENCY EDUCATION PROGRAMS; EVALUATION OF PROPOSED PROJECTS DEALING WITH EDUCATION

ADVISORY COMMITTEE ON EDUCATION  
 . . .  
 FIELD SERVICE AND PREPARATION OF MATERIAL TO ASSIST THE COMMITTEE IN ITS WORK

EMERGENCY CONSERVATION WORK ADMINISTRATION  
 . . .  
 ADVISORY SERVICE IN ADMINISTERING C.C.C. EDUCATIONAL PROGRAM

TENNESSEE VALLEY AUTHORITY  
 . . .  
 ASSISTANCE IN PLANNING VOCATIONAL PROGRAM

RESETTLEMENT ADMINISTRATION  
 . . .  
 FIELD SERVICE TO HELP IN PLANNING SCHOOL AND COMMUNITY BUILDINGS; PREPARATION OF DATA NEEDED IN ADMINISTERING EDUCATIONAL PROGRAM

HOME OWNERS' LOAN CORPORATION  
 . . .  
 ORGANIZATION OF PLAN FOR TRAINING FIELD WORKERS

FEDERAL COMMUNICATIONS COMMISSION  
 . . .  
 CHAIRMANSHIP OF FEDERAL RADIO EDUCATION COMMITTEE, OFFICIAL AGENCY TO COORDINATE EFFORTS OF EDUCATORS AND BROADCASTERS

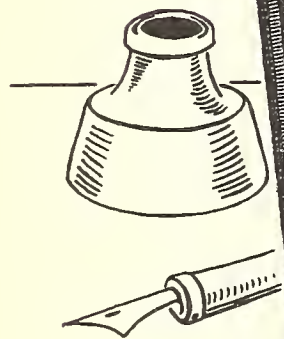
INTERDEPARTMENTAL COMMITTEE TO COORDINATE HEALTH AND WELFARE ACTIVITIES  
 . . .  
 COOPERATIVE SERVICE ON COMMITTEES DEALING WITH RECREATION; HEALTH EDUCATION; FOOD AND NUTRITION; WORKERS' EDUCATION, AND CRIME PREVENTION

# APPROPRIATIONS FOR ADMINISTRATION OF THE OFFICE OF EDUCATION

THE ADMINISTRATION OF AN EXECUTIVE OFFICE REQUIRES OUTLAY OF EXPENDITURE FOR PERSONNEL, EQUIPMENT, NECESSARY TRAVEL, PRINTING, AND OTHER ADMINISTRATIVE ITEMS

*Appropriations for Administration*

For	1933-1934		1934-1935		1935-1936		1936-1937		1937-1938	
Education, excluding items listed below	\$ 310,000.00		\$ 273,000.00		\$ 313,220.00		\$ 354,480.00		\$ 357,400.00	
Vocational, Education, and Rehabilitation	298,000.00		302,198.00		324,000.00		343,420.00		520,000.00	
CCC Camp Education	12,099.25		27,394.25		39,103.97		44,160.00		46,560.00	
Emergency Relief Projects	8,257.75		✓		120,033.00		70,162.00		12,500.00	
<b>Total</b>	<b>\$ 628,357.00</b>		<b>\$ 602,592.25</b>		<b>\$ 796,356.97</b>		<b>\$ 812,222.00</b>		<b>\$ 936,460.00</b>	



# TOTAL AMOUNT APPROPRIATED FOR EXPENDITURE THROUGH THE OFFICE OF EDUCATION

ADMINISTRATIVE EXPENSES FOR THE CENTRAL OFFICE ARE BUT A SMALL PERCENTAGE OF THE TOTAL AMOUNT APPROPRIATED THROUGH THE OFFICE OF EDUCATION. THE DISTRIBUTION OF FEDERAL FUNDS TO THE STATES FOR VARIOUS EDUCATIONAL PURPOSES IS A RESPONSIBILITY OF LARGE PROPORTIONS.

## Total Amount Appropriated for Expenditure

For:

Fiscal Year	Administration		Distribution*		Total
1933-1934	\$ 628,357	00	\$10,921,560	00	\$11,549,917 00
1934-1935	602,592	25	13,963,603	00	14,566,195 25
1935-1936	796,356	97	16,849,326	00	17,645,682 97
1936-1937	812,222	00	16,587,530	00	17,399,752 00
1937-1938	936,460	00	28,347,700	00	29,284,160 00

\* Distribution for  
 Vocational Education -  
 Vocational Rehabilitation  
 Land-Grant Colleges  
 Emergency Relief Projects

# SOME NEEDED ADDITIONAL SERVICES

It is fitting that the Office of Education, created in the Federal Government to PROMOTE THE CAUSE OF EDUCATION, should be equipped to render service in every major phase of educational development. What it is attempting to do in order to fulfill the aim for which it was established has been portrayed in the preceding pages. A few of the avenues of further growth needed to increase its usefulness are indicated on this page.

There are some important fields which as yet are wholly undeveloped in the activities of the Office on a permanent basis, except as the work of one or more members of the staff may touch upon them in connection with their own responsibilities. For certain other fields the staff available is most inadequate, is working in connection with an emergency relief project of short duration, or is functioning upon some other temporary basis.

The lack of adequate permanent staff in these fields constitutes a serious hindrance to the effective achievement of the Office in the interests of educational progress.

SOME MAJOR EDUCATIONAL FIELDS NEEDING DEVELOPMENT	
FIELD OF SERVICE	PERMANENT PROFESSIONAL STAFF FUNCTIONING IN 1937 *
ADULT EDUCATION: ** GENERAL ADULT EDUCATION ADULT CIVIC EDUCATION EDUCATION FOR CRIME PREVENTION EDUCATION OF PRISONERS EDUCATION BY RADIO EDUCATION FOR PUBLIC SERVICE EDUCATIONAL SUPERVISION EDUCATION OF NATIVE AND MINORITY GROUPS (EXCEPT NEGROES) OUT-OF-SCHOOL YOUTH GUIDANCE ** CURRICULUM DEVELOPMENT IN: CONSERVATION EDUCATION CREATIVE ARTS SAFETY EDUCATION PHYSICAL EDUCATION AND RECREATION SOCIAL SCIENCES NATURAL SCIENCES ENGLISH AND OTHER LANGUAGES MATHEMATICS PROFESSIONAL FIELDS	<b>NONE</b>

SOME EXAMPLES OF OTHER INADEQUACIES	
FIELD OF SERVICE	PERMANENT PROFESSIONAL STAFF FUNCTIONING IN 1937*
GUIDANCE IN SCHOOL AND COLLEGE ** INDUSTRIAL ARTS EDUCATION EDUCATION OF PHYSICALLY HANDICAPPED CHILDREN EDUCATION OF DELINQUENTS LOCAL SCHOOL ADMINISTRATION	Less than 1 full-time person in each service
<ul style="list-style-type: none"> <li>RURAL EDUCATION: Fifty percent of the children in the United States live in rural areas.</li> </ul>	1 person
<ul style="list-style-type: none"> <li>SCHOOL BUILDING PROBLEMS: School buildings in the United States represent an investment of almost \$10,000,000,000.</li> </ul>	1 person
<ul style="list-style-type: none"> <li>EDUCATION OF NEGROES: One of every 10 persons in the United States is a Negro</li> </ul>	1 person
<ul style="list-style-type: none"> <li>EDITORIAL AND INFORMATION SERVICE: ** Nearly a million copies of Office of Education publications are distributed in a single year.</li> </ul>	1 person

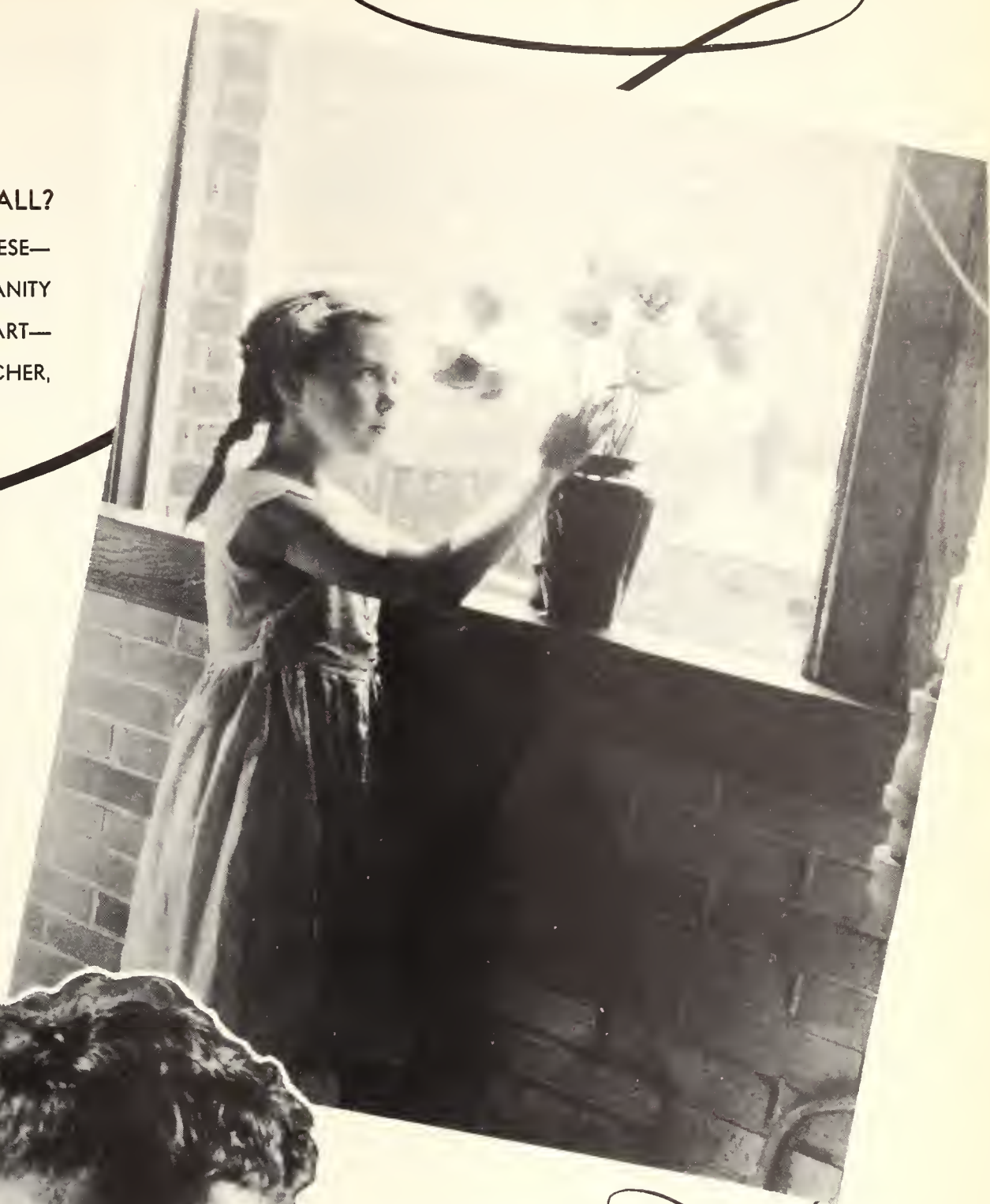
\* AS DEFINITELY ASSIGNED TO THE PARTICULAR FIELDS LISTED

\*\* NEW APPOINTMENTS PLANNED FOR 1938 WILL FURNISH SOME ADDITIONAL HELP IN THIS FIELD

AND—

THE FINAL PURPOSE OF IT ALL?

TO GIVE TO EACH OF THESE—  
AND TO THAT GREAT HUMANITY  
OF WHICH THEY ARE A PART—  
NEW HORIZONS AND RICHER,  
HAPPIER LIVES.



# UNITED STATES DEPARTMENT OF THE INTERIOR

HAROLD L. ICKES, *Secretary*  
OSCAR L. CHAPMAN, *Assistant Secretary*

## OFFICE OF EDUCATION

J. W. STUDEBAKER, *Commissioner*  
BESS GOODYKOONTZ, *Assistant Commissioner*      J. C. WRIGHT, *Assistant Commissioner for Vocational Education*  
C. F. KLINEFELTER, *Administrative Assistant to the Commissioner*

### OFFICE OF THE ASSISTANT COMMISSIONER OF EDUCATION

*Assistant Commissioner of Education*—BESS GOODYKOONTZ.

#### CONSULTANTS:

JAMES F. ROGERS, health education.  
MARIS M. PROFFITT, guidance and industrial education.  
DAVID SEGEL, tests and measurements.  
LEWIS R. ALDERMAN, adult education.

#### DIVISIONS:

##### *Higher education:*

FREDERICK J. KELLY, chief.  
BEN W. FRAZIER, teacher training.  
WALTON C. JOHN, higher education.  
WALTER J. GREENLEAF, higher education.  
JOHN M. MCNEELY, higher education.  
ELLA B. RATCLIFFE, educational assistant.

##### *American school systems:*

WALTER S. DEFFENBAUGH, chief.  
MARY DABNEY DAVIS, nursery-kindergarten-primary education.  
CARL A. JESSEN, secondary education.  
ALICE BARROWS, school-building problems.  
HENRY F. ALVES, State school administration.  
TIMON COVERT, school finance.  
WARD W. KEESECKER, school legislation.  
ELLEN C. LOMBARD, parent education.  
———, elementary education.

##### *Comparative education:*

JAMES F. ABEL, chief.  
ALINA M. LINDEGREN, western European education.  
SEVERIN K. TUROSIENSKI, comparative education.

### OFFICE OF THE ASSISTANT COMMISSIONER FOR VOCATIONAL EDUCATION

*Assistant Commissioner for Vocational Education*—J. C. WRIGHT.

#### VOCATIONAL EDUCATION DIVISION:

##### SERVICES:

##### *Agricultural education:*

J. A. LINKE, chief.  
C. H. LANE, agent, north Atlantic region.  
D. M. CLEMENTS, agent, southern region.  
JAMES H. PEARSON, agent, central region.  
W. T. SPANTON, agent, western region.  
FRANK W. LATHROP, research specialist.  
W. A. ROSS, specialist in subject matter.  
W. N. ELAM, agent, special groups.  
H. B. SWANSON, specialist in teacher training.  
R. W. GREGORY, specialist in part-time and evening schools.

##### *Trade and industrial education:*

FRANK CUSHMAN, chief.  
G. A. MCGARVEY, agent, north Atlantic region.  
C. E. RAKESTRAW, agent, southern region.  
R. V. BILLINGTON, agent, central region.  
JAMES R. COXEN, agent, western region.  
Mrs. A. L. BURDICK, special agent, women and girls.  
ROY DIMMITT, special agent.  
R. W. HAMBROOK, special agent.  
N. B. GILES, special agent.  
JERRY R. HAWKE, special agent.

##### *Special problems:*

Mrs. KATHERINE M. COOK, chief.  
WALTER H. GAUMNITZ, rural education problems.  
ELISE H. MARTENS, education of exceptional children.  
AMBROSE CALIVER, education of Negroes.  
———, education by radio.

##### *Statistical:*

EMERY M. FOSTER, chief.  
DAVID T. BLOSE, associate statistician.  
HENRY G. BADGER, associate statistician.  
LESTER B. HERLIHY, associate statistician.

##### *Editorial:*

WILLIAM DOW BOUTWELL, chief.  
OLOA JONES, acting chief.  
JOHN H. LLOYD, editorial assistant.  
MARGARET F. RYAN, editorial assistant.  
JOHN S. SHAW, editorial assistant.

##### *Library:*

SABRA W. VOUGHT, chief.  
MARTHA R. McCABE, assistant librarian.  
EDITH A. WRIGHT, research and reference.  
AGNES I. LEE, cataloger.  
SUSAN O. FUTTERER, cataloger.  
RUTH A. GRAY, research assistant.  
LEM BANKS, reference assistant.

##### *Library Service:*

RALPH MCNEAL DUNBAR, chief.  
EDITH A. LATHROP, school libraries.  
NORA BEUST, school libraries.  
EDITH GANTT, public libraries.

##### *Home economics education:*

FLORENCE FALLGATTER, chief.  
EDNA P. AMIDON, agent, north Atlantic region.  
MARIE WHITE, agent, southern region.  
RUA VAN HORN, agent, central region.  
SUSAN M. BURSON, agent, western region.  
BEULAH I. COON, agent, studies and research.  
———, agent, special groups.

##### *Commercial education:*

E. W. BARNHART, chief.

##### *Research and statistical:*

———, chief.  
C. M. ARTHUR, research specialist.  
———, educational consultant.

#### VOCATIONAL REHABILITATION DIVISION:

##### *Vocational rehabilitation service, States:*

JOHN AUBEL KRATZ, chief.  
I. M. RISTINE, agent, north Atlantic region.  
H. B. CUMMINGS, agent, southern region.  
TRACY COPP, agent, central region.  
F. J. CLAYTON, agent, western region.  
TERRY C. FOSTER, research agent.  
HOMER L. STANTON, research agent.  
JOSEPH F. CLUNK, special agent for the blind.  
MAURICE I. TYNNAN, field agent, service for the blind.

##### *Vocational rehabilitation service, District of Columbia:*

H. C. CORPENING, supervisor in charge.  
W. H. FUREY, supervisor.  
FRANK R. STILLWELL, supervisor.

### Federal Advisory Board for Vocational Education

PAUL H. NYSTROM, *Manufacturing and Commerce, Chairman*

HENRY A. WALLACE, *Secretary of Agriculture.*  
DANIEL C. ROPER, *Secretary of Commerce.*  
FRANCES PERKINS, *Secretary of Labor.*

J. W. STUDEBAKER, *Commissioner of Education.*  
CLARENCE POE, *Agriculture.*  
HENRY OHL, Jr., *Labor.*

### CIVILIAN CONSERVATION CORPS CAMP EDUCATION OFFICE

HOWARD W. OXLEY, *director, CCC camp education.*  
SILAS M. RANSOPHER, *assistant director.*

GEORGE J. FINLEY, *assistant to director.*  
JOHN A. LANG, *administrative assistant.*

# Some CURRENT PUBLICATIONS of the OFFICE OF EDUCATION

## 1938

1. Educational directory, 1938. (4 parts.)
  1. State and county school officers. (In press.)
  2. City school officers. 5 cents.
  3. Colleges and universities. (In press.)
  4. Educational associations and directories. 10 cents.

## 1937

1. Educational directory, 1937. (4 parts.)
  1. State and county school officers. 10 cents.<sup>1</sup>
  2. City school officers.<sup>2</sup>
  3. Colleges and universities. 10 cents.
  4. Educational associations and directories. 10 cents.<sup>1</sup>
2. Biennial survey of education, 1934-36.

*Chapter*

1. Trends in elementary education. (In press.)
2. Trends in secondary education. Carl A. Jessen. 10 cents.
3. Trends in higher education. (In press.)
4. Trends in adult education. (In press.)
5. Review of conditions and developments in education in rural and other sparsely settled areas. Katherine M. Cook. 10 cents.
6. Education during the depression. (In press.)
7. Education in foreign countries. (In press.)

2. Biennial survey of education, 1934-36.—continued.

*Chapter*

8. A review of educational legislation, 1935 and 1936. Ward W. Keeseker. 10 cents.
9. Out of school youth. (In press.)
10. Development in educational method, 1934-36. Mary Dabney Davis, Coordinator et al. 10 cents.
11. Federal Government in education. (In press.)
3. Public affairs pamphlets. 10 cents.<sup>1</sup>
4. Conservation in the education program. William H. Bristow and Katherine M. Cook. 10 cents.<sup>1</sup>
5. Insurance and annuity plans for college staffs. Sherman E. Flanagan. 10 cents.
6. Bibliography of research studies in education, 1935-36. Ruth A. Gray. 30 cents.
7. Student health services in institutions of higher education. James F. Rogers. 10 cents.
8. Education of Negroes, a five-year bibliography, 1931-1935. Ambrose Caliver and Ethel G. Greene. 10 cents.
9. College salaries. Walter J. Greenleaf. 10 cents.
10. Economic status of college alumni. (In press.)
11. College student mortality. (In press.)
12. Some factors in the adjustment of college students. (In press.)
13. Economic status of rural teachers. (In press.)

14. Successful practices in the teaching of English in bilingual children in Hawaii. (In press.)
15. Learning English incidentally: a study of bilingual children. (In press.)
16. Student interests and needs in regard to hygiene. James Frederick Rogers, M. D. 10 cents.
17. Opportunities for the preparation of teachers of exceptional children. (In press.)
18. Opportunities for the preparation of elementary school supervisors. (In press.)
19. CCC Camp education: advisers, enrollees, and program. (In press.)
20. Education for the public service: a study of the civil service in New York City. (In press.)
21. Vocational education and guidance of Negroes. (In press.)
22. List of publications of the Office of Education and the Federal Board for Vocational Education, 1910-36. (In press.)
23. Professional library education. (In press.)
24. Continuity of college attendance. Fred J. Kelly. 10 cents.
25. Forums for young people. (In press.)
26. Education in the Southern mountains. (In press.)
27. Printed page and the public platform. (In press.)
28. Needed research in secondary education. (In press.)

<sup>1</sup> Obtainable only by purchase from the Superintendent of Documents, United States Government Printing Office, Washington, D. C.

<sup>2</sup> Out of print.

# HOW TO ORDER GOVERNMENT PUBLICATIONS

ON THE COUNTER of the publication salesroom at the Government Printing Office is a sign many years old that reads:

## INFORMATION ON ALMOST EVERYTHING IN GOVERNMENT PUBLICATIONS

Recipes, Household Economics, Radio, Telegraphy, Engineering, Surveying, Indians, Geography, Exploration, Health, Education, Federal Resources, Political Science, Commerce, Manufacturing, Weather, Astronomy—

SEE OUR PRICE LISTS, YOURS FOR THE ASKING

How CAN ONE get the many publications prepared by Government specialists in practically every field of endeavor?

FOLLOWING ARE THREE WAYS to purchase Uncle Sam's many aids from the Superintendent of Documents:

1. Send check, postal money order, express order, New York draft, or currency (at sender's risk) in advance of publication shipment, payable to Superintendent of Documents, Government Printing Office, Washington, D. C.

2. Enclose coupons with order. Coupons (20 for \$1) may be purchased from the Superintendent of Documents, and are accepted as cash payment for any requested publication.

3. Use the deposit system. Deposit \$5 or more with the Superintendent of Documents, Government Printing Office, Washington, D. C. Cost of publications, as ordered, will be charged against your deposit.

---

NOTE: The Superintendent of Documents is authorized by law to allow a discount of 25 percent to book dealers and quantity purchasers of 100 or more Government publications, on condition that the purchasers will adhere to the public sales price set by the Superintendent of Documents and that publications shall not be overprinted with any advertising matter. Many educational classes and other groups as well as schoolbook dealers have taken advantage of this plan.



---

You will receive

SCHOOL LIFE

THE OFFICIAL JOURNAL OF THE OFFICE OF EDUCATION

for one year

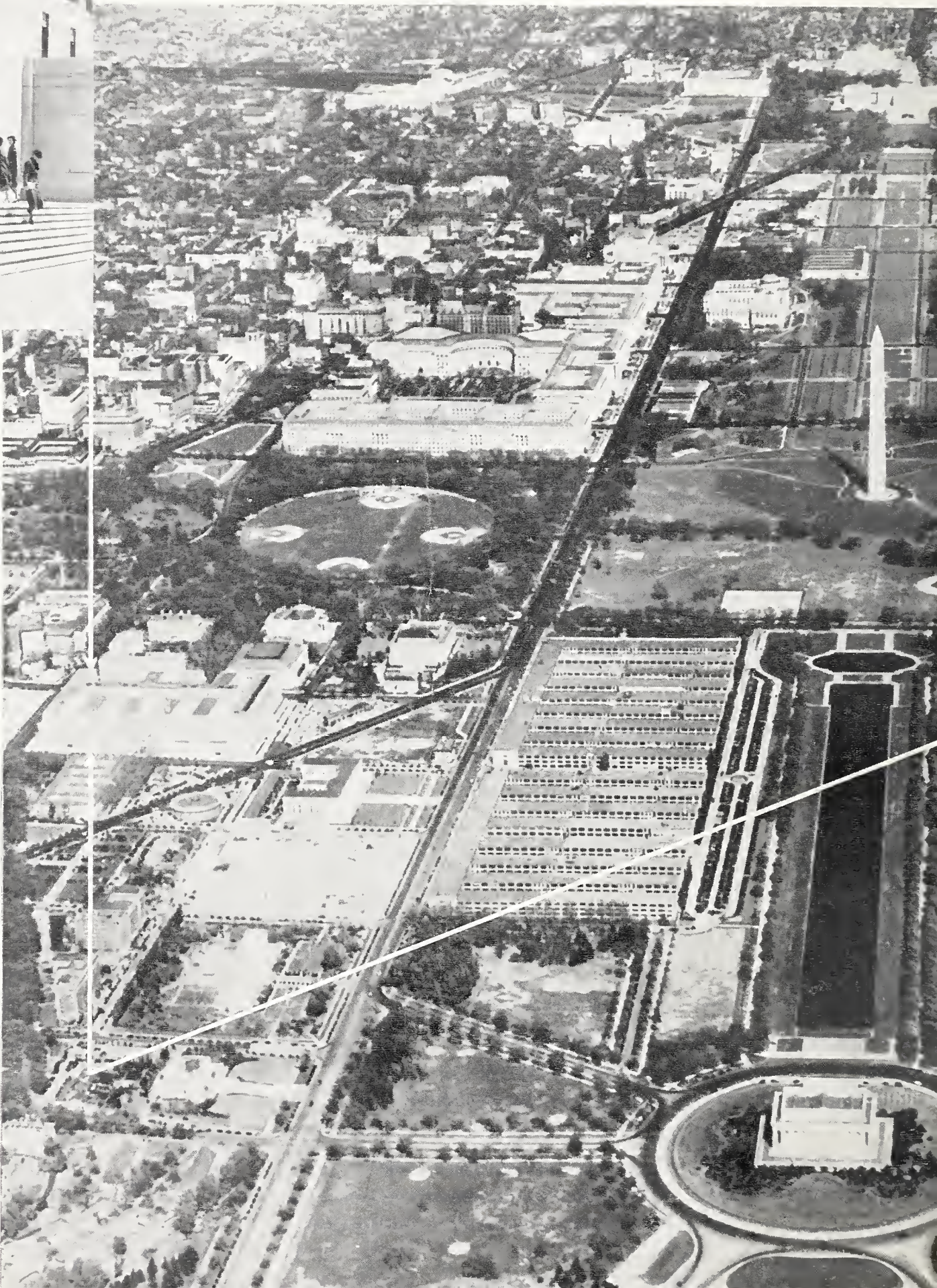
*by sending ONE DOLLAR to the*

SUPERINTENDENT OF DOCUMENTS

GOVERNMENT PRINTING OFFICE

WASHINGTON, D. C.

---



# SCHOOL LIFELINE



*Copies*

**March 1938**

**VOLUME 23**

**NUMBER 7**

LIBRARY  
→ MAR 23 1938 ←  
NATIONAL EDUCATION ASSOCIATION

**OFFICIAL ORGAN  
OF THE OFFICE  
OF EDUCATION  
  
UNITED STATES  
DEPARTMENT OF  
THE INTERIOR  
WASHINGTON**

## WRITE

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

## FOR PUBLISHED INFORMATION ON:

Nursery-Kindergarten-  
Primary Education  
Elementary Education  
Secondary Education  
Colleges and Professional  
Schools  
School Administration  
School Finance  
School Legislation  
Exceptional Child  
Education  
Rural School Problems  
School Supervision  
School Statistics  
School Libraries  
Agricultural Education  
Educational Research  
School Building  
Negro Education  
Commercial Education  
Homemaking Education  
Radio Education  
Forums  
Native and Minority  
Group Education  
Vocational Education  
Parent Education  
Physical Education  
Rehabilitation  
Teacher Education  
CCC Education  
Health Education  
Industrial Education  
Educational Tests and  
Measurements  
Comparative Education  
Adult Education

# SCHOOL LIFE



## CONTENTS OF THIS ISSUE •

MARCH 1938  
Volume 23 Number 7

	PAGE
Changes in Home and Family Life and Their Relation to Education . . . . .	<i>Lawrence K. Frank</i> . . . . . 241
Developments in Field of Emergency Nursery Schools . . . . .	<i>Grace Langdon</i> . . . . . 242
Private Airways for Public Education . . . . .	<i>J. W. Studebaker</i> . . . . . 244
Counterfeit Degrees . . . . .	<i>Walton C. John</i> . . . . . 245
New Government Aids for Teachers . . . . .	<i>Margaret F. Ryan</i> . . . . . 247
Editorials . Essence of Americanism . . . . .	<i>J. W. Studebaker</i> . . . . . 248
On the Cover · Among the Authors · American Education Week · Convention Bulletin Board	
Some Questions for Home Economists . . . . .	<i>Beulah I. Coon</i> . . . . . 250
Significant Trends in CCC Education . . . . .	<i>Howard W. Oxley</i> . . . . . 251
Elimination of One-Teacher Schools . . . . .	<i>Walter H. Gaumnitz</i> . . . . . 252
Average Salary of Teachers, Supervisors, and Principals . . . . .	<i>David T. Blose</i> . . . . . 254
Music Week . . . . .	<i>Martha R. McCabe</i> . . . . . 255
Pan American Day . . . . .	<i>William Dow Boutwell</i> . . . . . 256
Radio and Screen . . . . .	<i>Gordon Studebaker</i> . . . . . 257
Students Leaving College Before Graduation . . . . .	<i>John H. McNeely</i> . . . . . 258
Electricity at Norris School . . . . .	<i>Elsie Lockmeyer and W. D. Varnell</i> . . . . . 260
Comparing Typical Teachers . . . . .	<i>Benjamin W. Frazier</i> . . . . . 261
The Vocational Summary . . . . .	<i>C. M. Arthur</i> . . . . . 262
Educators' Bulletin Board . . . . .	<i>Susan O. Futterer Ruth A. Gray</i> . . . . . 264
School Survival Rates . . . . .	<i>Emery M. Foster</i> . . . . . 265
Educational News . . . . .	267
In Public Schools . . . . .	<i>W. S. Deffenbaugh</i>
In Colleges . . . . .	<i>Walter J. Greenleaf</i>
In Educational Research . . . . .	<i>David Segel</i>
In Other Government Agencies . . . . .	<i>Margaret F. Ryan</i>
In Other Countries . . . . .	<i>James F. Abel</i>

Congress, 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." To diffuse expeditiously information and facts collected, the Office of Education publishes SCHOOL LIFE, a monthly service, September through June. SCHOOL LIFE provides a national perspective of education in the United States.

Order its service for 1 year by sending \$1.00 to the Superintendent of Documents, Government Printing Office, Washington, D. C. To foreign countries, \$1.45 a year. On all orders for 100 copies or more to be sent to one address, the Superintendent of Documents allows a discount of 25 percent. Enter subscriptions also through magazine dealers. Send all editorial communications pertaining to SCHOOL LIFE to Editorial Division, Office of Education, United States Department of the Interior, Washington, D. C. The printing of SCHOOL LIFE has been approved by the Director of the Budget.

# Changes in Home and Family Life and Their Relation to Education

by *Laurence K. Frank*

★★★ In discussing the changes in home and family life the emphasis is usually put upon the more tangible alterations in homemaking today as contrasted with previous generations. Many home functions have been industrialized in bakeries, laundries, canning factories, clothing factories, etc., and other family responsibilities have been taken over by community agencies such as hospitals, recreation centers and the like. The more important changes in home and family life, however, have arisen from those intangible but far-reaching shifts that have been taking place in our traditional ideas and beliefs in regard to marriage and family relationships.

## *Caught in Transition*

So gradually have these alterations taken place that for the most part we are scarcely aware of the extent to which we have lost those older ideas and beliefs by which our conduct was guided in former days. Such common realities as our grandparents and great grandparents shared had a solid foundation of venerable conceptions about the universe, man's place therein, his duties and responsibilities as a member of the group, his roles in the family, and of the self, that served as a matrix for his personality and a design for his life. We today look back wistfully to that time when, despite privation and hardship, our pioneer ancestor could face life with fortitude and with the conviction that there were realities about which no one had doubt. It is evident that scientific findings are remaking our beliefs about the world and man, his society and his personal life. We are caught in the midst of a transition from the old to the new, not yet able to give up our older ideas completely nor to accept fully the new.

During the past 6 or 7 years we have become increasingly aware of what economic insecurity, either actual or threatened, will do to a family. Now we are beginning to discover that emotional and personality insecurity is equally, if not more, devastating because of the anxieties and confusion produced by uncertainty about the basic questions of human life. Today with all the agencies for human welfare we find that adult men and women feel more isolated and insecure than ever before and are less able to work out a design for living because they can no longer see their life in a setting of ideas, beliefs, and aspirations through which their living becomes significant. The enduring and persistent human needs and aspirations have not been altered or destroyed.

Rather it is the ideas and cultural patterns in and through which their fulfillment is sought which have been undermined and thus far have not been replaced.

## *Education's Immense Opportunity*

As we look at the growing frequency of family discord, of separation and divorce, of delinquency and problem children, and similar evidence of frustration and defeat, we can, in the older tradition, blame the individual for failing to fulfill his obligations and duties, or we can regard these as symptoms of the conflicts and confusions in our culture reflected in the individual's life.

When we look at the family in this light we begin to see the immense opportunity in public education for a really constructive contribution to living. So long as the family and the church could and did guide the education of the child the school could limit itself primarily to what we call academic education, the training in skills and mastery of various kinds of knowledge, but as we realize that children are coming from families who are caught in these uncertainties, perplexities, and insecurities we begin to see that schools must attempt to meet the personality needs of these children as their foremost responsibility. Concretely and specifically this means that children come to school suffering acutely from the anxieties and frustrations of the parents, often expressed in cruelty and harshness, and neglect, which are revealed by the child in inattention, disobedience, resentment, or outright aggression as the only way in which he can make known his inner distress, his unhappiness, and his perplexity. So long as the child feels unwanted, unloved, guilty and worthless, he cannot help but feel resentful and hostile, resistant to education and driven by a strong impulse to "get even" with the world that has deprived him of the care and affection that he so desperately needs. Just as insufficient calcium and vitamin D in childhood produces rickets as shown in distorted and immature bone structure, so the lack of the psychological vitamins of love, affection and emotional security distorts the personality of the young child and twists his conduct into antisocial behavior.

When teachers refuse or are unable to recognize these emotional difficulties and needs in pupils they often create a hatred for education that persists throughout the child's whole life. We can get a better understanding of this situation if we imagine a hospital in which the doctors and nurses perform an

elaborate routine of daily work but are entirely indifferent to and unconcerned with the agonizing pains that the patients experience but dare not reveal, except by occasional disorders and efforts to run away. Such a comparison is not fantastic, because clinical evidence shows plainly that children sit in classes and go through the motions of lessons while suffering acute anxieties, fears, and unhappiness, because of their family situations, that they either hide or express in symptomatic misconduct, delinquency, truancy, or other outbreaks.

## *Children Chief Victims*

Looked at this way we may say that the family today, always with a few exceptions, is caught in the midst of far-reaching social economic changes and these more pervasive shifts in basic ideas and beliefs. Children are the chief victims of this confusion and it is becoming clear that the school can perform an extraordinarily important and valuable service by recognizing the child's need for the warm personal interest and understanding care that so many families are unable to provide.

This is a new responsibility for the schools, and many teachers and administrators are not only unprepared to assume these duties but are also bitterly opposed to such a conception of their functions. It will take some time before we will acknowledge the ironical truth that too many teachers really dislike children and use the educational program as a disguised outlet for this dislike. When the child is rejected at home and disliked at school we need not wonder if he becomes a problem case or a delinquent and spends the rest of his life trying to "get even."

## *Home and School Supplementary*

As the newer understanding of children and the more important insights into personality development are diffused and accepted by educators we will begin to see that the home and school cannot be separated but rather must supplement each other for the protection and more wholesome nurture of the child. If the schools can function more adequately to make up to the child what he is now missing at home and begin to educate him for a wiser and happier marriage and family life, we can then look forward to a time when the children who have had this warmer, more human educational experience will, as parents in their families, more adequately fulfill parental responsibilities toward their children.

# Developments in Field of Emergency Nursery Schools

HOW THESE DEVELOPMENTS ARE BECOMING  
A PART OF PERMANENT PROGRAMS

*by Grace Langdon, Specialist, Parent Education, Homemaking,  
and Nursery Schools, Works Progress Administration*

beyond the possibility of remedy. They have had to evolve usable equipment out of what seemed to be almost nothing. They have had to make all sorts of adaptations in the daily program to fit particular needs. All of this has meant that the workers in the emergency nursery schools have moved on another step in the pioneering begun in the preceding decade.

Thus throughout the 4 years in which the emergency education program has been operating, human needs hitherto unrecognized or at least not usually accepted by the school as its responsibility have come to light and have had to be met. In the meeting of these needs whole new areas of education have been opened up. Curriculum materials have been used in ways other than those for which they were originally intended. All sorts of adaptations of accepted methods of teaching have been evolved.

It is entirely natural that different people have looked upon these developments with varying feelings. In the branching out into new areas, in the working out of new and often unique materials, in the use of what frequently seem to be informal methods some persons have felt that previously conceived educational standards were being seriously compromised. In using people from the relief rolls as teachers some have felt that teaching standards were being disastrously lowered. Others have recognized that out of any program seriously and thoughtfully planned to meet immediate, pressing, vital human needs something of good must inevitably emerge. They have recognized that on the relief rolls there have been many people not only with fine academic educational background but with a rich, full experience in living which has made it possible for them to bring to their groups learning that is satisfying.

Many have seen values emerging which they believe will be of permanent service to the established program of public education. Many have suggested that some of the services given through the emergency program might well be incorporated into the regular school program. Some have even taken steps to bring this about. In other cases while no definite steps have been taken to make the emergency offering permanent still effort has been made to prevent those offerings from being either curtailed or discontinued.

It is much too soon to say what things, if any, from the emergency program will become


a part of the permanent program. Opinions would differ as to what things should be so incorporated. It is equally impossible to predict when any of the emergency services will be fully taken over. One can only point to things which are happening here and there as one community and another attempts to use and to keep services which it believes to be of value. No one can gainsay, however, that these happenings indicate that for the time being at least the emergency program is vitally connected with the permanent program.

## *Kindergartens Resulting*

Nursery schools, of course, have never been a part of public education in this country. Indeed, kindergartens, while a recognized part of public education, are found in only a relatively small percentage of the school systems of the country. It is perfectly logical and reasonable therefore that many school superintendents should point out that one cannot expect to have nursery schools become a permanent part of the public-school offering until kindergartens are established where none has existed or reestablished where they were abolished as a part of the reduction of school expenditures. However, nursery schools under the emergency program have demonstrated a certain type of service to needy young children which a great many people are hoping may some day be available to all children. They think of "permanence" not in terms of the preservation of the nursery school as an institution but in the extension of educational opportunity downward, step by step, until it finally includes children of 4 and 3 and 2 and perhaps even younger!

As a step in this direction in a number of places the establishment of kindergartens has followed the emergency nursery school demonstration. In Washington State 2 years ago at a time when the emergency education program was temporarily closed, it is reported that 10 communities in which emergency nursery schools had been operated protested so vigorously against the loss of that service for young children that these nursery schools were converted into kindergartens—taking children of the ages 4 and 5 instead of 2 and 3—and remain now a part of the public-school system. In one school in Cheyenne, Wyo., where there had been no kindergarten previously, the mothers of the children who had been in the nursery school were so concerned over the gap

SCHOOL LIFE, March 1938



★★★ More and more frequently one hears the question, "To what extent is the emergency education program becoming a part of the permanent program?" It is a question to which it is difficult to give a definite answer. Persons asking it often have different things in mind. Usually they refer to the possible incorporation into the public-school program of services which heretofore have not been a part of the public-school offerings, for these are the services which comprise the "emergency" (now known as the W. P. A.) education program.

When this program was established 4 years ago it was definitely decided that the program should in no way duplicate the public-school program. Accordingly, it has included nursery schools at one end of the scale and adult education at the other. This means that it has served many persons hitherto unserved by established public education agencies. Nursery schools have been confined entirely to underprivileged 2- to 4-year-old children.

## *New Trails Blazed*

In the nursery schools, as well as in adult education classes, new trails have had to be blazed though in the decade preceding the opening of the emergency program sound experimentation in nursery education had set a standard which has served as a guide throughout the duration of the program. Workers, however, have had to make constantly all sorts of adaptations to conditions peculiar to a relief setup. They have had to take into account the fact that many of the children often knew what it meant to be hungry, that many came from homes where living standards were far below what might commonly be considered the barest minimum, that in many of these homes continued want and hardship had broken the morale of the whole family almost

between the nursery school and first grade for their children that they petitioned for a kindergarten and their petition was granted. Many other similar instances can be cited. Georgia, during its last legislative session passed a bill opening the way for extending the public-school offering downward to include children of kindergarten age. One would not presume to say that this would not have happened had there been no emergency nursery school program and it matters little. The important point is that it is an evidence of interest in extending educational opportunity to children younger than those now being served.

In some places where kindergartens already are firmly established, the people are ready to think in terms of providing now for still younger children. In 12 Minnesota towns the salary of the staff of the nursery school is already being paid as a part of the regular school budget. In several communities, both in New York State and Florida, the salary of one staff member is being paid through local contribution though not as part of the regular school budget. In Detroit the salary of the nursery school supervisor is paid by the city board of education and she is directly responsible to the board.

#### *Legislation Considered*

In many States, even though there might be the desire to make the nursery school a part of the permanent program this is impossible until legislation is changed, since existing legislation designating the age at which children may be admitted to schools supported through public taxation does not include the younger age range. In Minnesota a bill was introduced in the last legislature which would have opened the way to permit extending educational opportunity downward to include children as young as 2 and 3. Other States contemplate a similar step. In still others the existing legislation has been examined to discover whether or not it might be interpreted to allow the inclusion of younger children than those usually served by the school and in many States it has been found that it can be so interpreted.

There is a growing tendency to consider the field of early childhood as a whole rather than thinking in terms of first grade, kindergarten, and nursery school. To this end Idaho and California have each formed State-wide committees to study existing educational opportunity for young children and to work out plans for the enrichment of the offering and for its extension downward.

In no other place, possibly, is the emergency nursery school program more vitally a part of the permanent program than in a number of colleges, universities, and training institutions which have taken advantage of the emergency program to open a nursery school for the use of their students. In these institutions emergency nursery schools have been established enrolling children from low-income families and operating with the staff from

relief rolls according to regulations governing the emergency program, as do all others. These nursery schools are used for demonstration and training purposes for students in elementary education, education for family life, home economics, homemaking, child psychology, sociology, etc. At first these institutions confined most of their efforts to observation and participation, but as the nursery schools became more firmly established an increasing amount of research is being done, thus even more firmly tying the nursery schools in with the established program of the institution. In turn these institutions give endless help in training the nursery school staff, advising on procedures, and assisting in supervision.

Many hope to maintain the nursery school as a part of their service even when relief funds are no longer available. For example, the State Normal School in Ellensburg, Washington, was one of the first institutions to establish an emergency nursery school as part of its program and space is being provided for a nursery school unit in the new demonstration school building now under way there.

#### *Local Responsibilities*

From the beginning, while salary of staff and food costs were provided through governmental relief funds, local communities in which nursery schools were organized have been responsible for rent, heat, light, medium for cooking, and some of the equipment. As it has become increasingly necessary for the Government to limit its expenditures to labor costs, local communities have taken an increased share of the financial responsibility. In Connecticut the total nonlabor costs are provided locally. In other States a percentage of these costs is provided locally, looking toward the time when the full nonlabor costs will be so provided. This is being accomplished in a variety of ways. In a few instances some interested individual

takes the major responsibility, but this is rare. In many cases local professional and lay organizations, service clubs, and welfare groups band together through a central advisory committee and pool their contributions. In some cases costs are being included as part of the community chest program. In Montana the State welfare organization gives a substantial amount each month to supplement local contributions.

Some people look askance at this provision of nonlabor costs through what may be termed private contribution. They maintain that the support for any educational venture should come from public funds and in some cases the funds are therefore provided through appropriations by the town council or whatever the local municipal government set-up may be. Others believe that while ultimately one would hope to see nursery schools publicly supported like any other part of the educational system, yet that private support may safely be used as an intermediate step.

#### *School Sponsorship*

Be that as it may, in whatever way the support is given, the nursery school remains under the sponsorship of the public-school system and is closely related to it, especially when housed in the same building. Supervisors urge teachers to participate in all the public-school activities, to take their part on committees, and to generally identify themselves with the activities of the school. Many superintendents and principals in whose buildings the schools are housed tell of ways in which the nursery school is being identified with other school activities. In one place girls from the opportunity room do the serving of the nursery school noonday meal. In another the boys in the upper grades are responsible for moving the equipment for the nursery school in and out of the building as necessary. In another the

*(Concluded on page 246)*

#### *Learning by doing.*



# Private Airways for Public Education

## EDUCATION INHERITS THE ETHER

by J. W. Studebaker, Commissioner of Education

★★★ Have you, Mr. Superintendent or College President, ever dreamed of a radio station entirely at your own command? A private wave length, a microphone always open, education in its broadest meaning, by radio, for and with your teachers, your students, and the citizens in your community?

Superintendents of schools and other directors of educational institutions may now see this dream become reality. This outcome is possible because of the recent action of the Federal Communications Commission in setting aside 25 ultra-high frequencies for the exclusive use of nonprofit broadcasting by local organized educational bodies, to transmit educational and entertainment programs both to classrooms and to the general public. This action is in line with a policy which this Office has advocated during the past 2 years. The decision may well mark an epoch in American education.

### *New Independence*

The phrase "private airways" does not mean, of course, that the Federal Communications Commission has given up any of its jurisdiction over radio broadcasting. The privacy is in the nature of the new allocations themselves. An educational institution using one of these frequencies will have some advantages not available even to many commercial long wave stations: No possible interference from any other station; freedom from many static disturbances to which long wave is subject; entire control of the frequency for

as many hours of the day as it may be desired to use it.

With these advantages comes new independence. No longer must a school system broadcast only during a half hour placed at a time of the day inconvenient to listeners. No longer must carefully planned productions go on the air without proper rehearsal because no studio is available for rehearsing. No longer must many crying needs for educational radio service go begging because of lack of facilities.

Or to look at the matter constructively, your school system or institution may employ educational radio in one or all of the many ways in which experiments are now being carried out in those scattered centers which are fortunate in having exceptional radio facilities at their command. What you have read about in Detroit, or Rochester, or Cleveland, you may try for yourself. The experiments at the University of Wisconsin, Ohio State University, or at some of the other great laboratories, you may apply at home. You may release in your community that vast reservoir of energy and ability present in every group of educational workers, and set these powers at work for the exploration of education by radio to fulfill your own needs.

### *What Can Be Done*

An educational agency with an ultra-high frequency local radio station at its command could, for instance:

1. Reach all teachers and classrooms any day instantly.

2. Project the message of the eminent visitor through his own voice to every schoolroom and to the community no matter how unexpected the opportunity.

3. Take to every teacher in his classroom the model lessons prepared by master teachers.

4. Make the outstanding production of any school in music or drama the common property of all schools.

5. Eliminate the disadvantages which outlying schools suffer because of their location in contacts with the central office and other schools.

6. Act instantly in countless emergencies.

7. Cultivate new fields in educational radio experimentation under local initiative and control.

In addition, there is the early possibility that school administrators will be able to take their policies, their interpretations of what is a modern curriculum, and the teaching of adults, directly into the homes of the community. These steps, it is true, wait upon the adaptation of home receiving sets to ultra-high frequencies, but developments in commercial high frequency and in television augur that the radio industry will soon market suitable general equipment. This equipment will make ultra-high frequency reception as common as foreign reception is now, and far more effective.

The frequencies assigned by the Federal Communications Commission are in the 41,000 band. Engineers say that these will serve nearly 1,500 broadcasting stations in the 48 States. Equipment for transmitting programs and receiving them is on the market and not different in principle from that used in police broadcasting. The total capital cost probably need not be more than the outlay necessitated for taking care of from 25 to 75 new pupils or the addition of one or two extra schoolroom units, calculating these costs on national averages. Operating costs are far from excessive, and production methods are available for study at many places.

### *Bulletin Being Prepared*

The Office of Education is preparing a bulletin supplying information about equipment, operation, production, and the costs involved, and outlining the steps necessary in setting up a local broadcasting station by an educational agency. Requests for this bulletin will be placed on file and honored when the bulletin is completed.

The actual granting of a frequency, of course, including approval of local conditions under which the applicant would operate, is in the hands of the Federal Communications Commission.

Great things are just on the horizon. The opportunity to use these channels presents a great challenge to American education, but I am confident that educators can rise to the opportunity of employing these facilities, which should vitally affect the scope and progress of education and our national life.





# Counterfeit Degrees

by Walton C. John, Senior Specialist in Higher Education

★★★ THERE is seldom anything of genuine value created by man that, sooner or later, is not found in counterfeit form.

The writer's first experience with counterfeit degrees took place about 1903 in Mexico City, Mexico. He was in the study of Rev. Ellsworth Lawson, the pastor of the Union Church of the American Colony in that city, and was congratulating him on the recent appearance of his first novel. With a smile, Mr. Lawson handed over a letter from the president of a certain alleged university located in a central State calling attention to the fact that this novel was of such significance that the university felt that Mr. Lawson was worthy of the honorary degree of doctor of literature. The letter went on to state, however, that because of the cost of the parchment, transportation charges, and in view of other considerations, a nominal charge of \$50 would be made. Needless to say, Mr. Lawson was disgusted and disposed of the letter in summary fashion.

Over a number of years of experience in this Office, there have come to our attention nearly 50 institutions of questionable character, many of which were "diploma mills" pure and simple, as well as others whose courses were of relatively little educational or professional value. And although many of these alleged universities have gone out of existence for various reasons, new institutions appear or old ones are revived under a new disguise.

The great expansion that has taken place in adult education throughout the past 25 years, particularly in correspondence instruction as offered by nationally known and respected institutions including resident colleges and universities, has created a new and wide interest in home study, both in this country and abroad. In the Orient, principally in India and China, the possession of a degree or degrees has had for centuries a high value; thus a number of alleged universities offering counterfeit degrees have found fruitful soil in these and other countries.

## Complaints Received

The Office receives many complaints about the value of the degrees of these alleged universities. As an illustration of the claims of some of these schools, attention is called to an alleged college or university in St. Louis, which makes the following announcement in its prospectus:

Our correspondence courses not only show you the way to more abundant success, greater happiness, and better health. It does not end with studying the lessons and placing you on the path to success; there are yet more advantages.

By studying and passing the examinations you are given a diploma and a degree as: Business psychologist, practitioner of truth, doctor of psychology, doctor of metaphysics, doctor of divinity.

Can you think of a more inspiring, beneficial opportunity than this?

These courses can be completed in 6 months or 1 year's time depending on how much time per week you can devote to the studies.

The price of these courses is given at \$50 apiece. By taking the first two courses, the student may substitute for the two corresponding degrees the degree of doctor of psychology.

With reference to the course on metaphysical interpretation of the Bible it is stated: "This course plus the other courses confers the title of D. D., or doctor of divinity, or D. M., doctor of metaphysics. Students not already ordained as ministers of the Gospel may, by coming where he or she can meet the president of the college, receive ordination without extra charge. Title may be used before ordination, but marriages should not be performed until ordination is received." The price of this course is \$100.

Another type of institution was located in South Dakota and incorporated in 1923. Its catalogue stated that it was established by the authority of the State of South Dakota and the United States of America (under perpetual charter). When this institution began to confer degrees in law and medicine the supreme court of the State of South Dakota issued an order resulting in the canceling of its "perpetual charter."

Attention may also be called to another institution incorporated in South Dakota. According to its Bulletin of 1935 it is "an internationalistic independent organization, incorporated and chartered in the United States of America, devoted to the promotion of colleges in India, embracing science, art, technical, philosophy, law, medicine, philology, agriculture, and such other and further courses of study as might properly come within the jurisdiction of an educational institution as can successfully be taught by residence, or, if an occasion demands, by correspondence, all of which, as, and when, the board of directors may determine." The circular also states that "The chartered university has its principal site at Huron, the most gorgeous place in South Dakota, America." It also indicates the degrees granted by examination in India and by correspondence and examination. The fee for the full course leading to the bachelor's degree is given as \$45, for the master's degree \$55, and for the doctorate, \$80.

Another institution incorporated in an Eastern State covers an almost universal field of study but operates primarily in India.

A peculiar characteristic of these alleged universities is the great extent of their offerings, the number and types of degrees conferred, and the extent to which the president and other officials appear to be afflicted with "degree-itis." The writer found, a few years ago, an instance where two presidents of neighboring institutions of this type had conferred nearly every doctorate known to mankind on each other. Although academic courtesies are extended among recognized institutions, most of these will have a long way to go to compete with those mentioned.

## Integrity Endangered

It is not necessary to give more illustrations of the character of these schools, which are not only responsible for duping a great many innocent people but are also, under protection of the laws of many of our States, breaking down respect for genuine degrees in this country as well as in foreign countries. Complaints from many foreign countries through their legations and embassies are coming in increasing numbers and the Federal Government is criticized for permitting such nefarious practices. Few people understand, even in this country, the lack of Federal authority in these matters, because in most foreign countries the regulation of degree-granting institutions is in the hands of the National Ministry of Education or its equivalent.

There are also people who seem willing to be duped in order to pose as cultured individuals. A number of letters come to this Office showing that their authors have no scruples in buying a Ph.D. or an LL.D. or even a D.D. over any convenient degree bargain counter.

One of the most interesting of such cases came to light in a peculiar way. The writer had been invited as a guest examiner in the case of an individual who was up for his final oral examination for the Ph. D. degree in a well-known university. The examining board was of very high character and after a careful and sympathetic examination of the candidate declined to recommend him for the degree. About 6 months later the candidate called at this Office and informed the writer that he had just received his Ph. D. from an unaccredited college in a certain State which was conferring doctorates in collusion with a correspondence school which could not, under State law, confer any degree. He stated that this college had accepted his thesis and the fee was \$50. It became evident in the conversation that the individual had no sense of intellectual honesty and that he felt that he had done a smart thing.

On the other hand we have received a letter from a young man in Philadelphia who had spent all the hard-earned savings of his parents as well as his own earnings in obtaining a medical degree of some sort. After graduation he awoke to the fact he was not eligible to take the examinations for license to prac-

tice medicine. All his efforts and years of work had been wasted because he had been deceived by an institution which had pocketed his money and left him without any means of making an adjustment in relation to his life's purpose. Stories of such tragedies could be multiplied.

### *Obligation of the States*

In the light of such experiences, it is incumbent upon a number of States to pass adequate legislation that will protect higher educational degrees. There are at the present time 17 States that do not have effective laws on this subject.

A few examples of legislative action in certain States may be of interest.<sup>1</sup> Arkansas "expressly forbids universities and colleges from granting degrees for correspondence courses or upon students who have not studied in residence for one scholastic year." A fine of not less than \$50 nor more than \$1,000 may be imposed for violation of this and other related provisions.

Oklahoma's laws "provide that any person granting, offering to grant, or collecting fees on the promise to grant academic or professional degrees without the approval of the board (State board of education) is guilty of a misdemeanor. The penalty is a fine of from \$100 to \$500 and imprisonment from 30 to 60 days. A similar penalty is prescribed for any person advertising the granting of degrees without authority."

Pennsylvania has stringent laws relating to the incorporation and supervision of higher educational institutions. These institutions are subject to inspection by representatives of the State department of education. Failure to maintain standards may lead to revocation of the right to grant degrees. It is also interesting to find that there is a law which prohibits the sale of an academic degree or diploma. "Any person knowingly signing a diploma or degree for which payment or promise of payment has been made is guilty of a misdemeanor. The penalty is either a fine not exceeding \$100 or imprisonment not exceeding 6 months or both."

However, as long as one State permits counterfeit degrees to be granted so long will it be possible for this deception to continue, although the United States Post Office Department has been quite successful from time to time in closing spurious institutions by proving that they have made fraudulent use of the mails. This action, however, does not attack the disease at its roots—lax incorporation laws. And until complete legal control and supervision of degree-granting institutions are obtained in every State in this country the reputation of higher education will continue to be injured, not only in this country, but in those lands where higher education and higher educational degrees have great significance.

<sup>1</sup> McNeely, John H. *Supervision Exercised by States over Privately Controlled Institutions of Higher Education*. Washington, U. S. Government Printing Office. Office of Education. Bulletin 1934, No. 8.

## Developments in Field of Emergency Nursery Schools

*(Concluded from page 243)*

upper grade boys are responsible for getting the nursery school children out in case of fire drills. In some places upper grade girls or high-school girls in home economics classes assist with the cooking and serving, and in some cases are assigned for certain hours of the day to observation in the nursery school together with some participation on the part of those who are ready for such responsibility. Whatever the future of the nursery school may be, in all of these and many other ways it is at the moment functionally a part of the regular program in many places.

This is likewise true of the parent education program. Long before the opening of the emergency education program, Parent-Teacher Associations, the American Association of University Women, State extension services, vocational home economics departments and others had established service programs designed to help parents in the various aspects of family life. Obviously it would have been most unwise in an emergency setup to attempt any program except one supplementing what was already being done. Accordingly, wherever persons on the emergency program were found who could take leadership in any phase of family life education, the first step was to make contacts with whatever agency or agencies already had any sort of active program in the given community. They were asked to suggest areas in which work was needed, type of work to be carried on, etc. Often a parent-teacher organization was glad to use the emergency leader or leaders for classes for which they had recognized a need but which they had been unable to undertake. These classes were then carried on under P. T. A. direction and advice thus being kept closely related to the going program.

In many places State extension service has used leaders from the emergency program to supplement their work in rural areas. Sometimes these workers have followed out the line of activity suggested by the extension worker but have done so more or less independently. In other cases they have worked under the close and active direction of the extension worker. Obviously it is the latter relationship which makes for the close integration of the emergency work with the established program.

Similarly in the field of vocational home economics the emergency leaders have in many places worked under the direction of the State supervisor and local leaders in this field.

In the beginning many leaders in the emergency program knew little about the programs of the established agencies. As time has gone on they have learned more about their activities and in turn in many places the workers in the established agencies have come into closer contact with the emergency program.

Materials developed by established agencies for family life education have been turned over to the workers in the emergency program and help has been given untiringly in the adaptation of these to the needs of the parents in the emergency classes. It has taken the combined thought of everyone—workers in established agencies and emergency program alike—to think out how to meet the need. Such working together inevitably brings closer together the programs with a common problem. So intangible are some of these mergings that it is hard to define them. They take place first in the thinking of the people working in the different programs. One outward evidence of that thinking is the formation of coordinating committees made up of representatives from the different agencies to consult together. Such committees have been formed in any number of local communities and there is a National committee organized for the same purpose.

Pennsylvania, Nebraska, and one or two other States have formed State councils for family life education as the means of coordinating all of the efforts of all the groups concerned. Another evidence of that thinking is the combining of efforts for State-wide or county-wide conferences on family life education. Vermont this year held its second such State-wide conference and plans are already under way for another in the summer of 1938. It is further evidenced by combined efforts for the training of workers in the emergency program and such training is carried on in State after State, both in summer institutes and in short-time conferences during the year. It is still further evidenced by the aforementioned supervision which established agencies so generously give. Extension workers here and State supervisors of home economics there have told of dropping in to this class or that on their regular rounds, giving help and advice to the worker and talking it all over with the supervisor in charge of the emergency program on the return to the office. North Carolina has already made provision for a State-wide program of adult education of which education for family life is one phase—and other States are taking steps in the same direction.

Anything which tends to make a closer relationship between the so-called emergency program and the more firmly established programs of various agencies for education is one step toward the merging of the two. It is a gradual continuing process. In some places parts of the program will doubtless eventually be incorporated into the permanent program intact—in other places various ideas whose value has been demonstrated, will be used to modify present programs. As we look back after a few years perhaps we shall be able to say that we have been moving on together toward a new common purpose in which many or all of the values we now see only vaguely will be merged in a broader concept of what education can be as it really serves the needs of people whether they be 2 years old or 60.



# New Government Aids FOR TEACHERS



by MARGARET F. RYAN

**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

● A new 28-page illustrated *Motorists' Guide to Shenandoah National Park, Virginia*, has been prepared by the National Park Service, describing the geology, the flora and fauna, trail trips, the skyline drive, the roads and trails within the park, and accommodations for park visitors. On the reverse side of the folder is a map 27 by 17 inches showing the park boundaries, ranger stations, fire outlooks, shelter cabins, parking overlooks, campgrounds, improved and unimproved roads, and trails. Write to the National Park Service, United States Department of the Interior, Washington, D. C., for a free copy of the folder.

● Explaining the purposes of the law which directly affects almost every individual living in the United States through its benefit or taxing provisions, *Social Security in America*, the 592-page Social Security Board publication selling for 75 cents, gives the factual background of the Social Security Act as summarized from staff reports to the Committee on Economic Security.

● The importance and public control of shade trees, planning and choice of trees for city streets, spacing trees, conditions for tree growth, culture of street trees, and care of mature trees are discussed in *Farmers Bulletin No. 1209, Planning and Care of Street Trees*. Price, 5 cents.

● *America Spreads Her Wings* tells of the work in building, improving, and safeguarding America's airports and airways which began under F. E. R. A. and C. W. A. auspices and is being completed with W. P. A. funds. With the aid of the unemployed the airport system was extended to parks, resorts, and mountains. Hangers and terminal buildings were constructed, lighting beacons and communications set up, and ground school classes in practical aeronautics were conducted. Numerous pictographs reveal the rapid growth of every phase of aviation. Copies of this publication are available at W. P. A. headquarters, Washington, D. C.

● The Superintendent of Documents has revised the following price lists: No. 19. Army and Militia—Aviation and Pensions; No. 28. Finance—Banking, Budget, Accounting, Loans; No. 38. Animal Industry—Farm Animals, Poultry, and Dairying; No. 44. Plants—Cultivation of Fruits, Vegetables, Grain, Grass, and Cereals; No. 60. Alaska and Hawaii; No. 67. Immigration—Naturaliza-



From *Motorist's Guide to Shenandoah National Park*.

tion, Citizenship, Aliens, and Races; No. 68. Farm Management—Farm Accounts, Farm Relief, Marketing, Farm Homes, and Agricultural Statistics; No. 69. Pacific States—California, Oregon, Washington; No. 72. Publications of Interest to Suburbanites and Home Builders. Free.

● *The Port of Boston, Mass.* (Port Series No. 2). Prepared by the Board of Engineers for Rivers and Harbors, War Department, and the United States Shipping Board of the Department of Commerce, contains information showing the movement of commerce through the port, the facilities available for handling traffic and the rates and charges applying against it, port administration, procedure employed in handling cargo, port labor, steamship services, steamship rates, and rate conferences. Aerial views of the various sections of the water front, including East Boston, Commonwealth Pier, the Army Supply Base, coal piers, and lumber wharfs are shown. A map of the world showing the origin of imports and destination of exports is also included. Send 30 cents to the Superintendent of Documents, Washington, D. C., for your copy of this bulletin.

● *Archaeological Excavations at Kukulik—St. Lawrence Island, Alaska*, presents data on: (1) The position, physical appearance, climate, animal and plant life, geology and mineralogy,

native population, and previous ethnological and archaeological research on St. Lawrence Island; (2) Ethnological and archaeological research conducted by the University of Alaska, 1926-35—various expeditions; and (3) the Kukulik mound collections. The St. Lawrence Island lies in the Bering Sea and is about 100 miles in length and averages about 20 miles in width. The distance from the island to the nearest point in Siberia is about 40 miles, while the distance to the nearest point on the Alaskan mainland is 118 miles. Ask for volume II of the Miscellaneous Publications of the University of Alaska, Public Works Administration Project No. 417. Cost, 60 cents; bound in buckram.

● Laws relating to hours, home work, prohibited or regulated occupations, seats, and minimum wages are included in *State Labor Laws for Women*, *Women's Bureau Bulletin No. 144*. Price, 15 cents.

● Official estimates of the number of persons employed, income produced, income paid out, types of income payments, and per capita income for each of the 12 major industries into which the economic activities of the Nation have been classified are given in *National Income, 1929-36*, a publication of the Bureau of Foreign and Domestic Commerce. Price, 10 cents.

● In current issues of *Public Health Reports* may be found the following articles: State and Insular Health Authorities, 1937—Directory with data as to appropriations and publications, pp. 1609-28, No. 46; A Note Regarding Approach to a Rural Mental Health Problem, pp. 1777-83, No. 49; Health Supervision by Nurses in a Bicounty Health Department, pp. 1783-93, No. 49; Health Officers in Cities of 10,000 or More Population, 1937, pp. 1822-39, No. 50; Report on the Medical Activities at the Boy Scout Jamboree, pp. 1854-65, No. 51. Each number, 5 cents.

● In *The Farmer Looks Ahead*, *Farmers Bulletin No. 1774*, the following four yardsticks are used for measuring future farm production: Domestic consumption, foreign demand, soil conservation, and farm income. 5 cents.

● Thumbnail sketches of the duties of each of the bureaus and agencies in the United States Department of the Interior and a list of the principal officers are presented in *General Information Regarding the Department of the Interior*. Free copies are available.



SCHOOL LIFE

IS ISSUED MONTHLY, EXCEPT JULY AND AUGUST  
BY THE  
UNITED STATES DEPARTMENT OF THE INTERIOR  
OFFICE OF EDUCATION

Secretary of the Interior, HAROLD L. ICKES  
Commissioner of Education, J. W. STUDEBAKER  
Assistant Commissioner of Education, BESS GOODYKOONTZ  
Asst. Comm. for Vocational Education, J. C. WRIGHT  
Editor, WILLIAM DOW BOUTWELL  
Acting Editor, OLGA JONES  
Assistant Editors, MARGARET F. RYAN, JOHN H. LLOYD  
Art Editor, GEORGE A. MCGARVEY

Terms: Subscription, \$1.00 per year, in advance; to foreign countries in which the mailing frank of the United States is not recognized, \$1.45. 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.

Remittance should be made to the SUPERINTENDENT OF DOCUMENTS, Government Printing Office, Washington, D. C.

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

MARCH 1938

On the Cover

Perhaps the lad's silhouette on this month's cover will bring to mind the following lines from Henry Wadsworth Longfellow:

I remember the gleams and glooms that dart  
Across the school-boy's brain;  
The song and the silence in the heart,  
That in part are prophecies, and in part  
    "o longings wild and vain.  
And the voice of that fitful song  
Sings on, and is never still:  
    A boy's will is the wind's will,  
And the thoughts of youth are long, long  
thoughts.

SCHOOL LIFE's appreciation for the fine cover picture goes to the superintendent of schools of New York City.

Among the Authors

LAWRENCE K. FRANK, of New York City, is the author of an article in this issue entitled, *Changes in Home and Family Life and Their Relation to Education*. Mr. Frank has for many years been interested in child development and parent education. He contributed the chapter on Mental Security to the recent book published by the National Education Association on "Implications of Social Economic Goals."

"Today with all the agencies for human welfare we find that adult men and women feel more isolated and insecure than ever before and are less able to work out a design

Essence of Americanism

HARRY EMERSON FOSDICK once said: "Democracy is based on the conviction that there are extraordinary possibilities in ordinary people."

I believe that the best way of realizing these extraordinary possibilities is by the extension of adult civic education through every constructive means within our power. Let us have a revival of the practices of the founding fathers. Let us treat the problems of our day in the glorious tradition which they established—the lively, unrelenting inquisition of ordinary citizens, intent upon the progressive development of an extraordinary Nation. That, I submit, is adult civic education. It will safeguard an enduring American democracy because it is the *essence of Americanism* in its most exalted spirit, the spirit of the Constitution and of the Declaration of Independence.

Let us suppose, for instance, that the 76 million adults in this country are arranged in average groups of 76 persons. How well schooled would such a group be? Using round numbers, 2 of them would have been graduated from college, 10 from high school, 32 from elementary school, and the other 32 would not have finished the eighth grade.

That may seem discouraging, but when we talk about civic education, we are still worse off, because several of the 12 who passed through high school or college a number of years ago might have attended institutions which did not require that the high-school or college course should contain a single line of American history or the discussion in class of a single current problem of government.

Such is the astonishing picture of education of adults in the United States, as revealed by statistics of 1934, the latest available for the country as a whole. Its significance is emphasized by the fact that the education any of us obtained 10 or 20 years ago tends now to become out of date, and for two reasons: The first, that nearly all of the great modern challenges to democratic government have arisen lately; the second, that nearly all of the present critical problems involved in politics, legislation, making a living, and in the general unrest, are new within our own country. The forces which brought them about are familiar to all of us, but the fact remains that adults today are challenged from all sides by conditions for which there is little precedent in America.

For the next two or three decades you and I are to be faced daily with grave responsibilities and the necessity for practical action. For a long time those of us who are now adults will largely control the destinies of our Nation. We never needed more help from education than we do at this moment.

*J. W. Studebaker*  
Commissioner of Education.

for living because they can no longer see their life in a setting of ideas, beliefs, and aspirations through which their living becomes significant," says Mr. Frank, in his article in this issue.

COMMISSIONER J. W. STUDEBAKER, in an article entitled *Private Airways for Public Education*, emphasizes the far-reaching importance to education of the recent action of

the Federal Communications Commission in setting aside 25 ultra-high frequencies for the exclusive use of nonprofit broadcasting by local organized educational bodies, to transmit educational and entertainment programs both to classrooms and to the general public. Dr. Studebaker states that this recent decision may well make an epoch in American education.

"To what extent is the emergency education program becoming a part of the permanent program?"

Insofar as this question relates to nursery schools and to parent education, GRACE LANGDON, specialist in parent education, home-making, and nursery schools, Works Progress Administration, discusses the answer in this issue of SCHOOL LIFE.

WALTER H. GAUMNITZ, specialist in rural education problems, presents an article this month dealing with 20 years of history on the *Elimination of One-Teacher Schools*. Dr. Gaumnitz points out that "the importance of the one-teacher school in the total picture may be on the wane but it still forms a significant part of our school system and it promises to continue to do so for generations to come."

*Counterfeit degrees* are discussed by WALTON C. JOHN, specialist in higher education. Dr. John emphasizes that "as long as one State permits counterfeit degrees to be granted so long will it be possible for this deception to continue." He cites "lax incorporation laws" as a fundamental reason for the problem.

BENJAMIN W. FRAZIER, specialist in teacher training, in his article entitled *Comparing Typical Teachers*, gives an account of some of the changes in the professional status of teachers between 1910 and 1936. Mr. Frazier asserts that "the most important differences between the typical teacher of 1910 and of 1936 are those showing trends toward the increased professionalization of teaching."



## American Education Week

The program for American Education Week 1938 has been adopted again by the three national agencies which annually sponsor the celebration: The National Education Association, the American Legion, and the Office of Education.

General theme: *Education for Tomorrow's America*.

*Sunday, November 6*

ACHIEVING THE GOLDEN RULE

*Monday, November 7*

DEVELOPING STRONG BODIES AND ABLE MINDS

*Tuesday, November 8*

MASTERING SKILLS AND KNOWLEDGE

*Wednesday, November 9*

ATTAINING VALUES AND STANDARDS

*Thursday, November 10*

ACCEPTING NEW CIVIC RESPONSIBILITIES

*Friday, November 11*

HOLDING FAST TO OUR IDEALS OF FREEDOM

*Saturday, November 12*

GAINING SECURITY FOR ALL

# Convention Bulletin Board



On the educator's calendar, April is usually marked in red letters for Easter holidays and spring conventions. April 1938 seems to have its full share of most interesting meetings.

### Conference-Festival

This year completes the first century of the teaching of music in the public schools of the United States. It is also the centennial of public education in the city of St. Louis. So the biennial meeting of the Music Educators National Conference, to be held in St. Louis March 27-April 1, will observe both anniversaries. On the evening of March 28, the music department of the St. Louis schools, in cooperation with every department of the system and with many educational, musical and civic organizations of the city, will present the centennial pageant of public education in St. Louis. Throughout the following sessions of the conference, the centennial of public-school music will be celebrated.

Other events which will bring to the conference the air of a festival will be the concerts of the National High School Orchestra, the National High School Band, and the National High School Festival Chorus of about 2,000 singers. These groups will be chosen from competing musicians representing high schools in every State.

In the programs and round tables of the conference, special emphasis will be laid upon three major objectives in its educational program: Music in rural schools, music in elementary schools, and music in social life. Music outside the educational field will be discussed by Nikolai Sokoloff, director of the Federal Music project; John G. Paine, president of the American Society of Composers, Authors, and Publishers; and Joseph N. Weber, president of the American Federation of Musicians.

### Childhood Education

"Current Opportunities and Difficulties in Childhood Education" will be the theme of the convention programs of the Association for Childhood Education at its convention in Cincinnati, April 19-23. The 5 days will be essentially a study conference. Studio groups for teachers and students are being planned to provide practical experience in finding new opportunities and solving problems in such fields as handicrafts, painting, dancing, nature study, story-telling, and music. Study classes will discuss administration, evaluation, home-school-neighborhood relationships, organization and grouping, and social studies.

William H. Kilpatrick, of Teachers College, Columbia University, will address the first general session on Difficulties that Beset Us.

Ruth Streitz, of the University of Cincinnati, will direct the study classes and conduct the final symposium on *The Next Step in Childhood Education*.

### Art Association Meets

The Eastern Arts Association, meeting in Boston April 6-9, will discuss the importance of art education in the general curriculum, with special emphasis on the creative aspects of art instruction in elementary and secondary schools. A series of demonstration lessons is planned to dramatize art education. Another will deal with the integration of art education and the general program.

A number of distinguished artists and educators will speak. Walter Gropius, formerly of the Bauhaus in Germany and now professor of architecture at Harvard University, will discuss "Education Towards Creative Design." Charles J. Connick, an outstanding American designer, will speak on "Adventures in Light and Color." Among the other speakers will be George H. Edgell, director of the Museum of Fine Arts, Boston, and Richard C. Morrison, director of the Federal art project for the New England States.

### International Problems

When it convenes in Philadelphia April 1 and 2, the American Academy of Political and Social Science will survey the world scene in a program devoted to factors behind present international tensions. The first day's meeting will be discussions of the doctrine of self sufficiency, trade barriers and their consequences, and the "haves" and the "have-nots," according to the preliminary plans. Sessions of the second day include symposia on population pressure, propaganda, and the present position of the United States.

### Deans and Advisers

The National Association of Deans and Advisers of Men will hold its twentieth anniversary meeting April 27-30 in Madison, Wis. At the association's first meeting, also held in Madison, five deans were present. This year about 150 members are expected to attend, according to Dean Fred H. Turner, of the University of Illinois, who is secretary of the organization. One of the important subjects of discussion will be fraternity management, and national secretaries of all fraternities have been invited to participate. Other meetings will be addressed by deans and educational administrators from all sections of the country, and by men in other fields including Gov. Phillip LaFollette, of Wisconsin, and H. R. Brown, of the National Youth Administration.

### College and Secondary School

The interrelation between high school and college will be the theme of the opening session of the American Association of Collegiate Registrars in New Orleans, April 19. Reports on recent studies of college entrance and the cooperative study of secondary school standards will be made. Legal aspects of the work of the registrar, administration of academic discipline, the new demands on higher education, and a self-study project in institutions of higher education will occupy the sessions of the conference through April 21.

### Other Meetings

Other meetings to discuss the college and secondary school will be those of the North Central Association of Colleges and Secondary Schools and its Commission on Higher Education, both to be held in Chicago, April 6-9, and of the Southern Association of Colleges and Secondary Schools, in Dallas, Tex., March 31-April 1.

### Nursing Education

The National League of Nursing Education joins with the National Organization for Public Health Nursing and the American Nurses' Association in convention in Kansas City, Mo., the week of April 25. The central theme of the meeting will be the individual nurse's responsibility for professional progress, with special consideration of the preparation needed by nurses in order to render effective service to individuals and communities.

A concise schedule of these and other educational meetings of national importance is given below:

### On Your Calendar

- AMERICAN ACADEMY OF POLITICAL AND SOCIAL SCIENCE. *Philadelphia. April 1 and 2.*
- AMERICAN ASSOCIATION OF COLLEGIATE REGISTRARS. *New Orleans. April 19-21.*
- AMERICAN ASSOCIATION ON MENTAL DEFICIENCY. *Richmond, Va. April 20-23.*
- AMERICAN NURSES' ASSOCIATION. *Kansas City, Mo. April 25-29.*
- AMERICAN PHYSICAL EDUCATION ASSOCIATION. *Atlanta. April 19-21.*
- ASSOCIATION FOR CHILDHOOD EDUCATION. *Cincinnati. April 19-23.*
- EASTERN ARTS ASSOCIATION. *Boston. April 6-9.*
- MEDIAEVAL ACADEMY OF AMERICA. *Chicago. April 30.*
- MUSIC EDUCATORS NATIONAL CONFERENCE. *St. Louis. March 27-April 1.*
- NATIONAL ASSOCIATION OF COLLEGIATE DEANS AND REGISTRARS IN NEGRO SCHOOLS. *Little Rock, Ark. March 30-April 1.*

NATIONAL ASSOCIATION OF DEANS AND ADVISERS OF MEN. *Madison, Wis. April 27-30.*

NATIONAL LEAGUE OF NURSING EDUCATION. *Kansas City, Mo. April 25-29.*

NATIONAL ORGANIZATION FOR PUBLIC HEALTH NURSING. *Kansas City, Mo. April 25-29.*

NORTH CENTRAL ASSOCIATION OF COLLEGES AND SECONDARY SCHOOLS. *Chicago. April 6-9.*

NORTH CENTRAL ASSOCIATION OF COLLEGES AND SECONDARY SCHOOLS, COMMISSION ON INSTITUTIONS OF HIGHER EDUCATION. *Chicago. April 6-9.*

SOCIETY OF STATE DIRECTORS OF PHYSICAL AND HEALTH EDUCATION. *Atlanta. April 19-21.*

SOUTHERN ASSOCIATION OF COLLEGES AND SECONDARY SCHOOLS. *Dallas, Tex. March 31-April 1.*

ROMA K. KAUFFMAN

## Some Questions for Home Economists

by Beulah I. Coon, Agent, Home Economics Education

★★★ Home economics was originally introduced into the school system to help students meet more effectively some of the practical problems of the home. Many influences have tended to draw attention away from this original goal. Subject matter has been accumulating and from the amount available there needs to be selected that which is most pertinent in modern living.

New social, economic, and psychological problems are being met. Changes are needed in emphasis and in organization of the program in order to give full consideration to these problems. Many vocational opportunities have arisen which demand home economics background. The needs of the family may be forgotten in giving preparation for these vocations. Not only does subject matter need re-evaluation; even more significant are the teaching procedures, the school or college organization, and the part home economics plays in the educational program of all students as well as in the program of those majoring in this field.

Most individuals are members of families. The family and the school are in a position to make the most direct contribution of any of the institutions of society to a democratic way of living. The extent to which these institutions are giving experience in democratic rather than authoritarian procedures may well be studied. Compartmentalization, specialization, subject domination, logical organization as contrasted with that around life experiences, the place of knowledge as an end in education apart from understanding and from changes in behavior resulting from knowledge—all need to be reconsidered in the light of the most recent findings of psychology.

### Can You Answer These?

Five questions, therefore, are suggested as important for groups to consider in evaluating their present contribution to education:

1. Is it possible to make more apparent in our school or college program a belief that education for family life is our major concern? That it should be a part of the educational program of all college students and dominate the curricula offered all students who major in home economics?

2. Is it possible to organize the program so that it makes a more significant contribution to a democratic way of life, demonstrating a belief in the worth of each individual through recognition of individual abilities, interests, and capacities, through flexibility in the curriculum and in individual course work, and through demonstrating in administrative, guidance, and teaching procedures the value of cooperation for the common good?

3. How may the program be revised so that faculty and students may become more socially sensitive and more able to lead in recognizing social changes and in making adjustments by which all groups in society may have opportunities for fuller development and greater satisfaction in living?

4. How may teachers be aided to see student growth in the area of family life as the goal to which their subject contributes and to understand how to use the findings of psychology in aiding students to become functioning members of a democratic society? How may they be helped to set up a philosophy of education, based on these understandings, strong enough to offset tradition as a guide to practices? When we look for new teachers, how can we secure those with a sound background in educational philosophy and psychology, as well as with special preparation in some phase of home economics subject matter?

5. How may the school or college be organized so that it will aid the student more effectively in concentrating all his efforts on problems important to his own development and significant to society, and thus further the growing, integrative process for him?

# Significant Trends in CCC Education

by Howard W. Oxley, Director of CCC Camp Education

★★★ For anyone engaged in a job, it is often worthwhile to stop and take stock of what the job is achieving. A few weeks ago, the CCC Office of Education completed a rather exhaustive study of the accomplishments of the camp educational program during the past fiscal year, in an attempt to analyze and appraise the growth of organized education in the corps. This report has revealed much significant information.

The past fiscal year saw the extension of the CCC for 3 more years and the inclusion of training as one of the corps' major purposes. Congress further called public attention to the importance of education in the camps by authorizing: "That at least 10 hours each week may be devoted to general educational and vocational training." The action of Congress definitely stamped the CCC as a conservator of men as well as of natural resources. As a consequence, organized education in the corps has taken on a new growth.

Interesting developments which took place in camp education during the year ranged all the way from a clarification of basic training for enrollee illiterates to the extension of joint efforts with nearby educational institutions, enabling 6,800 enrollees to graduate from public schools and colleges. Basic to all important developments which occurred, however, was that involved in the growing realization on the part of all camp officials that the whole of camp life, if intelligently planned, can be made to contribute to the employability and civic effectiveness of every enrollee. Camp officials—technical, Army, and educational alike—showed an increased interest in sharing in the responsibility for the promotion of well-organized training.

Camp educational advisers were given increased opportunity to supply leadership and advisory service in the development and supervision of instructional courses. Their duties and responsibilities in the camp, together with the cooperation they could expect from various sources, were more clearly defined by War Department regulations.

## Improved Teacher Training

Each of the corps areas made an extensive effort last year to train their camp advisers to do their job better. Through summer school sessions, through monthly sector or sub-district meetings, through correspondence courses and other methods, corps area educational officials endeavored to keep their advisers abreast with their assignments. In turn, camp advisers conducted an increased number of instructor-training classes for camp instructors drawn from the company supervisory staff, the enrollees, and outside



Recent CCC commencement exercises in Michigan.

sources. They also offered special training to enrollee leaders and assistant leaders. An average of nearly 45,000 camp instructors and enrollee leaders participated in teacher-training courses.

During 1937 better course materials were developed for camp purposes by CCC educational officials in cooperation with State departments of education, university extension divisions, and the WPA adult education program. Lesson outlines in basic training courses were prepared, and correspondence courses were extended to every corps area. The library in the average camp was expanded to approximately 800 books. There are now over 1,550,000 books in CCC camp libraries with an average monthly circulation of nearly 310,000. Over 46 percent of the men read regularly during their leisure time.

Along with the enlarged emphasis upon education in the camps last year, there was evidenced a corresponding demand for more space and facilities for school purposes. Of the 1,900 companies in operation at the close of the fiscal year, 60 percent had provided school buildings of one kind or another, and 77 percent had provided shops for vocational training. The annual allotment for educational supplies and equipment was increased from \$100 per company to \$140.

## Enrollee Interest

The average enrollee showed a renewed interest in education and self-improvement. There was an average participation of 87.7 percent of the entire camp enrollment in organized instruction, as compared with 73.4

percent during the previous fiscal year. Camp advisers learned how to better adapt this program of instruction to the needs and interests of the men. Over 1,800,000 guidance interviews were held with enrollees, averaging 73 per month per camp. Enrollee cumulative record cards were revised and improved. More accurate personnel records were kept on the progress of camp members.

In the corps, 13,905 illiterate enrollees were taught to read and write during the year. One of the most dramatic stories of accomplishment was that of the 5,321 enrollees who completed the elementary grades and obtained eighth-grade certificates from public-school systems, 1,453 more completed their high-school work and received diplomas from public high schools, and 39 enrollees went so far as to obtain college diplomas. When it is realized that all of these 6,800 men carried on their regular 8-hour-a-day work assignment and shouldered their camp responsibilities just as every other enrollee did, their achievement in earning certificates and diplomas from outside institutions is indeed a tribute to the persevering qualities of our young manhood.

## Cooperation of Educators

The trend in CCC education is definitely toward more and better vocational training. During the past fiscal year about half of the organized training offered in camp was vocational in nature. Five out of every ten men participated in organized job training carried on as a part of the work projects, and four out of ten attended vocational courses. Three out of every ten pursued academic  
(Concluded on page 253)

# Elimination of One-Teacher Schools

TWENTY YEARS OF HISTORY

by *Walter H. Gaumnitz,*  
Senior Specialist in Rural Education Problems

A one-room school.

★★★ In many circles of American life, especially among the urban groups, the one-teacher school is regarded as a thing of the past—an institution of pioneer days which need no longer be of serious concern to present-day educators. Some hail its passing as an evidence of educational progress; others see in it further signs of loss and disintegration in rural life. But what are the statistical facts concerning schools of this type? Has rural school consolidation displaced these schools? To what extent has the one-teacher school indeed passed from America's educational scene? If "the little red school" is still with us what is the rate of its passing and what seems to be its future?

## Significance of 20 Years

No one can say with any definiteness in terms of national statistics just how fast the one-teacher schools were being abandoned or replaced by consolidated schools prior to 1918. In that year the Office of Education began to gather fairly complete statistics to show the number of one-teacher schools in each State, and both the total number of rural consolidated schools in operation and the new ones established during the year. The gathering of such statistics has since been placed on a biennial basis. Even if statistics had been available at an earlier date the rapid westward expansion which was taking place in American life resulted in the establishment of so many new one-teacher schools each year that the number abandoned tended to be offset if not out-stripped. Due to changes in immigration laws and to the fact that most of the tillable lands had been settled upon, the chief reasons for establishing these small schools disappeared during the period from 1915 to 1920. It, therefore, seems probable that this period comes close to marking not only the beginning of regular statistics on the subject, but the highest point numerically which the one-teacher schools have reached. If that be true the year 1918 is particularly suitable for beginning a study of the trend and progress in the elimination of these small rural schools. In order that the question may be considered on the basis of two full decades a

fairly safe estimate has been found for purposes of this article for the year 1916. The data to be presented here, therefore, begin with that year.

Tracing the reduction in the number of one-teacher schools is at present one of the best ways to gage the progress of rural school consolidation. This consolidation now involves the interplay of such a large number of factors, that the mere counting of those denominated as "consolidated schools" can no longer be relied upon as a means of gaging this movement. Difficulties of definition obviously enter the problem. But a count of the one-teacher schools provides a fairly simple and accurate basis of determining how rapidly the small rural schools are being replaced by larger ones.

## Status and Trends

Turning our attention to the statistics (table 1), it will be seen that in the 20 years from 1916 to 1936 the total number of one-teacher schools has been reduced from 200,094 to 132,831. This is a reduction of almost exactly one in three.

In 1916 the one-teacher schools constituted 71.1 percent of all the schools in the United States; in 1936 they were only 56.7 percent of the total. Considering the problem in terms of all of the teachers employed in the public schools of the Nation the data show that 20 years ago nearly a third of them were in one-teacher schools; at present only about one in seven is employed in such schools. Appraising the place of these schools in the total educational picture on the basis of teachers, therefore, each of which may be thought of as representing a classroom, it is clear that the one-room school is at present less than half as im-

portant numerically as it was two decades ago. The growth in the size of the larger schools has increased the total teaching staff much faster than it has been reduced by the abandonment of these small schools. In addition to rural school consolidation there has been operative in the movement toward larger schools such factors as the urbanward migration and the increase in the educational life span of the child. Until recently the latter has been especially rapid in the urban schools.

There can be no doubt that in whatever way we may look at the matter, the one-teacher schools have during the past 20 years been passing out of the educational landscape very rapidly. However, there are still more than 130,000 of these schools in existence; they still constitute 56.7 percent of the total number of schools of the Nation, and 62.8 percent of all of those located in the rural communities. They still enroll close to 3 million American boys and girls. It must, therefore, be said with emphasis that this school still forms a very important segment of our public-school system and that it should be treated as such.

## What of the Future?

It will be of interest at this point to examine somewhat more critically the rate at which these schools are passing and the place they are likely to occupy in the future. The last 20 years show a record of 67,263 such schools eliminated, an average of 6,726 per biennium. Assuming for the moment that this rate remains constant it is a matter of simple arithmetic to fix 40 years, or the year 1976, as the time in which the remainder of these schools will entirely disappear. But a glance at the

Decrease in the number and percent of one-teacher schools

	2-year periods										
	1916	1918	1920	1922	1924	1926	1928	1930	1932	1934	1936
Number of schools.....	200,094	195,397	189,762	179,762	169,718	162,756	156,086	149,287	143,390	139,080	132,831
Percent these schools are of 1916.....	100.0	97.7	94.8	89.8	84.8	81.3	78.0	74.6	71.7	69.5	66.4
Percent these schools are of all schools <sup>2</sup> .....	71.1	70.6	70.1	67.1	64.4	63.1	60.9	60.1	58.6	57.7	56.7
Percent teachers in 1-room schools are of all teachers.....	32.1	30.8	28.9	25.6	22.8	20.5	19.0	17.8	16.7	16.7	15.5
Decrease in one-teacher schools from previous biennium:											
Number.....		4,697	5,928	9,707	10,044	6,962	6,670	6,799	5,889	4,310	6,249
Percent.....		2.3	3.0	5.1	5.6	4.1	4.1	4.4	4.0	3.0	4.5

<sup>1</sup> Estimated from decrease in total number of school buildings 1916 to 1918.

<sup>2</sup> School buildings not separate school organizations.



## FOR THOUGHTFUL CONSIDERATION

There are still 132,000 one-teacher schools in the United States.

Three out of every five rural school communities still rely upon these schools for the education of their children.

Three million boys and girls still attend such schools.

Twenty years of effort to eliminate them still leaves two-thirds of their total number.

The rate at which they are eliminated and other factors suggest that the role of the one-teacher schools will be important for generations to come.



table reveals that the rate has not been constant. Beginning with a reduction of 4,697 one-teacher schools from 1916 to 1918 the movement to displace them with larger ones rose rapidly until in the period from 1922 to 1924 more than 10,000 of them were abandoned. From this maximum, the rate of reduction fell until during the biennium 10 years later it reached a low of 4,310.

Since 1924 the number of one-teacher schools abandoned has been fewer and fewer with the exception of the period from 1934 to 1936. The recent increase in the number of these schools eliminated is probably explained by the fact that many school consolidations were first delayed by the curtailment in school building operations occasioned by the depression and then accelerated by the subsequent impetus given to schoolhouse construction by the liberal grants and loans provided by the Federal Government through the Public Works Administration. The general downward trend in the rate at which the total number of these schools has decreased and the apparent fact that in thousands of sparsely settled and isolated communities schools of this type seem to be the only means of making education available suggest pointedly that not only will the one-teacher school find a place in our school system in 1976 but for many years after that.

### When History Written

When the history of America's effort to provide the rudiments of public education to all the children of all the people is finally written, the one-teacher school will no doubt have to be accorded a very large place. In the early days of the republic small schools of this type usually provided the only way of bringing public-school education to pioneer outposts and to the far reaches of a sparse and rapidly growing population. When roads

were poorly developed or entirely absent the resulting limitations in the intercourse between one neighborhood and another, and between rural and village communities, were such that the attendance area of the school of necessity had to be limited by the distance a child could walk in all types of weather. This, together with the large farms and the isolated farm homes characterizing American agriculture, made the one-teacher school inevitable. So despite the fact that the continuance of this small unit of educational organization is now widely questioned it should not be forgotten that to it must go the credit for interposing an effective barrier to the forces of ignorance. Indeed, it must be said that this humble institution has provided the foundation of the relatively high levels of literacy and culture found in our rural communities when these are compared to those of many other lands. Moreover, there are thousands of men and women who stand high in the annals of the political, social, and economic life of America who never cease to "point with pride" to the one-teacher school as the fountain head of their success.

### Factors Still Active

Even the most superficial examination of American life today will show that most of the factors which made the one-teacher school so indispensable to our earlier history are still active in thousands of places. Many country roads are still poor, the climate is still severe, and the farms are still large and growing larger. The importance of the one-teacher school in the total picture may be on the wane but it still forms a significant part of our school system and it promises to continue to do so for generations to come. To regard this institution as a thing of the past no longer justifying the time and effort of school leaders to seek improvement would seem from the statistics and arguments available to be an erroneous point of view and a short-sighted policy.

## Significant Trends

### In CCC Education

(Concluded from page 251)

courses, and two out of ten engaged in informal activities such as arts and crafts, dramatics, and music.

The year witnessed increased cooperation with CCC education on the part of public-school and college officials. State and local school systems furnished the camps with approximately 750 teachers each month. Hundreds of camps near schools and colleges were permitted to use their classrooms, shops, libraries, and athletic facilities. Nearly 5,000 enrollees regularly attended classes in nearby schools and colleges. Six State departments of education worked out arrangements for accrediting educational work satisfactorily completed in CCC camps, and three State departments did likewise for high-school work.

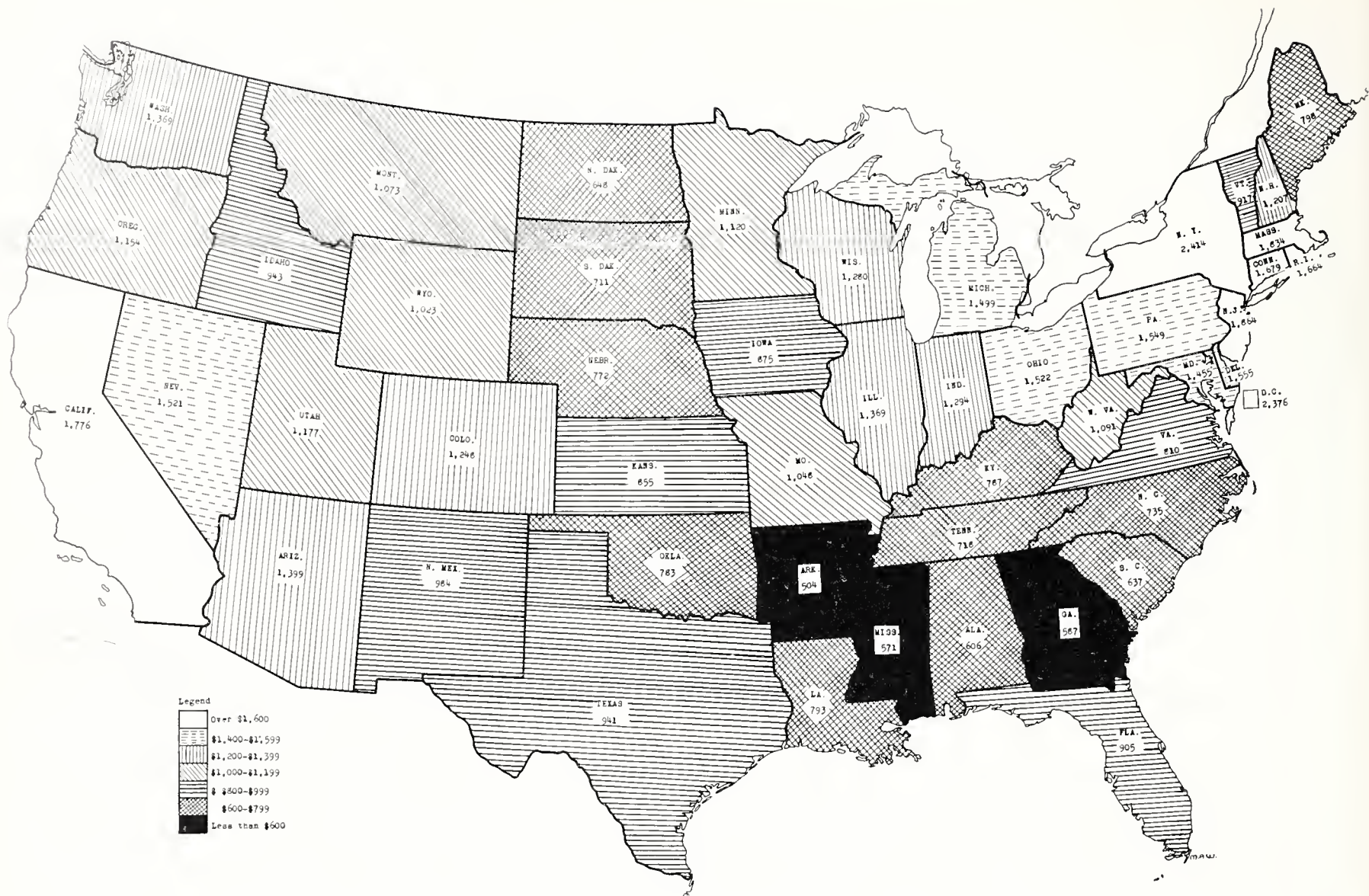
Thirty-nine colleges and universities granted scholarships and other financial aid to qualified enrollees to enable them to continue their higher education. Forty institutions granted enrollees reduced rates on correspondence courses, and 20,325 men took advantage of them.

### Growing Interest

Many more significant examples could be cited to show the growing interest in the human conservation values of the CCC. The rôle of the CCC as a coworker with the Nation's schools in providing more adequate instruction and practical experience for youth is becoming more clearly recognized in all parts of the country. Writing in *The New York Times* recently, President James L. McConaughy, of the Association of American Colleges, stated: "We may be on the verge of the development of an entirely new type of institution offering both academic and semi-apprentice training . . . possibly our experience with the CCC camps may point the way toward a solution of this problem."

A modern consolidated school.





# Average Salary of Teachers, Supervisors, and Principals

by David T. Blose,  
Associate Specialist in Educational Statistics

★★★ The average salary of teachers, supervisors, and principals in the public-school system of the Continental United States reached its highest point in 1929-30 when the average salary was \$1,420 per annum. From 1930 to 1932 there was a decrease of \$3 but from 1932 to 1934 the average salary fell \$190. In 1934 the average salary was \$1,227, the same as it was in 1924. The year 1936 showed an increase of \$56 over 1934 making the average for 1936, \$1,283. This means that 29 percent of the total salary cut during the depression was regained during the period between 1934 and 1936. Later reports indicate that cuts are still being restored.

Salaries vary greatly among the different

States. The four States paying the lowest averages are: Arkansas, \$504; Mississippi, \$571; Georgia, \$587; and Alabama, \$606. The four States paying the highest average salaries are: California, \$1,776; Massachusetts, \$1,834; New Jersey, \$1,864; and New York, \$2,414. Only five States paid higher average salaries in 1936 than in 1930. These are: Florida, \$876 to \$905; Nevada, \$1,483 to \$1,521; Rhode Island, \$1,437 to \$1,664; Texas \$924 to \$941; and West Virginia \$1,023 to \$1,091.

### Average Salary Decreased

In the following 14 States the average salary paid was more than \$200 less in 1936 than in 1930:

State	Amount less in 1936 than in 1930	Percent less in 1936 than in 1930
Colorado.....	\$205	14.1
Wyoming.....	216	17.4
Iowa.....	219	20.0
Arizona.....	238	14.5
South Dakota.....	245	25.6
New Jersey.....	249	11.8
North Dakota.....	252	28.0
Idaho.....	257	21.4
Illinois.....	261	16.0
Oklahoma.....	289	27.0
Kansas.....	304	26.2
Nebraska.....	305	28.3
California.....	347	16.3
Oregon.....	458	28.4

In 29 other States the salary paid was less in 1936 than in 1930.

### Many Differences Found

Many differences in salary levels are found within States themselves. The States which report salaries separately for white and Negro teachers show the following variations:

In three States—Delaware, Missouri, and Oklahoma—the average salary is greater for Negro teachers than for white teachers. This is accounted for by the reason that in these States the Negro population lives largely in

cities where teachers' salaries are much higher than in rural areas.

*Average salaries of supervisors, principals, and teachers in 16 States, 1935-36*

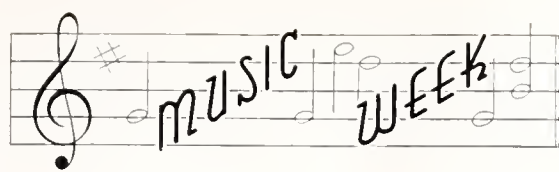
State	White	Negro
Alabama.....	\$709	\$328
Arkansas.....	550	316
Delaware.....	1,538	1,664
District of Columbia.....	2,376	2,376
Florida.....	1,030	493
Georgia.....	709	282
Kentucky.....	802	607
Louisiana.....	931	403
Maryland.....	1,515	1,187
Mississippi.....	783	247
Missouri.....	1,031	1,332
North Carolina.....	811	543
Oklahoma.....	750	705
South Carolina.....	825	302
Texas.....	991	604
Virginia.....	901	520

The difference in average salaries between urban and rural areas is practically as great as that between white and Negro schools. The average for urban schools in 1936 was \$1,818 and in rural schools \$827 or only 45.5 percent as much as in urban areas. The following States reporting the average salaries paid in urban and rural schools show wide variations:

*Average salaries of supervisors, principals, and teachers in urban and rural territory*

State	Urban	Rural
Alabama.....	\$953	\$526
Arizona.....	1,433	1,375
Arkansas.....	768	430
California.....	2,089	1,240
Colorado.....	1,753	916
Connecticut.....	1,749	1,494
Delaware.....	1,788	1,360
District of Columbia.....	2,376	2,376
Florida.....	905	905
Georgia.....	1,059	480
Idaho.....	1,223	834
Illinois.....	1,769	936
Indiana.....	1,525	1,080
Iowa.....	1,353	689
Kansas.....	1,332	675
Kentucky.....	1,267	629
Louisiana.....	1,195	716
Maine.....	1,181	612
Maryland.....	1,812	1,188
Massachusetts.....	1,998	968
Michigan.....	1,861	908
Minnesota.....	1,751	691
Mississippi.....	874	520
Missouri.....	1,698	664
Montana.....	1,523	935
Nebraska.....	1,296	615
Nevada.....	1,794	1,407
New Hampshire.....	1,437	1,001
New Jersey.....	1,979	1,341
New Mexico.....	1,275	903
New York.....	2,780	1,337
North Carolina.....	827	708
North Dakota.....	1,210	593
Ohio.....	1,741	1,179
Oklahoma.....	1,213	603
Oregon.....	1,531	884
Pennsylvania.....	1,813	1,118
Rhode Island.....	1,683	1,418
South Carolina.....	887	561
South Dakota.....	1,267	634
Tennessee.....	1,024	611
Texas.....	1,276	751
Utah.....	1,450	1,038
Vermont.....	1,309	789
Virginia.....	1,277	642
Washington.....	1,679	1,045
West Virginia.....	1,091	1,091
Wisconsin.....	1,778	917
Wyoming.....	1,518	865
U. S. average.....	1,818	827

As the demand for better-prepared teachers increases a continuing increase in the salary level may be expected.



Below are a few suggestions for building up programs for Music Week (first week in May) either in schools or communities. Some of the publications listed are reports of experiments or experiences by specialists in music teaching. Others furnish background material for new teachers. Perhaps the most practical hints for school Music Week are those dealing with teaching music understanding and creative music expression, as those activities are possible to foster in almost any group, rural or urban, and can be carried on at small expense and with little time from the teacher. The use of victrola, radio, the training of bands and orchestras, holding contests and festivals are emphasized by a number of writers. New and up-to-date courses of study are sought by school administrators, and a few are offered here. Information concerning additional sources of courses of study in school music, State and city, may be secured by writing to this Office.

From the above sources it is thought that suggestions for auditorium programs, special projects, and units integrated with the regular class-room work may be found, and ideas for Music Week.

**BAKER, EARL L.** Music in our schools. A course of study. Appleton, Wis., The Author, 1934. 92 p.

Outlines the music work in the public and parochial schools of Appleton, Wis. Gives details of work for each grade level from kindergarten through junior and senior high school in respect to mixed choruses, boys' and girls' glee clubs, stringed instruments and bands, music appreciation, creative music, and good and bad music teaching.

**BROWN, CATHERINE D.** Friends and fiddlers. Boston, Little, Brown & Co., 1935. 262 p.

Tells of the pleasure to be had from simple music, suggesting ways to interest children in music activities. The chapter dealing with family music is particularly significant.

**BUCHANAN, FANNIE R.** How man made music. Chicago, Follett Publishing Co., 1935. 296 p.

The author states that this story is more than history; it is a discovery of the ancestors of our modern instruments, "an attempt to explore the growth of great musical ideas, to find the first expression of our melodies." In addition, famous songs are reproduced, also game songs with directions.

**DELAWARE.** State department of public instruction. Division of adult education. Enriched community living. Wilmington, Del., State department of public instruction, 1936. 235 p.

Part I deals with music as an approach to community living. Of particular interest are the chapters "Music groups in a small town; A first attempt at community music; A rural community; Week by week in a small town;" etc.

**DYKEMA, PETER W.** Music for public school administrators. New York, Teachers college, Columbia university, 1931. 171 p.

Teaching music in the different grades and in junior and senior high school, also the selection of supervisors and instructors, are dealt with; the appendix contains criteria for evaluating high school courses of study, and testing.

**EARHART, WILL.** The meaning and teaching of music. New York, M. Witmark & Sons, 1935. 250 p.

Some of the practical phases of music education are discussed from the philosophical, aesthetic and psychological viewpoints.

**FOX, Mrs. LILLIAN M. and HOPKINS, LEVI T.** Creative school music. New York, Newark, etc., Silver, Burdett Co., 1936. 326 p.

Material on the nature and nurture of creative education, and methods of aiding children to develop creative expression in music given in parts 1 and 2. Part 3 gives the actual music created, from nursery school, first to sixth grades.

**GEHRKENS, KARL W.** Music in the grade schools (grades 1-6). Boston, C. C. Birchard & Co., 1934. 233 p.

Most of the discussions pertain to the problems and objectives in music teaching, viz., music appreciation, teaching methods for the different subjects and instruments, creative work, correlation, tests, individual differences, and an outline of activities.

———. Music in the junior high school (grades 7-9). Boston, C. C. Birchard & Co., 1936. 228 p.

Matters of organization, glee clubs, orchestras and bands, schedule making, material equipment, the teacher, are among the important subjects studied.

**GLENN, MABELLE, ed.; LEAVITT, HELEN S.; REBMANN, V. L. F.; BAKER, EARL L.** The world of music: Song programs for youth. Discovery. Boston, New York, etc., Ginn & Co., 1937. 193 p. music. illus.

Contains 12 programs including Christmas carols, chorals, familiar songs, instrumental themes from important composers—Brahms, Schubert, Mozart, Handel and others; shows the correlation of music with other subjects, history, literature, social studies, geography, etc. Units of activities are given, with the accompanying songs.

**HOOD, MARGUERITE V.; GILDERSLEEVE, GLENN; and LEAVITT, HELEN S.** The world of music. Music procedures for consolidated and rural schools. Boston, New York, etc., Ginn & Co., 1937. 64 p.

Part I consists of organization of singing days, and the phonographic records to accompany it; Part II consists of teaching suggestions for singing days. City and rural schools are included in the plan. Illustrated lessons are outlined in detail, for the subjects: harmonica and rhythm bands, games and dances, creative expression, educational materials, etc.

**HUBBARD, GEORGE E.** Music teaching in the elementary grades. For grades one to six, inclusive. New York, Cincinnati, etc. American Book Co., 1934. 228 p.

Emphasizes the need of fitting music into the new picture in a changing society, and enriching life by group activities in the singing of beautiful songs.

**KWALWASSER, JACOB.** Problems in public school music. New York, M. Witmark & Sons, 1932. 159 p.

Attempts to vitalize the subject of school music by supplying a much needed philosophy of the value of music and its purpose as it affects the lives of everyone. A useful basic study.

(Concluded on page 266)



Pan American Union, Washington, D. C.

# Pan American Day

*by William Dow Boutwell, Director, Educational Radio Project*

★★★ On Pan American Day, April 14, the Republics of the Americas join hands in a clasp of "good neighborliness." On that day, set aside by proclamation, a definite opportunity is given to educational leaders to express sentiments of cordiality and friendly attitudes toward our fellow Republics. A significant feature of Pan American Day is that it gives public recognition to the achievement of independence by the 21 Republics of America.

The principles of Pan Americanism are rooted deep in the history of the American continent by the assistance mutually rendered the Republics of Latin America in their struggles for independence. After independence was achieved by the various countries, the continued policy of mutual helpfulness and cooperation was expressed in the practice of calling international conferences at which representatives met to discuss their common problems. The famous Congress of Panama, which met in 1826, may be considered the inaugural conference of this kind; but the term Pan American was really first used in connection with the First International Conference of American States of 1889-90 which met in Washington, D. C. Since then the periodic assemblies of the American Republics have been termed Pan American Conferences.

Undoubtedly one of the greatest expressions of the Pan American movement is that of the Inter-American Conference for the Maintenance of Peace which proclaims the existence of a common democracy throughout America; condemns the intervention of one State in the internal and external affairs of another State; refuses to recognize any acquisition of territories made through violence; makes illegal any forcible collection of pecuniary debts; and declares that any difference or dispute between American nations shall be settled by methods of conciliation or full arbitration or through operation of international justice.

The Pan American Union, which is the official expression of the organization of the movement of Pan American Day in the United States, has prepared a list of material for free distribution to the teachers and group leaders who wish to observe the day. This material may be secured by addressing the Pan American Union, Washington, D. C.

### *Material Available for Programs*

Articles which may be of particular value to teachers who wish to present the purposes and ideals of Pan Americanism to their classes are listed here. The Pan American Union would appreciate having the orders for this free material placed by number.

1. SPECIAL ISSUE OF THE BULLETIN OF THE PAN AMERICAN UNION. The February 1938 issue of the Bulletin of the Union is dedicated to Pan American Day and contains articles on tourist attractions and travel in the Americas, as well as other items of special or general interest.

2. THE MEANING OF PAN AMERICAN DAY. An article on the origin and development of Pan American Day, including extracts from editorial comment in the press of the United States and Latin America on the significance of the day.

3. THE UNITED STATES AND LATIN AMERICA. A discussion of the changes in the politico-economic policies of the United States toward Latin America in recent years.

4. PAN AMERICANISM AND THE PAN AMERICAN CONFERENCES. The origin of the Pan American movement and the evolution and development of the Pan American Conferences.

5. A PRIMER OF PAN AMERICANISM—What it is—What it means. Questions and answers. By Sister Mary St. Patrick McConville, Ph. D., professor of history and head of the department of social science, Our Lady of Victory College, Fort Worth, Tex.

6. THE AMERICAS. A booklet containing the major historical facts and describing the principal geographical features, forms of government, products and industries, transportation facilities, and educational systems of the 21 American Republics. Also contains questions, the answers to which may be found in the text, which may be used by teachers for classroom exercises.

7. TO SERVE THE AMERICAS. A booklet describing the history, activities, and services of the Pan American Union.

8. FLAGS AND COATS OF ARMS OF THE AMERICAN NATIONS. Historical sketch and brief description of the meaning of the flags and coats of arms of the 21 American Republics.

9. ECONOMIC GIFTS OF AMERICA TO THE WORLD. Brief and simple description of various products which have been found or grown in the Americas, the use of which has spread over the world.

10. TRAVEL IN THE AMERICAS. Description of some of the principal attractions for tourists in the American Republics.

11. COMMERCIAL INTERCHANGE AMONG THE AMERICAN REPUBLICS. Special number of "Commercial Pan America" dedicated to inter-American economic relations among the American Republics.

### *Plays and Pageants*

12. PAN AMERICA. A pageant, by Grace H. Swift. (Revised this year—takes about 30 minutes to present; suitable for presentation by high schools.)

13. CHRIST OF THE ANDES. A play, by Eleanor Holston Brainard. (Takes about 15 minutes to present; suitable for presentation by sixth-grade pupils.)

14. FIESTA PANAMERICANA. A carnival, representing a gay fiesta as it might take

place in a Latin American country. Instrumental and vocal music and dancing, woven into a colorful carnival background. (Takes about 1 hour and a half to present; suitable for senior high school, college, or adult groups.)

**NOTE.**—The observance of Pan American Day offers opportunities for the writing and presentation of original material in plays and pageants. Groups presenting original creations are urged to send the scripts and performance details to the Pan American Union.

#### *For Spanish and Portuguese Classes*

17. **AMERICA UNIDA.** A pageant suitable for presentation by second- or third-year Spanish classes.

18. **PARA LOS NIÑOS DE AMERICA.** Collection of poems and legends in Spanish by Gaston Figueira of Uruguay.

19. **TRECHOS DA LITTERATURA BRASILEIRA.** Extracts from the works of Brazilian authors, suitable for students studying Portuguese.

#### *Pan American Music*

Copies of the foregoing material will be distributed free of charge by the Pan American Union. It has been found necessary, however, to make a nominal charge for the following music:

**NATIONAL ANTHEMS OF THE AMERICAN REPUBLICS.** Arrangement for six-piece orchestra (piano, first and second violins, viola, cello, and bass) of excerpts from the national anthems



Hall of the Americas in the Pan American Union.

of the 21 American Republics. Especially adaptable for flag ceremonies. Price, 50 cents. Arrangement for piano only, 25 cents.

Communications relative to any of the above material should be addressed to the Pan American Union, Washington, D. C.

## ● RADIO and SCREEN

### **The Art of Motion Pictures**

A survey of the development, practice and appreciation of the motion picture is being offered during this year by the extension division of Columbia University in cooperation with the Museum of Modern Art Film Library. The development of motion pictures in the United States and abroad will be traced from 1895 to the present. Topics treated include the scenario, studio architecture, settings, costumes, camerawork, lighting, cutting, editing, sound and music. Special consideration is given to the social significance of motion pictures, the film as an art, the functions and influence of director and producer, the star system and its implications, and the film as a record of contemporary life. Lectures and demonstrations, to be given by experts in the various fields, will be illustrated by the projection of films from the collection of the Museum of Modern Art Film Library according to recent announcement.

### **Television**

Six articles titled "Television Opens Its Eyes," written as a series by Norman Siegel, veteran radio editor of the *Cleveland Press*, were prepared in latter November 1937 for distribution to the Scripps-Howard Newspapers. The articles deal with the present and prospective status of the visual art.

### **A Large Order**

During the year 1937 the Detroit public schools ordered 110 16-mm projectors, which is believed to be the largest single school order for 16-mm equipment ever placed. In 1936 the Detroit schools purchased 83 projectors.

### **Amateur Contest**

Many school radio, dramatic, and musical clubs have already entered the NBC—Scholastic radio competition. The winners will be proclaimed the best school broadcasting group anywhere in America and will receive a handsome trophy and an opportunity to broadcast over a Nationwide network. For information write to NBC—Scholastic Radio Committee, Radio City, New York.

### **Survey**

The results of a survey conducted by the Columbia Broadcasting System among representative groups from every class, freshman through senior, at 18 colleges and universities have been published in a pamphlet entitled, "Radio Goes to College." The survey showed that 95 percent of all students today have regular access to radio. It was found that on the average, male students listened to the radio 3 hours a day, while women students listened 2 hours and 52 minutes.

### **Film Services**

The International Library of Visual Aids, New York City, maintains a rental library service for films and projectors. The 2-year service includes 1 projector and 18 40-minute sound units to be supplied at the rate of 1 unit a month for the 2 years. The pictures, for auditorium use, are a combination of entertainment and education.

Motion pictures of historic and scenic places in Virginia, which have high education value, are being distributed on free loan to schools and other such institutions by the Virginia Conservation Commission.

The films are distributed on conditions that the borrower pay the express charges to and from the point of shipment. There are no other charges. One may borrow as many films as he can use at one time. Pictures are available in both 16-mm and 35-mm sizes, silent and sound.

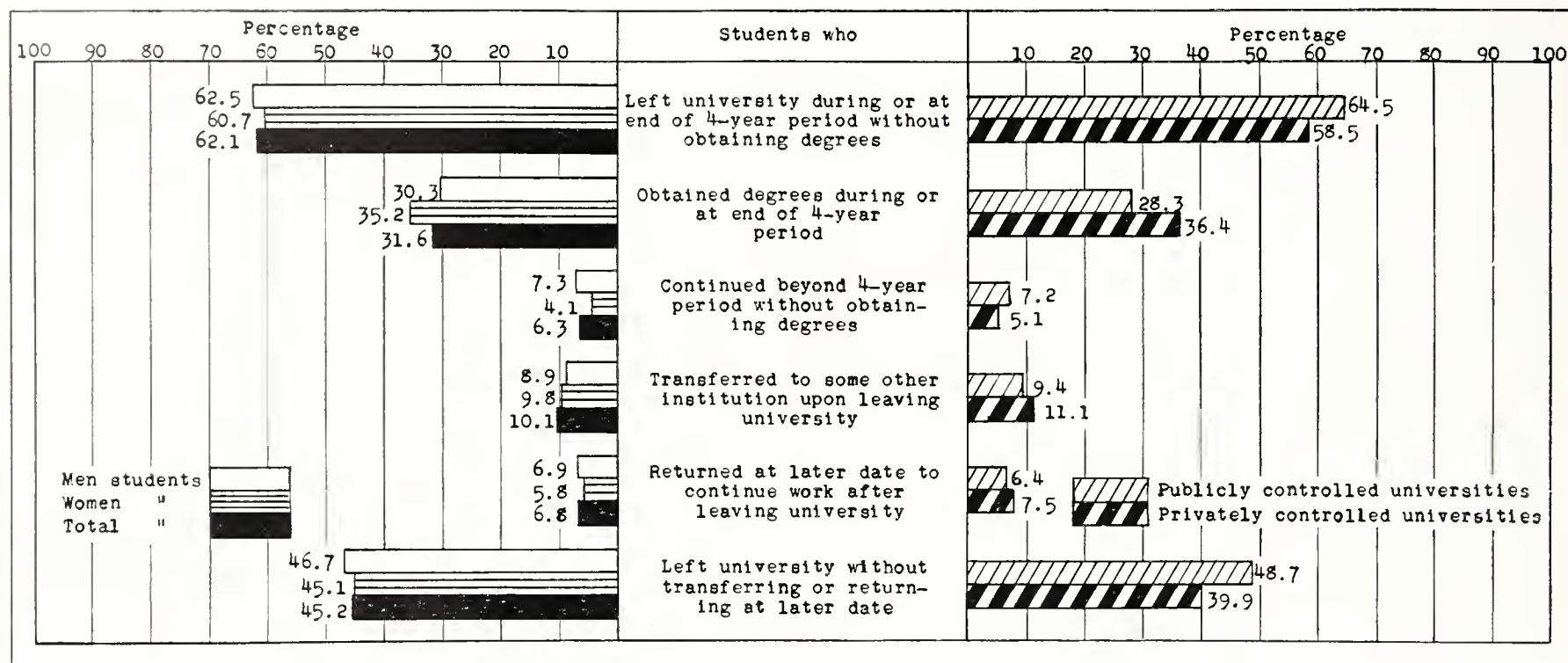
### **Radio Report**

A mimeographed report of the accomplishments of the radio committee of the department of high-school principals of the Michigan Education Association was recently issued. The report summarizes studies of equipment, programs, articulation with courses of study and schedules, teaching of discrimination, radio clubs, instruction in broadcasting, and vocational opportunities in radio. The report also includes a selected bibliography.

GORDON STUDEBAKER

# Students Leaving College Before Graduation

by John H. McNeely, Specialist in Higher Education



Students classified by sex leaving 25 universities segregated according to type of control.

★★★ One of the essentials to an intellectual appraisal of the success of higher education is an analysis of the extent to which students leave college before graduation. Involved in such an analysis are several questions.

How many students proportionately drop out of college? Does a larger percentage of men than women students leave?

What proportion of the students complete their work and graduate with degrees in the regular 4-year period? What percentage continue beyond the 4-year period without obtaining degrees?

To what extent do students transfer to another institution or return at a later date to continue their work after leaving college?

Based on data gathered by 25 universities in cooperation with the Office of Education, information has been obtained with respect to these questions in the case of 15,535 students who entered the universities at the beginning of the academic year of 1931-32. Of this number, 10,972 were men and 4,563 women students. Since there were 249,104 freshmen students who enrolled in the various universities, colleges, professional schools and junior colleges throughout the United States in that year, these students represent about 1 out of every 16 students who entered all such institutions.

The 25 universities collecting the information on their students embodied a fairly typical sampling of American universities. Included among them were universities seat-

tered throughout the United States and located in populous as well as nonpopulous communities. The group comprised various kinds including a Negro university. Of the universities, 14 were publicly controlled and 11 privately controlled. It is believed, therefore, that the information regarding these particular universities may be assumed to measure in a degree at least the extent to which students leave college on a Nation-wide basis.

## Student Analysis

In conducting the analysis, each of the universities first recorded the number of students entering the institution and registering for a degree at the beginning of 1931-32. Next was traced what happened to the students during their collegiate careers. By this means, data were obtained on the students who after entrance (1) left the university during or at the end of the 4-year period without obtaining degrees, (2) obtained degrees during or at the end of the 4-year period, and (3) continued beyond the 4-year period without obtaining degrees.

Included in the first group were students who transferred to another institution upon leaving the university or students who returned at a later date to continue their work after leaving the university. These particular students did not actually leave college definitely. Hence, they were regarded as having been reclaimed to higher education. By deducting them from the total students leaving the university, a final group was obtained consisting of the students who left

the university without transferring or returning at a later date. This group represented the students who discontinued their higher education upon leaving the university.

In the accompanying figure are presented graphically the percentages of the students following each of these several paths. On the left side of the figure, the students are classified by sex, the percentages being given separately for men students, women students, and total students. On the right side of the figure are shown the percentages of the students following each of the paths in the universities segregated according to type of control. Each university compiled these data for the students in its individual institution, which were combined to secure the percentages in the figure.

## Four Out of Line

The 15,535 students registering in 1931-32 in the universities comprised the class supposed to graduate, generally speaking, at the close of the academic year of 1934-35. As indicated by the percentages in the figure, approximately 62 out of every 100 of these students left the universities during or at the end of this 4-year period without obtaining degrees. At the same time 32 out of every 100 obtained degrees during or at the end of the 4-year period, and 6 out of every 100 continued beyond the 4-year period without obtaining degrees. The latter students include those whose normal progress through college was retarded. Most of them obtained their degrees subsequently.

Among the students leaving the university approximately 10 out of every 100 transferred to some other institution. There were 7 out of every 100 who returned at a later date to continue work after leaving the university. Deducting these students, it was found that 45 out of every 100 students left the universities without either transferring or returning at a later date. In other words, about four out of every nine students who originally registered in the universities dropped out of them, apparently discontinuing any further effort to obtain a higher education.

#### *Comparing Records*

About two more men than women students per 100 left the universities during or at the end of the 4-year period without obtaining degrees. There were approximately 5 more women than men students per 100 who obtained their degrees during or at the end of the 4-year period. Moreover, about 3 fewer women than men students per 100 were retarded in their academic work as shown by the proportions continuing beyond the 4-year period without obtaining degrees.

The percentage of women students who transferred to some other institution upon leaving the universities exceeded that of men students by a slight margin. Approximately 1 more man than woman student per 100 returned at a later date to continue work after leaving the universities. With respect to the students who left the universities permanently, that is, without either transferring or returning at a later date, there were from 1 to 2 more men than women students per 100.

#### *Difference in Control*

Of the students who left the privately controlled universities during or at the end of the 4-year period without obtaining degrees, the percentage was 6 less than that for the publicly controlled universities according to the figure. This indicates that 6 fewer students per 100 left the former than the latter universities. Students in the privately controlled universities who obtained degrees during or at the end of the 4-year period exceeded those in the publicly controlled universities by about 8 for every 100.

There were approximately 2 fewer students per 100 in the privately controlled than in the publicly controlled universities who continued beyond the 4-year period without obtaining degrees, 2 fewer per 100 who transferred to some other institution, and 1 fewer per 100 who returned at a later date to continue work after leaving the universities. Finally, approximately 9 fewer students per 100 left the privately controlled than the publicly controlled universities for good without either transferring or returning at a later date.

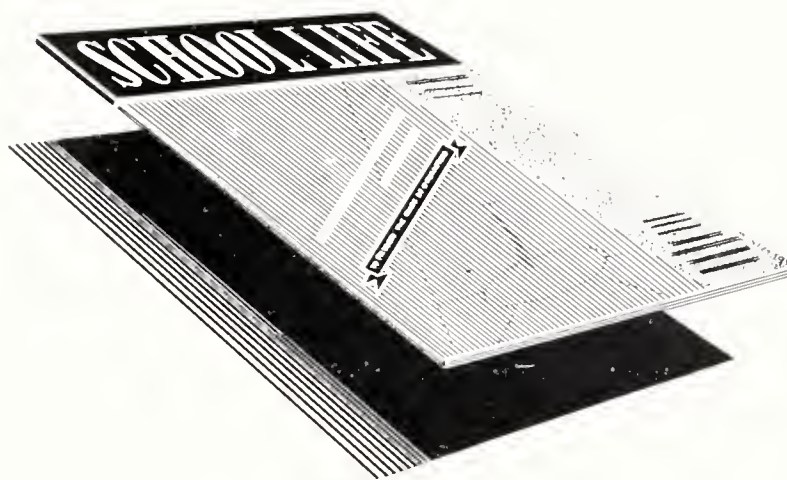
Data were also collected on the particular years when the students left the universities or the length of time they remained before leaving. Of the total students, 33.8 percent left during or at the end of the freshman year,

16.7 percent during or at the end of the sophomore year, 7.7 percent during or at the end of the junior year, and 3.9 percent during or at the end of the senior year. From the viewpoint of the length of time the students remained in the universities before leaving, approximately 66 out of every 100 remained through the freshman year and entered the sophomore year, 49 through the sophomore year and entered the junior year, 41 through the junior year and entered the senior year, and 37 through the senior year. Almost all of the students entering the senior year graduated with degrees.

#### ★ *BULLETIN SOON OFF PRESS* ★

Detailed information on students leaving the individual universities is contained in a comprehensive study of college student mortality which will soon be off the press. The title of the publication is *Bulletin 1937, No. 11, College Student Mortality*. Copies may be obtained from the Superintendent of Documents, Government Printing Office, Washington, D. C., at 15 cents each.

## THE PICTORIAL REPORT



★ The February 1938 issue of *SCHOOL LIFE* contained the Pictorial Report of the Office of Education, presenting the many and varied activities of the Office in pictorial form with a minimum of text. Copies may be obtained from the Superintendent of Documents for 10 cents each. New subscriptions to *SCHOOL LIFE* may begin with the Report issue (as long as the supply lasts) if so desired and specified by the subscriber. One year (10 issues) \$1.



*The Official Journal of the Office of Education*

SEND ONE DOLLAR TO THE SUPERINTENDENT OF DOCUMENTS  
U. S. GOVERNMENT PRINTING OFFICE ★ WASHINGTON, D. C.



COURTESY RURAL ELECTRIFICATION ADMINISTRATION.

A group of Norris students.

# Electricity at Norris School

by *Elsie Lockmeyer, Teacher and  
W. D. Varnell, Science Instructor, Norris School*

★★★ Study of electricity usually starts in a small way in the high-school science courses but doesn't assume serious proportions until pupils enter a technical school.

Many of us who teach feel that when our students reach the time when they begin to earn their living, electricity will play an important part in their lives, but too often, we have not incorporated the real study of electricity in the school program. Generally speaking, we have a little bit of electricity study in the secondary school science courses, but too often we have left a serious study of electricity to technical schools or colleges. Naturally, many students do not go to these schools.

Norris, Tenn., located near Norris Dam, is an experiment in more cooperative, modern, and economical living. The school is an integral part of this community life. The children and the teachers have seen the effects of uncontrolled water power by looking at the bare hillsides deeply rutted by the small streams of water. We know by experience how difficult it is to raise gardens in the poor soil.

During the time we have lived here, we have seen these things changed. The hillsides are becoming beautiful again with grass growing on new soil. The small streams of water are now flowing in the proper channels. Places suitable for gardens are being reclaimed. The abundant water power is being utilized to produce electricity by construction of Norris Dam on the Clinch River. Children who have watched these developments take place naturally become interested in the physical side of their environment.

## *Experiment Tried*

During the past year we tried an experiment in teaching electricity to boys and girls, 7 and 8 years old. These children are at a very impressionable age. Even now, they know what electricity will do in a general way and they are not likely to forget it. Within a few years, these students will have a theoretical and practical knowledge in the field of electricity which is certain to pay dividends regardless of whether or not they take up electricity as a life work.

We started our study of electricity by discussing the uses of electrical power produced

by Norris Dam. In a display corner in our schoolroom, we arranged such things as magnets, amber rods, glass rods, fur, various kinds of cloth, iron shavings, and paper. The children experimented with these things to discover which of them are attracted to magnets and which things hold electricity. This was our introduction to static electricity.

Gradually, by means of other experiments, we introduced the children to such things as galvanometers, electrometers, voltmeters, generators, and electric motors. One day we all experienced a shock by joining hands when one of the group generated electricity for us by means of a small electric generator. As proof of their understanding of this work, the children began using intelligently such terms as electromagnets, static electricity volts, transformers, and many others.

As time went on, the pupils became interested in doing more difficult things with electricity. We showed them how electric motors are constructed. They found that making them was not as easy as it looked from the diagrams which they followed. Many of them were disappointed when their motors would not run after they had finished them. This brought up more important questions, and we helped the students to find out why their motors would not operate. The trouble usually turned out to be due to carelessness in measuring the wire for the electromagnets or the armature. They eventually learned to be more accurate in measuring. They learned to realize that an electric motor, properly made, requires little or no upkeep and that it will perform many tasks which used to be done by hand. Some of the pupils set up simple telephone and telegraph sets and wired toy houses. The children seemed to get more fun out of working with the things they had made than with anything else.

While this experiment has proven interesting and valuable in teaching practical science to our small boys and girls, we find that students throughout the school are interested in electrical uses. The girls have courses in the advantages of cooking on electric stoves, cooling by electric refrigeration, and the many other ways in which electricity can be used to make housework easier and more efficient.

Emphasis is also placed in the Norris School on the application of electricity to agriculture. Many of the boys live on farms and will make farming their life work. We have noticed that these boys become more enthusiastic about agriculture as a means of earning a living when they come to realize that electricity means more profits and less work.

An interesting commentary on the genuine desire of students for knowledge about electricity is the fact that in our library, books on electricity and electrical inventions are in constant demand. Pupils in this area are realizing the enormous value of electricity to modern living. They are interested in reading, studying, and understanding this important phase of making living more pleasant and happy regardless of the occupations they follow.



# Comparing Typical Teachers

by Benjamin W. Frazier, Senior Specialist in Teacher Training

★★★ Improvements in the qualifications and status of teachers constitute outstanding trends in American education. These trends have been more marked during the past quarter of a century than during any preceding period of equal length in our national life.

To give a complete account of changes in the professional status of teachers between 1910 and 1936 would involve many separate comparisons of specific groups of such workers. In each year, most of the important facts differ appreciably for teachers in the large cities, and in the open country; in the high schools and in the elementary schools; for beginning teachers and for teachers long in the service; for men teachers and for women teachers; and for teachers in the several States. However, a comparison in brief compass of typical public-school teachers of 1910 and of 1936, supplemented by facts concerning the special groups of such workers that differ most widely, is sufficiently informative to show a number of important trends.

Data concerning the teachers of 1910 are taken chiefly from Lotus D. Coffman's study on the social composition of the teaching population, and from the statistics of education for that year. Data for 1936 are taken chiefly from unpublished reports from State departments of education for 1935-36, from the literature on teacher personnel, and from the teacher personnel study of the National Survey of the Education of Teachers.

Of the 523,210 public-school teachers in 1910, 78.9 percent were women; and of the 870,963 public-school teachers in 1936, 79.4 percent were women. While the typical American teacher is therefore best described as a woman, descriptions of typical American teachers for present purposes will take into account the facts concerning both sexes, except when otherwise indicated.

The most important differences between the typical teacher of 1910 and of 1936, are those showing trends toward the increased professionalization of teaching. Outstanding among such trends is the increase in the amount of education of teachers. In 1910, the typical teacher had received preparation equivalent to graduation from a 4-year high school. Returns in 1931 from nearly a half-million teachers, afford the basis for estimating that the typical teacher of 1936 had at least two and a half years of preparation above high school.

Five States and the District of Columbia now require 4 years of college preparation as a minimum for the certification of elementary teachers; and the number of States making such requirement is increasing steadily. Furthermore, the number of graduate students in all types of higher education institutions increased from 9,370 in 1910 to

69,772 in 1934; and well over half of the students in graduate schools plan to enter work in education.

The amount of preparation that can be required of a teacher is limited by the salary paid. He must spend between \$300 and \$400 annually if he attends a teachers college, and between \$400 and \$500 if he attends a State University. Meantime, he is deprived of the opportunity to earn a regular salary. Moreover, he has little inducement to go to college 4 years if he can earn as much in occupations not demanding college work, as in teaching. Do salary trends justify adequate preparation?

## Salary Comparisons

The typical teacher of 1910, both sexes considered, was paid an annual salary of \$485; the teacher of 1936, \$1,283. Expressed in terms of actual purchasing power, the 1910 salary was about half that of 1936. The typical teacher in one-room rural schools in 1935 received a salary of only \$517, which was less in purchasing power than the average of \$485 paid to teachers of all types in 1910. Toward the other extreme, the median salary paid elementary teachers in cities with populations of 100,000 or more in 1936-37, was \$2,027; but from this salary the typical teacher had to pay not only for self-support, but also for the entire support of the equivalent of at least one dependent.

## Length of Service Increases

Another important trend toward the professionalization of teaching is a decided increase in the length of service of teachers in the public schools. While no exact data are available on this specific point, a good indication of the trend is to be found in the increasing age of teachers in service. According to Coffman, the typical woman teacher of 1910 was 24 years of age, having entered upon teaching in the early part of her nineteenth year. The typical man teacher, representing a much smaller group, was 29 years of age; he began teaching at 20. The typical teacher of 1936, both sexes considered, was slightly more than 30 years of age. Assuming that this teacher entered service when no more than a year or two older than the teacher of 1910, and that there was no great difference in continuity of service, it is clear that the length of service of teachers has increased appreciably. The limited length of service of rural teachers, however, is still a problem. Rural teachers are considerably younger on the average than teachers in large cities. The average in 1936 lay in the middle twenties in the case of rural elementary teachers, and in the middle thirties in cities of more than

100,000 population. There is very little difference in the average ages of high-school and of elementary teachers.

It can no longer be said that the typical American teacher is an immature person. Teaching is becoming a profession more than ever before in its history. It may, however, be a prelude to a double career; for in 1931, one in every six elementary school teachers was a married woman.

Both in 1910 and in 1936, teachers as a group represented extensive cross-sections of the general population of the country. Their early home and economic backgrounds were not greatly different from that of the average American families whose children they served in the classrooms. In all probability, however, the intellectual status of the parents of the typical teacher was somewhat above that of the average of the population as a whole.

While Coffman gives information concerning the social-economic background of the teachers of 1910, there is no comparable study concerning the teachers of 1936. However, the typical teacher of 1936 was a student in a teacher-education institution 10 or 11 years before that date. Numerous studies are available concerning the home backgrounds of such students. These studies indicate that the social-economic backgrounds of the teachers of 1910 and of 1936 were similar in many respects. Where differences exist, they almost invariably indicate that the teacher of 1936 had an early home environment more favorable for cultural development, than the teacher of 1910.

Coffman estimated in 1910, on the basis of preceding census reports, that 9.5 percent of all teachers in public and in private schools were foreign-born; and that an additional 27 percent had one or both parents foreign-born. These percentages appear to have decreased somewhat in the country as a whole since 1910, although they have remained high in large industrialized cities. For example, approximately two-thirds of the teachers in New York City in 1927-28, had one or both parents foreign-born. On the other hand, the rural teachers in most inland States are with few exceptions, of native-born parents.

## Early Home Comparisons

Coffman states that the majority of teachers in 1910 came from the farming and industrial classes. Moffett's data for students indicate that the father of the typical teacher of 1936 was the manager of a small business, a skilled workman, or a farmer. The annual income of the parents of the teacher of 1910 was approximately \$800 when the teacher began work. The total income of the family from which the typical woman teacher of 1936 came was probably between \$2,000 and \$2,500 when she entered teaching. These figures are only roughly comparable; among other reasons, the purchasing power of the dollar changed greatly over the period.

(Concluded on page 263)



## Courses Keep Pace With Times

"So many new materials, methods, and processes are being introduced into the trades today that the average workman cannot possibly keep up with his job without special study," George D. Henck, supervisor of industrial education in the Pasadena (Calif.) public schools, declares. Mr. Henck cites several examples to show how Pasadena schools are endeavoring to meet the needs of workers already employed for a specialized type of training in evening classes.

Several men, he states, have recently applied for instruction in carburetion which they need in connection with their work in auto mechanics. The head plumber of a Pasadena firm is giving instruction to a group of plumbers in the use of the new copper pipe with sweated joints, in installation and lay-out work, and in city ordinance plumbing regulations.

The head of the building trades department of the Frank Wiggins Trade School, Los Angeles, is teaching carpenters how to lay out the frame of a roof. The chief of the window decorating and show-card writing department of a leading Pasadena department store is giving instruction in these two fields. A course in Diesel engine operation and maintenance is being given by a production man in a motor plant. An instructor in the John Muir Technical High School teaches welding. Specialized training is also available in Pasadena schools, Mr. Henck points out, in such other fields as estimating, blue-print reading, city ordinance and transformer work in the electrical field, mechanical and architectural drafting, and lay-out work for printers.

"We are constantly on the alert," Mr. Henck says, "to keep our instruction abreast of the most recent developments in the trades courses. The department has no scholastic requirements for entrance and no registration fees.

## No Confusion Here

Two distinct groups of responsibilities and functions in the promotion and subsequent operation of plans for apprentice training are recognized by the Office of Education, in the United States Department of the Interior, and the United States Department of Labor.

A joint memorandum recently issued by these two divisions of the Government explains that one group of responsibilities deals with the apprentice as an *employed worker*—the conditions under which he works, his hours of work, his pay rates, the length of his learning period, and the ratio of apprentices to journeymen maintained for the purpose of avoiding overcrowding or shortage of skilled workers in the trades. The second group of responsibilities deals with the apprentice as a *student*—the related technical and supple-

mental instruction needed to make him a proficient worker and the supervision and coordination of this instruction with his job experience.

In the belief of the Office of Education and the Labor Department, the responsibilities in connection with the apprentice as an employed worker can best be carried by the State labor department, which is charged with the general responsibility of improving working conditions and fostering the well being of workers, and that the responsibilities in connection with the apprentice as a student can best be performed by the State board for vocational education. These State agencies, in turn, look to the United States Department of Labor and to the Office of Education for leadership and research and for the determination of national standards in their respective fields.

## Beyond Experimental Stage

Latest evidence of Seattle's belief in the representative advisory committee system in establishing training in specific trades is reported by J. J. White, coordinator of trade and industrial education in the city's schools.

According to his report, a preliminary meeting of an advisory committee, called to consider the need of training in the printing trade and composed of five employers and five workers in this trade and two representatives of vocational schools in Seattle, uncovered the following facts: (1) That there is a need for an extension training program for some mechanics and apprentices in the printing trades, (2) that unemployed printing apprentices in the city need additional training to make them employable, (3) that conditions in the printing industry are such that it is difficult for apprentices to get sufficient supplementary training on the job and that the help of the schools in providing such training is therefore needed, and (4) that a more satisfactory method than that now used for selecting apprentice candidates should be devised.

Although a solution has not been found for all the questions raised in the preliminary conference of the printing trade advisory committee, it is expected that information and assistance given by the committee at subsequent meetings will enable the Seattle Board of Education to arrange for an adequate training program for the printing trade.

In any event, the chance of making a mistake in the printing trade training program is reduced to a minimum as a result of the knowledge and experience brought to bear on the subject through the utilization of an advisory committee. The advisory committee plan, which is being used to an increasing degree in other cities and States, has passed

beyond the experimental stage. Its practicality has been demonstrated.

## Virginia's Situation

The need of vocational education in agriculture for young people in the rural sections of Virginia is emphasized by W. S. Newman, State supervisor of agricultural education, in his annual report to Sidney B. Hall, State superintendent of public instruction.

"In normal times," Dr. Newman says, "one-half of Virginia's rural population is marginal from standpoint of income, living standard, and education. One-tenth to one-fifth are submarginal, i. e., they have a gross income of less than \$600, have only a fifth-grade education or less, live in poor houses under poor living conditions, and pay little or no taxes.

"The rural marginal population is 550,000. Three hundred fifty thousand children are all members of marginal or submarginal rural families. Ten thousand young rural men leave school each year, and 55,000 young people between the ages of 7 and 15 years are not attending school. Thirty-one thousand of those 14 years of age or older are enrolled below the eighth grade. Many of this in-school group will not reach the first year of high school where vocational agriculture is offered at present and few will be graduated from high school.

"The existing situation demands," Dr. Newman declares, "that serious effort be made to increase the holding power of the school and to provide a more functional type of education for a greater number of the school population. It further demands the development of a continuous system of education which will provide greater opportunities for young men and adult farmers who have no training in vocational agriculture, but who are operating the farms of the State."

## Family Living in the Spotlight

Increasing attention is being directed by public-school systems throughout the country to the development of education for intelligent participation in family life. With this in mind, the Home Economics Education Service of the Office of Education has made a study of the procedures followed in different cities and towns which have set up community programs in family life education.

The plan followed in El Paso, Tex.—where the school authorities have recognized the importance of this phase of education by appointing a director of education in family living, on the staff of the vocational school—is typical. This faculty member, Mrs. Lois Huffaker, gives most of her time to developing programs for out-of-school youth and adults and to keeping in touch with and organizing classes for

pupils who drop out of the regular schools.

Although there is no organized home-economics program in the elementary schools of the city, Mrs. Huffaker has for several years, conducted a series of eight 1-hour discussions with each class of eighth-grade girls, just before they enter high school. These discussions center around personal problems and social and family relationships.

Six full-time home-economics teachers in city high schools offer a broad program of training. Pupils in the course on child guidance and home nursing have direct contact with young children through regular scheduled observation in the nursery school, recently established in the vocational school.

Post cards are sent to school drop-outs, inviting them to visit the vocational school. If they are not interested in the courses offered there or in adult classes, special classes are formed for them. Last year, special group students carried on a program which included education, recreation, and community service.

The family life department of the school sponsored 13 parent-education groups last year—7 in schools and 6 in churches. A special homemaking center in the southern part of the city, which is largely Spanish-American, is planned.

Girls over 14 years of age may receive training in the vocational school for wage-earning occupations. Those interested in becoming home helpers, play-school helpers, or assistants in pediatricians' offices, take intensive laboratory practice in homemaking activities, and also work as full-time assistants to nursery school teachers. The trade and industrial courses in the school offer training for cafeteria management, lunch-counter service, power-machine servicing, dressmaking, and salesmanship.

#### **What the Disabled Can Do**

The diversity of employments in which it is possible for persons disabled through illness or accident to engage after they have been restored physically and trained for specific types of work is revealed in a statistical study of rehabilitated cases in 11 Western States, recently completed by the vocational rehabilitation service of the Office of Education. This study which covers more than 10,000 disabled cases, shows that they are being prepared for 998 different kinds of jobs and businesses. They are being trained as accountants, art novelty workers, bakers, beauty-parlor operators, bench workers, auto cleaners, carpenters, cooks, dental mechanics, draftsmen, electricians, engineers, farmers, firemen, lens grinders, laboratory technicians, machinists, teachers, ministers, nurses, pharmacists, printers, show-card writers, shoe repairmen, typists, research workers, and for many other fields of employment. The type of training rendered the cases studied by the Office of Education includes: Placing in suitable employment, supplying artificial appliance, providing physical restoration, providing training, and combinations of these services.

The comparatively small investment re-

quired for rehabilitating these disabled persons and making them self-supporting will be more clearly apparent when it is known that the cost of rehabilitation in 37 percent of the cases ranged from \$1 to \$100, and in 46 percent of the cases from \$100 to \$400. These sums should be compared with the estimated annual cost of from \$300 to \$500 for maintaining a disabled person at public expense. Fifty-five percent of the rehabilitated persons studied in the Western States commanded a weekly wage of between \$16 and \$25; and 13 percent, more than \$25. The greater proportion of these disabled persons were between 21 and 50 years of age.

#### **An Ambitious Part-Time Group**

A part-time class in agriculture, which began in January of last year and was continued during the summer on a monthly basis, is reported by Phaene Hibbs, instructor in agriculture at the Anthon (Iowa) High School. The class enrolled 22 persons ranging in age from 15 to 29 years, 19 of whom completed the course.

To secure information which he could use as a guide in planning and carrying on the course, Mr. Hibbs asked each student, prior to the opening of the course, to fill out an enrollment blank. A summary of the information secured through the blank showed, in addition to the age range of the students, that they had been out of school an average of 3½ years; that 2 were married and 17 were single; that 17 of them were farming with their parents and 2 away from home; that all were engaged in agricultural occupations; that 1 received his income as a farm manager, 2 as renters, 2 on a share basis, and 14 as money given them for clothing, recreation and similar uses. Two were college graduates; 8 had finished high school, 2 had had vocational agriculture training; 7 had finished the eighth grade, and 1 the seventh grade. Those attending the school traveled an average of 5.2 miles, some members living as far as 11 miles from the school.

Twenty weekly sessions were held from January 6 to March 2, inclusive, at which the general topic "Pastures, Hays, and Their Values" was discussed. Class activities included a visit to Iowa State College of Agriculture at Ames during Farm and Home Week, a trip to industrial plants in Sioux City, and a final banquet and graduation program.

Seventeen members of the class successfully carried on supervised farm practice work, which included swine, sheep, dairy cattle, sorghum, baby beef, sweet corn, legume, soil erosion, alfalfa, soybean, and farmstead improvement enterprises.

#### **A Consumer Education Service**

Two organizations—the American Home Economics Association and Phi Upsilon Omicron, home-economics professional fraternity—are cooperating in a plan to prepare information and material on consumer education. This material, which is intended for use by high-school and college home-economics

teachers, leaders in adult education programs, forum leaders, women's club leaders, consumers' cooperative organizations, and other groups, is being prepared by the home-economics association under a grant made by Phi Upsilon Omicron. The preparation of the material is in charge of Mrs. Harriet R. Howe, Washington, D. C.

Information concerning this service may be secured by addressing the American Home Economics Association, 620 Mills Building, Washington, D. C.

C. M. ARTHUR



## Comparing Typical Teachers

(Concluded from page 261)

While the early home of the typical teacher both in 1910 and in 1936 was not luxuriously appointed, her home life was relatively happy. When the young teacher left her home it had not been broken by death or divorce. Busy during much of the day with household duties, she had been reasonably content with the limited educational and cultural opportunities prevailing in the country or small town in which she was reared and in which she later entered teaching. Opportunities for travel were better in the 1920's than during the first decade of the century, but the typical prospective teacher of each year had few if any opportunities for travel that were educationally significant. Her opportunities for contacts with the life and cultural activities of social groups different from the one in which she was born were exceedingly limited. Like her parents, she was a member of the church, which she attended with fair regularity. She scanned the newspapers and read a few popular American periodicals and books. Her opportunities to attend worthwhile lectures or addresses were not sufficiently extensive to give her functional mastery of many of the ideas of nationally known leaders of thought. Her opportunities to develop genuine appreciation for the best in music and the fine arts were long deferred. The burden of supplying opportunities for the social and cultural development of prospective teachers assumed by the teacher-education institutions was necessarily heavy. In respect to such opportunities, the teacher of 1936 was much more fortunate than her predecessors; for the development and enrichment of teachers college offerings and services, and of teacher-education facilities in colleges and universities, constitute outstanding trends in education during the present century.

In their efforts to improve their profession, educators in the past have dwelt with almost evangelical fervor on the needs for its improvement. As time goes on, its deficiencies persist, but in constantly lessening degree. The improvement in the status of the profession during less than a generation is truly impressive.



## New Books and Pamphlets

### Vocational Education

Training for Industry. New York, National Industrial Conference Board, Inc., 247 Park Avenue, 1937. 29 p. \$1.

Describes the more general types of training work that are now being carried on in industry and shows the forms of training in operation in a representative group of 473 companies.

National Occupational Conference, 551 Fifth Avenue, New York, has published the following units in a series made possible by a grant from the Carnegie Corporation of New York: An Appraisal and Abstract of Available Literature on Occupations in Aviation, The Occupation of the Air Conditioning Engineer, The Occupation of the Radio Service Man, Diesel Engine Occupations. Single copies, 10 cents.

### Child Welfare

Child Labor Facts, 1938. New York, National Child Labor Committee, 419 Fourth Avenue, 1938. 34 p. illus. (Publication no. 372.) 25 cents.

Latest information on the extent of child labor, summary of State and Federal legislation, and a brief picture of child labor in various types of occupations.

Care and Education of Crippled Children. Wisconsin State Department of Public Instruction, Crippled Children Division. Madison, Wis., 1937. 16 p. (Crippled Children Division, Bulletin no. 4.)

Evaluates the present program and describes the facilities for education and medical care provided for crippled children in the State of Wisconsin.

### Reading Skills

Flying the Printways, Experience Through Reading, by Carol Hovious. New York, D. C. Heath & Co., 1938. 525 p. illus. \$1.40.

Interesting selections aimed to develop greater speed, accuracy, and intelligence in reading. Test book and key to tests, 10 cents.

Better Speech and Better Reading, a practice book, by Lucille D. Schoolfield. Boston, Mass., Expression Co., 1937. 218 p. \$1.25.

Provides practice material for the elementary school pupil to aid in correcting articulatory defects. Also useful for remedial reading and lip reading classes.

### For Discussion Groups

Our North Carolina Schools, Handbook for Group Discussion. Prepared for The North Carolina Congress of Parents and Teachers. Chapel Hill, N. C., The University of North Carolina Press, 1937. 41 p. (University of North Carolina Extension Bulletin, vol. 17, no. 1.)

Factual material with references and suggested questions for further study and discussion.

### Food for Forums

Food for Forums. Issued by the New York State Education Department, Division of Adult Education and Library Extension in cooperation with the Works Progress Administration, Albany, N. Y. Mimeog. Monthly.

A periodical for the service of forums, study clubs, program committees, schools and civic agencies; carries summaries of articles in periodicals and newspapers and comments on books and pamphlets.

### Library Guides

Guides to Business Facts and Figures; an indexed and descriptive list emphasizing the less known business reference sources, compiled by Special Libraries Association with the cooperation of the Staff of the Business Branch of the Newark Public Library. New York, Special Libraries Association, 345 Hudson Street, 1937. 59 p. \$1.50.

A selective guide to a wide range of business publications, annotated, with author and title index.

Selected List of References on the Pamphlet File, compiled by the Vertical File Service, The H. W. Wilson Co. 1 p. Free to librarians and teacher-librarians. (From The H. W. Wilson Co., 950-72 University Avenue, New York City.)

### Spelling List

The Grade School and Contest Spelling List by Elroy H. Schroeder. Bloomington, Ill., McKnight & McKnight, 1938. 39 p.

Lists of spelling words arranged in order of difficulty, suitable for spelling contests and classroom use; includes rules for contests.

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.

BONAR, ROSS. Status of the secondary school principal of West Virginia during the school year, 1935-36. Master's, 1937. West Virginia University. 194 p. ms.

BOORBACH, AGNEW O. Development of the social studies in American secondary education before 1861. Doctor's, 1936. University of Pennsylvania. 300 p.

BUCKMAN, DOROTHY M. School clubs in the North Dakota classified high schools. Master's, 1937. University of North Dakota. 94 p. ms.

BYRD, OLIVER E. Study of health habits and their relation to health instruction. Master's, 1933. Stanford University. 75 p. ms.

DICKTER, MORRIS R. Relationship between scores on the scholastic aptitude test and marks in mathematics and science. Doctor's, 1937. University of Pennsylvania. 57 p.

EATON, ROSWELL H. Cost approach to the study of elementary bookkeeping and accounting. Master's, 1937. University of North Dakota. 70 p. ms.

FERRELL, DOCTOR T. Relation between current expenditures and certain measures of educational efficiency in Kentucky county and graded school systems. Doctor's, 1936. George Peabody College for Teachers. 114 p.

FOX, JAMES H. Centralized control of secondary education in the Province of Ontario: an evaluation of the administrative control exercised by the central educational authority, with suggestions regarding desirable and practical adjustments. Doctor's, 1937. Harvard University. 554 p. ms.

GEMMILL, ANNA M. Experimental study at New York State Teachers College at Buffalo to determine a science program for the education of elementary classroom teachers. Doctor's, 1936. Teachers College, Columbia University. 74 p.

HILL, FLOYD C. Study of the duties performed by the elementary school principals of Washington County, Pennsylvania, based on teaching load. Master's, 1937. Pennsylvania State College. 100 p. ms.

HILL, MCKINLEY T. Study to determine the effect of previous farm experience on the status of farm skills upon entrance and upon achievement during the vocational instruction of agriculture students in a typical West Virginia high school. Master's, 1936. West Virginia University. 59 p. ms.

LEREW, RUSSELL A. Study of the high school library facilities of Cumberland County, Pennsylvania. Master's, 1936. Pennsylvania State College. 163 p. ms.

LITTLE, MARTIN E. Study of the eighth grade diploma situation in Kansas. Master's 1937. Kansas State Teachers College, Emporia. 37 p.

MOONEY, EDWARD S., Jr. Analysis of the supervision of student teaching: A study based on the New York State teacher education institutions for the preparation of elementary school teachers. Doctor's, 1936. Teachers College, Columbia University. 159 p.

NORTH, HARRIET R. Study of the effect of instruction in magazine reading in the junior high school ninth year. Master's, 1937. Syracuse University. 63 p. ms.

OBERHOLTZER, KENNETH E. American agricultural problems in the social studies: Some important agricultural problems and related generalizations that should be considered in the general curriculum of urban and rural schools. Doctor's, 1936. Teachers College, Columbia University. 119 p.

PENNELL, EUGENE D. Organization for commercial education in the public senior high schools of Michigan. Master's, 1935. University of Michigan. 62 p.

SABELLA, RICARDO H. American policy in the Philippines, 1898-1935, with special reference to the growth of the public schools and the progress attained by the Filipinos for self-government. Doctor's, 1935. American University. 367 p. ms.

SCHNOPP, JESSIE M. Study of the assignment, with a plan for improving the teacher's ability in assignment making. Master's, 1935. West Virginia University. 92 p. ms.

SCHREIBER, CHARLES D. Pioneer education in the Pacific Northwest, 1789-1847. Master's, 1932. Stanford University. 94 p.

STAHL, O. GLENN. Training career public servants for the City of New York. Doctor's, 1936. New York University. 262 p. ms.

TERKEURST, ARTHUR J. Problems of the school as revealed by a study of the interests and abilities of enrollees in the Civilian Conservation Corps. Doctor's, 1937. Northwestern University. 2 vols.

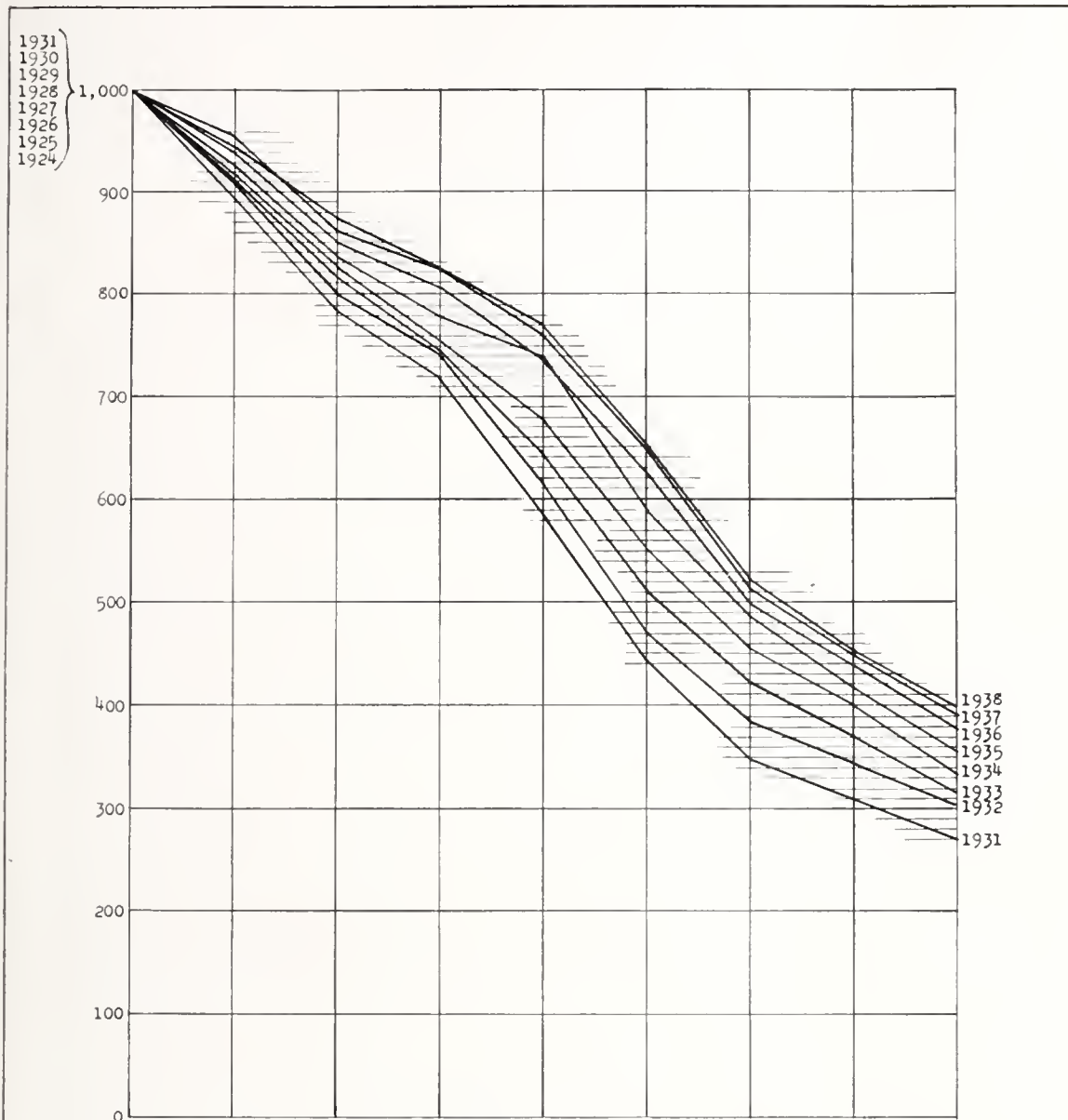
TUCKER, LOUISE E. A study of problem pupils. Doctor's, 1937. Teachers College, Columbia University. 172 p.

WILLARD, DUDLEY W. Social critique of current tendencies in health education. Doctor's, 1926. University of Washington. 2 vols.

RUTH A. GRAY

# School Survival Rates

by Emery M. Foster, Chief, Statistical Division



Elementary Grades				High School				
Fifth*	Sixth*	Seventh*	Eighth*	First year	Second year	Third year	Fourth Year	Graduates
1,000	943	872	824	770	652	520	453	398
1,000	954	861	825	760	647	512	448	393
1,000	939	847	805	736	624	498	437	378
1,000	928	834	779	738	588	485	415	355
1,000	919	824	754	677	552	453	400	333
1,000	911	815	745	642	509	421	370	316
1,000	911	798	741	612	470	384	344	302
1,000	893	782	719	582	441	347	310	270

\*One grade lower in 11-grade systems

Survival rates for public schools. Fifth grade through high-school graduation.

★★★ Statistics for the seniors in high school in 1935-36 show that the number of them enrolled in the fifth grade and continuing in school until the twelfth grade was approximately 41 percent greater than it had been 5 years

ago (in 1930-31). Indications are that by 1937-38 the survival to the twelfth grade will be 47 percent greater than in 1930-31.

Of 1,000 pupils in the fifth grade in 1923-24 only 310 reached the twelfth grade in 1930-31 and 270 graduated in 1931; but of 1,000 pupils

in the fifth grade in 1929, 437 reached the twelfth grade in 1935-36 and 378 graduated in 1936. Indications are that of 1,000 pupils who were in the fifth grade in 1930-31, 453 reached the twelfth grade in 1937-38 and 398 will graduate in 1938. (Fig. I.) Although the high-school class graduating in 1938 had about 54,000 fewer pupils in it when it reached the fifth grade than did the class of 1931, it will probably graduate over 320,000 more pupils than did the class of 1931.

The enrollment in the last year of high school increased from 622,091 in 1928 to 1,124,490 in 1938 (estimated), an increase of 80.7 percent compared with an increase of 105.1 percent from 1924 to 1934, showing that the rate of increase is slowing down. (Table 1.)

A comparison of the survival rates for the first year of high school and the eighth grade shows the following percentage of the eighth grade pupils continuing on to high school.

Survival eighth grade to first-year high school

Year	Percent	Year	Percent
1927	80.0	1932	91.4
1928	82.6	1933	92.1
1929	86.2	1934	93.4
1930	89.8	1935	95.3
1931	94.7		

The holding power of the eighth grade continued to increase from 1927 to 1931; decreased slightly the next 2 years; and attained a new high point in the fall of 1935 when over 95 percent of the pupils in the eighth grade seem to have continued on to high school.

Of 1,000 pupils in the fifth grade in 1910-11 only 139 graduated from high school in 1918 but of 1,000 in the fifth grade 20 years later (in 1930-31) probably 398 will graduate in 1938.

Year in fifth grade	Year graduated from high school	Percent graduated from high school
1910-11	1918	13.9
1920-21	1928	24.1
1921-22	1929	24.5
1922-23	1930	25.2
1923-24	1931	27.0
1924-25	1932	30.2
1925-26	1933	31.6
1926-27	1934	33.3
1927-28	1935	35.5
1928-29	1936	37.8
1929-30	1937	39.3
1930-31	1938	39.8

In 20 years, from the high-school class of 1918 to that of 1938 the percentage surviving to graduation has risen from 13.9 percent to 39.8 percent of the number in the class when it was in the fifth grade.

A high school may consider itself statistically up to normal for the country as a whole if survival rates are about as follows for the class of 1938:

First year	100 in 1934-35
Second year	85 in 1935-36
Third year	67 in 1936-37
Fourth year	59 in 1937-38
Graduate	52 in 1938

TABLE 1.—Enrollments in last 8 years of the public-school system, 1924-36, and certain estimates for 1937 and 1938

Year ending in June	Grade								
	Elementary school				High school				
	Fourth or fifth <sup>1</sup>	Fifth or sixth	Sixth or seventh	Seventh or eighth	I	II	III	IV	Graduates
1	2	3	4	5	6	7	8	9	10
1924	2,537,883	2,224,774	1,913,323	1,702,962	1,328,412	919,979	651,329	490,158	
1925	2,536,470	2,267,544	1,948,371	1,737,152	1,424,304	970,415	715,978	540,516	
1926	2,535,078	2,310,315	1,983,440	1,771,343	1,425,204	1,004,503	736,254	591,505	
1927	2,512,989	2,309,088	2,024,240	1,825,702	1,450,564	1,025,030	751,980	606,798	
1928	2,490,900	2,307,861	2,065,041	1,880,062	1,475,924	1,045,558	767,706	622,091	
1929	2,466,151	2,312,538	2,071,114	1,887,428	1,551,374	1,118,871	823,616	661,490	
1930	2,442,003	2,317,216	2,077,188	1,894,835	1,626,823	1,192,185	879,525	700,889	
1931	2,484,045	2,329,985	2,089,454	1,939,578	1,702,216	1,289,758	973,140	786,337	686,355
1932	2,526,087	2,342,746	2,101,720	1,984,321	1,777,608	1,387,331	1,066,755	871,786	767,252
1933	2,512,654	2,345,895	2,167,075	2,015,474	1,816,317	1,463,792	1,157,967	938,580	802,088
1934	2,499,221	2,349,045	2,232,431	2,046,627	1,855,026	1,540,254	1,209,180	1,005,375	836,925
1935	2,485,718	2,358,725	2,233,997	2,067,107	1,912,549	1,580,058	1,229,294	1,034,922	884,604
1936	2,472,216	2,368,406	2,235,564	2,087,588	1,970,072	1,619,862	1,249,409	1,064,469	932,283
1937 <sup>2</sup>						1,674,561	1,290,589	1,094,479	960,535
1938 <sup>2</sup>							1,331,769	1,124,490	988,788

<sup>1</sup> Fourth grade in 11-grade systems, fifth grade in 12-grade systems.

<sup>2</sup> Estimated.

The senior class runs less than two-thirds of those who entered high school 4 years before.

The holding power of the upper elementary grades, seventh and eighth, in the high-school graduating classes of 1939 and 1940 indicates that a larger portion of the children are completing these grades than previously and therefore a larger proportion may be expected to remain to graduate in 1939 and 1940 than in previous years. For the class of 1939, the first year of high school shows 780 surviving of those enrolled in the fifth grade as compared with only 770 for the 1938 class as shown below.

Grade	Class graduating from high school in—		
	1938	1939	1940
1	2	3	4
Elementary school:			
Fourth or fifth.....	1,000	1,000	1,000
Fifth or sixth.....	943	929	935
Sixth or seventh.....	872	884	889
Seventh or eighth.....	824	818	831
High school:			
First year.....	770	780	-----



## Music Week

(Concluded from page 255)

LINNELL, ADELAIDE. The school festival. New York, Charles Scribner's Sons, 1931. 124 p. illus.

Deals with the school festival and its place in the school program. Lists of material and directions for planning and conducting school festivals are given, with a bibliography.

MCCAULEY, CLARA J. A professionalized study of public school music. Knoxville,

Tenn., Jos. E. Avent, publisher, 1932. 795 p. (Teacher education series no. VI.)

Supplies background material for teachers of school music, giving a short history and concept of the subject, its sociology, psychology, aims and objectives, and prevalent methods of teaching.

MCCONATHY, OSBOURNE, and others. Music in rural education. Based on The Music Hour, one-book course; The Music Hour, two-book course. New York, Boston, etc., Silver Burdett & Co., 1937. 310 p.

The authors were assisted by authorities in the field of rural education, agreeing that the "conditions of rural life need not be considered as limitations, but rather as opportunities." Part I, Four plans of music study; Part II, Teaching suggestions; Part III, Lesson outlines; Part IV, Useful reference material.

MAYNE, THOMAS R. Music in the modern school; a manual for all interested in the teaching of school music. Philadelphia, David McKay Co., 1934. 240 p.

A comprehensive study of the whole field of school music, taking into account the introduction of the radio, use of the gramophone, eurhythmics, bands, music appreciation, etc.

MURSELL, JAMES L. Human values in music education. New York, Newark, etc., Silver, Burdett & Co., 1934. 388 p.

An attempt to justify music in the curriculum with an interpretation of its values. In 14 chapters most of the aspects of the question are analyzed, including a brief justification of its value in rural schools.

MUSIC EDUCATION RESEARCH COUNCIL. Course of study in music for rural schools. Chicago, Ill., Music educators national conference, 64 East Jackson Boulevard, 1936. 16 p. (Music education research council report no. 19)

Part of a course of study covering all years from kindergarten through the senior high school. Deals with materials, instrumental music, the school ensemble, the school-room orchestra, inter-school musical activities, circuit music teachers, phonograph and radio.

MUSIC EDUCATORS NATIONAL CONFERENCE. Yearbook, 1936. Chicago, Ill., The Conference, 64 East Jackson Boulevard, 1936. 543 p.

Consists of papers, addresses, and reports on music in edu-

cation and life, music at the different grade levels as well as in adult life. Topics of interest in Music Week are: Eurhythmics, creative music, courses of study for various grades, appreciation of music, use of the radio, value of operettas, contests, and festivals.

NICHOLSON, SYDNEY H. Boys' choirs. New York, Paterson's Publications, inc., 35 West Thirty-second Street, n. d. 21 p.

The material may be adapted to girls' choruses also. Gives instruction for flexibility of voice, breath control, out-of-tune singing, and poor voices.

NORTON, ALMA M. Teaching school music. Los Angeles, University of Southern California, 1932. 248 p.

Emphasizes the part that music should play in the newly conceived program of learning, presenting old and new pedagogical approaches with an open mind. Most of the problems and phases of school music teaching are dealt with, including a chapter on teaching music in rural schools.

PERKINS, CLELLA LESTER. How to teach music to children. Chicago, Hall & McCreary Co., 1936. 216 p. Music.

Part I presents music teaching in schools in general; Part II offers daily lesson plans for rural schools, with a list of songs for choirs and choruses; Parts III and IV contain the songs with music, a list of phonograph records, glossary of musical terms, and a bibliography.

PITTS, LILLA. Music integration in the junior high school. Boston, C. C. Birchard & Co., 1935. 206 p.

Suggestions given for methods of instruction in the enjoyment and appreciation of music, in interpretation, grouping, and integration with other subjects. Emphasizes humanizing music through creative expression.

WRIGHT, FRANCES and LOSSING, LAVERNA. Song source material for the activity curriculum. New York, Teachers college, Columbia university, 1932. 41 p.

A classified compilation of songs suitable to use in connection with various subjects and activities of the elementary school.

See also the bulletins and yearbooks of the National Bureau for the Advancement of Music, inc., 45 West Forty-fifth Street, New York; Southern Conference for Music Education, Montgomery, Ala.; the Eastern Music Educators' Conference, 64 E. Jackson Boulevard, Chicago; National Society for the Study of Education, Bloomington, Ill.; and

Music Educators' Journal, 64 E. Jackson Boulevard, Chicago, Ill. Six numbers a year.

Educational Music Magazine, 433 S. Wabash Avenue, Chicago. Four numbers a year.

MARTHA R. McCABE



## Advisory Committee Report

The report of the Advisory Committee on Education appointed by President Roosevelt to survey the subject of Federal relationship to State and local conduct of education has just been issued. It presents a survey of education in the national life and a recommended program for future action. Copies may be secured from the Superintendent of Documents, United States Government Printing Office, Washington, D. C., at 35 cents each.



## In Public Schools

### School Garden Work

"Early in the spring the pupils in the Opportunity School conceived the idea of a school garden and set forth to make it one of their curriculum projects," says the superintendent of schools of Green Bay, Wis., in his annual report. Continuing, the superintendent says: "There was no land available near the school so we obtained a small tract on a lot about five blocks away, but near the homes of several children. We studied soil under the following headings: Origin, moisture, drainage, improvement, and fertilizing. . . . The child's garden can be used to help in nearly every other branch of study taught in the schoolroom."

### Experiment in Parent Education

An experimental program in parent education was started last fall by Superintendent Holmes of the Muskogee (Okla.) public schools. Throughout the year a full-time trained worker in parent education whose title is "Home Counselor" will conduct classes for parents of children in all grades of all schools from the first grade through high school. In addition to these classes, parents of children who are not yet in school are under instruction by the parent-education specialist. Classes are held mornings, afternoons, and some in the evening so that fathers may attend, and ample opportunity for attendance is offered to mothers in the adjustment of the time schedule. The program is arranged in units of lessons which cover the characteristics, problems, and needs of each age-level of the children.

### Salaries of Teachers

Most of the New Jersey school districts have complied with the law in restoring teachers' salaries to full contractual amounts, according to a recent issue of the *New Jersey Educational Review*, the official publication of the Teachers' Association of that State. Some have provided salary increases, either full scheduled increases for all teachers, small increases for all, or increases for teachers on low salaries. The Teachers' Association secured data from 250 school districts. Of these, 10 had not made any salary reductions during the depression years. One hundred and eighty-five districts have made full restoration of salary cuts, as they are legally required to do.

### Peak in School Savings

That the Los Angeles city and county public-school children are developing an appreciation of the value of thrift is indicated by the October results, the highest record of any month during the past 7 years of the school savings activity, according to a recent issue

of the *Los Angeles School Journal*. During the month 2,202 school savings accounts were opened in the member branch banks of the association; 63,381 pupils had established savings bank accounts as of October 31, 1937, with a total deposit of \$1,551,490.62, making an average of \$24.48 per pupil.

### Educational Conference

In some of the elementary schools of Atlanta, Ga., there was organized in 1936-37 an educational council composed of teachers, principals, nurses, ministers, parent-teacher workers, social workers, attendance officers, and a group of citizens. These councils met in some cases twice during the year and others only once, and discussed the general needs of the community. "Many of the suggestions were carried out to the very great advantage of the school system."

### Visiting Plan

A home visiting plan has been developed in the kindergartens of Bridgeport, Conn. Each teacher in 11 schools is released one afternoon a week to call upon the parents. The purpose is to consult with the parents on any matters of physical or emotional importance which may have a bearing on the child's behavior. The teachers are convinced of the value of the visits as observed in the conduct of the children at school.

### Transportation of Pupils

Beginning in 1939 no pupil in Pennsylvania needs to suffer exemption from attendance at school because he resides more than 2 miles from the schoolhouse, according to a recent issue of *Public Education*, a bulletin published by the Department of Public Instruction of Pennsylvania. Transportation will be provided for all such pupils who reside in townships which are districts of the third or of the fourth class. Districts will be reimbursed on an equitable basis for this service. And in cases where transportation is not feasible, the school board may pay for suitable board and lodging for these pupils.

### New Placement Record

Previous records in the history of the southern section's placement division of the California Teachers' Association were broken during the fiscal year ending July 1 (1937) when, through the efforts of the California Association Personnel, positions were found for more than 500 teachers, says the *Southern Section Record* of the association. This aggregate exceeds by more than 60 the highest record previously made during the 20 years' history of the division. A huge mass of essential detail, thousands of interviews and

the transcription of thousands of sets of confidential papers by the division's personnel under the direction of Carl A. Bowman, were necessary to the year's unprecedented accomplishment.

### Growing Up

An illustrated story showing how the children of Norfolk, Va., are growing up through the various activities of the Norfolk schools has recently been prepared by the teachers and supervisors of the public schools of that city.

### Educational Clinic in Pittsburgh

The operation of a newly organized educational clinic in Pittsburgh, Pa., which serves the needs of children who fail to make adjustment in school, is described in a recent report of the superintendent of schools of that city. During the first year the clinic gave attention primarily to the study of reading disabilities, but other types of maladjustments will be considered as the activities of the clinic develop. The study of each child's problem includes analysis of his physical, intellectual, emotional, social, and educational needs. Contributing to its diagnostic services are the department of medical examiners, the psychological department, the department of curriculum study and research, and the specialist in remedial instruction. Clinic staff meetings are held to acquaint principals and teachers with diagnostic and remedial procedures, and suggestions are made for the solution of the child's problem. Follow-up studies evaluate the methods used and the results of treatment.

### Special Education in Michigan

A full-time supervisor of special education, whose responsibilities are concerned with the educational welfare of all types of exceptional children, has been appointed in the State department of public instruction of Michigan. Harley Z. Wooden, formerly principal of Ann J. Kellogg School in Battle Creek, Mich., is the appointee.

The administration of the State school for the deaf and the State school for the blind has been transferred from an institutional commission to the State board of education. Thus these schools become definitely a part of the public educational system of the State, and greater coordination of all educational efforts for the deaf and for the blind will become possible.

### Negro Schools

Great progress has been made since 1931 in the Negro schools of Knoxville, Tenn., according to a recent report of the superintendent of schools of that city. The course

of study has been advanced from 7 years elementary and 4 years high school to 6 years elementary and 3 years junior high and 3 years senior high school; night schools have been introduced into three schools, and a trade school is being developed.

#### Using School Buildings

Under the caption *Wider use of school buildings* the board of education of St. Louis, Mo., reports 4,804 evening meetings of various kinds in the 109 public-school buildings of the city during the school year 1936-37.

#### New York Report

Statistical Reference Data Relating to Problems of Overageness, Educational Retardation, and Non-Promotion, 1900-1934, has recently been issued by the board of education, bureau of reference, research, and statistics, New York City. The publication was prepared by Eugene A. Nifenecker for the joint committee on problems of school maladjustment. The statistical data presented show that the amount of slow progress, retardation, and overageness has been steadily and greatly reduced. The study contains many tables and figures. One chapter treats of some differences between retarded and nonretarded pupils with respect to such factors as physical, mental, and socio-economic status.

#### A Measuring Stick

"A measuring stick for the school services to which the children of the State are entitled." is the caption to a score card prepared by W. W. Carpenter and L. G. Townsend and issued by the department of public schools of Missouri. Twenty-two main items and a number of subitems are listed.

W. S. DEFFENBAUGH



## In Colleges

#### Guam

The first of a series of eight bibliographies on the Territories and outlying possessions of the United States has been received from the College of the City of New York where WPA workers are collecting information for free distribution to libraries, foundations, and colleges. Series A—Guam, cites references concerning agriculture in Guam, anthropology, archaeology, botany, census, civil service, commerce, and other topics in alphabetical order.

#### New Chancellor

The third chancellor in 62 years—Oliver C. Carmichael—who was elected at Vanderbilt University early in 1937 and took over his duties July 1, was formally inaugurated on February 5, 1938. A 3-day ceremony included a discussion of higher education in the

South through a symposium devoted to liberal arts and sciences, medicine, engineering, law, theology, nursing, and graduate education.

#### Indiana's Bureau

Natural color movie films of an outstanding water-colorist at work are being made by the Indiana University Bureau of Visual Instruction. Four films are being made for distribution to schools and colleges that wish to observe water-color technique in the hands of an artist. Eliot O'Hara, the artist, sketches the local limestone quarries and hills and back at the studio works on a specially constructed easel. A camera overhead records his technique as a student would see it were he looking over the artist's shoulder.

#### Dictionary of American Biography

Persons having made sufficiently original contributions to American civilization number 13,633 in the new 20-volume Dictionary of American Biography. Fifty-five colleges and universities with 20 or more alumni included in this work, have contributed 4,988 alumni. Harvard with 823 alumni included tops the list followed by Yale with 647, Princeton with 295, and University of Pennsylvania with 207 alumni. The dictionary is published under the auspices of the American Council of Learned Societies.

#### Business as a Social Institution

University of Chicago's school of business will hold its fifth conference on business education—June 30 and July 1, 1938. The first day will be devoted to interpretations and amplifications of the concept business as a social institution. The second day will be devoted to the responsibilities of education for the development of integrated experiences for effective participation in business. Each session will be followed by discussion, questions, and comments from those attending the conference.

#### Goucher's Fiftieth Anniversary

On October 15, 1938, Goucher College (for women) will celebrate its fiftieth anniversary at Baltimore, Md. Goucher College was incorporated in 1885 and opened its doors in the autumn of 1888; the latter date will be celebrated.

#### Scholastic Attainments at Texas

According to a survey of 1,640 first-year students who carried at least 12 hours per semester at the University of Texas, 72.4 percent passed the minimum scholastic requirements. Those making the minimum scholastic record necessary to remain in school, included 79.1 percent women and 69 percent men. Actual failures accounted for 21.3 percent of the group who did not remain in school; withdrawals and incompletes, 6.3 percent. Carry-over of a good high-school record is indicated by the fact that 90 percent of the new students who graduated in the first quarter of their high-school class made the required university average, and 72.6 percent

of those in the second quarter passed. Only 56.7 percent and 42.4 percent of those in the third and fourth quarters, respectively, passed the required amount of work. Freshman students coming to the university from out-of-State schools made a better record last year than native students—31.5 (common denominator "D") compared with 28.9 and both with a general freshman average of 29.1.

#### College Faculties

From the December 1937 Bulletin of the Association of American Colleges are gleaned the following facts about college faculty members—87 percent are men of 53 years of age (full professor's average age), 43 years of age (associate professors), 38 years of age (assistant professors), and 35 years of age (instructors); 92 percent are married averaging 1.6 children each.

WALTER J. GREENLEAF



## In Educational Research

#### Eye Movements in Reading

The Psychology Monograph No. 215 contains several studies of eye movements in reading. I. H. Anderson studied the difference between the eye movements of good and poor readers. The poor readers, as expected, were found to have more irregular eye movements. However, irregular eye movements were found to be as much related to intelligence as to reading ability. Whether or not this means that it is good practice to attempt to teach students directly the rhythm of eye movements found in good readers is still a question for research to answer. Other studies of eye movements reported in this monograph were concerned with the relation of eye movement in oral and silent reading; with the use of an eye-voice camera; and the maturation of certain visual functions in relation to success in reading and arithmetic. Authors in addition to Anderson are: D. E. Swanson, G. Fairbanks, J. Tiffin, and G. W. Wagner. These studies are basic to this area.

#### How Adults Read

Gray T. Buswell has reported upon an extensive experiment in teaching adults to increase their eye span in reading through rhythmic oral and silent reading and other methods. This study is one of the few studies which give direct evidence of improvement in eye movements in reading. The conclusions given are to some extent at variance with the conclusions of Anderson as given in Psychology Monograph No. 215 referred to elsewhere in this column. Buswell's study is published as Supplementary Educational Monograph No. 45 (August 1937) by the University of Chicago.



## Research in Measurement

In the report of the 1937 Fall Testing Program in Independent Schools made by the Educational Records Bureau (Educational Records Bulletin No. 22) Arthur E. Traxler reports upon a study of the validity of the California Test of Mental Maturity. This test has attempted to get I. Q.'s separately for language ability and nonlanguage ability. Traxler finds the following correlations concerning this test and its relation to other tests:

Reliability of language sections of test	. 91
Reliability of nonlanguage sections of test	. 86
Correlation between scores on language sections of test and nonlanguage sections of test (74 cases in grade 9)	. 62
Correlation between Kuhlmann-Anderson and California language I. Q.'s (31 cases in grade 9)	. 77
Correlation between Kuhlmann-Anderson and California nonlanguage I. Q.'s (31 cases in grade 9)	. 74
Correlation between American Psychological Examination and California language I. Q.'s (73 cases in grade 9)	. 77
Correlation between American Psychological Examination and California nonlanguage I. Q.'s (73 cases in grade 9)	. 48

These results show that the language I. Q.'s and the nonlanguage I. Q.'s of the California test are to some extent measures of different mental traits, but that they are both valid as measured by the correlations of their scores with scores on the Kuhlmann-Anderson and American Council Psychological Examination.

## School Size and Efficiency

Warren C. Seyfert has made a comprehensive survey of the relationship between the size of secondary schools and the types of service which the schools can render. For example, such elements as guidance, employment of inexperienced teachers, effect on the articulation of higher and lower segments of the school system, the content and organization of the program of studies apparently vary with the size of the secondary school. Important conclusions are drawn concerning the methods by which small high schools can alleviate the difficulties arising because of their size. The findings of this research study advance significantly our knowledge of the influence of size of school upon secondary education and what can be done about the situation in a practical way. Seyfert's study is published by Harvard University Press as Harvard Bulletin in Education No. 19.

## Children From Broken Homes

The effect of broken homes upon the personality of children is a difficult subject of investigation because of the many factors involved in the shaping of personality. Also even though it is found that children from

broken homes are less adjusted, one cannot necessarily prove that this maladjustment comes because of the fact that one or the other of the parents is missing or because persons who cause the broken homes—i. e., those who die early or are divorced, separated, etc.—are themselves less stable and that this lack of stability is transmitted to their children through either heredity or social contact or both.

Perhaps the most valid research on this problem is the recent work by Nehemiah Wallenstein called "Character and Personality of Children from Broken Homes," issued as Teachers College, Columbia University, Contributions to Education No. 721. In this study children from broken homes were compared with children living with both their parents on such factors as socio-economic status, age, intelligence, and personal adjustments as shown by results of tests or questionnaires regarding honesty, knowledge of sports and hobbies, superstitious beliefs, extroversion-introversion, emotionality, courtesy, leadership, and the like.

## Cooperative Secondary Study

The Cooperative Study of Secondary School Standards is now nearing the end of its research program. The procedures used in this research and certain incidental results have been published in several articles and the evaluation of the data is looked forward to with great interest because of the comprehensiveness with which the work has apparently been prosecuted. Among the articles which describe the setup and progress of this research are:

Eells, W. C. The cooperative study of secondary school standards. Educational record, 17: 273-89, April 1936.

Grizzell, E. D. The cooperative study of secondary school standards. North central association quarterly, 12: 34-44, July 1937.

Eells, W. C. Bases for a new method of accrediting secondary schools. Educational record. Supplement No. 11, January 1938, pp. 114-42.

Some of the more detailed reports on incidental results are found in the following articles:

Eells, W. C. Scale for the evaluation of periodicals in secondary school libraries. Wilson bulletin for librarians, June 1937.

Eells, W. C. Evaluation of periodical collections of secondary school libraries. Wilson bulletin for librarians, October 1937.

Altstetter, M. L. Scales for the evaluation of the training of teachers. School review, 45: 529-39, September 1937.

The Cooperative Study of Secondary School Standards is sponsored by the various regional secondary accrediting associations. Their representatives met in 1933 in Washington and formed the committees which directed the formulation of the study as we now see it. George F. Zook, then Commissioner of Education, and Carl A. Jessen of the Office of Education aided materially in the formulation

of the problem at that time and continue to serve on the directing committees. Walter C. Eells and M. L. Altstetter are commissioned with the job of carrying on the study.

## Troublesome Children

Louise E. Tucker has reported a large number of case histories of troublesome children in the elementary school, showing procedures which were effective in their rehabilitation. This report is entitled "A Study of Problem Pupils" and is published by the Bureau of Publications of Teachers College, Columbia University.

## High-School Chemistry

"Developing a High School Chemistry Course Adapted to the Differentiated Needs of Boys and Girls" is the name of a study reported by Margery S. Gillson, published by the bureau of publications of Teachers College, Columbia University. Gillson used a questionnaire in finding out what items of chemical knowledge were regarded as useful by men and women of different groups. Upon the basis of this information and certain other information she recommends changes in the traditional chemistry course. This study is indispensable for curriculum specialists.

## Pupil Progress

It has been estimated that there are 2 million pupils who are not promoted from one grade to another each year in the United States. This practice presumably results in higher achievement or a better adjustment of the pupil to his school group. One of the few studies made regarding this problem is that by Garth H. Akridge called "Pupil Progress Policies and Practices," published by the bureau of publications, Teachers College, Columbia University. Akridge studied the problem by comparing the achievement of pupils in schools promoting pupils regularly with that of pupils in schools in which retardation and acceleration were prominent administrative procedures. This study should serve to encourage school officials to study anew the problems of retardation and acceleration policies and practices.

DAVID SEGEL



## In Other Government Agencies

### National Youth Administration

President Roosevelt has approved the continuation of the NYA work-experience project at Passamaquoddy Village, Maine, into 1938, according to Aubrey Williams, NYA executive director.

The project is limited to applicants from New England and New York State because of high transportation costs from other areas.

## In Other Countries

Practical training under foremen is offered in the following trades and skills: Woodworking, sheet metal, forging, welding, machinery, electricity, auto mechanics, photography, drafting, library assistance, carpentry, electrical construction, plumbing, steam fitting, pipe fitting, painting, landscaping, road construction, power plant operation, water systems, and tree surgery. Courses also include academic training related to each skill, such as English and mathematics.

### Social Security Board

More than 2,100,000 of the needy—the aged, the blind, and dependent children—are receiving regular allowances from Federal, State, and local funds, according to a year-end statement of Arthur J. Altmeyer, chairman of the Social Security Board. The average monthly payment to the 514,000 dependent children receiving aid was \$31.

Records show, according to the report, that the overwhelming reason for the child's dependency has been disruption of the family, for which death is the most frequent cause. In more than half of the cases, aid was given because of death of a parent; in about one-fourth, because of the parent's continued absence from home; and in one-fifth, because of the parent's physical or mental incapacity.

### Office of Indian Affairs

At the Polacca Home Economics Cottage, Hopi Agency, Ariz., children learn homemaking in terms of sheep herding, dry farming, and weaving.

Such native plants as gourd vines and chili plants as well as easily grown flowers like sunflowers, hollyhocks, and roses grow in the cottage garden. In one corner is a Hopi oven built by the students. There is a play yard and a separate playhouse for the very small children.

Inside the school is a winter playroom with books and toys, including Hopi kachina dolls, bows and arrows, and a large Hopi drum, pictures, scrapbooks, and rest cots. Here the older girls learn practical child care by looking after two pre-school children who come to the cottage from 10 to 4 every day.

● Cutbank Boarding School, Blackfoot Reservation, Mont., has been reopened to take care of the orphans, half orphans, and children from broken homes who were being inadequately cared for otherwise.

● Secretary of the Interior Ickes recently set aside a large reserve adjoining the Eklutna, Alaska, School to which it is planned to transfer a reindeer herd so that the school may act as the first unit in the new program of training reindeer herders for use in the native areas. Fishing, preservation of native foods, and the trapping of native fur-bearing animals are to be part of the new vocational program at Eklutna.

MARGARET F. RYAN

### Education in Chile

The Chilean Office of Education is studying stricter application of a law which obliges children to attend primary schools. The greater part of children entering school are 7 years of age and remain until 15 years old, the maximum age at which children are obliged to attend. In addition to a preliminary course, the primary schools provide for 6 years of instruction. During 1935, the attendance comprised 216,000 boys and 212,000 girls, or a total of 428,000 children, about 9.5 percent of the population of that year of 4,500,000. These figures relate only to schools of the Government, and do not include the very important total of those who attend private schools, including many orphanages.

Many educational authorities favor the extension of night school as a means to increase the attendance of older children.

The Santiago press announces the approaching courses to be given in the University of Chile during February 1938 by Henry A. Holmes of the faculty of the University of New York, who will deliver four addresses on North American literature. The lectures will be given in English. Another course during the same month will be supplied by Esther A. Gaw, dean of psychology in the Ohio State University, who will treat in the Spanish language the application of tests for aptitude and efficiency.

Again this year the Chilean Government offered two scholarships to students from the United States to attend the summer session of the University of Chile, which will open early in January. The students selected are Dorothy M. Kress, an assistant at the University of California, where she is studying for a doctor of philosophy degree with a major in Spanish; and John E. Englekirk, who holds a doctor of philosophy degree from Columbia University and is an associate professor in modern languages at the University of New Mexico.

The students last year were Willis Knapp Jones of Miami University, Oxford, Ohio; and Madaline Wallace Nichols of the University of California.

### International Exhibition

The attention of American handicraft organizations of the United States is called to the International Exhibition of Handicrafts in Berlin, from May 28 to June 26, 1938, arranged by the German Labor Front in collaboration with the board for exhibitions and fairs of the city of Berlin. The exhibition will display for the first time the handicraft of individual nations and thereby will serve as an exchange of professional stimulus. Various European countries have already expressed willingness to exhibit workshops in which the way of working of typical artisans of the countries concerned will be set forth.

The provisional arrangement of the exhibition includes a hall of honor of international

handicrafts; a cultural and historical show; an international show of the different nations with workshops; and a display of raw materials, auxiliary machinery and tools in handicrafts. The exhibition grounds comprise nine exhibition halls with a built-over area of approximately 65,000 square yards and an open ground area of approximately 110,000 square yards.

Information about the exhibition may be obtained from the Central Bureau of International Handicrafts, Rome, Piazza Venezia 11, and from the Office of the "Internationale Handwerks-Ausstellung Berlin 1938," Berlin SW 68, Wilhelmstrasse 140, Haus des Deutschen Handwerks.

### Theater Arts in Mexico

One of the outgrowths of Mexico's nationalism is the development of an interest in theater arts among the masses and of a distinctly Mexican method of dramatic production. The Dramatic Institute of Mexico City is a federal project whose purpose is to bring the theater to the people of Mexico and to train actors for the commercial stage. Motor trucks and a portable stage take plays to schools, labor organizations, penitentiaries and reformatories and other places where the people are unlikely to attend commercial theaters.

### Women at Oxford

The women's colleges of Oxford University have announced a summer course for American women graduates and teachers to be held for the fourth time in Oxford, England, July 6-27, 1938. These vacation courses are arranged to provide opportunities to qualified American graduates and teachers to experience scholastic life in this historic institution and to enjoy the unique environment and associations of this ancient seat of learning. Subject: England in the past 50 years. Further information: Marion L. Day, Secretary, 9 St. Lukes Place, New York City.

JAMES F. ABEL



### English Teachers

A brochure has just been published entitled "Radio and the English Teacher," containing several units on radio appreciation and an excellent bibliography. Write to the National Council of Teachers of English, 211 West Sixty-eighth Street, Chicago, Ill. Price, 10 cents.

### Radio Handbook

Amateur broadcasting groups will be interested in the "Handbook for Amateur Broadcasters," written by Pauline Gibson, director of the Scholastic Radio Guild. It is an attractive booklet written in terms the amateur can understand. For further information write to Scholastic Publications, Chamber of Commerce Building, Pittsburgh, Pa.

# HELPFUL AIDS *for* EDUCATORS

Some Current Publications of  
the OFFICE OF EDUCATION



## BULLETINS

1938

No.	Title	Price
1.	Educational Directory, 1938 (4 parts):	
<i>Part</i>		
	II. City School Officers.....	\$0. 05
	III. Colleges and Universities.....	. 10
	IV. Educational Associations and Directories.....	. 10
	(Part I will soon be off the press.)	

1937

1.	Educational Directory, 1937. Parts I and III still available, each.....	. 10
----	---	------

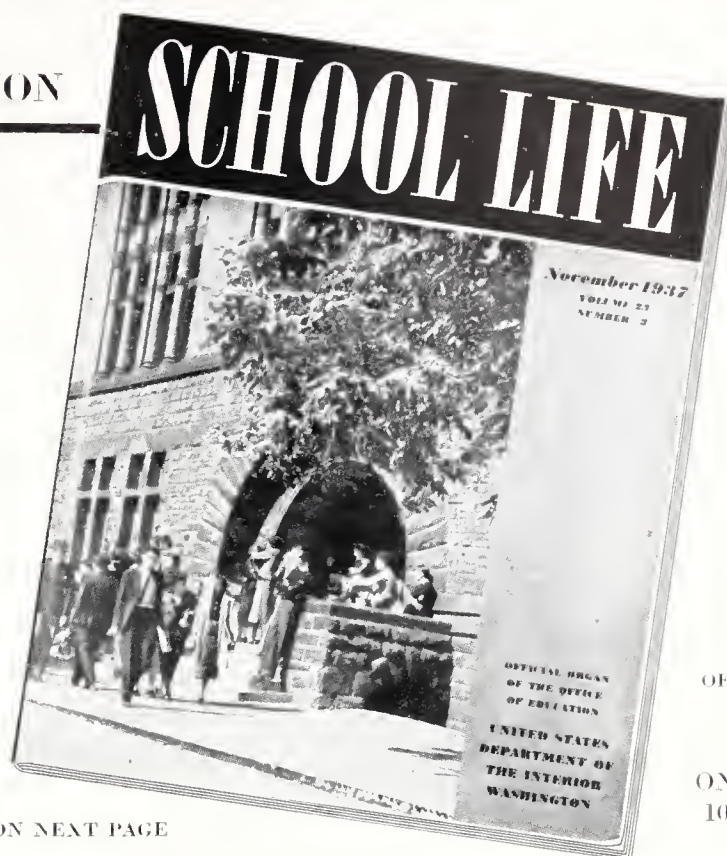
2.	Biennial Survey of Education, 1934-36, Volume I:	
----	--	--

*Chapter*

	III. Higher Education, 1930-36. (In press.)	
	V. Review of Conditions and Developments in Education in Rural and Other Sparsely Settled Areas.....	. 10
	VI. Effects of the Depression on Elementary and Secondary Schools and Upon Colleges and Universities. (In press.)	
	VIII. A Review of Educational Legislation 1935 and 1936.....	. 10
	X. Development in Educational Method, 1934-36.....	. 10
3.	Public Affairs Pamphlets.....	. 10
4.	Conservation in the Education Program.....	. 10
5.	Insurance and Annuity Plans for College Staffs.....	. 10
6.	Bibliography of Research Studies in Education, 1935-36.....	. 30
7.	Student Health Services in Institutions of Higher Education.....	. 10
8.	Education of Negroes. Bibliography.....	. 10
9.	College Salaries, 1936.....	. 10
16.	Student Interests and Needs in Hygiene.....	. 10
24.	Continuity of College Attendance.....	. 05
36.	Guidance Bibliography.....	. 10



USE ORDER BLANK ON NEXT PAGE



OFFICIAL ORGAN OF  
THE OFFICE OF  
EDUCATION

ONE YEAR \$1  
10 ISSUES

## BULLETINS

1936

No.	Title	Price
14.	Poland's Institutions of Higher Education.....	\$0. 25
15.	Authority of State Executives Over Higher Education.....	. 10
16.	A Step Forward for Adult Civic Education.....	. 10
17.	William Torrey Harris—The Commemoration of the One-Hundredth Anniversary of His Birth.....	. 15
18.	Youth:	
	I. How Communities Can Help.....	. 10
	II. Leisure for Living.....	. 15
	III. Education for Those Out of School.....	. 10
	IV. Vocational Guidance for Those Out of School.....	. 10
	V. Finding Jobs.....	. 10
	VI. Community Surveys.....	. 15
19.	Functional Planning of Elementary School Buildings.....	. 25

## PAMPHLETS

73.	Subject Registrations in Private High Schools and Academies, 1932-33.....	. 10
74.	Crucial Issues in Education.....	. 05
75.	Safety and Health of the School Child—A self-survey of school conditions and activities.....	. 10

No.	Title	Price
76.	Successful Methods of Teaching English to Bilingual Children in Seattle Public Schools.....	\$0. 10
77.	Opportunities for the Preparation of Teachers of Children of Native and Minority Groups.....	. 05
80.	Sources of Visual Aids and Equipment for Instructional Use in Schools.....	. 10

## LEAFLETS

32.	Personnel and Financial Statistics of School Organizations Serving Rural or Urban Children, or Both, 1933-34.....	. 05
33.	The Housing and Equipment of School Libraries.....	. 05
34.	State Library Agencies as Sources of Pictorial Material for Social Studies.....	. 05

## VOCATIONAL EDUCATION BULLETINS

189.	Landscaping the Farmstead—Making the farm home grounds more attractive. (In press.)	
190.	Vocational Rehabilitation of the Physically Handicapped.....	. 10
191.	Interpretive Science and Related Information in Vocational Agriculture—Effective utilization of scientific principles and related information in organized agricultural instruction.....	. 10



# UNITED STATES DEPARTMENT OF THE INTERIOR

HAROLD L. ICKES, *Secretary*

OSCAR L. CHAPMAN, *Assistant Secretary*

## OFFICE OF EDUCATION

J. W. STUDEBAKER, *Commissioner*

BESS GOODYKOONTZ, *Assistant Commissioner*      J. C. WRIGHT, *Assistant Commissioner for Vocational Education*

C. F. KLINEFELTER, *Administrative Assistant to the Commissioner*

## OFFICE OF THE ASSISTANT COMMISSIONER OF EDUCATION

*Assistant Commissioner of Education*—BESS GOODYKOONTZ.

### CONSULTANTS:

JAMES F. ROGERS, health education.  
MARIS M. PROFFIT, guidance and industrial education.  
DAVID SEGEL, tests and measurements.  
LEWIS R. ALDERMAN, adult education.

### DIVISIONS:

#### *Higher education:*

FREDERICK J. KELLY, chief.  
BEN W. FRAZIER, teacher training.  
WALTON C. JOHN, higher education.  
WALTER J. GREENLEAF, higher education.  
JOHN M. MCNEELY, higher education.  
ELLA B. RATCLIFFE, educational assistant.

#### *American school systems:*

WALTER S. DEFFENBAUGH, chief.  
MARY DABNEY DAVIS, nursery-kindergarten-primary education.  
CARL A. JESSEN, secondary education.  
ALICE BARROWS, school-building problems.  
HENRY F. ALVES, State school administration.  
TIMON COVERT, school finance.  
WARD W. KEESECKER, school legislation.  
ELLEN C. LOMBARD, parent education.  
—, elementary education.

#### *Comparative education:*

JAMES F. ABEL, chief.  
ALINA M. LINDEGREN, western European education.  
SEVERIN K. TUROSIENSKI, comparative education.

#### *Special problems:*

Mrs. KATHERINE M. COOK, chief.  
WALTER H. GAUMNITZ, rural education problems.  
ELISE H. MARTENS, education of exceptional children.  
AMBROSE CALIVER, education of Negroes.  
—, education by radio.

#### *Statistical:*

EMERY M. FOSTER, chief.  
DAVID T. BLOSE, associate statistician.  
HENRY G. BADGER, associate statistician.  
LESTER B. HERLIHY, associate statistician.

#### *Editorial:*

WILLIAM DOW BOUTWELL, chief.  
OLGA JONES, acting chief.  
JOHN H. LLOYD, editorial assistant.  
MARGARET F. RYAN, editorial assistant.  
JOHN S. SHAW, editorial assistant.

#### *Library:*

SABRA W. VOUGHT, chief.  
MARTHA R. McCABE, assistant librarian.  
EDITH A. WRIGHT, research and reference.  
AGNES I. LEE, cataloger.  
SUSAN O. FUTTERER, cataloger.  
RUTH A. GRAY, research assistant.  
LEM BANKS, reference assistant.

#### *Library Service:*

RALPH MCNEAL DUNBAR, chief.  
NORA BEUST, school libraries.  
EDITH GANTT, public libraries.  
EDITH A. LATHROP, school libraries.

## OFFICE OF THE ASSISTANT COMMISSIONER FOR VOCATIONAL EDUCATION

*Assistant Commissioner for Vocational Education*—J. C. WRIGHT.

### VOCATIONAL EDUCATION DIVISION:

#### SERVICES:

##### *Agricultural education:*

J. A. LINKE, chief.  
C. H. LANE, agent, north Atlantic region.  
D. M. CLEMENTS, agent, southern region.  
JAMES H. PEARSON, agent, central region.  
W. T. SPANTON, agent, western region.  
FRANK W. LATHROP, research specialist.  
W. A. ROSS, specialist in subject matter.  
W. N. ELAM, agent, special groups.  
H. B. SWANSON, specialist in teacher training.  
R. W. GREGORY, specialist in part-time and evening schools.

##### *Trade and industrial education:*

FRANK CUSHMAN, chief.  
G. A. MCGARVEY, agent, north Atlantic region.  
C. E. RAKESTRAW, agent, southern region.  
R. V. BILLINGTON, agent, central region.  
JAMES R. COXEN, agent, western region.  
Mrs. A. L. BURDICK, special agent, women and girls.  
ROY DIMMITT, special agent.  
R. W. HAMBROOK, special agent.  
N. B. GILES, special agent.  
JERRY R. HAWKE, special agent.

##### *Home economics education:*

FLORENCE FALLGATTER, chief.  
EDNA P. AMIDON, agent, north Atlantic region.  
MARIE WHITE, agent, southern region.  
RUA VAN HORN, agent, central region.  
SUSAN M. BURSON, agent, western region.  
BEULAH I. COON, agent, studies and research.  
—, agent, special groups.

##### *Commercial education:*

E. W. BARNHART, chief.

##### *Research and statistical:*

—, chief.  
C. M. ARTHUR, research specialist.  
—, educational consultant.

### VOCATIONAL REHABILITATION DIVISION:

#### *Vocational rehabilitation service, States:*

JOHN AUBEL KRATZ, chief.  
I. M. RISTINE, agent, north Atlantic region.  
H. B. CUMMINGS, agent, southern region.  
TRACY COPP, agent, central region.  
F. J. CLAYTON, agent, western region.  
TERRY C. FOSTER, research agent.  
HOMER L. STANTON, research agent.  
JOSEPH F. CLUNK, special agent for the blind.  
MAURICE I. TYNAN, field agent, service for the blind.

#### *Vocational rehabilitation service, District of Columbia:*

H. C. CORPENING, supervisor in charge.  
W. H. FUREY, supervisor.  
FRANK R. STILLWELL, supervisor.

## Federal Advisory Board for Vocational Education

PAUL H. NYSTROM, *Manufacturing and Commerce, Chairman*

HENRY A. WALLACE, *Secretary of Agriculture.*  
DANIEL C. ROPER, *Secretary of Commerce.*  
FRANCES PERKINS, *Secretary of Labor.*

J. W. STUDEBAKER, *Commissioner of Education.*  
CLARENCE POE, *Agriculture.*  
HENRY OHL, Jr., *Labor.*

## CIVILIAN CONSERVATION CORPS CAMP EDUCATION OFFICE

HOWARD W. OXLEY, *director, CCC camp education.*  
SILAS M. RANSOPHER, *assistant director.*

GEORGE J. FINLEY, *assistant to director.*  
JOHN A. LANG, *administrative assistant.*

---

You will receive

**SCHOOLLINE**

THE OFFICIAL JOURNAL OF THE OFFICE OF EDUCATION

for one year

*by sending ONE DOLLAR to the*

**SUPERINTENDENT OF DOCUMENTS**

**GOVERNMENT PRINTING OFFICE**

**WASHINGTON, D. C.**

---

# SCHOOL LIFE

**April 1938**

**VOLUME 23**

**NUMBER 8**



**OFFICIAL ORGAN  
OF THE OFFICE  
OF EDUCATION**

**UNITED STATES  
DEPARTMENT OF  
THE INTERIOR  
WASHINGTON**

**WRITE**

*The Office of Education,  
United States  
Department of the Interior,  
Washington, D. C.*

**FOR PUBLISHED  
INFORMATION**

**ON:**

- Nursery-Kindergarten-  
Primary Education
- Elementary Education
- Secondary Education
- Colleges and Professional  
Schools
- School Administration
- School Finance
- School Legislation
- Exceptional Child  
Education
- Rural School Problems
- School Supervision
- School Statistics
- School Libraries
- Agricultural Education
- Educational Research
- School Building
- Negro Education
- Commercial Education
- Homemaking Education
- Radio Education
- Forums
- Native and Minority  
Group Education
- Vocational Education
- Parent Education
- Physical Education
- Rehabilitation
- Teacher Education
- CCC Education
- Health Education
- Industrial Education
- Educational Tests and  
Measurements
- Comparative Education
- Adult Education

# SCHOOL LIFE



## CONTENTS OF THIS ISSUE

APRIL 1938  
Volume 23 Number 8

	PAGE
Self-Help Colleges . . . . .	<i>Ella B. Ratcliffe</i> . . . . . 273
Determining Difficulty of Reading Materials . . . . .	<i>Bernice E. Leary</i> . . . . . 275
Conservation Activities for Children . . . . .	<i>Effie G. Bathurst</i> . . . . . 277
Employment Opportunities for Beginning Stenographers and Typists . . . . .	<i>Earl W. Barnhart</i> . . . . . 278
Education for International Understanding—Bibliography . . . . .	<i>Martha R. McCabe</i> . . . . . 279
Editorials . Responsibility Increases . . . . .	<i>J. W. Studebaker</i> . . . . . 280
On this Month's Cover . Among the Authors	
Convention Bulletin Board	
Parent Education—Bibliography . . . . .	<i>Ellen C. Lombard</i> . . . . . 282
International Goodwill Broadcast . . . . .	. . . . . 283
College Receipts and Expenditures . . . . .	<i>Henry G. Badger</i> . . . . . 284
Inducting CCC Enrollees into Citizenship . . . . .	<i>Howard W. Oxley</i> . . . . . 286
Cooperative Colleges . . . . .	<i>Walton C. John</i> . . . . . 287
Radio and Screen . . . . .	<i>Gordon Studebaker</i> . . . . . 288
New Government Aids for Teachers . . . . .	<i>Margaret F. Ryan</i> . . . . . 289
Grade Enrollment in Urban and Rural Schools, 1931-32 to 1935-36 . . . . .	<i>Emery M. Foster</i> . . . . . 290
Parents' Study Groups . . . . .	<i>Ellen C. Lombard</i> . . . . . 291
Specialization Abroad . . . . .	<i>James F. Abel</i> . . . . . 293
A New Home for the Library . . . . .	<i>Sabra W. Vought</i> . . . . . 294
Educators' Bulletin Board . . . . .	<i>Susan O. Futterer</i> . . . . . 297 <i>Ruth A. Gray</i>
The Vocational Summary . . . . .	<i>C. M. Arthur</i> . . . . . 298
Educational News . . . . .	. . . . . 300
In Public Schools . . . . . <i>W. S. Deffenbaugh</i>	
In Educational Research . . . . . <i>David Segel</i>	
In Other Government Agencies . . . . . <i>Margaret F. Ryan</i>	
In Other Countries . . . . . <i>James F. Abel</i>	

Congress, 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." To diffuse expeditiously information and facts collected, the Office of Education publishes SCHOOL LIFE, a monthly service, September through June. SCHOOL LIFE provides a national perspective of education in the United States.

Order its service for 1 year by sending \$1.00 to the Superintendent of Documents, Government Printing Office, Washington, D. C. To foreign countries, \$1.45 a year. On all orders for 100 copies or more to be sent to one address, the Superintendent of Documents allows a discount of 25 percent. Enter subscriptions also through magazine dealers. Send all editorial communications pertaining to SCHOOL LIFE to Editorial Division, Office of Education, United States Department of the Interior, Washington, D. C. The printing of SCHOOL LIFE has been approved by the Director of the Budget.



# Self-Help Colleges

by Ella B. Ratcliffe, Educational Assistant, Higher Education Division

★★★ There is in the United States a small group of colleges that are distinctive by reason of their student employment opportunities. At these colleges all students are required to assist with the work necessary for the functioning of the institution or to do some other kind of labor. Under supervision the students do the cooking, serving, cleaning, and farm work, or work in some industry which the institution sets up to provide extra employment. These so-called self-help colleges are located for the most part in the South, where a tradition of student labor has survived over three-quarters of a century many early failures to put such a plan into operation.

The idea of student labor originated from the desire to afford a means of making educational opportunities available to underprivileged young people, particularly in the southern mountains, by permitting them to work for their tuition and other college expenses. This is still the basic reason for the work requirement, but out of the experience of institutions which have operated under the student-labor program for some time there have come to be recognized certain values in the performance of the work itself. Observation has convinced the college authorities that a brief period a day spent in doing some kind of useful work is wholesome for the student. It is a desirable substitute, they feel, for the time usually given by college students to sports and other forms of extra-curricular activities, and contributes more to their physical, mental, and spiritual welfare. It is, furthermore, a means of bringing the educational experience into closer relationship with the work students will be called upon to do when they leave college, and it serves as a preparation for such work whether it be along the same or different lines.

For these reasons and because of the ill effect on morale of having one group of students serve the remainder, the institutions require every student to work whether his financial needs make it necessary or not. So convinced of the value of student labor are institutions that have tried it, that Tuskegee Institute (for Negroes), which required work of every student at the beginning and for a good many years but later gave it up (presumably for lack of sufficient opportunities to continue it), has recently restored the requirement. It has been able to do this by introducing new industries on the campus.

The time given to labor by students in all of the self-help colleges is about 2 hours a day, not enough to interfere with the student's academic work. Those who desire to work longer in order to earn more may do so, if the



Girls working in the bakery, Berea College.

work is available. In such cases the academic load is reduced.

### Industries Established

In order that the work requirement may be absolute, most of the self-help colleges have had to resort to means to give students work outside of that needed for the running of the institution. They have therefore established on their campuses such industries as printing, weaving, broom and woodworking factories, and metal crafts shops. They have set up their own laundries, bakeries, and canning factories. Nearly all of them, being situated in or near the open country, have their own farms on which their students produce the food for their dining halls. A number of the colleges have thus become practically self-sustaining, an aim which all of them wish to achieve.

The tuition and other fees are kept very low at the self-help colleges so that all students may earn enough to pay the greater part of them. A considerable number may through extra work make enough to pay for all.

Democracy and simplicity are fostered at the self-help colleges. There are usually prohibitions against drinking, smoking, secret societies, intercollegiate games, and fancy dress. At one institution, Berry College, Mount Berry, Ga., uniform dress is required. The boys wear overalls; the girls chambray dresses and sunbonnets. The boys have one plain dark suit of solid color for dress occasions; the girls one blue serge dress for

winter and one white dress for summer. Every detail of the girls' dress, such as color of shoes and hose, is prescribed, and the uniform articles may be purchased from the campus store.

Religious observance is also usually required at the self-help colleges, although most of them have no church affiliation. An exception to this is a group of 10 institutions, 6 senior colleges and 4 junior colleges controlled by the Seventh Day Adventist Church, and distributed over all sections of the country.

### Operation Similar

Although different in their programs from each other in some respects, the self-help colleges operate very much in the same way. Berea College, located in the town of Berea in the Kentucky mountains, has probably had a student labor program longer than any other institution, and may have served as a model for the rest. The college has been in existence since 1855 and has from the beginning provided work for those of its students who must earn their way. In recent years it has made work compulsory for every student. Whether he needs it as a means of self-support or not, every student must work a minimum of 10 hours a week, made up of two consecutive class periods a day. Students receive their labor assignments at the same time and on the same schedule as their academic classes.

An interesting feature of the work require-



**Broom shop at Southern Junior College, Collegedale, Tenn.**

ment at Berea is that the students must apply for their jobs as do workers in outside industries. If a student loses one job it is his responsibility to look for another, and he must at all times have a job. The applications are gone over by the college in the summer and no student is enrolled in the fall semester until he has secured a labor assignment.

Berea enrolls approximately 2,000 students. By assigning to them practically all of the work required to run the college, 76 percent of them are provided for. As this leaves an additional 24 percent who must have jobs, the college has organized a number of industries in which they may work.

#### *Fireside Industries*

To encourage the revival of such mountain household arts as weaving, knitting, basket-making, etc., as well as to create jobs for its students, Berea organized its Fireside Industries. It followed this with the setting up of a broom factory, a weaving factory, and a woodcraft department. Other industries have been added from time to time as opportunity and means permitted, and the college anticipates adding still more.

The college owns and operates with student labor a campus hotel for the accommodation of guests; a gift shop where articles made by the students are sold; a bakery, a creamery, a cannery, and an ice plant, which supply both college and outside customers; a laundry; a college press; and a college store. Its maintenance department employs many students,

who make all of the repairs and do much of the construction work of the college from cutting the lumber to the complete erection of buildings, including the work of tinning, plumbing, painting, etc. Its extensive farm with all its activities, its blacksmith shop, and its sewing industry provide other sources of money-earning.

All of the self-help colleges report many more applicants for admission than they can accommodate. One institution, the Southern

#### **Building maintenance is a student responsibility at the Berry Schools.**



Junior College, at Collegedale, Tenn., which requires its students who work in the industries to sign a 3-year contract, reports that some parents who are not members of the Seventh Day Adventist Church, by which the college is controlled, place their children at the college for benefit of the industrial experience.

The primary object of student labor is to make higher education possible for boys and girls who would otherwise be deprived of it. But the idea of work as a part of education itself is gaining ground. Evidences of this are the increasing number of self-help colleges, the cooperative plans of higher education and industry, particularly in the engineering field, and the character of the jobs which students are permitted to undertake in the administrative and educational work of the institutions. With regard to the latter, the director of personnel study in one of the large universities in the East, which has made generous provision for student employment, said that his office had "even received from students of comfortable means applications for assignment to . . . work without stipend, because of the opportunities for personal development attached to many of the positions" . . . Self-help colleges are, therefore, educationally as well as financially, distinctive.



## Legislature Authorizes Parent Education

Parent education has now become a part of the school program in the State of Pennsylvania by legislative enactment. This is the third State in which parent education has become a part of the regular work of the State department of education. The other States are New York and California.

The Pennsylvania Council of Parental Education and the State Parent-Teacher Association have taken a leading part for several years in developing interest in parent education, and in bringing about action in providing legal authority for parent education in the public schools. The council has a close relationship to the State department of education since the superintendent of public instruction appoints the chairman and executive secretary of the council.

The Council of Parental Education will assist the State superintendent in developing a program of parent education and cooperation in education. Council officers appointed by the State superintendent for a year are: Emma Johnson, Temple University, Philadelphia, chairman, and Martin Chowrosky, principal, Folk Elementary Schools, Pittsburgh, executive secretary.

The council has met and discussed three important problems in connection with the work which will be inaugurated in Pennsylvania: "Certification of teachers for this work, minimum standards for the education of leaders, and the interpretation of the program to school officials and lay leaders."

# Determining Difficulty of Reading Materials

by Bernice E. Leary

★★★ "If one pupil reads one book in one week, how many books will 35 pupils read in the same length of time?" In accordance with the simplest principles of problem-solving we might reason: "If one pupil reads one book in one week, 35 pupils will read 35 times 1 book or 35 books." But in terms of our experience with pupils and books, we answer less precisely yet more accurately, "It depends." For we have learned that reading habits depend upon many factors. The most important, perhaps, pertain to the reader—to the maturity of his reading ability, to his reading interests and tastes, and to his reading attitudes, needs, and motives. Others pertain to aspects of the reading material—its accessibility, the attractiveness of its format, the interestingness of its content, the scope of its treatment, its literary quality, its clarity of presentation, and the extent to which it is understandable to the reader. Only when these two sets of factors are put into their right relationship, when the right reader has access to the right book, can we hope that he will read any book in any given period of time.

## The Teacher's Task

Every teacher is faced with the problem of fitting reading materials to pupils' abilities, interests, and needs. In the early elementary grades, there is the task of providing "experience lessons" and of selecting reading charts, work books, basal texts, literary readers, and recreational books, all intended to make learning to read a joyous adventure, and not, as Rousseau termed it, "the scourge of infancy." In later grades, when reading has become a tool for learning, materials in literature, geography, history, science, and health must be selected with a view toward ready understanding and appreciation of the content presented—not alone for the best reader but for the slow, unskillful reader also. Because what is appropriate for the one is likely to be incomprehensible to the other, class reading lists require constant and conscious adjustment.

At the secondary-school level, we are told, pupils should become acquainted with some "books of all time" in each of the arts and sciences, with standard classics, modern fiction, timely nonfiction, histories of the various fields of learning, and books which provide opportunity for indirect participation in the activities of adult living. Merely expose the pupil of superior or even average reading ability to these materials and the desired reading pattern is begun. But what of the reader of lesser ability? "We can't give him classics," declares the high school teacher. "It isn't

fair to Stevenson and Shakespeare to make them practice fields for the inexpert reader." "What he should have," writes a district superintendent, "is a series of primers with the subject matter appealing to his interest in adventure which will prepare him for *Treasure Island*, *South of Zero*, and *Mutiny on the Bounty*. Something like this:

'See the pirate.

He is a big pirate.

He is a bold pirate.

He is a bad pirate.

He has a knife in his hand.

The knife is bloody.

The knife is bloody because the pirate has just stuck it into a sailor's throat.' (1) <sup>1</sup>

Some schools are experimenting with "action-story" primers which treat of pirates, Indians, sea captains, and cowboys, as well as with teacher-made materials of a more conservative kind. In the main, however, high-school teachers aim to select from books already available easy "juveniles" and simple informational materials which promise to meet the reading needs and interests of immature adolescents and to develop their reading power and appreciation.

The director of adult classes has his problem also. He needs no scientific evidence to prove that most of the adult population in this country reads scarcely as well as the average seventh-grade pupil. His students are likely to read even less well. But they are attending evening school in the hope of learning to read better. They want books on adult themes—health, home and family, vocations, economics, international affairs, world progress—and they want them written in a simple and pleasing style, easy to read and easy to understand.

The confusion arising from contact with any but the simplest reading material is illustrated by an adult reader's reaction to Gide's *First Principles of Political Economy* against which he built up the following case: "I couldn't understand it. Too many big words. I couldn't figger out what he was talking about. He used so many big words I never seen. I tried to use the kid's dictionary but by the time I'd hunted up the words, I'd clean forgot what he had said before." Contrast with this the statement of another adult, of the same age, 35 years, and of the same level of education, through sixth grade, also a reader of daily newspapers, who reacted to the simplified *Robinson Crusoe* as follows: "I liked this book. Crusoe was like me. He made the best of everything. It was easy to understand. The words were so you could read right along."

<sup>1</sup> Figures in parentheses apply to references cited at end of article.

What books shall we give these incompetent adult readers in order that they may derive significant ideas and worth-while entertainment from books without too great an expenditure of time and effort? This is a question that confronts not only the teacher of adults, but librarian, readers' adviser, forum leader, director of educational radio programs, and other persons who are attempting to extend the experiences of adults by way of the printed page.

## Difficulty the Bane of Readers

There is a tendency in the modern school to swing away from painful learning, and rightly so. We have abundant evidence to prove that the pupil who struggles with experiences imposed upon him by the school is likely to look upon formal learning as distasteful and to discontinue it as early as possible. The preference of children of all abilities for simply written books has been shown by Huber (2), whose findings indicate that unfamiliar vocabulary and long and involved sentences are important factors affecting choice, and that their influence is in the negative direction. At the high-school level, too, a marked relationship has been found between enjoyment and comprehension, and between lack of enjoyment and difficulty (3).

The enthusiasm with which we have seized upon *New Russia's Primer* and *What Time Is It?* books intended to enlighten millions of untutored peasants concerning matters of social significance; upon such popularly written books as *Hunger Fighters* and *Microbe Hunters*; and upon brochures dealing briefly with current social and economic problems, shows that even mature readers sometimes prefer easy reading, particularly in an unfamiliar field. In fact, most of us want the elementary concepts of a new field presented in an appealing, understandable, nontechnical style beyond which we can extend our acquaintance, if we wish to do so, with a degree of confidence.

If, as Cheney (4) concluded from his economic survey of the book industry, "difficult books," after school, as well as in school, "are a prime unmaker of readers," that they represent the "crowning mishandling of bringing book and reader together," then it is important for us to know what makes a book difficult for a reader of known ability. For not only may misfits prevent poor readers from growing better, but they may cause good readers to become less good. And both good and poor readers may ultimately become "book-burned, book-scarred, and book-sick" through contact with materials that are too obscure and too complicated for understanding and enjoyment.

Who can deny that misfits have occurred and are continuing to occur? How can we interpret the current demand for remedial reading throughout the educational system from primary grades to college, as anything but an indication that something is wrong in our handling of pupils and books? Why is it that so many books on serious subjects taken from the public library show finger marks on no more than the first dozen pages? Is it, as Bryson suggests (5), because the average adult will read what he can read easily and stop when he meets a difficulty? What is the meaning of Waples' recent statement (6) that 10 percent of the readers in libraries of New York City read 67 percent of the books withdrawn? Is the borrowing rate of the remaining 90 percent of slower readers reduced because of reading obstacles?

Fortunately, we are keenly aware of the problems involved in bringing books and readers together. We realize that books, like readers, differ widely, and that the book which is too difficult for one reader may be easy for another. The findings of years of research are available to aid us in identifying elements of difficulty and in recommending materials that can be read understandingly by different classes of readers.

#### *Difficulties of Vocabulary*

That vocabulary should be the chief point of attack in analyzing difficulty is not unexpected. It is through words that we express our ideas, and through words that others transmit their ideas to us. To recognize words visibly is the first step in understanding the ideas expressed through print. It seems logical, therefore, to start with a study of words which can be enumerated quantitatively, and to proceed to a study of ideas which are not only quantitative but qualitative, varying in clarity, scope, and intensity according to the experiences of the reader. Yet after years of research we are still dealing primarily with words and combinations of words, and little if at all with the ideas which the words convey. And this, despite the growing conviction, even among investigators, that difficult words may have less influence on total meaning than was formerly supposed, and that it is not altogether fair to a writer to judge his words out of context.

The Thorndike list of 10,000 words (7), published in 1921, was the first contribution of value in determining the frequency and importance of words in printed material. More recently there has been compiled a number of basic vocabulary lists showing what words children understand at different grade levels. The evidence has been obtained through studies of children's oral and written expression, through tests of familiarity, and by means of free association techniques (8). Other lists, having special application to adults, represent minimum English vocabularies for foreigners, words which every citizen and voter should know, and words to meet international needs (9). They have been derived from an analysis

of political and historical documents and papers, from an examination of the literary requirements of certain States, and from records of the vocabulary needs of new Americans.

In their study of vocabulary, some investigators (10) have found that long words tend to be more difficult than short words. This is not to say that we shall put our faith in the Goldilock's formula and provide "little words for little readers, middle-sized words for middle-sized readers, and great big words for great big readers." For it is obvious that "little" words may set forth complex ideas, and "big" words relatively simple ideas. Yet the predominance of 4-letter words in popular fiction and of 9- and 10-letter words in economics, psychology, and physics, reported by McClusky, probably represents a difference in the complexity of the ideas presented by them and suggests a causal relationship to comprehension of the various types of material.

How words begin also gives some clue to difficulty (11). A comparatively high frequency of words beginning with w, h, and b and a low frequency of words beginning with e and i have been found to indicate easy reading material, and reversed frequencies to indicate difficulty. Strange as it may seem, it is possible to determine with some precision the ease or hardness of material by counting words having these critical initial letters and then transposing them into equivalent grade scores.

The uses which words serve, as well as their meaning and association, provide still other criteria of difficulty (12). For example, whether words are content or structural, image-bearing or non-image-bearing, technical or nontechnical; whether they are asides, literary expressions, idioms, local expressions and coined words, misspelled words, words invented to represent sounds, or foreign words to give tone and color, determines in a degree the ease or difficulty of materials containing them. There is abundant evidence to support Thorndike's recent statement that if we advise pupils to read books containing these "innocent or doubtful causes" of enlarged vocabulary without considering their inherent difficulty "we are bound to be disappointed in the results."

#### *Aspects of Style*

Words come into existence because we need them in presenting our ideas. Yet frequently they fail in their purpose, not because in isolation they are anything but good, natural, familiar words, but because of their arrangement in sentences. Teachers have long observed that awkward and involved sentences make for reading difficulty, particularly in the case of retarded readers. And their observations are substantially supported by scientific evidence which shows that short, simple, straightforward patterns of thought appear to aid comprehension, whereas long, involved, indirect sentences act as handicaps (13).

The influence of sentence arrangement is somewhat less in narrative materials, probably because the reader is carried forward by the

story element which gives him clues to meaning. But in materials which require the reader to weigh and evaluate the ideas presented, it is apparent that the outcome of the sentence cannot be delayed too long without exhausting his interest or distorting his understanding. As John Galsworthy warns us in his essay *On Expression*, we should not require a reader "to sit with head in hands through long and painful study before a glimmer of meaning will enter it. For expression, whether of laws, psychology, episode, or feeling, should be human, and refrain from torturing the wits of mankind."

#### *Predictions of Difficulty*

The practical importance of identifying factors of difficulty lies in the use which we make of them in determining what materials will be easy or difficult for what readers. By teaming various factors: Different words, uncommon or unfamiliar words, technical words, phrases, clauses, and sentences, for example, experimenters have devised different formulae for predicting the difficulty of material in terms of the reading ability necessary to comprehend it. As a result, we now have available information concerning the difficulty of hundreds and hundreds of books—for elementary- and secondary-school pupils and for adults. Most of this information is fairly reliable, although in specific cases obvious errors in rating may be noted. And the explanation of such errors is to be found in the fact that the index of difficulty is derived from a consideration of the "expression of ideas" and not of ideas themselves.

Does this then defeat the purpose for which measures of difficulty have been devised? Most of us would say, "Not at all, providing the user of these measures knows their possibilities and their limitations." To claim that they afford conclusive evidence concerning the difficulty of a book is one thing, but to claim that they show the grade level of the mechanical reading difficulty it represents is quite another. It is only the latter claim that we are justified in recognizing when rating a book for difficulty by the factors just considered.

We need constantly to remind ourselves that "the inherent difficulty of the concepts and the relation of the pupils' experiences to the ideas presented are exceedingly important factors to comprehension" (14), and that readers differ in their capacity to absorb different quantities and qualities of ideas. To discover the ideas appropriate for different types of readers, and to examine ideas, as has been attempted at the readability laboratory of Teachers College, Columbia University, for such qualities as lucidity, comprehensibility, and appeal, offer a challenge to both research workers and teachers.

It is through knowing the reader, his interests, experiences, capacities, and needs, that we find motive for knowing materials. And when we know materials better than we do now—their content, the values they may

*(Concluded on page 295)*

# Conservation Activities for Children

by Effie G. Bathurst, Division of Special Problems



Redwoods of Muir Woods, Calif.

★★★ "I can think of no more fitting way in which to bring the cause of conservation to the attention of everyone than to pay homage to John Muir, one of the world's great conservationists."—HAROLD L. ICKES, *Secretary, United States Department of the Interior.*

April 21, the centennial of John Muir's birth, sees the Nation facing a crisis which he in his devotion to nature foresaw and took early first steps to avert. The abundant natural resources which early settlers found have largely been depleted and wasted. The situation is so serious that only by conscientious effort of every citizen and all the knowledge which science has discovered can the remainder be conserved. In consecration to the task it is altogether appropriate for the Nation to do homage this year to the man who made constructive advances before most of the people were aware that the tragedy threatened.

## Suitable Commemoration

Among all who honor Muir's memory none will better accomplish the great work begun by him than the school children, the country's future conservationists. None can be more appreciative of the childhood experiences which formed the background of the

great naturalist's life. His passionate love of "wild places and wild creatures" began when, as he expressed it, a wild little creature himself, he wandered in the fields "to hear the birds sing, and along the seashore . . . to watch the waves in awful storms thundering on the black headlands and craggy ruins of the old Dunbar Castle" (Scotland). And there can be no more suitable consecratory activities than those of conservation to which Muir's life was dedicated.

Does any child who reads about this great naturalist in a current-events paper ask, How can I celebrate his birthday? Let that child plant a tree, build a protective fence around a patch of violets, or set out some elder or wild-plum shrubs for food or protection for birds. Does any teacher ask, Can my school honor this birthday in a way that will be fresh and different from our observance of the other "birthdays" in the curriculum? If so, she may find a suggestion among the conservation activities which are briefly described in this article. Any of them can be dedicated to John Muir and, while honoring him, will also afford useful approaches to other enterprises in the protection or wise use of natural resources. When, for reasons of climate or adjustment to planned curriculum, any school desires to begin an activity later than the date suggested, the celebration can of course be postponed to a suitable time. Conservation activities begun in the spring should have the attention of the teacher or a few responsible pupils during the summer vacation and should be continued from year to year as necessary.

## Wild Life Trails

A nature trail is a suitable monument to Muir. If there are woods or field and stream near the school, the teacher and children can secure permission to establish a trail there, planning placards and signs to help nature lovers and hikers find spots of interest easily. Such an undertaking cannot be consummated at once, but Muir's birthday is a good time to begin. Several excursions will be required for the pupils to study the region. They will need gradually to locate wild-flower patches of particular rareness or beauty, learn to identify the flowers, study their habits. Unusually graceful or symmetrical trees can be observed, haunts of wild animals and birds located, fords and waterfalls discovered in streams. Making maps or sketches of the region helps in planning the trail. Ingenuity and originality are required for the wording and making of appropriate signs. These should be simply illustrated and tersely and

attractively worded, and should read positively rather than negatively. For example, This Trail is Yours to Enjoy and to Conserve, is far better than Don't Pluck the Flowers on the Trail. The reminder, Keep Your Cats at Home; There Are Birds in Our Community, is frequently needed. Bits of unusual or challenging information about objects or interesting places are helpful.

## Protection of Birds and Soil

Conservation of birds especially appeals to children. A corner of the schoolyard can be made into a bird sanctuary with shrubs and trees, bird bath, and feeding station. Built-in shelters give additional protection from storms and cold winds in winter.

In the country, children can help save soil. For example, teacher and pupils can secure permission to fence a small gully near the school and to plant vines, trees, and shrubs there which grow well in the locality. These prevent the gully from increasing in size, and also afford food and protection for birds and small wild animals. Larger boys can learn to build small dams to help control the gully when necessary.

## The Planting of Trees

Children will like to plant a tree on the schoolground and to dedicate it to John Muir. Black walnut grows well in most localities and it is inexpensive. The mulberry is hardy and affords food for birds. Farmers often will donate small trees to be transplanted. Some trees can also be started from seeds. If different types are available, the pupils should study the life of Muir, decide on the kind which they consider especially suitable to honor him, and plan the planting for the time of year when trees grow best.

## John Muir Exhibit

Many children will be interested in a study of Muir's life and contributions to conservation. They can plan an exhibit to make their study attractive to others. Small scenes, sketches, or posters to show experiences which Muir had as a boy can be constructed. A local library perhaps can supply a display of books and articles written by him. Original stories of personal experiences inspired by studying Muir's life or by reading his books are useful activities for advanced pupils who enjoy doing creative writing. For example, children who are especially interested in birds can study his technique of observation  
(Concluded on page 302)

# Employment Opportunities for Beginning Stenographers and Typists

by Earl W. Barnhart, Chief, Commercial Education Service

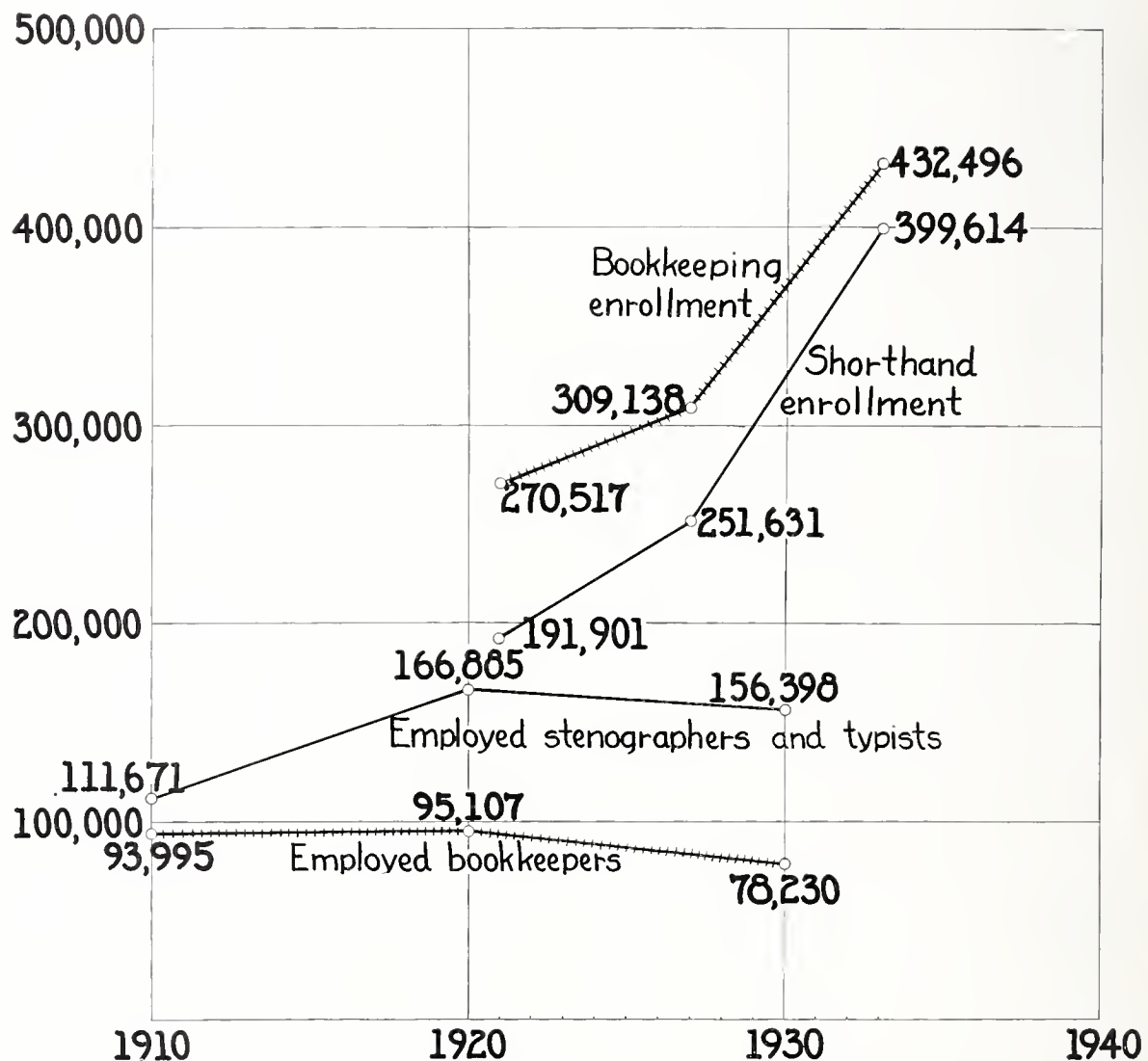
★★★ Data on high-school enrollments in shorthand and typewriting<sup>1</sup> when graphically presented along with the census figures on the numbers of young stenographer-typists and bookkeepers reveals wide divergencies in trends. The enrollment in high-school shorthand classes increased 59 percent in 6 years (108 percent in 12 years); the number of stenographer-typists reported by the census decreased 6 percent between 1920 and 1930. The enrollment in bookkeeping classes increased 40 percent in 6 years (60 percent in 12 years) while the number reported as bookkeepers decreased 18 percent in the 10 years. These divergencies in trends indicate only vaguely the degree of maladjustment between high-school commercial courses and employment opportunities in these kinds of office employments for high-school graduates.

The census figures for the stenographer-typists included all stenographers, typists, stencil-cutters, phonotypists, and some, but not all, secretaries. They included also 10,168 unemployed stenographer-typists under 20 years of age. So in reality in April 1930 before many lay-offs of office workers had been made, but 146,229 stenographic or typing positions filled by youth under 20 years of age were reported. Probably most employees in these positions were typists; for relatively few office workers under 20 years of age are used for stenographic duties. Hence, the actual divergency in the trends for stenographers is even greater than shown in the graph, especially in view of the enrollment in high-school typewriting classes totaling 747,565 students, many of whom are prepared when leaving school to do satisfactory work as commercial typists.

## Basis for Estimating

Included in the census bookkeeping group were all bookkeepers and assistants, pursers, bookkeeper-cashiers, cashiers not in banks, theater ticket sellers, tube and carrier cashiers in stores. The reported total at ages between 16 and 20 included 6,895 unemployed, so the number of positions of these varied kinds for youth under 20 years of age was about 71,435. The line of the graph representing the decreasing trend in the employment of bookkeepers under 20 years of age would slope to a much lower point if it showed accurately the actual opportunities for employment of youth under 20 years of age in bona fide bookkeeping positions requiring completion of even a 1-year high-school course in bookkeeping.

<sup>1</sup> SCHOOL LIFE, February 1937.



Enrollment in high-school shorthand and bookkeeping classes compared with employed stenographer-typists and bookkeepers 1910 aged 16-20, inclusive; 1920-30 aged 16-19, inclusive.

The number of positions shown by the census enumeration in these two groups of occupations can be used as a basis for estimating the number of beginners under 20 years of age needed each year for these kinds of work. If the number of beginners needed annually for filling vacancies in stenographic-typing positions in which youth under 20 years are employed is assumed to be half of the number reported in the census enumeration (the real fraction is less than half), then in 1930 and 1931 not many more than 74,000 beginners under 20 years of age would have been needed to keep constant the number in the reported positions. In the year beginning June 1934 probably considerably less than 74,000 beginners were employed for filling vacancies in stenographic and typewriting positions. Simi-

larly, in 1930-31 not more than 36,000 beginners under 20 years of age were needed to fill positions as bookkeepers or as cashiers and certainly far less were needed in June 1934 and in subsequent years.

No comprehensive, accurate data to show the number of beginners graduating each year from high-school shorthand and bookkeeping classes are available. The few pertinent reports indicate that about one-sixth of the total enrollment in all shorthand classes graduate each year; and about one-eighth of the total enrollment in bookkeeping classes complete a 2-year bookkeeping course. Hence in June 1934, probably about 66,000 stenographers and 56,000 bookkeepers were graduated from the public high schools. But before a  
(Concluded on page 296)

# Education for International Understanding

by *Martha R. McCabe, Assistant Librarian, Office of Education*

★★★ A short list of annotated references for the use of teachers in the classroom and adult groups in helping to understand the history, accomplishments and problems of other countries and international attitudes, is herewith presented:

**BARNES, FLORENCE E.** *Literature and the international mind.* Washington, D. C., American Association of University Women, 1933. 35 p.

Study course for adults, using poetry, drama, fiction, biography, criticism, and philosophy to foster an understanding of other nations.

**CHERRINGTON, BEN M.** *Methods of education in international attitudes.* New York, Teachers college, Columbia University, 1934. 132 p. (Contributions to education, no. 595.)

Gives procedures and practices in the University of Denver in revising and extending its program connected with international understanding.

**DOWLING, EVALINE, comp.** *World friendship.* Los Angeles, Calif., Los Angeles City School District, World Friendship committee, 1931. 270 p.

Gives numerous suggestions for developing ideas and attitudes by means of the regular course of study as developed in the Los Angeles schools, with usable materials for creating world good will.

**GRAHAM, Mrs. MALBONE W.** *Building for international attitudes in children.* Washington, D. C., American Association of University Women, 1937. 10 p.

The author is California State chairman of international relations. The list comprises annotated references to 90 books for boys and girls, classified by age groups.

**HARDEN, MARY.** *Some aspects of the teaching of international relations in the elementary school.* Teachers College Record, 34: 34-42, October 1932.

Should not be introduced as a separate subject, but as related to social studies. Situations in Horace Maun school are cited to show how actions and statements of children were used in establishing attitudes of good will between American and foreign children. Possibilities and procedures are outlined briefly.

**HARLEY, JOHN EUGENE.** *International understanding agencies educating for a new world.* Stanford University, Stanford University Press, 1931. 604 p.

Shows the number, variety and forcefulness of the various agencies that have been and are working toward educating for international understanding. Emphasizes the fact that "the builder of this new world must be education." Lists the scholarships and fellowships in this country available for foreign students, and those in foreign countries for American students.

**INTERNATIONAL BUREAU OF EDUCATION.** *Children's books and international good will. Book list and report of an inquiry.* Geneva, Switzerland, International Bureau, 44 Rue des Maraichers, 1932. 243 p.

Lists books which foster world friendship among children, classified by country. Printed in French and English.

**INTERNATIONAL INSTITUTE OF INTELLECTUAL COOPERATION.** *International understanding through youth.* Paris, The Institute, 2 rue de Montpensier, 1932. 199 p.

Describes the interchange and travel of school pupils and the objects accomplished thereby.

**JOURNAL OF EDUCATIONAL SOCIOLOGY.** *Education and Nationalism.* Vol. 9, no. 7, September 1936. 63 p.

This number of the journal is devoted to the subject of international understanding, and contains: Gell, K. E., *What Rochester schools are doing about international goodwill*, pp. 397-407; Bartholomew, B. M. and Kulp, C. L., *Public school activities designed to develop wholesome nationalism and international understanding*, p. 408-410; Wellman, H. G., *School and community for international understanding*, p. 411-417; Johnston, Edgar G., *A contribution to international attitudes*, p. 421-425.

**KING, GERTRUDE.** *World friendship. A bibliography of sources of educational material.* Boston, Mass., Chapman and Grimes, 20 Brimmer Street, 1935. 81 p.

A comprehensive list of materials and sources as aids in teaching the subject.

**MCPHERSON, IMOGENE M.** *Educating children for peace.* New York, The Abingdon Press, 1936. 190 p.

Describes the work done by the Metropolitan federation of daily vacation Bible schools in the city of New York, in 1935, a real contribution to peace education, for use in any school.

**MATTHEWS, MARY ALICE.** *Education for world peace; the study and teaching of international relations.* Washington, D. C., Carnegie Endowment for International Peace, 1936. 37 p. (Reading list no. 33, rev. June 30, 1936.)

This is a select list of books, pamphlets and periodical articles with annotations, mainly publications in the English language. The references to courses of study, handbooks, programs, plays, student activities, etc., are for schools and colleges and teachers.

**NATIONAL SOCIETY FOR THE STUDY OF EDUCATION.** *Thirty-sixth yearbook: Part II: International understanding through the public-school curriculum.* Bloomington, Ill., Public School Publishing Co., 1937. 406 p.

An outstanding contribution in this field by the society's committee of specialists, Dr. Kandel being chairman. General problems are dealt with first, then the curriculum at the elementary and high-school levels, and the different subjects of the curriculum. The last section presents material on teachers and teaching aids.

**NEUMANN, GEORGE B.** *International attitudes of high school students.* New York, Teachers college, Columbia university, 1926. 120 p. (Teachers college. Contributions to education, no. 239.)

The increasing importance of international relations from the viewpoint of sociology and education, and the resulting attitudes of 1,110 high-school students are studied collectively and according to the groups of students. Results are shown graphically.

**SMITH, HENRY L. and CRAYTON, SHERMAN G.** *A tentative program for teaching world friendship and understanding in teacher-training institutions and in public schools, for children who range from 6 to 14 years.* Bloomington, Ind., Indiana University, 1929. 54 p. (School of Education Bulletin, vol. v, no. 5.)

Evaluates 32 devices for use with children, giving practices and a list of common-sense cautions to teachers.

**STOKER, SPENCER.** *The schools and international understanding.* Chapel Hill, The University of North Carolina Press, 1933. 243 p.

In two parts. Part I deals with efforts to promote international understanding through the higher schools and universities; Part II, describes the efforts through the lower schools; a bibliography is appended.

**WARE, EDITH E.** *The study of international relations in the United States.* New York, Columbia University Press, 1934. 503 p.

A study made for the American National Committee on Intellectual Cooperation of the League of Nations. Reports on foundations, institutions, organizations, and activities in the American schools and elsewhere, are among subjects discussed.

**WORLD FEDERATION OF EDUCATION ASSOCIATIONS.** *Good will booklet. Programs and pageants for goodwill day . . .* Washington, D. C., World Federation of Education Associations, 1936. 31 p.

Exercises to be held in every school in every community in each nation. A small pamphlet secured at small cost which gives a typical program, plays entitled "The melting pot and Good Will," and the Magician; plans for a goodwill party, etc.

For further sources of material you are referred to:

The International Friendship League, 609 Boylston Street, Boston, Mass.

World Federation of Education Associations, 1201 Sixteenth Street, N.W., Washington, D. C.

World Peace Foundation, 40 Mount Vernon Street, Boston, Mass.

Carnegie Endowment for International Peace, 405 West One Hundred and Seventeenth Street, New York City.

Institute of International Education, 2 West Forty-fifth Street, New York City.



SCHOOL LIFE

IS ISSUED MONTHLY, EXCEPT JULY AND AUGUST  
BY THE  
UNITED STATES DEPARTMENT OF THE INTERIOR  
OFFICE OF EDUCATION

Secretary of the Interior, HAROLD L. ICKES  
Commissioner of Education, J. W. STUDEBAKER  
Assistant Commissioner of Education, BESS GOODYKOONTZ  
Asst. Comm. for Vocational Education, J. C. WRIGHT  
Editor, WILLIAM DOW BOUTWELL  
Acting Editor, OLGA JONES  
Assistant Editors, MARGARET F. RYAN, JOHN H. LLOYD  
Art Editor, GEORGE A. MCGARVEY

Terms: Subscription, \$1.00 per year, in advance; to foreign countries in which the mailing frank of the United States is not recognized, \$1.45. 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.

Remittance should be made to the SUPERINTENDENT OF DOCUMENTS, Government Printing Office, Washington, D. C.

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

APRIL 1938

On This Month's Cover

As you enter the new museum in the United States Department of the Interior Building, you see a large plaque bearing a reproduction of the Department's official seal and the following inscription:

THE DEPARTMENT OF THE INTERIOR IS THE FEDERAL AGENCY WHICH FUNCTIONS PRIMARILY FOR PUBLIC CONSERVATION. THIS DEPARTMENT IS CHARGED WITH THE DUTIES OF PROTECTING AND UPBUILDING THE MAJORITY OF THE NATURAL RESOURCES OF OUR NATION FOR THE BENEFIT OF OUR PRESENT AND FUTURE CITIZENS FROM THE TROPICS TO THE ARCTIC CIRCLE

The present seal of the Department was adopted on November 12, 1929. It represents a buffalo with the head and body in a left position standing on a prairie, with mountains and the rising sun in the background enclosed with two circles having the words, "Department of the Interior" inscribed within the circles.

Prior to adoption of the present seal, four different seals were used in the Department since its inception, March 3, 1849.

Among the Authors

BERNICE E. LEARY, this month in SCHOOL LIFE discusses the subject of *Determining the Difficulty of Reading Materials*. In her article Dr. Leary states: "Teachers have long observed that awkward and involved sentences make for reading difficulty, particularly in the case of retarded readers. And their observations are substantially supported by scientific

Responsibility Increases

NEXT JUNE, throughout the Nation, about 150,000 young men and women will receive college and university diplomas. More than 1,000,000 young people will receive high-school diplomas.

Enormous increases in the number of graduates have been made during the past quarter century, yes, even during the past decade. Statistics of the Office of Education for the year 1928 show that but 111,000 were graduated from colleges and universities and fewer than 600,000 completed high schools that year. The increases thus indicated for the decade are far greater proportionately than the population increase for the same period.

This marked trend certainly points toward higher qualifications of the masses of our people for participation as citizens in a democracy. That is an important measure of progress.

But numbers alone afford only a partial measure of progress. They are the quantitative measure only. What may be said of the qualitative measure?

In proportion to these increased numbers, have we been able to improve the quality of the curriculum, the quality of teaching, the quality of service rendered by the schools to the individual student and to the community?

That question cannot be answered by statistics but it will be answered by the contributions which these hundreds of thousands of graduates will make in their future years.

I have sufficient faith in the American schools to believe that by that measure too, outstanding progress will be observed.

*J. W. Studebaker*

Commissioner of Education.



evidence which shows that short, simple, straightforward patterns of thought appear to aid comprehension, whereas long, involved, indirect sentences act as handicaps."

ELLA B. RATCLIFFE, of the Higher Education Division, Office of Education, presents information on *Self-Help Colleges*. Miss Ratcliffe indicates that all of the self-help colleges report many more applicants for admission than they can accommodate. She states, "The primary object of student labor is to make higher education possible for boys and girls who would otherwise be deprived of it.

But the idea of work as a part of education itself is gaining ground."

JAMES F. ABEL, Chief, Comparative Education Division, in his article this month entitled, *Specialization Abroad*, takes the reader to a number of other countries and concludes his specialization journey with the thought that "folk who have specialized in attaining a general education sometimes find difficulty defending themselves among those who specialized in obtaining a special education."

EARL W. BARNHART, until recently chief of



the Commercial Education Service, Vocational Division, Office of Education, presents an article this month dealing with *Employment Opportunities for Beginning Stenographers and Typists*. Those interested in this field will find eight points suggested by the author for particular consideration.

EFFIE G. BATHURST, of the Division of

Special Problems, writes this month on *Conservation Activities for Children* and gives many concrete suggestions for the special celebration of the birth 100 years ago of John Muir. "Among all who honor Muir's memory," says Dr. Bathurst, "none will better accomplish the great work begun by him than the school children, the country's future conservationists."

## Convention Bulletin Board

★★★ Conferences of national importance will take educators to all parts of the country in late April and May.

The general sessions and smaller groups at the twenty-first annual meeting of the American Council on Education, to be held at the Hotel Mayflower in Washington, D. C., May 6 and 7, will hear distinguished speakers from many fields. William E. Dodd, former ambassador to Germany, and President Edward C. Elliott of Purdue University will speak at dinner Friday evening, May 6. Other groups will hear Dorothy Canfield Fisher, President George F. Zook of the American Council, President Robert M. Hutchins of the University of Chicago, President Alan Valentine of the University of Rochester, and President Oliver C. Carmichael of the George Peabody College for Teachers. Friday afternoon will be devoted to conferences on the American Youth Commission, and on the council's projects on teacher education, secondary school standards, motion-picture education, and financial advisory service.

### International Conference

The meeting of the International Society for Crippled Children in Cleveland May 8-11 will attract delegates from many countries. Noted orthopedists and nurses, educators and administrators of programs for crippled children will discuss such aspects of work for crippled children as social security programs, physiotherapy and occupational therapy, rehabilitation, vocational training and guidance, and legislation for crippled children.

### University Extension

"Trends in University Extension" will be the general theme of the conference of the National University Extension Association, to be held in Hot Springs, Ark., May 18-21. Round-table discussions on the work of evening sessions and extension centers, and on the uses of visual aids and radio in university extension are being planned. President Clarence A. Dykstra of the University of Wisconsin will address one session.

### Fine Arts Conference

The Colorado Springs Fine Arts Center and

Colorado College are joint sponsors of a conference on the fine arts in Colorado Springs, Colo., April 29 and 30, in which schools, colleges, and universities will participate. Studio and classroom demonstrations and conferences in the dance, drama, drawing, painting, and music are scheduled. The Colorado division of the American Association of University Women has planned an exhibition of children's art. Mrs. Lewis M. Isaacs, editor of *Theatre Arts Monthly*, and Juliana Force, director of the Whitney Museum of American Art, New York City, are among the speakers.

### Parent-Teacher Convention

The National Congress of Parents and Teachers will develop its convention in Salt Lake City May 15-20 around the theme of Changing Patterns for Group Living. Consultations on changing patterns for health, for learning, for personality, and for citizenship will be held each afternoon of the conference. Clinics on various parent-teacher organizational problems will occupy morning sessions.

The National Congress also announces a seminar on the parent-teacher movement to be held in Washington, D. C., July 5-10. Registration will be limited to teachers and educators interested in the movement. There will be no registration fees.

### On Your Calendar

A concise schedule of these and other nationally important educational meetings follows:

AMERICAN COUNCIL ON EDUCATION. Washington, D. C. May 6-7.

CONFERENCE ON THE FINE ARTS. Colorado Springs, Colo. April 29-30.

INTERNATIONAL SOCIETY FOR CRIPPLED CHILDREN. Cleveland. May 8-11.

NATIONAL CONGRESS OF PARENTS AND TEACHERS. Salt Lake City. May 15-20.

NATIONAL COUNCIL OF YOUNG MEN'S CHRISTIAN ASSOCIATIONS. New York City. May 3-6.

NATIONAL UNIVERSITY EXTENSION ASSOCIATION. Hot Springs, Ark. May 18-21.

ROMA K. KAUFFMAN

## New Office of Education Staff Members



Nora Beust.



Edith Gantt.

Miss Beust and Miss Gantt are new staff members of the Library Service Division of the Office of Education. The former is the specialist in school libraries and the latter is the specialist in public libraries.

Ralph McNeal Dunbar is Chief of the Division. Edith A. Lathrop, formerly with the Office of Education Library staff, is associate specialist in school libraries with the new division.

# Parent Education

by *Ellen C. Lombard, Associate Specialist in Parent Education*

★★★ The purpose of this bibliography is to point out books and pamphlets containing current practices in parent education and to indicate some of the changing characteristics in this field of education. References have been included to indicate the history and growth of parent education, the objectives, methods and practices in institutions and agencies conducting work in this field; and to furnish descriptions of the background out of which parent education has emerged.

This list is intended for professional and lay leaders in parent education, specialists who are conducting research in parent education, leaders of parent-teacher associations, heads of education departments of colleges and universities, nursery school and kindergarten teachers, nurses, social workers, librarians, and other workers in fields related to parent education.

ANDRUS, RUTH. The lay leader a specialist in actualities. Parent education, 1:13-14, November 15, 1934.

The emergence of lay leadership and its implications. The author explains the reason for having both professional and lay leaders.

——— and associates. Discovering lay leadership in parent education. Albany, University of the State of New York, State education department, 1935. 108 p.

Contains a statement of procedures for programs and committees of local groups; outlines purposes and types of groups and their requirements.

——— and PEABODY, MAY E. An operating philosophy of lay leadership in parent education. Parent education, 1:17-18, November 15, 1934.

Definition of lay leader and a discussion of the functions of lay leaders in a program of parent education.

——— ———. Parent-child relationships. Outlines for group discussion. New York, John Day co., inc., 1930. 168 p.

These outlines are built on well-defined objectives and include experience guides, reading guides, and short excerpts of subject matter.

BOTT, HELEN; CHANT, NELLIE; and JOHNSON, LILY. Aims and methods in parent education. New York, National council of parent education, 1930. 53 p.

Methods of teaching parents, a program of training leaders, and knowledge gained by practical experience with parents' groups, are contained in this account of four years' experience in parent education.

BREM, GWENDOLYN. An experiment in parental education. California review of adult education, 1:108-110, July 1936.

A presentation of the procedure used by the junior section of the Los Angeles women's university club in organizing and

conducting a parent-education project, using the play group as the laboratory for the study of child behavior by parents.

BRIDGMAN, RALPH P. Ten years' progress in parent education. Annals of the American academy of political and social science, 151:32-45, September 1930.

Indicates the growth and progress of the parent education movement from 1919 to 1930 in colleges and universities, organizations, and various agencies and institutions.

BRILL, ALICE C. and YOUTZ, MAY PARDEE. Your child and his parents. A textbook for child study groups. New York, D. Appleton & co., 1932. 339 p.

Contains suggested methods of conducting parents' study groups, of preparing materials, lesson outlines, and readings on many subjects of common interest to parents.

CARRIER, BLANCHE. Church education for family life. Parent education; 3:12-17, May 1937.

An analysis of the present situation as to the Protestant churches' program for parent education. Some suggestions for the development of practical procedures to make this work function in the lives of church members.

EDUCATION FOR FAMILY LIVING TODAY. Parent education, 3:5-52, April 1937.

A summary of the proceedings of the fifth biennial conference of the National Council of Parent Education, Chicago, November 11-14, 1936. Addresses and informal discussions of current political, social, educational and scientific trends and changes as they influence family life.

GARTZMANN, PAULINE and LAWS, GERTRUDE. A study in parent education. Pasadena, [Calif.] Pasadena city schools, June 1935. 23 p.

Describes "experimental procedures in the field of parent education, utilizing as a medium for class work and individual study the free-play of children under the observation of parents, directed by a trained technician in preschool education."

GROSSMAN, JEAN SCHICK. The story of a child study group. New York, Child study association of America, 1936. 33 p. mult.

A summary of what happened at meetings of a parents' study group, including textual material and a list of books to read.

IOWA. UNIVERSITY. IOWA CHILD WELFARE RESEARCH STATION. Cooperating with parents and parent education. In its Manual of nursery school practice, Chap. xiii, p. 135-139. Iowa City, University of Iowa, 1934.

Various methods of developing cooperation with parents mentioned in this bulletin include written and oral messages taken home by children, conferences held with parents, and records furnished by parents. Topics are furnished for a parents' study group.

——— Parent education at the University of Iowa. Iowa City, University of Iowa, Iowa Child welfare research station, 1935. 13 p. (University of Iowa bulletin, new series no. 796.)

Describes the program for parent education at the University, including directions for organizing parent education under university and under local leadership; methods of leading classes; guiding discussions; outlines for courses for study groups; correspondence courses; reading courses in parent education; and radio child study groups.

——— Researches in parent education. I. George D. Stoddard, editor. Iowa City, State University of Iowa, Iowa child welfare research station, 1932. 391 p. (University of Iowa bulletin, new series no. 241.)

Results of studies of parents' problems of sex education; materials of the program used by mothers; methods in parent education; parent attitudes and practices; home libraries; etc., prepared by Katherine Wood Hattendorf, Ralph H. Ojemann, and others.

——— II. Iowa City, State University of Iowa, Iowa child welfare research station, 1934. 331 p. (University of Iowa bulletin, new series no. 270.)

Studies of the reading ability of parents; children's play; techniques of measuring the results of parent education; reading materials, etc. These studies have been directed by Ralph H. Ojemann who has made a study of how to measure the reading ability of parents; Mary Price Roberts, David P. Phillips, and others, have made the studies included in this volume.

——— III. Iowa City, State University of Iowa, Iowa child welfare research station, 1934. 391 p. (University of Iowa bulletin, new series no. 285.)

Problems of learning and teaching, principles of building a curriculum for parents and high-school pupils, understanding the attitudes of parents, and other subjects have been studied, and the results are included in this report. These researches have been conducted under the direction of Ralph H. Ojemann.

LANGDON, GRACE. Home guidance for young children. New York, John Day co., inc., 1931. 405 p.

Subject matter on educational aspects of child development. A companion book for the following study.

——— An individual study guide. New York, John Day co., inc., 1933. 63 p.

A study guide for class or study group leaders to use with the book "Home guidance for young children." There are outlines for each chapter in the book, suggested class activities and exercises, and situations for discussion.

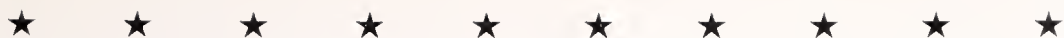
LAWS, GERTRUDE. Parent education in a State college. California review of adult education, 1:156-58, October 1936.

The philosophy guiding a project in a State college is clearly presented together with methods of setting up a unit of training in parent education for students in the teachers college.

——— Parent education in California. Sacramento, California State department of education, 1937. 55 p. (Bulletin no. 17.)

This handbook useful to leaders who desire to plan a program in parent education for a State or local community. It replaces two previous service bulletins for leaders.

LEWIS, MAURINE T. A unit of study for parents of pre-school and school-age children. (Continued on page 285)



# International Goodwill Broadcast

“CALLING ALL COUNTRIES”

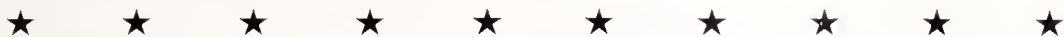
An international goodwill program will be broadcast on May 4 from 6 to 6:30 p. m. E.S.T., under auspices of the American Red Cross and the Office of Education of the United States Department of the Interior.

Messages will be particularly addressed to students of the world and will be delivered in English, Spanish, French, German, and Portuguese. This international broadcast will be carried by W2XAD short wave stations and W2XAF and can be heard over the NBC red network in the United States on the “American Schools” N. E. A. period and over many stations of other countries.

The program will include a dramatization of the origin of the Junior Red Cross world movement and the messages of friendship will be delivered by high-school student members of the Junior Red Cross while they are in attendance at their annual convention in San Francisco.

Commissioner of Education, J. W. Studebaker, will close the program with a brief goodwill message addressed to the 16 million “Juniors” throughout the world. Dr. Studebaker was the first director of the American Junior Red Cross when it was organized in 1917. Dr. Thomas W. Gosling is now its director.

The Educational Radio Project of the Office of Education, directed by William Dow Boutwell, will furnish a chorus and actors for the presentation: with the NBC orchestra.



“Juniors” enrolling first graders in Red Cross activities.



Junior Red Cross portfolio, letters, and gifts, arrive from across the sea.

## Education on the Air

Programs produced by the Office of Education and the Works Progress Administration in cooperation with the networks

### “THE WORLD IS YOURS”

Smithsonian Institution dramatizations  
Sundays, 4:30 p. m. EST, 3:30 p. m. CST,  
2:30 p. m. MT, and 1:30 p. m. PT.  
NBC Red Network

### “BRAVE NEW WORLD”

Dramatizations of Latin American life  
and culture  
Mondays, 10:30 p. m. EST, 9:30 p. m. CST,  
8:30 p. m. MT, and 7:30 p. m. PT.  
Columbia Network

### “EDUCATION IN THE NEWS”

Highlights of educational developments  
of the week  
Fridays, 6 p. m. EST, 5 p. m. CST,  
4 p. m. MT, and 3 p. m. PT.  
NBC Red Network

# College Receipts and Expenditures

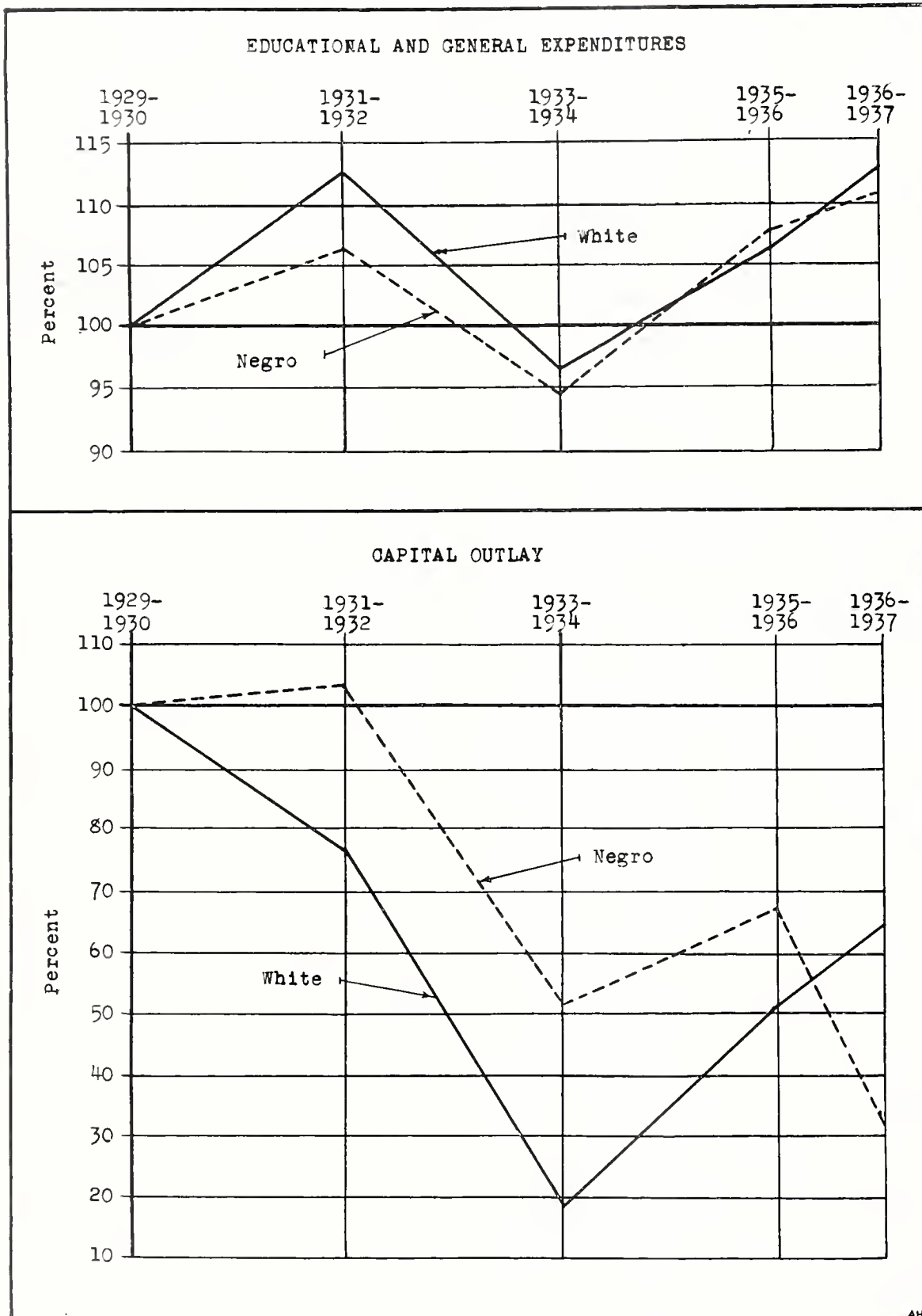
by Henry G. Badger, Associate Specialist in Educational Statistics

★★★ It is obvious that institutions of higher education suffered during the period from 1929 to the present. How serious that suffering was and how long it lasted are questions whose answers depend upon how many and which institutions are considered, as some types of

higher education and some individual institutions naturally suffered much more than others. There does not seem to be available any single compilation of data on the effects of the period on finances of all types of higher educational institutions.

In an effort to throw some light on this

CHART I.—Expenditures, 1929-30 to 1936-37, institutions of higher education attended by white persons and institutions for Negroes. (1929-30=100 percent.)



## Facts Revealed

In order to make possible quick comparisons, some of these financial data have been reduced to percentages, using the fiscal year 1929-30 as the base. This provides what might be considered rough index numbers of certain financial operations. In the accompanying table and charts some of these indices are set forth.

Certain facts stand out from the data at hand:

1. Receipts for the combined educational general and capital purposes dropped sharply from 1929-30 to 1931-32 and continued their drop to 1933-34, when they amounted to only a little more than two-thirds their earlier total. This drop was more pronounced among institutions for Negroes than among those attended by white persons; publicly controlled schools also appear to have suffered more than those under private control. Other data not available in published form indicate that land-grant institutions experienced less fluctuation than other publicly controlled schools.

Recovery apparently set in soon after the 1934 commencements and has been continuous since that time. It has not been regular, however, in the case of institutions for Negroes, where the 1936-37 total is below that for 1935-36. The past year recovery has been more rapid among privately controlled schools than in those under public control, but higher education as a whole still had in 1936-37 9 percent less money to use for its regular educational general and capital purposes than it had in 1929-30.

2. Expenditures for educational and general purposes (including related activities, but not including capital purposes) increased 12 percent the first biennium, then dropped back to 4 percent below the base year, and immediately began a series of increases until in 1936-37 they were actually a little above the high established 5 years earlier. Institutions attended by white persons followed the general trend very closely; in fact, it would be more accurate to say that they determined the trend, since they constituted more than nine-tenths of the total number of schools and accounted for more than 97 percent of the expenditures in 1929-30.

A similar trend is observable among the

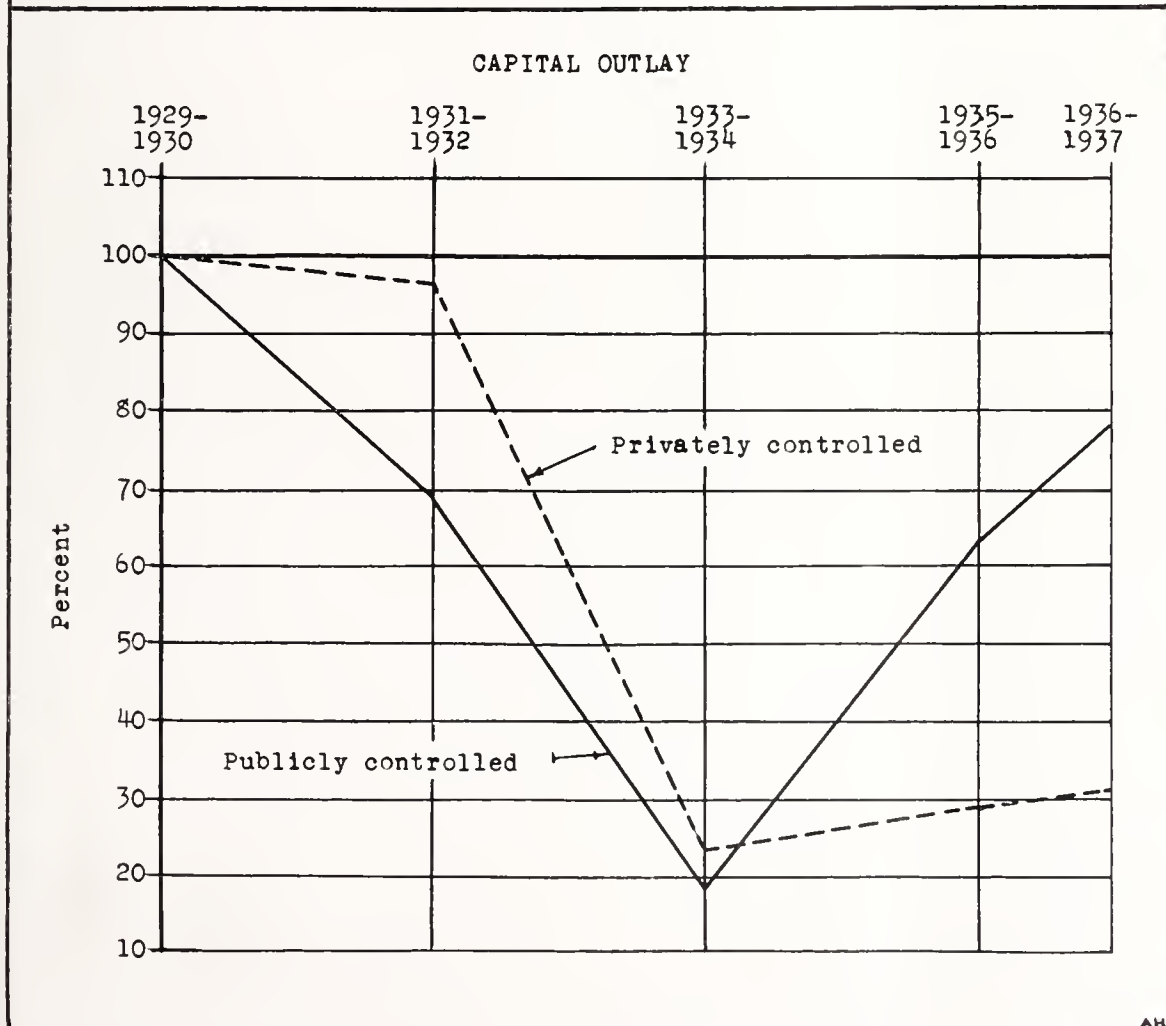
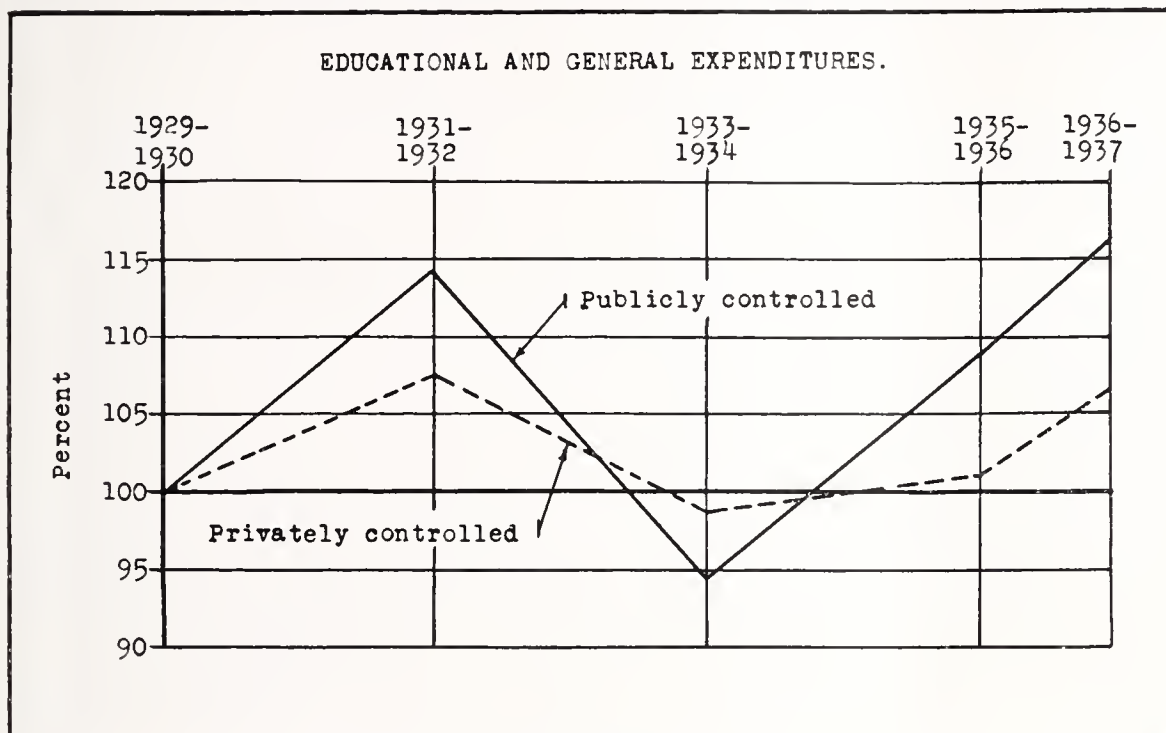
colleges for Negroes, except that their decrease was more sharp and their increases as a rule were less pronounced than those reported by schools attended by white persons.

Publicly controlled institutions showed greater deviations from the 1929-30 base than did those under private control. The high year for publicly controlled institutions was 1936-37; that for privately controlled insti-

tutions was 1931-32. In neither group, however, was there as much as 2 percent difference between 1931-32 and 1936-37.

3. Capital outlay dipped much lower in 1933-34 than did other expenditures, and is still far below the 1929-30 level. In the Negro college group it moved irregularly, reaching its highest point in 1931-32 and dropping to its lowest point in 1936-37.

CHART II.—Expenditures, 1929-30 to 1936-37, publicly controlled and privately controlled institutions of higher education. (1929-30=100 percent.)



It decreased more sharply until 1933-34 and has increased more rapidly since that time in publicly controlled institutions than in those under private control.

4. A feature of the detailed compilation to which reference has been made is the return of private philanthropy as a factor in college financing. No less than 25 institutions reported private gifts and grants amounting to at least \$100,000 per school in 1936-37. In two institutions receipts of this type boosted the 1936-37 receipts to five or six times the total for these same schools in 1935-36.

(Concluded on page 302)



## Parent Education

(Continued from page 282)

Prepared as a follow-up program for Marion Quinlan's lectures on parent education. By Maurine Lewis . . . in collaboration with Lucile Osborn Rust . . . and Dorothy Triplett . . . Topeka, Kansas state printing plant, 1933. 27 p.

This unit consists of nine problems in a series to be used as a basis for class discussion by organized study groups of parents. Emphasizes guiding principles, specific objectives, teaching points; contains guide sheets for each problem for the parents, and annotated bibliographies.

LINDEMAN, EDUARD C. and THURSTON, FLORA M., eds. Problems for parent educators. New York, National council of parent education, 1929, 1931. 2 v.

Volume I contains outlines of six major problems in parent education arranged from the reports of discussions at a meeting and a conference of the National council of parent education which covered problems of objectives; of standards and relationships; of home making and parent education.

Volume II contains statements and questions arising from discussions at biennial conference of National council of parent education in Washington, D. C., November 1930.

LOMBARD, ELLEN C. Essentials in home and school cooperation. Washington, U. S. Government printing office, 1937. 9 p. (U. S. Department of the Interior. Office of Education. Leaflet no. 35.)

A leaflet for the special use of school administrators and leaders of parents' groups. It points out some of the fundamental needs of the child at home and at school, and how these needs may be met through cooperation of parents and teachers.

Parent education opportunities. Washington, U. S. Government printing office, 1935. 53 p. illus. (U. S. Department of the Interior, Office of Education. Bulletin 1935, no. 3.)

A cumulative survey of the progress of parent education from 1930 covering approximately 2 years. Some of the details of financing, organizing and conducting parent education in institutions, organizations and agencies under private or public auspices are given in this bulletin.

McHALE, KATHRYN; SPEEK, FRANCES VALIANT; and HOUDLETTE, HARRIET AHLERS. Adolescence: its problems and guidance. Washington, D. C., American association of university women, 1932. 74 p. (Guidance materials for study groups no. xi.)

A syllabus intended as an aid to parents' groups in the (Concluded on page 295)

# Inducting CCC Enrollees Into Citizenship

by Howard W. Oxley, Director of CCC Camp Education

★★★ Every year thousands of enrollees attain their majority—their twenty-first year—while serving in CCC camps. In many places, company officials utilize this occasion to impress upon them their duties and responsibilities as new citizens of our American democracy. To dramatize this event for the enrollees, citizenship recognition ceremonies are held for them, and the entire company is invited to participate.

These ceremonies vary in character throughout the country but, in the main, they are built around an analysis of what civic responsibility means, what the elements of democracy are, and what good government demands of each citizen. According to information available, over one-fourth of the camps now hold citizenship recognition sessions and have well-organized programs. These events are scheduled monthly or for special occasions such as July 4, Constitution Day, or January 1.

## Community Cooperation

In the preparation of programs for citizenship ceremonies, camp officials have received timely assistance from local public officials, the public schools, local chapters of the American Legion and D. A. R., the chamber of commerce, and civic clubs such as Kiwanis, Rotary, and Lions. Oftentimes a nearby city council has opened up the city hall for this occasion, and again, public-school officials have made school auditoriums available for this purpose. Recently, a CCC company in Massachusetts held a citizenship recognition ceremony in an old New England town meeting hall. The enrollees who were being recognized sat on the platform as the guests of honor. Talks were given by camp personnel and town officials on democracy as practiced in New England towns and on the responsibilities attached to voting and participation in public affairs.

In another camp of Massachusetts where semiannual citizenship meetings are held, a nearby chapter of the Daughters of the American Revolution awards a bronze medal to the enrollee who has shown the most progress in the basic fundamentals of good camp citizenship. Two weeks prior to the awarding of the medal, the enrollee leaders and assistant leaders submit their nominations for the award to the camp educational council for the final selection of the winner. Interest in this contest has become keen, and the camp's officials report that this event has acted as an excellent morale booster among the enrollees.

A California company at Glenburn, Calif., has developed quite an impressive ritual in



A camp recognition ceremony.

connection with its monthly citizenship ceremonies. The group of enrollees, just turned 21 years of age, are assembled at the front of the auditorium, and special remarks are addressed to them on justice by the camp adviser, on good health by the camp doctor, on democracy by the district educational adviser, and on loyalty by the company commander.

An excerpt from the remarks made by the company commander at a recent ceremony sounds a challenging note in these words: "When you return to your homes, interest yourselves actively, as citizens and taxpayers, in your community's affairs, its institutions, its public schools and their needs. Inspire the youth of your community to play the game of life honestly and uprightly. Serve with your fellow citizens in an endeavor to promote the better welfare of your home community. You have heard explained the four attributes: Justice, health, democracy and loyalty, and the great principles of our corps in the service of conservation of human lives. Now, I hope, you are ready to obligate yourselves to these ideals."

Historical motion pictures, with parallel talks on significant national events, are used to stimulate enrollee interest in citizenship meetings in a company near Stearns, Ky.

Another Kentucky company is attempting through its citizenship program to set up the camp as a model community.

Harold L. Dunn, Second Corps Area educational adviser at Governor's Island, N. Y., reports that during the past year 219 recognition services were held for 1,912 enrollees in the camps of the Second Corps Area, comprising New York, New Jersey, and Delaware. In addition, 47 such services were held for 1,559 enrollees in community auditoriums near the camps. Mr. Dunn believes the citizenship recognition ceremony to be of great value to the enrollees. He contends that this service increases the individual's sense of obligation and responsibility and inspires his interest in assuming an active role in civic affairs.

The number of citizenship services is definitely on the increase throughout the CCC. The Wyoming district educational headquarters, in a recent directive to the Wyoming camps, requested "that recognition, hereafter, be given enrollees on the attainment of their majorities by the conduct of appropriate ceremonies at periodic intervals." Sanford Sellers, Sixth Corps Area educational adviser at Chicago, reports that camps in three of the five districts of his corps area now have citi-

(Concluded on page 292)

# Cooperative Colleges

by Walton C. John, Senior Specialist in Higher Education

★★★ The term, cooperative colleges, is given to certain higher educational institutions that offer instruction to students with the cooperation of industrial or commercial concerns. An excellent definition of this form of instruction is that found in a recent brochure of Northeastern University entitled *Higher Education on the Cooperative Plan*:

"Cooperative education in simplest terms may be defined as a complete and thorough college training complemented and balanced by an extended experience in industry under faculty supervision. It aims to consolidate in a single well-integrated educational program the values of classroom study and industrial-commercial experience. The plan provides for the alternation of pairs of students between school and cooperative work."

## Historical

This type of education was originated in 1906 in the College of Engineering of the University of Cincinnati. Industrial leaders in this community were shown the advantages of the plan to industry as well as to the student. In view of the possibility of competition of students with skilled laborers in the factories, labor unions at first were not convinced as to the desirability of this new plan. However, due largely to the friendly attitude of officials of the American Federation of Labor, it was later recognized that the plan would not injure the cause of labor but would help it. Consequently the University of Cincinnati carried through its program with great success. Since that time a number of other cooperative colleges have been set up. At the present time there are approximately 25 such colleges in the Nation.

## Scope

The cooperative plan is largely limited to schools and colleges of engineering where it serves such programs as civil, mechanical, electrical, chemical, aeronautical, and industrial engineering. Cooperative courses are also offered in architecture, ceramics, landscape architecture, and applied arts, also in business administration and commerce. One institution, Antioch College, uses this plan in the liberal arts course. The cooperative industries cover a great variety of fields. Typical firms include accounting and auditing companies, automobile manufacturers, banks, building constructors, rolling-mill operators, structural iron works, chain stores, chemical companies, highway departments, electric machinery manufacturers, gas and electric

companies, elevator manufacturers, newspapers, foundries, general contractors, instrument makers, linoleum companies, machinery manufacturers including concerns that manufacture cash registers, fire engines, printing machinery, paper making machines, adding machines, ink; merchandisers, oil refiners, paving companies, public utilities, radio companies, roofing manufacturers, rubber companies, shipbuilders, soap manufacturers, steel and wire companies, storage battery companies, structural steel makers, tool makers and transportation companies.

Fifteen firms joined in the program of cooperation at the University of Cincinnati in 1906. In 1935 there were 300 cooperating firms, and many of these are distributed over wide areas reaching as far as Chicago, Rockford, Flint, Cleveland, Pittsburgh, Rochester, New York City, and other places, in addition to the firms and concerns in the Cincinnati area. Antioch College reported recently for a typical year 259 cooperative employers located in 27 States and the District of Columbia.

Although the success of a cooperative college depends to a large extent on its location in a strong industrial center or area, yet the figures above show the extent to which such a program can be operated at long distances from the college center. The principal centers for cooperative education are found of course in large cities such as Cincinnati, Akron, Detroit, Philadelphia, Atlanta, Milwaukee, New York, Louisville, Boston and Pittsburgh.

The total number enrolled in cooperative courses in this country has been estimated at approximately 10,000 students.

## Essentials of the Plan

First, in the cooperative plan of study the main responsibility of teaching theory or subject matter rests with the college. Second, the main responsibility in practice in its many aspects under commercial conditions rests with the industries or firms. But this requires the expert assistance of an official known as the coordinator who integrates each student's program with the classroom and the job.

Under the regular system of training engineers, the graduate of an engineering school often finds it difficult to adjust himself in his chosen field. The internship of the engineering graduate often means a job in a field where the student has relatively little interest, although eventually he is absorbed by industry or sets up for himself. Under the usual plan of education, as Dean Herman Schneider, of the University of Cincinnati Engineering College, has said, "Principles and practice were driven tandem instead of abreast. Prospective engi-

neering practitioners were withdrawn from active life during their impressionable years, in order to prepare for active life. They had no tests of their abilities in their chosen fields until the major part of their preparation was completed. In civil engineering, for example, more than half the men trained for that profession quit it within a few years. (In the cooperative system less than 10 percent do.)"

Under the system, one-half of the students are attending college classes and the other half are at work with the cooperating firms. Students are paired. At the end of the period, which varies in different schools, these students exchange places. The periods vary in typical institutions. In one college the period is 5 weeks; in another, 5 to 10 weeks; in another, 8 weeks; in another, 9 weeks; and in two institutions, 3 months. The total length of the course is in most cases 5 years. In one instance it is 4 years. Usually the first semester or the first year is devoted to regular academic study and in making the necessary preparation for the job under the advice of the coordinator. In another case, the first 2 years are devoted to all residence work with the last 3 years all cooperative. In certain institutions the last semester or the last year are again devoted to regular classroom study for the purpose of synthesizing the entire program.

## The Coordinator

The success of the cooperative plan depends to a great extent on the official known as the coordinator. For example, the statement of the activities of the coordinator at the University of Cincinnati shows the many responsibilities relating to this position.

"The Department of Coordination is responsible for the smooth and successful operation of the cooperative courses in the industries. All questions regarding wages, transfers, and changes of jobs are handled by this department. There is a coordinator for every course. . . . These coordinators confer with the employers in planning the course in practical work so that the students get a logically and carefully arranged training . . ."

"In order that the studies in the university may be definitely coordinated with the practical work, the coordinators make a direct correlation of the work of the shop with the instruction in the university. They make a careful study of each cooperating firm and devise organization charts, showing the various kinds of work which a student can most profitably follow. In addition to the organization chart, a graphical record is made for every student, which shows the various kinds of work that the student has done during the 5

years of his course. In this way every student's record is under constant scrutiny of the coordinator of his department.

"In addition to planning schedules of the students' practical work, the coordinators meet students in the classroom during the periods they are in school. In these classes all problems of shop layout and construction, shop organization and management, shop-planning and accounting, chemical and metallurgical control of materials and processes, power transmission, heating, ventilating, lighting, etc., are discussed."

### **Wages**

Another valuable feature of the cooperative plan is the payment of wages to students while on the job. Thus students begin at once to sense responsibility as employees and have the means whereby they can greatly reduce the cost of college expenses. Cooperative students while on the job obey company regulations as all other employees and they are paid wages usually at the same rate for the time they are at work as regular workers are paid doing the same job.

In one institution the average earnings for students enrolled during a given year were as follows:

- \$16.75 per week for students of the second year.
- \$17.38 per week for students of the third year.
- \$19.20 per week for students of the fourth year.

In another institution the rate paid to cooperative students without previous practical experience is about 35 cents an hour with a normal increase of about 5 cents an hour each year.

In another school 390 students earned \$135,000 in cooperative jobs in a single year at the worst time in the depression. The average weekly pay for men was \$17.08 and for women, \$15.

### **Degrees**

At the end of the full period of cooperative study, first degrees that are typical of the noncooperative type of college are granted to the graduates.

### **Graduate Study**

In a few institutions the cooperative plan is used in programs leading to the master's degree. In one institution, 24 weeks of the graduate year are spent at three practice school stations in industrial plants. These are followed by 15 weeks of graduate study and thesis work at the college. Special types of cooperative study on an advanced basis are made with railroads and important industrial firms.

In another institution, instruction is carried on jointly by the university and the company for young engineers employed by the

company. In this institution work may lead to the doctor's degree.

### **Some Conclusions**

In general, cooperative schools follow one of two general purposes: First, to "project the college into industry" and to make the cooperative work practically an integral part of the curriculum; second, "to project the student into the industry," giving emphasis to industrial status and experience on the job. According to the view of Dean Ell of Northeastern University the latter objective is the more widely recognized among the cooperative institutions.

## **● RADIO and SCREEN**

### **Shortwave Educational Stations**

First application for short-wave educational radio facilities under the recent FCC grant of 25 channels in the ultra-high frequency band for nonprofit educational broadcasting has been filed by the Cleveland, Ohio, Board of Education. The city school systems of New York, Detroit, San Francisco, and San Antonio, as well as Boston University, University of Michigan, and Whittier College in California are seriously studying the problems involved in constructing and operating ultra-high frequency stations. For further information write to the United States Department of the Interior, Office of Education, Washington, D. C.

### **Public Service Films**

If you are interested in the current uses of films for public service training, you will be interested in a report released last October by the committee on public administration of the Social Research Council, 306 East Thirty-fifth Street, New York, N. Y. The report includes a useful catalog of films related to public service.

### **Broadcasting Library**

Under the direction of Professor Waldo Abbot, a library of broadcasting has been established at the University of Michigan, Ann Arbor. The purpose of the library is to gather all material that will be of value to future broadcasters, advertising specialists and students of broadcasting. Any contributions will be greatly appreciated, according to information received.

### **Motion-Picture Handbook**

A new book entitled "Film and School: A Handbook in Moving Picture Evaluation" has been prepared recently by the committee on standards for motion pictures and newspapers of the National Council of Teachers of English. Teachers of motion-picture appreciation will find the book extremely valuable. For further information write to the D. Appleton-Century Co., 35 West Thirty-Second Street, New York City.

In the field of engineering training, the cooperative plan has come to be fully recognized by educational authorities and industrial concerns. It is therefore not without significance that the Society for the Promotion of Engineering Education, at its 1936 meeting at the University of Wisconsin, Madison, the thirtieth anniversary of the establishment of the cooperative plan of education, awarded Dean Schneider, founder of the University of Cincinnati plan, the prized Lamme medal which is awarded annually by the society to a technical teacher who is outstanding or who has made an important contribution to the art of technical training. Dean Schneider is the ninth person to receive this honor.

### **Classroom Use of Radio**

An elaborate series of radio programs to supplement the regular classroom work in the public schools has been launched in Chicago. The plans were made following the successful use of radio in keeping pupils abreast of their work during an infantile paralysis epidemic which closed the schools in Chicago last year. For further information write Harold W. Kent, director of the Chicago Radio Education Council, Board of Education, Chicago, Ill.

### **Teaching Requirement**

Before a teacher can receive a permanent certificate to teach in the public schools of Pennsylvania, she must first pass a course in visual education. As a regular part of the visual course at the Indiana, Pa., State Teachers College, students are taught how to operate various types of projectors.

### **High School on the Air**

Tom Richardson has organized an active group of student broadcasters at Flathead County High School, Kalispell, Mont. Students present weekly programs over Station KGEZ from the high school's own broadcasting studio. The programs are heard in every classroom over the school's public-address system, as well as in schools in surrounding districts, which tune in regularly and report the broadcasts to be excellent supplements to class work.

### **Educational Radio Script Exchange**

School groups interested in educational radio may receive practical assistance through the services of the Script Exchange. A large selection of radio scripts and several supplementary aids to production are available free of charge. For further information write to the United States Department of the Interior, Office of Education, Educational Radio Script Exchange, Washington, D. C.

GORDON STUDEBAKER





# New Government Aids FOR TEACHERS



by MARGARET F. RYAN

**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

● A 30-page illustrated folder containing an animated highway map and thumbnail sketches of the 26 national monuments of the southwestern part of the United States administered by the National Park Service, is available free upon application to the National Park Service, United States Department of the Interior, Washington, D. C. (See illustration.)

● *Youth—A World Problem*—A study of youth conditions, movements, and programs in 58 countries of the world, published by the National Youth Administration of the Works Progress Administration, provides students of youth and its problems with a new textbook. Copies sell for 25 cents each.

● *Construction of Private Driveways*, Department of Agriculture, Miscellaneous Publication No. 272, contains suggestions as to steep grades and retaining walls; provisions for drainage; materials for drives; construction with materials of gravel type, with bituminous materials, with concrete, and with brick; widths for straight and curved drives; staking out drives; and turning areas and street entrances. Price, 10 cents.

● *Homemade Bread, Cake, and Pastry*, Farmers' Bulletin No. 1775 (10 cents), a guide for baking at home the typical yeast and quick breads and the usual types of pastry and cake. Through the discussion of materials it also offers help in the choice of commercial baked products and includes scorecards designed for use in judging home-baked products at fairs and community demonstrations. Contains a number of recipes, including popovers, griddlecakes, waffles, fritters, bread, biscuits, gingerbread, shortcake, piecrust, cakes, cookies, and doughnuts.

● Parents' talks with children (6 to 10 years of age) regarding life and its reproduction are given in V. D. Bulletin No. 59 published by the United States Public Health Service. A remittance of 10 cents should be sent to the Superintendent of Documents, Washington, D. C.

● *Use of Concrete on the Farm* discusses the requirements of good concrete for different purposes and describes methods of building some simple concrete structures useful on the farm, such as, pavements, feeding floors, curbs, walks, steps, driveways, culverts, barn floors, and tanks and troughs. Farmers' Bulletin No. 1772. Price, 10 cents.



Montezuma Castle, Ariz.

● For an account of the history and activities of the Department of the Interior, the National Resources Committee, and the Federal Administration of Public Works, write to the Superintendent of Documents, Washington, D. C., for a copy of *Back of the Buffalo Seal*, a 112-page illustrated bulletin selling for 20 cents.

● Estimated speeds, measured speeds, variations in speed, and table of speeds of birds in flight are given in Department of Agriculture Circular No. 428, *Flight Speed of Birds*, a copy of which may be had for 5 cents.

● *The Indian Population of the United States and Alaska, 1930*, a Bureau of the Census publication, presents data on the Indian population by States and counties, Indians by stock and tribe, classification by admixture of blood, age distribution, marital conditions, school attendance, illiteracy, inability to speak English, occupations, Indian farm operators and farms operated by Indians, and the Indian population of Alaska. Contains numerous tables and charts. Cost, 25 cents.

● Factual information on industrial welfare facilities in various establishments is given in Public Health Bulletin No. 236, *Evaluation of the Industrial Hygiene Problems of a State*. (15 cents.) The number of persons exposed to the various materials in the principal industries is shown, and a list of equipment useful in the conduct of engineering and medical studies in industrial hygiene is included, as well as information with reference to the development of a library on industrial hygiene.

● Since its organization in 1910, the Bureau of Mines has actively assisted companies and organizations connected with the mineral industries in conducting first-aid and mine-rescue contests by providing instructors to train teams and judges and other officials; by furnishing problems and outlines for working them, score cards, and contest rules; and by assisting in other ways. *Suggested Procedure for Conducting First-Aid and Mine-Rescue Contests*, Technical Paper 579 of the Bureau of Mines, United States Department of the Interior, gives the history and scope of these contests. Price, 10 cents.

● A map of the United States, including Alaska and Hawaii, 36 by 26 inches, showing the recreational areas with connecting railways and airways, is available free from the National Park Service, United States Department of the Interior, Washington, D. C. National parks, national military parks, and national historical parks are indicated in lavender; national monuments, national military monuments, battlefield sites, national cemeteries, and memorials, in blue; Indian reservations, in yellow; national forests, in green; and game and bird reserves, in orange. An asterisk shows the location of State parks and other recreational areas. The population of the cities and towns, according to the 1930 census, is indicated by different-sized type. Areas shown on the map are listed by State on the reverse side with a brief annotation of their extent and characteristics.

# Grade Enrollment in Urban and Rural Schools 1931-32 to 1935-36

by Emery M. Foster, Chief, Statistical Division

★★★ Enrollment changes that have taken place in urban and rural schools in the 4 years from 1931-32 to 1935-36 are shown in percent on the accompanying table.

The percentage of the total number of pupils who are enrolled in the elementary grades decreased from 77.2 to 73.1 percent in urban schools and from 85.0 to 81.7 percent in rural schools. The number of pupils enrolled, however, decreased 5.8 percent in urban schools and only 1.7 percent in rural schools. From 1932 to 1934 there was a decrease in the enrollment in every grade through the sixth in urban schools but only through the second in rural schools.

Except for kindergartens, the urban decreases are much larger than the rural. From 1932 to 1936 the first and second grade enrollments in urban schools decreased 12.9 and 12.5 percent, one-eighth of the total. These grades in rural schools decreased only 8 and 4 percent, respectively. All of these figures reflect the effect which the decreasing birth rate, greatest in urban places, is having on school enrollments.

Kindergarten enrollments decreased 12.7 percent in urban schools from 1932 to 1936 and 43.9 percent in rural schools. However, although they continued to decrease in urban schools during both bienniums, in the second biennium the rural schools recovered much of the loss in the first biennium.

The figures for high-school grades tell a different story. They all show increases, both with respect to the proportion of the total number of pupils enrolled in high-school grades and the number enrolled. The greatest gains are in the rural schools. There were almost one-fourth more pupils in each of the second, third, and fourth years of high schools in rural places in 1936 than in 1932 and over 20 percent more in high-school grades combined.

All figures given are based on enrollments of pupils attending urban and rural schools. They would be somewhat different if they were enrollments of pupils residing in urban and rural places. The urban figures are large, due to the ever-increasing number of pupils from rural places who are attending school in urban places because of increased transportation and consolidation arrangements.

The rural figures, for the same reason, are small. This means that the real increases of

TABLE I.—Percent of total enrollment in each grade 1931-32, 1933-34, 1935-36, and percent of increase or decrease in enrollment

Grade	Urban					
	Percent of total enrollment in each grade			Percent of change in number enrolled from—		
	1931-32	1933-34	1935-36	1932-34	1934-36	1932-36
1	2	3	4	5	6	7
Elementary:						
Kindergarten.....	4.8	4.4	4.2	-9.4	-4.0	-12.7
First.....	11.6	10.6	10.2	-8.3	-5.1	-12.9
Second.....	9.7	9.0	8.6	-7.7	-5.2	-12.5
Third.....	9.3	9.0	8.6	-3.6	-5.1	-8.6
Fourth.....	9.2	9.0	8.6	-1.8	-3.5	-6.0
Fifth.....	9.1	8.8	8.7	-3.3	-8	-4.9
Sixth.....	8.5	8.4	8.6	-1.7	+2.6	+8
Seventh.....	7.9	8.4	8.3	+6.1	-1.4	+4.6
Eighth.....	7.1	7.4	7.3	+4.9	-2.1	+2.7
Total.....	77.2	75.0	73.1	-2.9	-2.9	-5.8
High school:						
First.....	7.9	8.1	8.7	+3.0	+7.8	+11.0
Second.....	6.3	7.0	7.4	+8.0	+6.8	+17.4
Third.....	4.8	5.4	5.8	+11.7	+6.1	+18.5
Fourth.....	3.8	4.5	5.0	+16.7	+10.8	+29.3
Total.....	22.8	25.0	26.9	+9.1	+7.7	+17.4
Grand total.....	100	100	100	-2	-2	-4

Grade	Rural					
	Percent of total enrollment in each grade			Percent of change in number enrolled from—		
	1931-32	1933-34	1935-36	1932-34	1934-36	1932-36
8	9	10	11	12	13	
Elementary:						
Kindergarten.....	0.7	0.2	0.4	-70.9	+93.0	-43.9
First.....	18.5	17.9	16.7	-1.8	-6.4	-8.0
Second.....	11.6	11.3	10.8	-1.1	-2.9	-4.0
Third.....	11.1	11.1	10.6	+1.6	-3.9	-2.4
Fourth.....	10.7	10.7	10.3	+1.6	-2.9	-1.3
Fifth.....	9.8	9.9	9.7	+2.8	-1.2	+1.5
Sixth.....	8.9	9.0	9.1	+2.3	+5	+2.8
Seventh.....	7.7	8.4	8.2	+9.7	-5	+9.2
Eighth.....	6.0	4.6	5.9	-21.8	+30.7	+2.2
Total.....	85.0	83.1	81.7	-8	-9	-1.7
High school:						
First.....	5.3	6.0	6.2	+14.4	+3.3	+18.1
Second.....	4.0	4.7	4.8	+20.2	+2.7	+23.4
Third.....	3.1	3.7	3.7	+22.9	+2	+23.1
Fourth.....	2.6	2.5	3.6	-3.9	+30.7	+25.6
Total.....	15.0	16.9	18.3	+14.5	+6.4	+21.8
Grand total.....	100	100	100	+1.5	+3	+1.9

Grade	Urban and Rural					
	Percent of total enrollment in each grade			Percent of change in number enrolled from—		
	1931-32	1933-34	1935-36	1932-34	1934-36	1932-36
	14	15	16	17	18	19
Elementary:						
Kindergarten.....	2.6	2.3	2.3	-14.2	+0.8	-13.5
First.....	15.0	14.1	13.3	-5.4	-5.0	-10.2
Second.....	10.6	10.0	10.0	-5.2	-2.8	-7.9
Third.....	10.1	10.0	9.6	-1.9	-3.3	-5.2
Fourth.....	9.9	9.7	9.5	-6	-2.9	-3.5
Fifth.....	9.4	9.2	9.2	-1.2	-0	-1.2
Sixth.....	8.7	8.7	8.8	+4	+1.4	+1.8
Seventh.....	7.8	8.3	8.3	+6.5	-2	+6.3
Eighth.....	6.4	6.5	6.6	+2.3	+1.1	+3.5
Total.....	80.5	78.8	77.6	-1.8	-1.8	-3.5
High school:						
First.....	6.8	7.0	7.5	+4.4	+6.2	+10.8
Second.....	5.3	5.8	6.2	+11.0	+5.2	+16.8
Third.....	4.1	4.6	4.7	+13.4	+3.3	+17.1
Fourth.....	3.3	3.8	4.0	+15.3	+5.9	+22.1
Total.....	19.5	21.2	22.4	+9.9	+5.2	+15.7
Grand total.....	100	100	100	+5	-3	+2

rural upper elementary and high-school pupils attending school have been greater than the figures show. Data are not available, however, on the extent to which pupils from rural places are attending urban schools. It is estimated that more than 10 percent of pupils residing in rural places attending high school go to schools in urban places.

★★★

## A. A. S. A. Officials

Following the Atlantic City convention of the American Association of School Administrators, these new officers for 1938-39 assumed their responsibilities:

President, John A. Sexson, superintendent of schools, Pasadena, Calif.

First vice president, C. B. Glenn, superintendent of schools, Birmingham, Ala.

Second vice president, Paul T. Rankin, supervising director, Research and Information Service, Board of Education, Detroit, Mich.

Member of the executive committee, J. W. Ramsey, superintendent of schools, Fort Smith, Ark.

# Parents' Study Groups

by Ellen C. Lombard, Associate Specialist in Parent Education

★★★ Study or discussion groups have become one of the accepted instrumentalities used by parents in getting the practical help they need in order to understand their problems of family living, and to help solve them.

The objectives of parents who make up these groups are generally: To learn to think through their situations, to analyze them, and to apply the knowledge they get to their own individual needs.

When parents meet in study groups they learn from each other as well as from the leader. They share with other parents some of the details of their daily experiences. A study group then should be a project in co-operative thinking as well as a center for discussion.

Two types of study groups are found in many places, groups of parents which are led by either an expert or by a lay leader, and groups of active or prospective lay leaders under the leadership of the director or professional leader in parent education.

## Extent of Groups

It is impossible to estimate the number of parents' study groups in the United States under various auspices. In many large cities groups are being conducted under the direction of a trained leader in the public-school system. Among such cities are: Albany, Binghamton, Schenectady, Syracuse, and Rochester, New York; Grand Rapids, Michigan; Dallas, Fort Worth, and Houston, Texas; Long Beach, Pasadena, and other cities in California.

Probably the largest number of parents enrolled in study groups is connected with parent-teacher associations of the National Congress of Parents and Teachers. It was reported in 1937 that more than 8,000 groups with a membership upward of 184,000 parents were under instruction in 37 States.

Other organizations such as the Child Study Association of America and the American Association of University Women organize and conduct study groups of parents.

## Leadership

The problem of securing effective leaders for groups continues to be unsolved in many communities. In the cities in which professional workers are engaged in training lay leaders on the job it is reported that as yet there are not enough lay leaders to meet the increasing demand. It must be remembered that in some cities in which parent education is a part of the school system lay leaders are not trained by the directors. As a result, the expert in charge carries the whole program of



A parent-education class in Baltimore.

administration of parent education and leading parents' groups. Examples of this situation are reported in Dallas and Fort Worth, Tex.

## Programs

Programs of parents' study groups vary in accordance with the needs of the members of each group. Special devices are often used by leaders to discover the needs. Sometimes a check list of subjects known to be of common interest to parents is distributed and when checked by the parents and returned the list is used as a guide in preparing the program of discussion topics.

No one method of procedure is used by study group leaders. Sometimes the lecture method is used followed by discussion by the group; again, the group may be able to use the discussion method; or, the outline of a book may be used followed by contributions from the group; or, a listening group may be using a radio lecture with discussion following the lecture.

The program for 1937-38 in Rochester, N. Y., where two trained specialists in parent education are now employed by the school system offers, (1) opportunity for training of active or prospective lay leaders and, (2) op-

portunity for parents to meet in study groups led by lay leaders. The program for leadership training included:

Directed observation of young (3-4 years old) children, limited to 15 mothers, weekly for eight meetings.

The Child: His First Eight Years—weekly for half year.

Growing into Adolescence—weekly for half year.

Youth and the Community—weekly for half year.

### Leadership:

a. Philosophy and method of group leadership—alternate weeks for half year.

b. Method for organizers—alternate weeks for half year.

In addition to this program a forum on family life was offered at which the methods were (1) small panels, (2) three-way conversations, (3) summary of a research study, and (4) reports of class discussions of young people, held in advance. Discussions centered around topics relating to the independence of children, bribes and incentives, the social needs of youth, and late hours.

In Albany, N. Y., where there are also two full-time parent education experts employed in the public schools, it has been reported that the work has almost reached the goal of complete lay responsibility for the conduct of

parents' groups. This releases the time of the director for supervision of lay leaders and for reaching an increasing number of persons in the community. Sixty-three active and potential lay leaders were reported in Albany to have been under instruction in 1937. In a self-evaluation of the experience as lay leaders, the following specific gains were mentioned: Understanding and practice of mental hygiene principles; broadened understanding of the job of parenthood, and significance of membership in the community; improvement in their own family relationships; better understanding of other peoples' point of view; development of new interests; and renewed interest in neglected activities. The number enrolled in parent education for leadership training during 1936-37 was reported to have been 169 persons.

### Professional Leadership

In some cities such as Dallas and Fort Worth, Tex., where programs are carried by professional leaders, no training feature is carried on. It has been pointed out by some of the experts that parents groups object to lay leadership after they have once become accustomed to a professional leader. However, as may be expected in this type of adult education, lay leaders frequently emerge from the groups under expert guidance.

An experiment in parent education is now (1938) in progress in Muskogee, Okla., through which parents of children in every grade in every school in the city are offered opportunity to attend study group meetings. The program is directed by a trained parent education worker whose title is that of home counselor. In addition to meetings for parents whose children are in school, study groups are arranged for parents of children of pre-school age in different parts of the city. At these centers the program includes such subjects as play and play equipment, books, stories, pictures, music, clothing, daily schedule, adapting the home to the small child, and answering questions.

### Prerequisites

Skill and diplomacy in leadership are prerequisites for successful work with parents. It has been said that in meeting the educational needs of parents "the first step is the generation of a feeling of genuine respect for parents' educational tasks on the part of trained, professional workers. There can never be the best outcomes so long as the school people want to do good to parents."<sup>1</sup> There are many variations as to procedures at study group meetings. Superintendent J. W. Ramsey of Fort Smith, Ark., says as to procedures for study groups in Fort Smith where a director of parent education is employed in the public schools: "The usual procedure is that of a 15- or 20-minute introductory talk by the leader, emphasizing the main

<sup>1</sup> Bulletin of the California State Department of Education, Parent education.

points in the subject chosen. This is followed by comments, illustrations, pivotal questions asked by the leader, and summary by the leader at the end of the hour. The group members are more willing to express themselves now than they formerly were, but still need encouragement and drawing out by the leader. They respond well to the use of case studies and questions referring to articles in the magazines which they have read."

### Aids to Study Groups

Scientific studies in child development, outlines for study and discussion groups, parents' questions, publications containing principles, methods, and practices in parent education are accessible to teachers and leaders if they are located near large city libraries. Some excellent materials have been issued by the American Association of University Women as guidance materials for study groups.

The Child Study Association of America has made continuous contributions to the work of parent education through the preparation of practical materials for discussion groups. Two series of Parents' Questions, Child Study Discussion Records, and Studies in Child Training are a few of the many pamphlets available from this organization. Study groups appear to be the core of the work of the association through which leaders have maintained experimental activities, standards and practices in techniques of study groups.

The universities of Iowa and Minnesota are among the institutions where excellent aids to parents groups have been prepared and distributed.

The California, Pennsylvania, and New York State Departments of Education, and other State departments, have issued handbooks, outlines, and other materials.

### Summary

There may be some similarity of local programs in States in which parent education is supervised and guided from a State department of education but the main characteristics of parent education study groups which are practically common to all programs is adherence to discovering parents' needs and to adjusting a program to meet the known needs. The programs set up therefore should be planned to meet these needs and must be flexible as to subject matter and method of procedure.

The voluntary nature of study groups calls for leaders of unusual ability, understanding, knowledge of human nature, and a winning personality.

### Report Available

Copies of the Second Annual Report of the Social Security Board are available from the Superintendent of Documents, Government Printing Office, Washington, D. C., for 30 cents each.

## Inducting CCC Enrollees Into Citizenship

(Concluded from page 286)

zanship recognition services and that Sixth Corps Area officials contemplate extending these ceremonies to the camps of every district because "such programs could be of much benefit in practically every company."

Closely tied up with enrollee citizenship ceremonies are all of the camp's activities and courses in civic training. Over half the camps now have discussion groups or forums. Practically every company has a course in citizenship, good manners, or current events. The camp newspaper is another medium for creative expression on camp and civic topics. Efforts are made by numerous companies to get public officials to address enrollee assemblies on the duties and responsibilities of their office. Law enforcement agents are asked to speak on crime prevention and public health officers on disease prevention and health practices.

Debating squads and public speaking contests have been organized for enrollees in many parts of the country, and local civic clubs and American Legion posts have offered medals and prizes to the winners. All of these camp efforts to train better citizens have pointed toward making the enrollee more conscious of his increased responsibility upon attaining his majority, and the citizenship recognition ceremony is a dramatization of this important event.

In a recent report, the Educational Policies Commission of the National Education Association maintains: "In forward-looking American schools a definite responsibility is accepted for developing good citizenship to meet the growing requirements and opportunities of American democracy." CCC camps, like the progressive schools, have also accepted their share of this responsibility.

Since its inception in April 1933, the CCC has enrolled more than 2,000,000 young men. The camps have left an imprint of some character on the lives and civic effectiveness of this vast number of youths. During the years to come, the camps will doubtless reach hundreds of thousands of other young Americans. Naturally, the role of the CCC in inducting large numbers of youths into citizenship each year is a most important and significant one.

American youth, typical of their forefathers, are eager to engage in activity and express themselves. They want something to work for and to be a part of. The CCC camp with its work projects, educational and civic outlets, affords enrollees a chance to learn to live with other people and to participate in community undertakings. In such an environment, the induction of youth into citizenship becomes a meaningful and realistic process, a natural transition from boyhood to manhood with all of its attendant responsibilities and privileges.

# Specialization Abroad

by James F. Abel, Chief, Comparative Education

★★★ That general education should continue through the junior college and specialization should begin with the advanced division is a sentiment which has been growing among educators in the United States since the 1880's. During the depression financial difficulties gave it something of a set-back but it is still strong. Along with it runs the idea that the college should give the general training and the university only highly specialized work in distinctly narrowed fields.

Setting aside financial, administrative, and other considerations and dealing with the question from an educational standpoint, the wisdom of organizing instruction in the way proposed seems to depend much on what is meant by general education. No pun is intended in writing that the term is itself too general to be of much value. While specialization has a more definite meaning, it also is not entirely clear. One can find it used as a synonym for advanced or even for professional. Acquiring a broad, liberal education could be a specific aim in life and thus become in itself a type of specialization.

Most of the discussion in the United States with regard to general education and specialization has been around higher education within this country. It would not be out of place to widen the field by including other levels of instruction and other countries.

Every child has an intense kind of specialization thrust upon him when he learns to talk. He is forced to use his mother tongue to the exclusion of all other languages and throughout his life he will receive and communicate thought in that special combination of sounds. Taking mankind as a whole, the percentage of exceptions to that is small. Nor is the situation likely to change. An international language for commercial purposes may come soon; it is not probable that one will reach into home life in any country. Throughout his educational career that specialization continues; the language and literature of his country are first in importance when he is a youngster in the primary grades; in the secondary school a high proportion of his time is given to them; and his university studies will be taken mainly through the national language. History, the national history, is a subject of early and strong specialization, but it is not continued so long as the language.

## Post-Primary Specialization

Vocational training enters the scheme early as a bias. Necessity or environment compels it. In many countries, for many children, it begins when the primary school curriculum is completed. An ordinary elementary school curriculum in Japan is 6 years in duration.

Children that come from it may enter any of a great variety of technical schools that give courses ranging from 2 to 4 years. About 343,000 pupils were enrolled in 1,069 such schools in 1935. An especially interesting phase is that yearly a few boys who are not eldest sons are selected from the most advanced classes of the agricultural and fishery schools and given practice courses in South Sea colonization. The junior technical schools, junior housewifery schools, and junior commercial schools in England are also examples of this type of post-primary specialization. Belgium, Czechoslovakia, Denmark, and France have such schools in large numbers. They are in nearly every country and make for strong specialization while the children are still in their early teens.

A less intensive type of special post-primary training is—to cite another instance from Japan—that given in the advanced elementary schools which adds 2 years to the ordinary 6-year elementary school curriculum. In those final years from one-fifth to one-sixth of the time is taken by vocational training suited to the needs of the locality. The higher primary schools of France are of this kind. The selective central, nonselective central, and senior schools recommended for England and Wales in the Hadow report have something of the same character.

## Secondary Specialization

In secondary schools in the United States, specialization is provided in a comparatively small amount in special schools of agriculture, and technical, vocational, and commercial high schools. In much larger degree it is allowed in the wide choice of elective studies open to most pupils. In Germany, until within the last year or two, children that had completed 4 years of the primary school course—as early as 10 years of age—began to take special training for admission to a higher institution of one kind or another. And within that, selection could be made from three main kinds of schools, gymnasia, real gymnasia, and real schools, each of which offered a curriculum strongly biased: The gymnasium, in the Greek and Roman classics; the real gymnasium, in modern languages; and the real school, in mathematics and science. Besides these there are large numbers of purely technical, agricultural, vocational, and home-making schools, as well as teacher-training institutions of secondary rank.

## Italy and Germany

The school system of Italy is characteristically similar to that of Germany. It has the same early and marked bifurcation for those

who will and those who will not attend the universities and other higher institutions. For those who will, the choice of secondary schools, also made when the child is about 10 years old, lies between the classical gymnasium-lyceum, scientific lyceum, and technical institute. For all those who probably will never engage in university study are the normal institutes and several kinds of vocational and technical schools that offer many types of specialized courses that have been formulated after much study. For example, the technical agricultural institutes in their higher classes have six different lines: Vine culture and enology; animal husbandry and dairy products; fruit culture, horticulture, and gardening; rural economics; tobacco culture and tobacco industry; and colonial agriculture.

These instances, marked but not extreme, serve to show how widely special training is offered on secondary levels in the stronger European countries. Naturally some of the smaller countries in Europe and on the other continents neither can afford nor need to make such extended provision.

## England and Wales

Here must be noted a somewhat curious arrangement in the examinations given in England and Wales by the eight examining agencies approved by the board of education. These examinations are classed as "first" and "second." A first examination is intended to test the knowledge of students about 16 years of age who have pursued a solid course of general education, and—

The truth seems to be that a "general education" under the influence of tradition, with both learned and unlearned members of the public, still connotes a training in languages, science, and mathematics.<sup>1</sup>

Passing it will usually admit to a university. A second examination, suitable for students about 18, is framed on the assumption that they have pursued a more specialized course for an additional 2 years. In other words, the secondary schools of England set something near the age of 16 as a good time to begin specialization in rather broad fields.

## Preprofessional Specialization

The kind of post-secondary education common in the United States that is called preprofessional and includes premedical, pre-dental, prelegal, etc., is seldom found in other countries. Having completed the secondary school of a type that leads to a university, the student is presumed to be ready to take up

<sup>1</sup> Ward, Herbert. The educational system of England and Wales and its recent history. Cambridge at the University Press. 1935. 256 p.

his professional studies at once. Uruguay is an exception to this. Following the 10 years of primary and secondary schooling, professional preparatory instruction is given sections connected with the University of the Republic at Montevideo in seven branches; medicine, law, engineering, architecture, and surveying, 2 years each; and in pharmacy and dentistry, 1 year each. In some respects the period between the first and second examinations, noted above, in England has preprofessional aspects. Denmark and France have some work in their universities that is considered as preparatory to professional study. But in the main this preliminary specialization is not embodied in the school systems of the world.

### *University Specialization*

As to the higher institutions that we are told should devote themselves entirely to highly and the most highly specialized training, the plan in many countries is to confine the "universities" mainly to philosophy, medicine, law, and theology, and their closely allied branches. Engineering, agriculture, veterinary science, forestry, mining, commerce, and similar training is each entrusted to an institution that does nothing else and is not classed as a university because it does not have the traditional four faculties. In those countries, young people select from a variety of institutions rather than from a considerable number of schools within one institution, as they may easily do in the United States. In either case the degree of specialization can be intensive but it comes rather later here than it does abroad.

An American writer says:

We have then for general education a course of study consisting of the greatest books of the western world and the arts of reading, writing, thinking, and speaking, together with mathematics, the best exemplar of the processes of human reason.<sup>2</sup>

But why specialize in the western classics to attain a general education? Not a few Chinese students come to this country who have studied the Oriental classics as well. Are they not nearer to that broad outlook that should belong to a person with a general education? France recognizes in Indochina a baccalaureate of secondary education that is based on the Oriental not the western classics. One might also ask whether mathematics is any better than physics or chemistry in training for reasoning, but that has been asked many times before.

As indicated briefly, specialization appears in the preschool days and shows in all the years of training whether they be few or many. Time was, if it began very early in life in certain subjects, Latin, Greek, and literature, that was a mark of distinction, a privilege to be had only by the children of the well-to-do, and they were perforce thought to be intellectually superior. Time was also, if it began

<sup>2</sup> Hutchins, Robert Maynard. *The higher learning in America*. New Haven, Yale University Press, 1936. 119 p.

early in certain other subjects, such as carpentry, shoemaking, weaving, or spinning, that was taken to be an indication of necessity and some derogation was attached to it. That feeling has not entirely disappeared but the social revolution of which the World War was a part, and the intelligence testing which

showed that superior brains may be found in almost any group of people have lessened its strength until folk who have specialized in attaining a general education sometimes find difficulty defending themselves among those who specialized in obtaining a special education.

## A New Home for the Library



During the years through which the library of the Office of Education has been growing it had never been housed in quarters which were at all adequate. Many times it had been moved: From the old Pension Building to the United States Department of the Interior Building and to several different places, including an open basement, in that building, and finally into another building unsuited to its needs where for 2 years the library work was carried on in the hope that the day was not far distant when better and permanent quarters would be provided.

Three years ago a committee was appointed to consider plans for a library in the new building of the Department of the Interior. Louis J. Bailey, then State librarian of Indiana, was called in as library consultant, because the whole question of the library had to be considered as well as the physical set-up in the new building.

It was decided to house together the libraries of the Office of Education, the Bureau of Mines, the Office of Indian Affairs, and the National Park Service. These libraries contain about 280,000 volumes. In April 1937 they were moved into the new quarters.

The space allotted to the library is the first wing of the building, the first and second floors. The reading room, which is Federal colonial in style, is entered from the main lobby of the building. It is an imposing room two stories high, in gray limestone and walnut paneling. The furniture is walnut upholstered in blue leather. There are two mezzanines. One is over the entrance, and is shelved in three alcoves which serve as cubicles or studies for students doing special work. The other mezzanine is on the opposite side of the room and shelved for the filing of current periodicals. It is used as a periodical reading room. This room opens directly into the sixth or top deck of the stack, where the bound periodicals are shelved. This makes the entire periodical collection available on one floor.

The catalog and the reference collection are on the north and south sides, respectively, of the reading room. In alcoves off the reading room the current college catalogs and recent courses of study are shelved. These are all easily available and may be used without assistance by the patrons of the library.

Opposite the main entrance is the loan desk. It is equipped with a system of vacuum tubes

connecting with each deck of the stack. The desk itself is simple in outline, made of walnut with a harmonizing cork top. Inside are shelves and drawers providing space for the necessary equipment.

The reading room occupies about one-third of the length of the wing of the building. The rest of the space is taken by the stack, of which there are three decks below the main floor and two above. The stack has a book capacity of 400,000 volumes. It is compactly built and with its elevator and three book lifts is convenient and easily accessible.

### *Locations*

The Bureau of Mines library is housed on the second floor with direct access from the second wing. The reading room, finished in pine with blue leather upholstered chairs, is built between the first two wings of the building. It opens directly on the sixth deck of the stack where shelf room has been assigned for the collection.

The book collections of the National Park Service and the Office of Indian Affairs are small, but each is an excellent nucleus about which a fine specialized collection should develop.

The workrooms are conveniently situated. The cataloging room opens into the catalog alcove, and into the book stack. The offices are on the south side of the stack and open directly into it.

With added space for books and personnel, the services of the library may be considerably expanded. It will be possible to develop the various collections which were begun in the past but have waited for a favorable time to grow. One of the most interesting of these is the collection of old textbooks which were packed in boxes and stored in the basement for years. A listing of these is now being made and gaps in the collection will be filled as fast as funds and opportunity permit.

The use of the library has increased since the establishment in the new building. About 7,100 people used the reading room during the months from July to November. More than 3,000 books were circulated over the loan desk and 123 interlibrary loans were sent out to other libraries during the same period.

It is hoped that the library may render an ever-increasing service to students of education and to educational libraries.

SABRA W. VOUGHT

# Determining Difficulty of Reading Materials

(Concluded from page 276)

give to the readers, and the difficulty they present in structure, style, and quality and density of ideas; when we grow more critical of materials of all kinds, more able to determine who can and will read them, we shall be able to bring reader and book into a happier and more congenial relationship.

## References

- (1) Upton, R. H. Books Wanted. *Nation's Schools*, 19:43. June 1937.
- (2) Huber, Miriam (Blanton). *The Influence of Intelligence Upon Children's Reading Interests*. New York, Teachers College, Columbia University, 1928. 44 p.
- (3) McAdams, Mary Ann. *The Effect of Guidance on the Reading Interests of Tenth Grade Pupils*. Unpublished Master's Thesis. Department of Education, University of Chicago, 1933. 110 p.
- (4) Cheney, O. H. *Economic Survey of the Book Industry*. New York, National Association of Book Publishers, 1931. 337 p.
- (5) Bryson, Lyman. *The Textbook of the Future*. *Elementary English Review*, 14:55-7. February 1937.
- (6) Waples, Douglas. *People and Print*. Chicago, University of Chicago Press, 1937. 228 p.
- (7) Thorndike, E. L. *The Teachers Word Book*. New York, Teachers College, Columbia University, 1921. 134 p.
- (8) Gates, Arthur I. *A Reading Vocabulary for the Primary Grades*. New York, Teachers College, Columbia University, 1926. 24 p. Horn, Ernest: *The Commonest Words in the Spoken Vocabulary of Children Up to and Including Six Years of Age*. *Twenty-Fourth Yearbook of the National Society for the Study of Education, Part I*. Bloomington, Ill., Public School Publishing Co., 1925. p. 186-198. Fitzgerald, J. A.: *Vocabulary of Children's Letters Written in Life Outside of School*. *Elementary School Journal* 24:358-70. January 1934. Dale, Edgar: *Familiarity of 8,000 Common Words to Pupils in the Fourth, Sixth, and Eighth Grades*. Unpublished study, Bureau of Educational Research, Ohio State University, 84 p. Buckingham, B. R. and Dolch, E. W.: *A Combined Word List*. Boston, Ginn & Co., 1936. 185 p.
- (9) Cornell, Ethel. *A Beginning Reading Vocabulary for Foreign-born Adults With Special Reference to Those Who Cannot Read in Any Language*. University of the State of New York Bulletin, No. 948, 1930. p. 24. Swenson, Elaine: *Swenson's 300 Words*. New York Times, November 5, 1933. Faucett, Lawrence, and Maki, Itsu. *A Study of English Word-Values Statistically Determined From the Latest Extensive Word-Counts*. Tokyo, Japan, Matsumura Sanshodo, 1932. 252 p. Rejall, Alfred E.: *Reading vocabularies, Thirty and One Reading Tests for Voters and Citizenship*. New York, Noble and Noble, 1926. p. 46-69; Ogden, C. K. *Basic English*. London, Kegan Paul, Trench, Trubner and Co., 1932. 96 p.
- (10) Johnson, George R. *An Objective Method of Determining Reading Difficulty*. *Journal of Educational Research*, 21:283-87. April 1930. McClusky, Howard Y.: *A Quantitative Analysis of the Difficulty of Reading Materials*. *Journal of Educational Research* 28:276-82. December 1934.
- (11) Lewerenz, Alfred S. *Measurement of the Difficulty of Reading Materials*. *Los Angeles Educational Research Bulletin* 8:11-16, March 1929. Dale, Edgar, and Tyler, Ralph: *A Study of Factors Influencing the Difficulty of Reading Materials for Adults of Limited Reading Ability*. *Library Quarterly* 4:384-412, July 1934.

- (12) Gray, W. S., and Leary, Bernice E. *What Makes A Book Readable*. Chicago, University of Chicago Press, 1935. 358 p. Thorndike, E. L.: *The Vocabulary of Books for Children in Grades 3 to 8*. *Teachers College Record*, 38:196-205, 316-23, 416-29. January and February 1937.
- (13) Gray and Leary, Op. cit. McClusky, Op. cit.; Washburne, Carleton, and Morphett, Mabel Vogel. *Grade Placement of Children's Books*. *Elementary School Journal*, 38:355-64. January 1938. Pickford, R. W.: *Some Effects of Style in Reading*. *British Journal of Psychology*, 27:292-96. January 1937.
- (14) Nolte, Karl F. *Simplification of Vocabulary and Comprehension in Reading*. *Elementary English Review*, 14:119-24, 146. April 1937.



## Parent Education

(Concluded from page 285)

study of child life at the period of adolescence. Contains outlines, questions for discussion, and suitable activity projects.

MANWELL, ELIZABETH MOORE and PRAEGER, ROSAMOND. *A course for the preparation of lay leaders of parent study groups*. Washington, D. C., American association of university women, 1933. 81 p. (Guidance materials for study groups, no. xii.)

Contains references, related readings, questions for discussion on the scope and function of parent education; background and organization of parent education; developing study groups; finding and training leaders; developing and adapting programs to present needs; methods of leadership; etc.

NATIONAL CONGRESS OF PARENTS AND TEACHERS. *Parent education yearbooks I-IV*. Washington, D. C., National congress of parents and teachers, 1930-1934. 4 v.

Vol. I. Contains a discussion of the significance of parent education, reports of the work of various organizations, and the program of the National congress of parents and teachers; Vol. II. A treatment of the lay aspects of the parent education movement; Vol. III. A source book for study groups; Vol. IV. General presentation of topics on special aspects of home-school cooperation, the adolescent, and hooks for parents and children.

NATIONAL COUNCIL OF PARENT EDUCATION. *Papers on parent education . . .* New York, National council of parent education, 1931. 146 p.

Complete text of papers on parent education given at Biennial conference of National council of parent education, Washington, D. C., November 1930.

NATIONAL SOCIETY FOR THE STUDY OF EDUCATION. *Twenty-eighth yearbook: Pre-school and parental education*. Lois H. Meek, chairman of committee. Bloomington, Ill., Public school publishing co., 1929. 869 p.

Part I deals with the history and general considerations of the movement; organization for the education of young children; provision for parental education; and the professional training of leaders. Part II deals with research in child development and with methods of educating parents.

NEW YORK. STATE EDUCATION DEPARTMENT. *Parent education in New York State*. Albany, The Department, Child development and parent education bureau, 1933. 13 p. (Parent education series. Circular 1.)

A statement for local groups interested in organizing parent education programs and parent education committees.

OSBORNE, ERNEST. *A challenge to family education*. *Parent education*, 4:21-25, October 1937.

The contribution the family and organizations make to the development of individuals in the family is discussed. Suggestions are made for group experiences which will enrich the personality of each member of the family group.

PARENT EDUCATION. *Commonwealth*. Vol. 23, no. 4, October-November-December 1936. p. 1-300. (Boston, Massachusetts department of public health.)

This is an issue wholly devoted to parent education. Short articles are included on: The need of parent education; The job of being a parent; Parent education and the well-child conference; Health supervision as parent education; and other subjects relating to parent education.

PENNSYLVANIA. DEPARTMENT OF PUBLIC INSTRUCTION. *Parent education*. Harrisburg, Pa., State department of education, 1935. 50 p. (Bulletin 86.)

One of the Pennsylvania curriculum studies. "A manual of suggestions to aid authorities in developing a program of parent-pupil-teacher relationships."

REISNER, ELIZABETH JOHNSON. *An activity program for parents in parent education*. *Teachers college record*, 36:559-65, April 1935.

With a background of experience in parents' groups, the author proposes a parent-controlled program of parent education in which the school cooperates, and shows how such a program can become a basis for the development of consultation bureaus for parents.

SCHMIEDELER, Rev. EDGAR. *Concerning your children*. Washington, D. C., National Catholic welfare conference, Family life section, 1931. 34 p.

Contains discussions of the parent education movement, religious education in the family, and children at different ages.

STODDARD, GEORGE D. *Problem of content in parent education*. *Childhood education*, 7:2 27-32, January 1931.

Report of a survey of the practices and trends in the content of materials for study groups used by six types of organizations; suggestions of what might be done to get more valid information on what is being taught in parent education; proposals to stimulate discussion; and the qualifications of good leadership to be expected of a leader, are given.

TAYLOR, CARL C. *The contributions of sociology to the field of parent education*. *Parent education*, 4: 5-8, October 1937.

Discusses the social values in human relationships and the need of education to prepare for parenthood and family life. The author emphasizes the point that training should be indirect, informal and before marriage; that personality building is a prime factor in the education of parents. !

TAYLOR, NELL BOYD. *Programs for parents*. Rev. ed. St. Cloud [Minn.], State teachers college, Department of child welfare and parent education, 1933. 48 p.

These outlines for study groups are intended particularly for rural communities. They deal with early childhood, discipline, the way children learn, the child's emotions, adolescence, and play. References to suitable books are given with each lesson.

UNIVERSITY OF TORONTO. *St. George's school for child study*. Outlines for parent education groups. *Preschool learning*. Toronto [Canada] University of Toronto press,

n. d. 77 p. (Child development series no. 5.)

An outline consisting of brief comments on mental hygiene, the plan, purpose, and technique of parent education; group discussions, home reading, home records, and references to various aspects of preschool life.

WARING, ETHEL B. Ten-year report of studies in child development and parent education. Ithaca, Cornell university, State college of agriculture, 1935. 69 p. (Bulletin 638.)

A résumé of the investigations carried on with techniques which can be applied at home as well as at school. Subjects include different aspects of personality, health, nutrition, behavior, and adult education. Also contains 69 abstracts of studies dealing with personality and guidance of young children.

WHITE HOUSE CONFERENCE ON CHILD HEALTH AND PROTECTION. Parent education. Report of the subcommittee on types, content and method of parent education. New York, Century company, 1932. 354 p.

Contains chapters on the theory and history of the parent education movement, a survey of the extent and functions of this field of education, descriptions of various programs, and methods of conducting parent education.

WITMER, HELEN LELAND. The field of parent education; a survey from the viewpoint of research. New York, National council of parent education, 1934. 81 p. (Parent education monograph no. 1.)

Discussions of researches in parent education and of the basic problems in this field with brief conclusions.



## Employment Opportunities for Beginning Stenographers and Typists

(Concluded from page 278)

comparison can be made between the number of graduates and the number of beginners under 20 years of age needed to maintain employment in shorthand, typing and bookkeeping positions at the 1930 level, consideration has to be given to the number of shorthand and bookkeeping graduates from other kinds of schools.

### Information Lacking

No information has been collected to show the number of beginning stenographers and bookkeepers graduated each year from private schools, private high schools, preparatory and finishing schools, parochial schools, junior colleges, and the 232 accredited colleges and universities offering instruction in shorthand, typewriting and bookkeeping or elementary accounting. The enrollment reports from private business schools for the year 1933 justifies an estimate of 125,000 beginning stenographers trained in 1933-34. The shorthand graduates from other kinds of schools named, totaled at least 5,000 in that year. Hence, about 130,000 shorthand graduates were available in 1933-34 to compete with the 66,000 graduates from the high schools for

the 74,000 or less stenographic or typewriting positions in which workers aged less than 20 were employed.

While many of the graduates from these other schools were more than 20 years of age, to the extent that they were willing to accept positions formerly filled by workers aged less than 20 years, this older group competed with the high-school graduates. The average graduate from these schools usually was superior in many respects to the average graduate from a high-school shorthand course; and so was preferred by most employers. As a matter of fact, the supply of these more mature, beginning stenographers graduated from schools above the high school is now so large that high-school trained stenographers when they leave school have little chance of finding employment as stenographers. One exhaustive follow-up study made in 1934 in Denver shows that from a total of 568 girls completing a high-school shorthand course, but 105 were employed in stenographic or secretarial positions; and from 58 boys graduated as stenographers, but 2 were employed for that kind of work.

### Bookkeeping Chances

When the chances for the 56,000 high-school bookkeeping graduates finding employment in the 36,000 bookkeeping and cashiering positions in 1934 are estimated, consideration has to be given to the influence on these chances of the 80,000 bookkeepers trained in private commercial schools, and the additional thousands graduated from parochial schools, junior colleges, and the 436 accredited colleges and universities teaching bookkeeping and accounting. That the chances for the high-school graduates are small is shown in follow-up studies, such as that made in Denver in 1934 which revealed that 9 boys were employed in positions apparently requiring a knowledge of bookkeeping techniques out of 43 boy bookkeeping graduates; and but 3 girls out of 12 girl bookkeeping graduates, a total of 12 out of 60 graduates. Employment opportunities for bookkeeping graduates are not much greater than 1 out of 5 in Denver; certainly not that good in the average community when only positions requiring a knowledge of bookkeeping techniques such as are taught in high school are considered.

The graphed trends for employment in these two kinds of office occupations and for enrollment in the subjects assumed to prepare for these kinds of employment are for the country as a whole. The trends in some States diverge more than for the country as a whole; in other States the trends diverge only slightly. The chances for employment in these occupations for graduates in the several States vary widely. However, in 35 States the calculated number of high-school trained stenographers exceeds the estimated number of positions to be filled by youth under 20 years of age; in 45 States the bookkeeping graduates exceed the number of bookkeeping positions in which workers under 20 years of age were employed.

Those interested in graphing trends in their respective States, or cities (if the population is over 100,000), can get the data on employment by age groups and occupations from the census reports on occupations, copies of which usually are in the public library.

Apparently employment opportunities for high-school trained stenographers and bookkeepers are decreasing, largely because of the increasing supply of beginning stenographers and bookkeepers graduated from institutions requiring for entrance completion of a high-school course, such as the junior colleges, the accredited colleges, and the better private business schools. The decreasing occupational value of shorthand and bookkeeping as preparation for employment on completing high school is contributing much to the occupational and economic maladjustment of youth and to increasing social discontent and personality disintegration, so commonly reported today.

High-school administrators who want to take the constructive measures necessary for developing commercial courses which will have greater vocational preparatory and social adjustment values than the shorthand and bookkeeping courses, may wisely do one or all of the following:

1. Make a follow-up study of recent graduates and drop-outs from their commercial courses to find out exactly in what kinds of office and store positions these youth are employed in the school service area;
2. Make a survey of the initial employment of young beginners in offices and stores in the community to find out the local opportunities for employment in commercial occupations;
3. Interview selected employers and the managers of employment bureaus, both public and private, to learn from these men about the educational and personal requirements for employment in the different kinds of office and store positions in the community filled by high-school graduates;
4. Set standards for admission to advanced shorthand and bookkeeping classes which will help limit the number enrolled to the number having a fair chance of finding employment in these kinds of office work. The attainments in first term typewriting, shorthand, bookkeeping, elementary business, and English courses can all be considered along with a personality rating;
5. Develop courses preparing for general clerical, and store service positions, in which high-school graduates have a far greater chance of finding employment than in shorthand or bookkeeping positions;
6. Include in the commercial curriculums a wider variety of social business subjects, including business behavior, and see that these subjects are taught so as to make the maximum possible contribution to economic adjustment in the community;
7. Publish the results of these surveys so as to help show pupils and parents that employment opportunities for high school trained stenographers and bookkeepers are very small;
8. Provide adequate vocational guidance service wherein the counselors are required to base their recommendations upon facts, not upon their unfounded opinions.





## New Books and Pamphlets

### Visual Education

Audio-Visual Aids to Schools, Colleges, and Adult Study Groups. Chapel Hill, N. C., The University of North Carolina Press, 1937. 47 p. (University of North Carolina Extension Bulletin, vol. 17, no. 2.) Free.

A list of films available on a loan basis from the university extension division and other sources. Indicates films definitely correlated with the science course of study, grades four to nine.

"1001 and One", The Blue Book of Non-Theatrical Films (13th ed.) Chicago, Ill., The Educational Screen, Inc., 1937. 100 p. 75 cents. (To Educational Screen subscribers, 25 cents.)

This annual directory classifies the films into 145 subject matter groups with detailed information on each film.

### English Teaching

Entrance English Questions Set by the College Entrance Examination Board 1901-36, compiled for the board by Winifred Quincy Norton. 3d ed. Boston, Ginn & Co., 1937. 273 p.

This volume includes all the questions in English set by the board since its beginning in 1901.

Reading for Fun, For Boys and Girls in the Elementary School. Prepared for the National Council of Teachers of English with the cooperation of its Committee on recreational reading list for elementary schools, Eloise Ramsey, chairman and editor. Chicago, Ill., National Council of Teachers of English (211 West Sixty-Eighth St.) 1937. 104 p. illus. 20 cents.

A friendly guide to books that boys and girls will enjoy reading "on their own."

### Teaching Methods

The Demonstration School of the Trenton State Teachers College, by Forrest A. Irwin and Alice C. Smithick. Trenton, N. J., State Teachers College, 1937. 61 p. (Studies in Education, no. 4.) 25 cents.

Presents the history and present organization of the demonstration school; includes three typical units as illustrative of the objectives and procedures, which the school uses.

Improving Social Studies Instruction. Washington, D. C., Research Division, National Education Association, 1937. p. 187-258. (Research Bulletin of the National Education Association, vol. 15, no. 5.) 50 cents.

Discusses instructional problems and practices in the elementary grades, junior and senior high schools; includes a list of tests, texts, and supplementary books frequently used.

### Kindergarten-Primary Education

Foundations in Arithmetic, compiled by Ada Polkinghorne with the editorial assistance of Edwina Deans, F. B. Knight, Clifford Woody.

Washington, D. C., Association for Childhood Education, 1937. 32 p. 35 cents.

Contents: Foundations—The place of arithmetic in the curriculum of the primary grades.—Teaching meanings.—Making arithmetic meaningful.—First grade preparation for teaching number concepts.—Teaching number concepts.—Practical illustrations.—Number experiences preceding addition.—Introducing the concept of subtraction.—Making multiplication meaningful.—How division is made meaningful.

The Horace Mann Kindergarten for Five-Year-Old Children, by Charlotte Gano Garrison, Emma Dickson Sheehy, Alice Dalglish. New York, Bureau of Publications, Teachers College, Columbia University, 1937. 146 p. illus. \$1.85.

Describes experiences which the school has found profitable, and which, with proper adaptation, may aid other schools in developing and improving their plans for teaching.

### For School Libraries

Biography in Collections Suitable for Junior and Senior High Schools, by Hannah Logasa. Revised and enlarged ed. New York, H. W. Wilson Co., 1937. 132 p. \$1.25.

A biographical and subject index of collective biography found most useful for high school pupils; a reference tool for both high school and public librarians.

### Youth

How Fare American Youth? By Homer P. Rainey with the collaboration of Arthur L. Brandon, M. M. Chambers, D. L. Harley, Harry H. Moore, and Bruce L. Melvin. New York, D. Appleton-Century Co., 1937. 186 p. \$1.50.

A report to the American Youth Commission of the American Council on Education; the volume is devoted to an analysis and statement of the problems of youth in America.

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.

AAB, ANNE E. Personal study to discover some of the common factors in the experience and background of girls attracted to the Girl Scout movement of Onondaga County. Master's, 1937. Syracuse University. 38 p. ms.

BENNETT, FRED A. Development of the supervisory district in New York State. Master's, 1937. Cornell University. 144 p. ms.

BORIKOVA, E. S. Education in Bulgaria from the first kingdom, 865 A. D. to the liberation, 1878, A. D. Master's, 1934. Boston University. 73 p. ms.

BROWN, H. A. Certain basic teacher education policies and their development and significance in a selected State; a historical and interpretative study of certain aspects of teacher education in New Hampshire which represent significant developments in the professional preparation of

teachers in the United States. Doctor's, 1936. Teachers College, Columbia University. 184 p.

BRYNER, L. K. Study of the qualitative requirements for the bachelor of arts degree in representative American universities and colleges. Master's, 1935. American University. 63 p. ms.

CLEMENTE, TITO. Comparative study of the vocabularies of Philippine and American readers for the first grade. Doctor's, 1937. Columbia University. 115 p.

CRAWFORD, J. E. Study of 909 biological terms. Master's, 1937. George Washington University. 91 p. ms.

GILLSON, M. S. Developing a high-school chemistry course adapted to the differentiated needs of boys and girls. Doctor's, 1937. Teachers College, Columbia University. 95 p.

HADDOW, ANNA. History of the teaching of political science in the colleges and universities of the United States, 1636-1916. Doctor's, 1937. George Washington University. 407 p. ms.

HAEFNER, GEORGE E. Critical estimate of the educational theories and practices of A. Bronson Alcott. Doctor's, 1937. Teachers College, Columbia University. 130 p.

HOLTZCLAW, D. V. Study of the relationship between intelligence and the ability to sing in tune as judged by classroom teachers. Master's, 1937. Syracuse University. 60 p. ms.

HOWLETT, ELIZABETH. A civic slant on child training in the preschool years. Master's, 1937. Boston University. 137 p. ms.

JELINEK, H. J. The work of Rudlof Schulze in experimental education. Doctor's, 1937. New York University. 153 p. ms.

MILLARD, T. M. Survey of attitudes concerning suggested topics in American government as given by adults in Chautauqua County, Kansas. Master's, 1937. University of Kansas. 85 p. ms.

MURPHY, L. B. Social behavior and child personality. Doctor's, 1936. Teachers College, Columbia University. 344 p.

OBERHOLTZER, E. E. An integrated curriculum in practice: a study of the development, installation, and appraisal of a certain type of integrated curriculum in the educational program of the public elementary schools of Houston, Tex. Doctor's, 1934. Teachers College, Columbia University. 218 p.

PENDLETON, F. M. A guide to books and stories for Christian education. Master's, 1936. Eastern Baptist Theological Seminary. 40 p.

PRITCHARD, M. C. Mechanical ability of subnormal boys. Doctor's, 1937. Teachers College, Columbia University. 73 p.

PROFFITT, M. M. Guidance in public school systems with special reference to high school occupational information courses and high school clubs. Doctor's, 1936. American University. 425 p. ms.

RICHARDSON, M. W. Relation between the difficulty and the differential validity of a test. Doctor's, 1936. University of Chicago. 16 p.

SHAW, M. R. Unit planning in seventh grade English. Master's, 1937. Boston University. 167 p. ms.

SHEFFIELD, E. L. Junior journalism; a study of the use of the school newspaper below the high-school level in the good citizenship program. Master's, 1937. Northwestern University. 168 p. ms.

SMITH, L. J. Building program for the Massillon public schools, Massillon, Ohio. Master's, 1937. Cornell University. 167 p. ms.

WHIPPLE, GERTRUDE. Procedures used in selecting school books. Doctor's, 1935. University of Chicago. 172 p.

RUTH A. GRAY



# THE VOCATIONAL SUMMARY



## Industrial Education Stressed

The general theme of discussions at sessions of the industrial education section of the American Association of School Administrators held in connection with the association's convention in Atlantic City, was the expansion of the program of industrial education.

Discussing the general industrial education programs conducted in a number of centers in Massachusetts during the past 2 years, R. O. Small, director of vocational education for that State said: "These programs have been organized to give boys and girls who are out of work and who are prevented from working by the raising of the age of employment in industry an opportunity to return to school and receive general industrial training covering a period of a year or more which will prepare them to enter a trade or an occupation."

The general industrial education program carried on in day schools, Mr. Small explained, has superseded to a certain extent the training formerly provided in general continuation classes. "We have been able during the 2 years in which the general industrial school program has been in operation," he said, "to place more than three times as many individuals as it was possible for us to place when the all-day unit classes were in operation."

Thomas H. Quigley, professor of industrial education, Georgia School of Technology, and president of the American Vocational Association, discussed the coordination of industrial education and industry. He described the method of training employed boys and girls in a variety of occupations in the smaller cities of Georgia, and of giving them instruction which supplements their training on the job and which serves to broaden their general education.

Among other speakers at the meetings of the industrial education section were: L. H. Dennis, executive secretary, American Vocational Association; Charles F. Bauder, director of industrial arts, Philadelphia public schools; Edwin A. Lee, director, National Occupational Conference, New York; Homer J. Smith, professor of industrial education, University of Minnesota; and Walter D. Cocking, dean, College of Education, University of Georgia.

## Hands Across the States

Ways and means by which supervisors and teachers of vocational agriculture in New Jersey, Pennsylvania, and Maryland may cooperate in the program of the Inter-State Milk Producers' Cooperative Association were discussed at a conference of these groups held in Philadelphia early in February.

It was agreed at this conference, at which the program and activities of the cooperative

were explained, that the association will help agricultural supervisors and teachers by: Supplying them with material on market conditions in the interstate milk shed; providing microscopic studies on milk contamination for classroom use; organizing tours for vocational agriculture students to milk processing plants; carrying information on vocational agriculture and F. F. A. activities and also a question and answer column, in the association's journal; preparing a primer on the work of the cooperative; holding district discussion meetings for teachers; and continuing support of milk-judging contest for vocational agriculture students at Eastern States Exposition in Springfield, Mass.

Vocational agriculture teachers may cooperate with the Inter-State Milk Producers Association in turn, by: Including instruction in milk-marketing and cooperative problems in full-time and part-time classes in agriculture; encouraging a modified type of dairy herd improvement association work among vocational agriculture students; demonstrating the results of instruction in dairying at local meetings of the association; and reporting at these meetings the results of outstanding accomplishments in dairying achieved by individuals and chapters of the Future Farmers of America.

It was suggested that the conference between supervisors and teachers and executives of the Inter-State Milk Producers' Cooperative be made an annual affair and that teachers and supervisors be invited to attend the annual meeting of the cooperative which is held in November.

## Feature Youth Program

Future Farmers of America, the national organization of boys studying vocational agriculture, and 4-H Club members will play a prominent part in the Seventh World's Poultry Congress to be held in Cleveland, Ohio, July 28 to August 7, 1939.

Arrangements are being made by the Youth Program Committee, of which R. B. Thompson, professor and head of the poultry husbandry division of the Oklahoma A. and M. College, is chairman, for the Future Farmers of America and 4-H Club programs at the Congress. Present plans for the F. F. A. program call for a still action exhibit of the program of vocational education in agriculture in the United States and foreign countries, daily demonstrations of practical vocational agriculture activities, and an entertainment program presented by members of the Future Farmers of America and vocational agriculture students.

An exhibit of poultry raised by vocational agriculture students and competitive contests of a varied nature are among the other fea-

tures which will be included in the F. F. A. program at the Congress.

Plans for the F. F. A. program will be discussed at the 1938 regional conferences of State supervisors of agricultural education. Special regional committees will be appointed to discuss and make recommendations for the Youth Program at the Congress, and these recommendations will form the basis of plans to be formulated by the Youth Program Committee.

The World's Poultry Congress, which has never before been held in the United States, will, it is expected, draw representatives from approximately 70 different countries.

## Valuable Bibliographies

A surprising number of requests are received by the Office of Education from time to time for information on courses of study in home economics and on the subject of home economics for boys.

To meet this need, the Office has prepared two bibliographies, covering publications issued during the period 1932-38. One of these (Vocational Education Miscellany 2026) contains a list of courses of study in home economics published by State and city departments of education. The other (Vocational Education Miscellany 2002) contains a list of books and bulletins, masters' theses, and magazine articles on home economics for boys.

While these bibliographies are not complete, they include many publications now in use by home economics teachers and supervisors in the States and should be helpful in that they give some idea of the type and scope of publications that have been issued on the two subjects covered.

The bibliographies, which are in mimeographed form, are available free of charge to teachers or supervisors in the field of home-making education and to others who may be interested in them.

## 150 Companies Participate

"To make available to industry training services which will contribute to more effective supervision and to a better understanding of the human factor in employer-employee relationships," is the objective of training programs for foremen and supervisors, maintained by the vocational division, New Jersey Department of Public Instruction.

"Effective production results," a four-page pamphlet issued by the division explains, "are but part of the responsibilities of the modern foreman. He must interpret organization policies to employees, maintain employee morale, act as mediator between employees and management, and discharge certain duties as a teacher of green workers."

With this in mind, the New Jersey foremen training program offers instruction which will help the foreman analyze his responsibilities and develop the technique necessary to solve problems pertaining to production; safety, discipline, morale and cooperation of workers; waste reduction; plant housekeeping; and to issuing orders, keeping records and formulating reports. It offers instruction which will enable the foreman to be a better teacher by familiarizing himself with the reasons for training workers, with the difficulties involved, with the use of job analysis to determine what shall be taught, and with effective training devices and methods of checking training results.

It provides for a course on human problems in industry which will acquaint foremen with some of the fundamental causes of human behavior, the relationship of the individual's physical condition and his environment to his behavior, and the methods of dealing with emotional behavior.

Finally, the training program for foremen includes instruction in the technique of leading conferences for foremen and actual practice in conducting conferences under observation.

The pamphlet describing the foremen training program calls attention to the fact that during the past 17 years the State department of public instruction has cooperated with 150 companies and organizations in foremen-training programs and that those trained in these programs have in turn conducted similar training programs for other workers in the plants with which they are connected.

### School Spending Record

That the home-economics department of the high school should practice what it preaches with respect to budgeting by budgeting its own expenses, seems to be the thought behind some careful admonitions contained in a recent news bulletin of the Illinois Division of Home Economics.

The first step in operating the budget after the teacher knows the amount allotted to the home-economics department for the year, the Illinois bulletin explains, is to plan the management of the budget. Both the planning and the spending of the budget allotment should be treated as a class problem to be solved by home-economics pupils as a part of their practice program. They should, with the teacher's assistance plan the amount of money to be set aside for different purposes and the approximate amount to be spent monthly—keeping in mind that food expenditures will be heavier in some months than in others.

A definite plan or system of keeping accounts under which all items of expenditure are classified, is advocated. Separate accounts are recommended for different phases of work. The foods accounts, it is suggested, will necessarily call for more divisions than either the clothing or the home accounts. Under the accounts covering instruction in preparation of food, for instance, such items

as groceries, meat, ice, fuel, laundry, and illustrative material should be listed.

Pupils may help in planning the budget, keeping the department accounts, and making out the cost accounting reports to be submitted to the board of education from time to time. The teacher should see that the allowance for the home-economics department is divided in such a way that the needs of the department will be met. And, the Illinois news note cautions, she should remember, that no matter what type of budget system or accounting she uses, the work will not be successful unless, as is true in family budgeting, all members of the group hold themselves equally responsible for the results.

### Tynan Appointed

Maurice I. Tynan, formerly director of the division of the blind, Minnesota State Board of Control, has been appointed field agent for the blind in the Vocational Rehabilitation Division, Office of Education.



Maurice I. Tynan.

Mr. Tynan, who has been connected with organizations concerned with work for the blind for the past 20 years, was born in Manchester, N. H., and received his early education in the elementary schools and in Perkins Institution, in Watertown, Mass. He pursued special courses in the field of social service at Boston University, the University of Toronto, and the University of Minnesota.

For 3 years, Mr. Tynan was instructor in the Maryland School for the Blind, Baltimore, spending the summers in placement and social service work for the division for the blind, Massachusetts Department of Education.

He left the Baltimore school in 1919 to

become associated with the newly organized Canadian National Institute for the Blind in Toronto. During his service with this agency, he organized and was in charge of its salesroom department and directed the sale to large consumers of products made in the workshops operated by the institute. Subsequently, he became superintendent of the institute's Province of Ontario division. In this position he was in charge of the general activities of the institute in the Province and, in addition, managed three factories for the blind—two for men and one for women.

In 1921, Mr. Tynan accepted service with the Veterans Administration, first as vocational agent for the blind, in charge of advisement and training of blind ex-service men in eight States and the District of Columbia, and later as superintendent of the administration's training center for blind ex-service men in Baltimore.

It was from the latter position that Mr. Tynan went to St. Paul, in 1925, to take charge of work for the blind in Minnesota.

Throughout his years of association with activities on behalf of the blind, Mr. Tynan has given special attention to measures for the prevention of blindness; to the development of standards in work for the blind comparable to the standards maintained in other fields of social service; and to the development of programs of vocational guidance for the blind.

### Here's Proof

Vocational agriculture students in New Jersey rural high schools are demonstrating that corn can be grown to advantage in the State even though it is not geographically in the Corn Belt.

The winner in the annual field-corn project contest for vocational agriculture students conducted cooperatively by the agronomy department of the New Jersey State College of Agriculture and the vocational division of the State department of public instruction was Walter Davis, of Pemberton, Burlington County, who secured a yield of 108.1 bushels on his home farm at a cost of 14.5 cents per bushel. This was the lowest cost per acre reported by any student enrolled in the contest. Higher yields per acre obtained by North Jersey boys were at the expense of higher costs per bushel. Most economical of the yields reported in this section was that of Arthur Van Dyke, of New Brunswick, Middlesex County, who reported a yield of 114.4 bushels per acre at a cost of 18.9 cents per bushel. Edward Snook, of Sussex, Sussex County, produced 137.2 bushels at a cost of 24.4 cents per bushel.

Any pupil regularly enrolled in an all-day or day-unit high school department of vocational agriculture who is carrying on a field-corn project as a part of supervised farming activities undertaken in connection with his agricultural course, may enter this contest, which is conducted under definite rules.

C. M. ARTHUR



## In Public Schools

### Planning Council Survey

A survey of public education in the State of Washington has been undertaken by the State planning council at the request of the Governor. As reported in the *Seattle Educational Bulletin*: "The general objectives of the survey, according to Elmer L. Breckner, educational research director of the planning council, are (1) to ascertain the status of the present educational organization and to indicate the major problems confronting the State; (2) to discover the extent to which educational inequalities prevail in the State and to indicate the obstacles that prevent equalization of educational opportunity; (3) to ascertain whether or not the financial resources now available for the support of public education may be used to better advantage; (4) to discover the ways in which public education may meet more effectively the needs of the State and the individual members thereof; and (5) to suggest a plan for the continuous study of public education.

"Special investigations will be held in connection with reorganization of local units, junior college studies, vocational education studies, and problems of school finance."

### Parent Education Worker

Under a cooperative plan with Alabama College, Lulu Palmer has assumed the duties of field worker in parent education with the State Department of Education of Alabama. Her activities will embrace homemaking education for adults, and will continue to be carried on in cooperation with the parent-teacher association groups of the State. The aim is to enlarge the parent-education program as hitherto carried on.

### Interesting Experiments

"No school system will grow in the quality of its service unless principals and teachers are free, within reasonable limits, to initiate new plans and devices," says Edwin C. Broome, superintendent of schools of Philadelphia, Pa., in his report for 1937. The following are examples of a few of the experiments initiated in some of the schools of that city:

"A 15-month group in first grades in many schools in the city to permit pupils to advance at their individual rates of speed.

"Experiments with school gardens for children with failing sight, and for orthopedic classes.

"Experiments in conducting the first 3 years on a flexible and informal, and ungraded basis.

"Special experiment in an elementary school in grouping first- and second-grade pupils on the basis of skills in reading and arithmetic.

"Experiments in self-government in a number of elementary schools in the organization of pupil councils.

"Special community studies definitely organized in a number of schools so that teachers may have detailed information as to the social, economic, industrial, and recreational conditions of the neighborhood in which the children live."

### Michigan Reports

In the primary, township, and consolidated school districts of Michigan, according to *News of the Week* issued by the department of public instruction of that State, 33,794 pupils were transported in school buses and other cars during the school year 1936-37. The total cost was \$728,744. State aid totaled \$641,118, or 88.11 percent of the total cost of transportation.

### Service Jointly Operated

A new chapter in the history of Seattle school placement recently began when the Public-School Placement Service became the Junior Employment and Counseling Service of Seattle and King County, Wash., according to a recent issue of *The Seattle Educational Bulletin*. The new service is operated jointly by the public schools and the Washington State Employment Service. The enlarged service is designed to help the young people of Seattle and King County who are under 22 years of age.

Last year 3,525 boys and girls sought the help of the School Placement Service on their employment problems. Jobs were not available for all that called, but 1,430 found employment through a counselor's recommendation—approximately 40 percent of those who filed applications. These were the tangible results of the year's work. There was a large immeasurable byproduct, as well, in the number of young men and women who were encouraged and advised.

### Interesting History

The one hundredth anniversary of the opening of the first public school in St. Louis, Mo., on April 2, 1838, is being observed by the public schools of that city. The first school building, which was a two-room, two-story building, cost \$3,170 and housed 175 pupils. There were two teachers. Since funds for education were not plentiful the "Lancasterian" method of schooling was used. Pupils paid for tuition, for these schools were "public" but not "free." The tuition was \$2.50 for a term of 3 months for reading and writing, or \$2 for reading only. A certain number of poor children were, however, admitted free. The hours of the first school were from 8 to 5 o'clock in summer, with 2 hours for lunch; and from 9 to 4 o'clock in winter with 1 hour

for lunch. Vacations were the 2 weeks preceding the second Monday in July and January of each year.

### To Prepare Teachers for Parent Education

Superintendent of public instruction of Pennsylvania, Lester K. Ade, reports that recent legislation in that State has given permission to schools to organize programs of parent-education. The division of extension education has been cooperating with the State council on parental education in the development of requirements for the temporary certification of parent-education teachers. Likewise, steps were taken to provide ways and means for the renewal of certificates, and the establishment of permanent certification. "It is expected," says Superintendent Ade, "that during the next few years the field of Parental Education will grow into an important phase of the State education program."

W. S. DEFFENBAUGH



## In Educational Research

### Hartford Survey Report

Strayer and Engelhardt have reported upon their survey of the Hartford (Conn.) schools in a volume called *Forward to the Fundamentals in Education*. The monograph is published by the bureau of publications, Teachers College, Columbia University. Although this report follows largely in form and attack previous surveys of Strayer and Engelhardt, it does reflect clearly the recent educational emphasis on the adjustment of the curriculum to the pupils. The guidance function of education is emphasized and the attainment of pupils in the fundamental subjects minimized. The use of tests *as tools* in administration, curriculum, research, and in the guidance of pupils, is emphasized. Even the test results obtained in the school survey are used in determining pupil adjustment rather than as a measure of school attainment. The more recent surveys of Strayer and Engelhardt, the Cincinnati school survey, and the recent Philadelphia school survey all show varying degrees of this new method of attack in evaluating a school system.

### Spelling Difficulties

*A List of Spelling Difficulties in 3,876 Common Words* has been issued by the bureau of publications, Teachers College, Columbia University, under the authorship of Arthur I. Gates. The following information is furnished for each word in this list: (a) The portion of the word with which pupils have difficulty, (b) the percent of error, (c) the most common

misspelling, and (d) the grade level of comprehension. The work is basic to the construction of spelling lists and should also have an influence on the development of reading materials for different grades. To indicate the size of the job, it may be stated that 1,200,000 misspellings were analyzed.

#### Diagnosis and Teaching

An excellent *Summary and Selected Bibliography of Research Relating to the Diagnosis and Teaching of Reading* for the period 1930-37 has been issued by the educational records bureau. The summary takes up as subheads reading readiness; reading interests; reading in the content subjects; vocabulary studies; reading tests and testing procedures; speed of reading; relationship between reading achievement and other factors; relation of dominance, handedness, eyedness, and reversals to reading readiness; relation of visual and auditory defects to reading disability; activity programs and reading achievement; diagnosis and remedial training in reading; and provisions for superior readers. The author of the work is Arthur E. Traxler.

#### Grants for Research

Recent grants for research by educational foundations include one in the radio field and one in the motion-picture field. They are both made for 5-year periods. The motion-picture project has its headquarters at the University of Minnesota, although it is sponsored by the American Council on Education. The radio project is to be centered at Ohio State University. The radio project is sponsored by the Federal Radio Education Committee. The purpose in both cases is not to inaugurate a new program in these fields, but rather to evaluate existing facilities. The chief aim for the radio project as reported by T. Keith Tyler, director of the radio project, is as follows: (1) To gather evidence regarding the effectiveness of selected school broadcasts in achieving specified educational objectives; (2) to make possible the formulation of generalizations regarding results to be expected from specified types of broadcasts; (3) to discover criteria helpful in building new school broadcasts; (4) to gather evidence regarding the appropriate place of national, regional, and local broadcasts in accomplishing educational objectives; (5) to gather evidence regarding the effectiveness of various described methods of utilizing broadcasts; (6) to develop techniques of evaluation appropriate for school broadcasts; and (7) to improve school broadcasts as a direct result of these objectives.

#### Traits Analyzed

Humbert Stout has presented an analysis of certain traits of individual children. He shows that there is little in common between achievement in subject matter, height, physical defect, mechanical ability, and musical ability. He also shows that even within an area, such as achievement in the elementary school subjects, pupils exhibit large

variations between arithmetic achievement and language, arithmetic and reading, and the like. He concludes that a teacher must study each child in order to discover these individual variations and take account of them in instruction and guidance. Stout's presentation of this material on differences within an individual is very effective. His report is made in the *Journal of Experimental Education* for September 1937.

DAVID SEGEL



## In Other Government Agencies

#### National Park Service

The fourteenth session of the Yosemite School of Field and Natural History maintained by the Government is to be held from June 20 to August 6 in Yosemite Park. The staff will be drawn from nearby universities and National Park Service personnel. One week will be spent on a park research reserve project and 2 weeks on a back country pack trip for the study of flora, fauna, and geology of the High Sierra.

Fourteen men and six women possessing the requisite training and experience in natural sciences are to be selected. College graduation or the equivalent is required; majors in the science field are preferred. Graduates of the school are chosen for ranger, ranger-naturalist, custodian, and park naturalist positions in national parks and monuments.

No tuition fee is charged and cost to the student involves travel to Yosemite and incidental camping expenses.

Write to C. A. Harwell, Park Naturalist, Yosemite National Park, California, for an application blank and prospectus.

Services now being rendered the public by the United States Tourist Bureau of the National Park Service, with offices at 45 Broadway, New York City, include: Distribution to the public (domestic and foreign) of accurate and impartial tourist information regarding the United States and its Territories and island possessions; maintenance of "over-the-counter" distribution of pictorial pamphlets and brochures supplied to the Bureau by State publicity departments, Government departments, and private agencies; reference of requests received by it for information and descriptive literature relating to the recreational facilities of a particular State, Territory, or island possession to the proper agency or official for direct reply; display of exhibits depicting advantages of travel and recreation in the United States and in its Territories and island possessions in five large windows on Broadway, and arrangements for the loan of such exhibits to organizations; preparation and presentation of recreational data concerning State facilities for international radio broadcasts; maintenance of a reference file of recreational facilities for use by writers, report-



Textbooks for CCC camp from Albuquerque public-school depository.

ers, and radio script writers; preparation of a calendar of events and maintenance of a file listing dates and descriptions of important public events; cooperation with steamship lines, railroads, and travel agencies in the promotion of group travel to and within the United States; and cooperation with advertising agencies in the preparation of material for publicizing national and State parks and promoting travel.

#### Office of Indian Affairs

Reading material for Indian CCC camps in the Southwest has been gathered from various sources. (See illustration.) At Window Rock, Ariz., the local Boy Scout troop gathered magazines for the use of Navajo enrollees. From the textbook depository of four public schools 1,817 volumes were obtained, including reference books, histories, books on science, and discontinued textbooks, and placed in Mescalero, Apache, Papago, and Navajo CCC camps. Discussion groups offered an incentive for reading.

MARGARET F. RYAN



## In Other Countries

#### Summer-Holiday Course

The University of Debrecen, Hungary, will hold a summer-holiday course from August 1 to 18, 1938. This course was inaugurated in 1927 and has become popular among European holiday courses, attracting in 1937, 733 students from 22 countries.

These summer-holiday courses are planned to give enlightenment on problems relating to Central Europe and especially to the Danubian Basin and Hungary. The lectures are to

be given in English, French, German, Hungarian, Italian, and Polish languages by eminent Hungarian and foreign professors. In addition to about 125 lectures, there will be lessons in the Hungarian, English, French, German, Italian, Polish, and Esperanto languages. Those who attend the course may pass examinations and obtain certificates.

For those who wish to study the Hungarian language more thoroughly or to prepare for the examination, training courses are held from July 10 to 30.

An interesting program of entertainments and excursions, which include a week in Budapest (Aug. 18 to 25), has been arranged. To registered members of the summer course the Hungarian railways and ship companies are offering a reduction of 50 percent. Hungarian consuls in the respective countries will supply a cheap visa, if required, upon presentation of the membership card. The period of registration is from June 1 to July 20, and no educational qualification on the part of the guest is required.

Particulars about the course may be had by writing to the secretary of the summer-holiday course, Nyári Egyetem, Debrecen 10.

#### Technical Education

The next International Congress of Technical Education will be held at Berlin, Germany, July 25 to 29, inclusive, 1938. It will consider seven main topics: The human aspect of labor, organization of practical training in

industry, contact between methods of work employed in technical and vocational schools and the business and technical world, recruitment of principals of vocational schools, commercial training of the technician and technical training of the business man, complementary technical instruction for adults, and the technical press and technical education.

Interested persons and organizations in the United States are invited to participate. Correspondence about the Congress may be addressed to the Secretariat of the International Bureau of Technical Education, 2, Place de la Bourse, Paris, France.

#### Correspondence Education

An International Conference on Correspondence Education will be held at Victoria, British Columbia, Canada, August 22, 23, and 24, 1938. This comparatively new method of instruction, insofar as public education is concerned, has not previously been the subject of an international meeting. Correspondence instruction is used successfully in Australia, the Union of South Africa, Canada, some sections of the United States, and possibly a few other countries. Enough experience in it has been accumulated to make an international discussion very valuable and interesting.

Inquiries may be addressed to The Organizing Secretary, International Conference on Correspondence Education, Department of Education, Victoria, British Columbia.

JAMES F. ABEL

## Conservation Activities for Children

(Concluded from page 277)

and his style of writing in his description of the water ouzel, or water thrush, in *The Mountains of California* or in his article Among the Birds of the Yosemite in *Our National Parks*. Some pupils can write reviews of Muir's books and illustrate them with sketches. Others can plan a poster to show Muir's influence in the field of conservation.

#### A Conservation Honor Roll

A class can make a conservation honor roll of statesmen who were conservationists—preferably statesmen about whom the pupils have already read in connection with their history or geography lessons. With the name of each person chosen by the children for a place on the honor roll, there should be terse statements indicating the contribution he made and the place and date of his birth. Muir's name can be made to stand out to show his own contribution and the fact that he influenced some of the others listed. Such a list can be made the basis of a coordinated plan to celebrate, with some genuine conservation activity, the birthdays of several of the Nation's great conservationists. The following is an illustrative list including a few names as suggestive:

*William Penn.*—One acre in every five for trees. Born at Tower Hill, London, October 14, 1644.

*George Washington.*—He practiced crop rotation and restricted his acreage of tobacco. Born at "Wakefield", Westmoreland County, Virginia, February 22, 1732.

*Thomas Jefferson.*—One of the first advocates of contour tillage. Born at "Shadwell", Albemarle County, Virginia, April 13, 1743.

*Grover Cleveland.*—Thirteen forest reserves. Born at Caldwell, New Jersey, March 18, 1837.

*John Muir.*—No conservationist ever loved nature more. Born at Dunbar, Scotland, April 21, 1838.

*Theodore Roosevelt.*—He saved 16,000,000 acres of disputed forest land for the public and dedicated additional reserves, National monuments, and parks. Born in New York City, October 27, 1858.

#### Sources of Information

There are several helpful sources of information available to most teachers and pupils. Muir's own writings, such as those mentioned, afford stimulating information and suggestions for activities. If not available in local libraries, these can frequently be borrowed from State libraries. Some school readers include excerpts from Muir's books and articles. Children's encyclopedias contain brief biographies of him. By writing to the National Parks Service, United States Department of the Interior, Washington, D. C., the teacher can secure without charge a mimeographed sketch of Muir's life, a mimeographed bibliography of his writings and books about his life, and an outline of suggested activities, some of which can be adapted to the school curriculum.

## College Receipts and Expenditures

(Concluded from page 285)

TABLE 1.—Trends in finances of 311 degree-granting universities, colleges, and professional schools, 1929-30 to 1936-37 (1929-30=100.0)

Item	Percents of 1929-30 amounts				
	Institutions attended by white persons	Institutions for Negroes	All institutions reporting	Publicly controlled institutions	Privately controlled institutions
1	2	3	4	5	6
Number of institutions reporting . . .	288	23	311	192	119
Receipts for educational general and capital purposes:					
1929-30 . . . . .	100.0	100.0	100.0	100.0	100.0
1931-32 . . . . .	80.2	61.7	79.7	79.0	81.3
1933-34 . . . . .	68.5	57.5	68.2	65.7	73.9
1935-36 . . . . .	86.6	80.0	86.4	88.7	81.3
1936-37 . . . . .	91.4	75.3	91.0	90.5	92.0
Expenditures for educational and general purposes:					
1929-30 . . . . .	100.0	100.0	100.0	100.0	100.0
1931-32 . . . . .	112.4	106.3	112.3	114.6	107.5
1933-34 . . . . .	96.1	94.5	96.1	94.8	98.7
1935-36 . . . . .	106.2	107.5	106.2	108.8	100.9
1936-37 . . . . .	112.9	110.9	112.9	116.1	106.3
Capital outlay:					
1929-30 . . . . .	100.0	100.0	100.0	100.0	100.0
1931-32 . . . . .	76.6	102.7	77.9	68.7	96.2
1933-34 . . . . .	18.0	51.2	19.7	18.2	22.5
1935-36 . . . . .	50.9	67.7	51.8	63.6	28.4
1936-37 . . . . .	63.8	31.1	62.1	78.3	30.2

# Some CURRENT PUBLICATIONS of the OFFICE OF EDUCATION



## BULLETINS

1938

1. Educational directory, 1938. (4 parts.)
  1. State and county school officers. 10 cents.
  2. City school officers. 5 cents.
  3. Colleges and universities. 10 cents.
  4. Educational associations and directories. 10 cents.
2. The school custodian. (In press.)
3. Nature and use of the cumulative record. (In press.)

1937

2. Biennial survey of education, 1934-36.
 

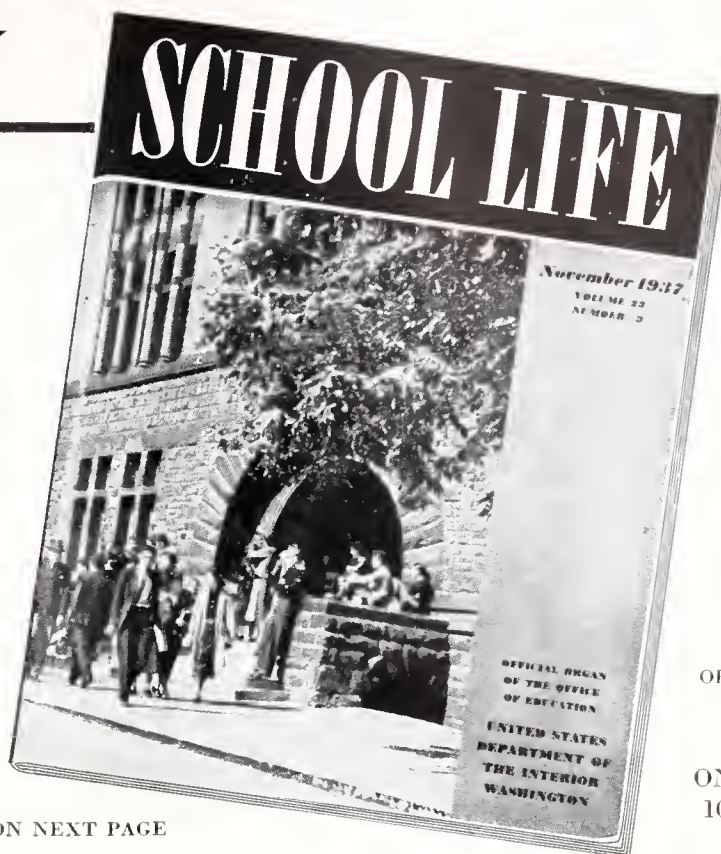
*Chapter*

  - IV. Adult Education. 10 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.
  - VIII. A review of educational legislation, 1935 and 1936. 10 cents.
  - X. Development in educational method, 1934-36. 10 cents.

3. Public affairs pamphlets. 10 cents.
4. Conservation in the education program. 10 cents.
5. Insurance and annuity plans for college staffs. 10 cents.
6. Bibliography of research studies in education, 1935-36. 30 cents.
7. Student health services in institutions of higher education. 10 cents.
8. Education of Negroes, a five-year bibliography, 1931-35. 10 cents.
9. College salaries. 10 cents.
16. Student interests and needs in regard to hygiene. 10 cents.
22. List of publications of the Office of Education and the Federal Board for Vocational Education, 1910-36. Free.
24. Continuity of college attendance. 10 cents.
36. Guidance Bibliography. 10 cents.



USE ORDER BLANK ON NEXT PAGE



OFFICIAL ORGAN OF  
THE OFFICE OF  
EDUCATION

ONE YEAR \$1  
10 ISSUES

## PAMPHLETS

73. Subject Registrations in Private High Schools and Academies, 1932-33. 10 cents.
74. Crucial Issues in Education. 5 cents.
75. Safety and Health of the School Child—A self-survey of school conditions and activities. 10 cents.
76. Successful Methods of Teaching English to Bilingual Children in Seattle Public Schools. 10 cents.
77. Opportunities for the Preparation of Teachers of Children of Native and Minority Groups. 5 cents.
80. Sources of Visual Aids and Equipment for Instructional Use in Schools. 10 cents.
82. Physical Education in Institutions of Higher Education. 10 cents.

## LEAFLETS

32. Personnel and Financial Statistics of School Organizations Serving Rural Children. 1933-34. 5 cents.
33. The Housing and Equipment of School Libraries. 5 cents.

## LEAFLETS—Continued

34. State Library Agencies as Sources of Pictorial Material for Social Studies. 5 cents.

## VOCATIONAL EDUCATION BULLETINS

189. Landscaping the Farmstead—Making the farm home grounds more attractive. 15 cents.
190. Vocational Rehabilitation of the Physically Handicapped. 10 cents.
191. Interpretive Science and Related Information in Vocational Agriculture—Effective utilization of scientific principles and related information in organized agricultural instruction. 10 cents.



Publications should be ordered direct from the Superintendent of Documents, Government Printing Office, Washington, D. C.

For information regarding publications of the Office, write the Office of Education, United States Department of the Interior, Washington, D. C.





# UNITED STATES DEPARTMENT OF THE INTERIOR

HAROLD L. ICKES, *Secretary*  
OSCAR L. CHAPMAN, *Assistant Secretary*

## OFFICE OF EDUCATION

J. W. STUDEBAKER, *Commissioner*  
BESS GOODYKOONTZ, *Assistant Commissioner*      J. C. WRIGHT, *Assistant Commissioner for Vocational Education*  
C. F. KLINEFELTER, *Administrative Assistant to the Commissioner*

### OFFICE OF THE ASSISTANT COMMISSIONER OF EDUCATION

*Assistant Commissioner of Education*—BESS GOODYKOONTZ.

#### CONSULTANTS:

JAMES F. ROGERS, health education.  
MARIS M. PROFFITT, guidance and industrial education  
DAVID SEGEL, tests and measurements.  
LEWIS R. ALDERMAN, adult education.

#### DIVISIONS:

##### *Higher education:*

FREDERICK J. KELLY, chief.  
BEN W. FRAZIER, teacher training.  
WALTON C. JOHN, higher education.  
WALTER J. GREENLEAF, higher education.  
JOHN H. MCNEELY, higher education.  
ELLA B. RATCLIFFE, educational assistant.

##### *American school systems:*

WALTER S. DEFFENBAUGH, chief.  
MARY DABNEY DAVIS, nursery-kindergarten-primary education.  
CARL A. JESSEN, secondary education.  
ALICE BARROWS, school-building problems.  
HENRY F. ALVES, State school administration.  
TIMON COVERT, school finance.  
WARD W. KESECKER, school legislation.  
ELLEN C. LOMBARD, parent education.  
HELEN K. MACKINTOSH, elementary education.

##### *Comparative education:*

JAMES F. ABEL, chief.  
ALINA M. LINDEGREN, western European education.  
SEVERIN K. TUROSIENSKI, comparative education.

##### *Special problems:*

Mrs. KATHERINE M. COOK, chief.  
WALTER H. GAUMNITZ, rural education problems.  
ELISE H. MARTENS, education of exceptional children.  
AMBROSE CALIVER, education of Negroes.  
——, education by radio.

##### *Statistical:*

EMERY M. FOSTER, chief.  
DAVID T. BLOSE, associate statistician.  
HENRY G. BADGER, associate statistician.  
LESTER B. HERLIHY, associate statistician.

##### *Editorial:*

WILLIAM DOW BOUTWELL, chief.  
OLGA JONES, acting chief.  
JOHN H. LLOYD, editorial assistant.  
MARGARET F. RYAN, editorial assistant.  
JOHN S. SHAW, editorial assistant.

##### *Library:*

SABRA W. VOUGHT, chief.  
MARTHA R. MCCABE, assistant librarian.  
EDITH A. WRIGHT, research and reference.  
AGNES I. LEE, cataloger.  
SUSAN O. FUTTERER, cataloger.  
RUTH A. GRAY, research assistant.  
LEM BANKS, reference assistant.

##### *Library Service:*

RALPH MCNEAL DUNBAR, chief.  
NORA BEUST, school libraries.  
EDITH GANTT, public libraries.  
EDITH A. LATHROP, school libraries.

### OFFICE OF THE ASSISTANT COMMISSIONER FOR VOCATIONAL EDUCATION

*Assistant Commissioner for Vocational Education*—J. C. WRIGHT.

#### VOCATIONAL EDUCATION DIVISION:

##### SERVICES:

##### *Agricultural education:*

J. A. LINKE, chief.  
C. H. LANE, agent, north Atlantic region.  
D. M. CLEMENTS, agent, southern region.  
JAMES H. PEARSON, agent, central region.  
W. T. SPANTON, agent, western region.  
FRANK W. LATHROP, research specialist.  
W. A. ROSS, specialist in subject matter.  
W. N. ELAM, agent, special groups  
H. B. SWANSON, specialist in teacher training.  
K. W. GREGORY, specialist in part-time and evening schools.

##### *Trade and industrial education:*

——, chief.  
G. A. MCGARVEY, agent, north Atlantic region.  
C. E. RAKESTRAW, agent, southern region.  
R. V. BILLINGTON, agent, central region.  
JAMES R. COXEN, agent, western region.  
Mrs. A. L. BURDICK, special agent, women and girls.  
ROY DIMMITT, special agent.  
R. W. HAMBROOK, special agent.  
N. B. GILES, special agent.  
JERRY R. HAWKE, special agent.

##### *Home economics education:*

FLORENCE FALLGATTER, chief.  
EDNA P. AMIDON, agent, north Atlantic region.  
MARIE WHITE, agent, southern region.  
RUA VAN HORN, agent, central region.  
SUSAN M. BURSON, agent, western region.  
BEULAH I. COON, agent, studies and research.  
——, agent, special groups.

##### *Commercial education:*

——, chief.

##### *Research and statistical:*

——, chief.  
C. M. ARTHUR, research specialist.

##### *Consultant in vocational education:*

FRANK CUSHMAN.

#### VOCATIONAL REHABILITATION DIVISION:

##### *Vocational rehabilitation service, States:*

JOHN AUBEL KRATZ, chief.  
I. M. RISTINE, agent, north Atlantic region.  
H. B. CUMMINGS, agent, southern region.  
TRACY COPP, agent, central region.  
F. J. CLAYTON, agent, western region.  
TERRY C. FOSTER, research agent.  
HOMER L. STANTON, research agent.  
JOSEPH F. CLUNK, special agent for the blind.  
MAURICE I. TYNAN, field agent, service for the blind.

##### *Vocational rehabilitation service, District of Columbia:*

H. C. CORPENING, supervisor in charge.  
W. H. FUREY, supervisor.  
FRANK R. STILLWELL, supervisor.

### Federal Advisory Board for Vocational Education

PAUL H. NYSTROM, *Manufacturing and Commerce, Chairman*

HENRY A. WALLACE, *Secretary of Agriculture.*  
DANIEL C. ROPER, *Secretary of Commerce.*  
FRANCES PERKINS, *Secretary of Labor.*

J. W. STUDEBAKER, *Commissioner of Education.*  
CLARENCE POE, *Agriculture.*  
HENRY OHL, Jr., *Labor.*

### CIVILIAN CONSERVATION CORPS CAMP EDUCATION OFFICE

HOWARD W. OXLEY, *director, CCC camp education.*  
SILAS M. RANSOMER, *assistant director.*

GEORGE J. FINLEY, *assistant to director.*  
JOHN A. LANG, *administrative assistant.*

---

You will receive

SCHOOL LIFE

THE OFFICIAL JOURNAL OF THE OFFICE OF EDUCATION

for one year

*by sending ONE DOLLAR to the*

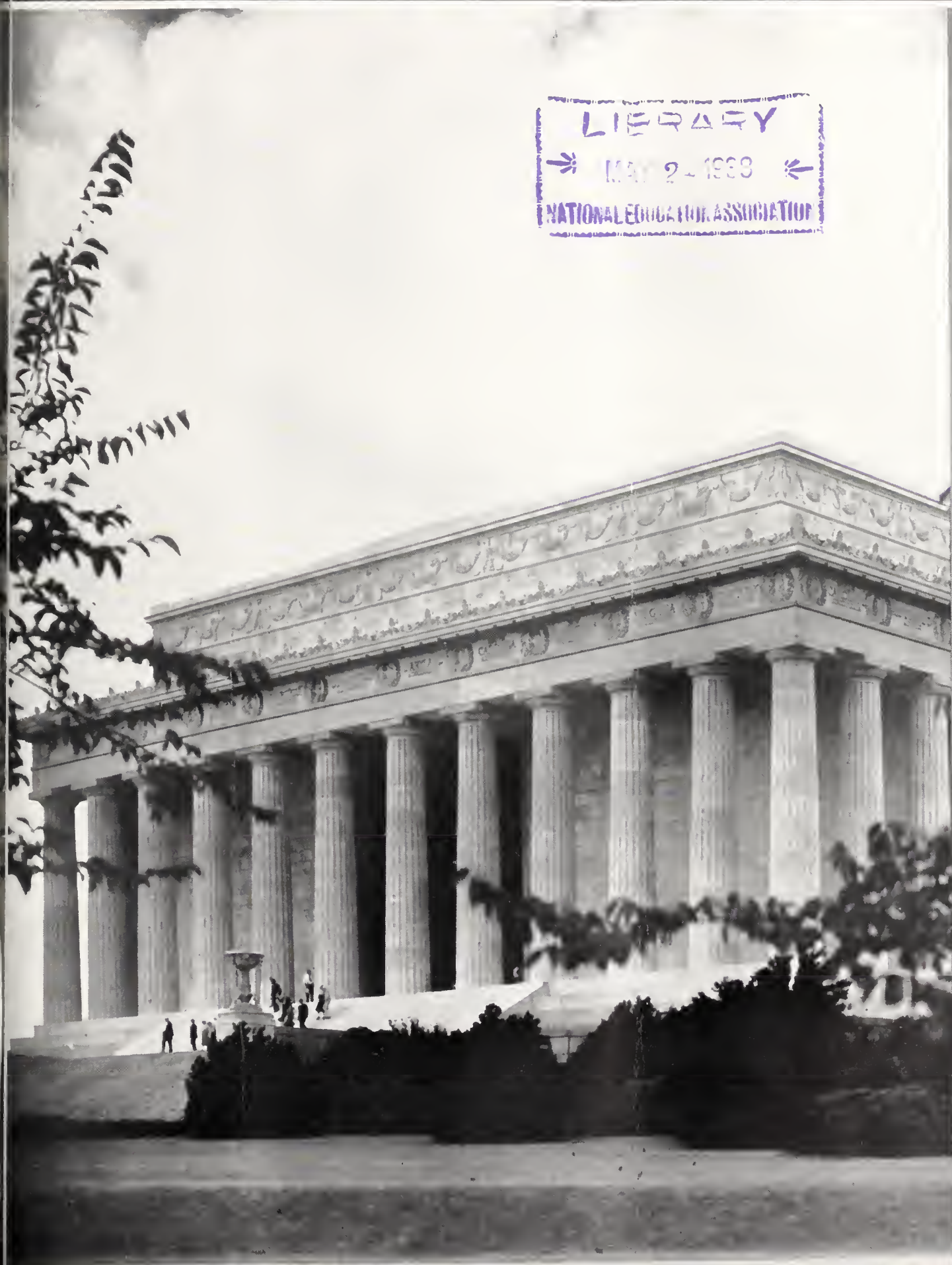
SUPERINTENDENT OF DOCUMENTS

GOVERNMENT PRINTING OFFICE

WASHINGTON, D. C.

---

# SCHOOL LIFE



LIBRARY  
MAY 2 1938  
NATIONAL EDUCATION ASSOCIATION

**May 1938**

**VOLUME 23**

**NUMBER 9**

**OFFICIAL ORGAN  
OF THE OFFICE  
OF EDUCATION**

**UNITED STATES  
DEPARTMENT OF  
THE INTERIOR  
WASHINGTON**

**WRITE**

*The Office of Education,  
United States  
Department of the Interior,  
Washington, D. C.*

**FOR PUBLISHED  
INFORMATION  
ON:**

- Nursery-Kindergarten-  
Primary Education
- Elementary Education
- Secondary Education
- Colleges and Professional  
Schools
- School Administration
- School Finance
- School Legislation
- Exceptional Child  
Education
- Rural School Problems
- School Supervision
- School Statistics
- School Libraries
- Agricultural Education
- Educational Research
- School Building
- Negro Education
- Commercial Education
- Homemaking Education
- Radio Education
- Forums
- Native and Minority  
Group Education
- Vocational Education
- Parent Education
- Physical Education
- Rehabilitation
- Teacher Education
- CCC Education
- Health Education
- Industrial Education
- Educational Tests and  
Measurements
- Comparative Education
- Adult Education

# SCHOOL LIFE



## CONTENTS OF THIS ISSUE •

M A Y 1 9 3 8  
Volume 23 Number 9

	PAGE
Population Prospects and Public Schools . . . . .	<i>O. E. Baker</i> . . . . . 302
Low Cost Forums for Smaller Communities . . . . .	<i>J. W. Studebaker</i> . . . . . 308 <i>Chester S. Williams</i>
Editorials . Searching for Peace . . . . .	<i>J. W. Studebaker</i> . . . . . 312
On the Cover	
Among the Authors	
Convention Bulletin Board . . . . .	<i>Roma K. Kauffman</i> . . . . . 313
Federal Funds for Education . . . . .	<i>Timon Covert</i> . . . . . 314
New Government Aids for Teachers . . . . .	<i>Margaret F. Ryan</i> . . . . . 315
Length of Public School Term . . . . .	<i>David T. Blose</i> . . . . . 316
Vocational Education Progress . . . . .	<i>C. M. Arthur</i> . . . . . 317
An International Language . . . . .	<i>James F. Abel</i> . . . . . 319
Graduate Students Study CCC Education . . . . .	<i>Howard W. Oxley</i> . . . . . 321
Radio and Screen . . . . .	<i>Gordon Studebaker</i> . . . . . 322
Education for Home and Family Life—Bibliography . . . . .	<i>Helen Ellis Wheeler</i> . . . . . 323 <i>Beulah I. Coon</i>
Blind School Students Broadcast . . . . .	. . . . . 325
Thesis Collection of the Library . . . . .	<i>Edith A. Wright</i> . . . . . 326
Educators' Bulletin Board . . . . .	<i>Susan O. Futterer</i> . . . . . 327 <i>Ruth A. Gray</i>
The Vocational Summary . . . . .	<i>C. M. Arthur</i> . . . . . 328
Educational News . . . . .	. . . . . 330
In Public Schools . . . . .	<i>W. S. Deffenbaugh</i>
In Colleges . . . . .	<i>Walter J. Greenleaf</i>
In Educational Research . . . . .	<i>David Segel</i>
In Other Government Agencies . . . . .	<i>Margaret F. Ryan</i>
In Other Countries . . . . .	<i>James F. Abel</i>

Congress, 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." To diffuse expeditiously information and facts collected, the Office of Education publishes SCHOOL LIFE, a monthly service, September through June. SCHOOL LIFE provides a national perspective of education in the United States.

Order its service for 1 year by sending \$1.00 to the Superintendent of Documents, Government Printing Office, Washington, D. C. To foreign countries, \$1.45 a year. On all orders for 100 copies or more to be sent to one address, the Superintendent of Documents allows a discount of 25 percent. Enter subscriptions also through magazine dealers. Send all editorial communications pertaining to SCHOOL LIFE to Editorial Division, Office of Education, United States Department of the Interior, Washington, D. C. The printing of SCHOOL LIFE has been approved by the Director of the Budget.

# Population Prospects and Public Schools

by O. E. Baker, Senior Agricultural Economist, United States Department of Agriculture

★★★ The number of live births in the United States since 1910, with allowance for under-reporting to the State public health departments as estimated by Thompson and Whelpton, and the enrollment in the first, third, fifth, and seventh grades of the public schools, as reported by the Office of Education, are here-with given in table I.

TABLE I.—Births and school enrollment, United States, 1911-36

Year	Births <sup>1</sup>	School enrollment <sup>2</sup>			
		First grade	Third grade	Fifth grade	Seventh grade
	1,000	1,000	1,000	1,000	1,000
1911	2,588	3,890	2,301	1,870	1,258
1912	2,633	3,876	2,295	1,880	1,281
1913	2,674	3,922	2,316	1,910	1,319
1914	2,781	3,986	2,374	1,976	1,369
1915	2,800	4,043	2,412	2,022	1,419
1916	2,816	4,115	2,476	2,076	1,475
1917	2,821	4,225	2,504	2,105	1,481
1918	2,834	4,323	2,524	2,128	1,483
1919	<i>3,636</i>	4,322	2,511	2,141	1,537
1920	2,848	4,321	2,498	2,153	1,592
1921	<i>2,950</i>	4,249	2,607	2,221	1,668
1922	2,781	4,177	2,716	2,290	1,744
1923	2,809	4,180	2,756	2,365	1,795
1924	2,875	4,184	2,796	2,441	1,846
1925	2,813	4,049	2,730	2,514	1,931
1926	2,750	3,977	2,729	2,473	1,927
1927	2,715	4,074	2,696	2,454	1,974
1928	2,612	4,171	2,662	2,435	2,022
1929	2,527	4,161	2,697	2,409	2,026
1930	2,565	4,151	2,732	2,382	2,030
1931	2,460	4,041	2,698	2,423	2,041
1932	2,400	3,930	2,664	2,463	2,053
1933	2,278	3,826	2,638	2,448	2,120
1934	2,373	3,717	2,612	2,433	2,187
1935	2,359	3,624	2,568	2,433	2,185
1936	2,330	3,530	2,525	2,433	2,182

<sup>1</sup>Thompson and Whelpton, Scripps Foundation for Research in Population Problems, Miami University, Oxford, Ohio.

<sup>2</sup>1911, 1912, and 1913, Biennial Survey of Education, 1918-20, statistics p. 47; 1914-36, U. S. Department of the Interior, Statistics of State School Systems.

<sup>3</sup>Italicized figures in the birth column may be compared with those 7 years later in the first grade, 9 years later in the third grade, etc.

It will be seen that the number of births started on a horizontal trend in 1914, dropped sharply in 1919, largely as a consequence of the influenza epidemic the previous year, then rose to a crest of nearly 3,000,000 in 1921, doubtless in part because of the return of the young men from the war and war camps and the spirit of optimism and hope that characterized the post-war period (fig. 1). In 1922 a decline in births occurred, associated with the depression of 1921 and doubtless other factors, and then a recovery that by 1924 almost reached the 1921 peak. Since 1924 the decline has been almost continuous. Between 1924 and 1930 (including the rise in 1930) the decline averaged 55,000 a year; during the depression years 1931-33 it averaged 91,000 a year, in part at least ascribable to the decrease in marriages. In 1933, as economic conditions improved, marriages increased, there being about 116,000 more in that year than in 1932. In 1934 about 95,000 more

children were born than in 1933, but in 1935 a slight decline in births (about 14,000) occurred, despite the continued increase in marriages (204,000 more in 1934 than in 1933), and in 1936 births were approximately 30,000 less than in 1935. For 1937 the preliminary estimates indicate a further decline in births.

Between 1921 and 1937 the number of births in the year decreased approximately 675,000, or about 23 percent, and the fertility rate (number of children under 5 per 1,000 women 20 to 44 years of age, inclusive) decreased over 30 percent. There are in the Nation about 940,000 fewer children under 6 years of age than there were 5 years ago, a decrease of 7.5 percent, about 982,000 fewer 6 to 9 years of age, inclusive, a decrease of nearly 10 percent, about the same number 10 to 13 years of age, and about 222,000 more children 14 to 17 years of age, an increase of 2 percent.

## School Enrollment

The enrollment in the first grade of the public schools of the Nation started to decline in 1929 and since 1930 the decline has averaged 100,000 a year. This more rapid decline in enrollment in the first grade than in births

6 to 7 years previously may be attributed to the efforts to facilitate progress out of the first grade, to the effects of the depression and, perhaps, other factors. The decline in enrollment had reached the fifth grade by 1936 and has probably reached the seventh grade this year. In cities of over 100,000 population in 1930, the ninth grade contained a larger enrollment in 1936 than any grade except the first. The enrollment in the elementary schools of the Nation declined from 21,135,420 in 1932 to 20,392,561 in 1936, which is a decrease of 742,859. In 19 of the cities of over 100,000 population in 1930 the decrease was from 4,852,996 in 1932 to 4,169,730 in 1936, which is a decrease of 683,236. Apparently most of the decline in elementary school enrollment has taken place in a few large cities.

The crest of births in 1921 and 1924 is now reflected in a maximum high-school enrollment, which if prosperity permits, seems likely to persist for several years, since the children born in 1921 and 1924 are now about 17 and 14 years old, respectively. The increase in college enrollment, other factors remaining equal, should continue for 4 or 5 years. In view of the decrease of about one-fourth in births since 1921, it appears probable

POPULATION, NUMBER OF BIRTHS, AND AGRICULTURAL PRODUCTION; PERCENTAGE CHANGE, UNITED STATES, 1910-37

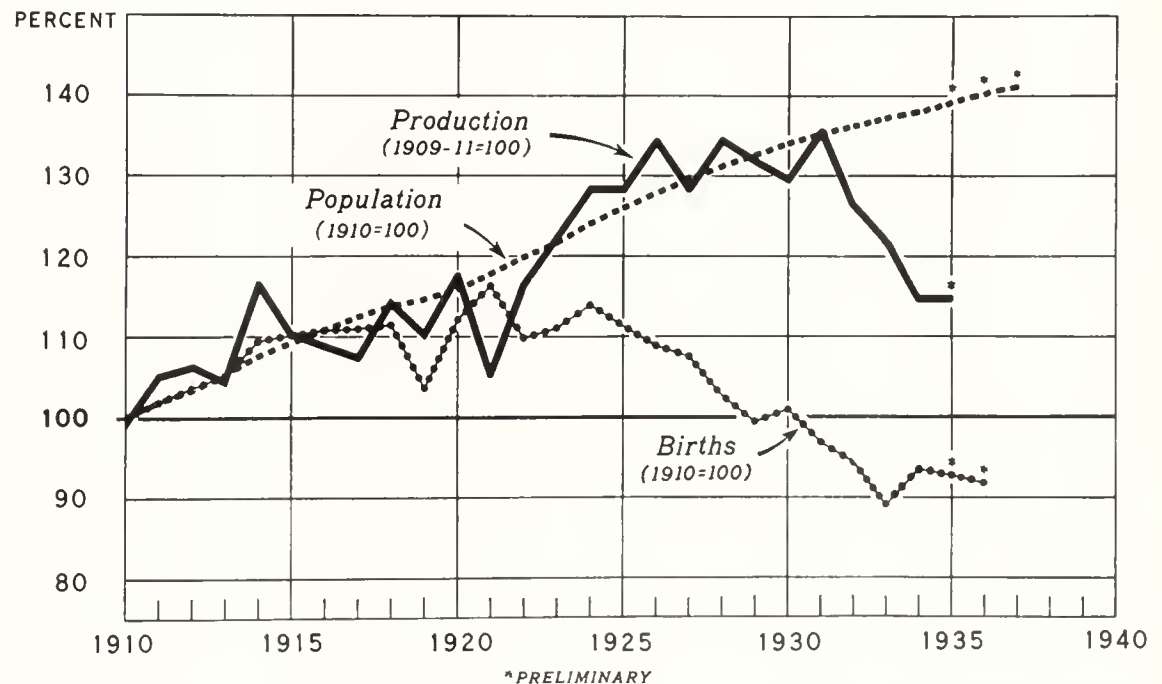


Figure 1.—The increase of population was remarkably steady until recently, only the influenza epidemic of 1918, which affected both births and deaths, causing a waver in the line. But in recent years the decline in births and the restrictions on immigration have caused a slowing down in the increase of population. Agricultural production, on the other hand, has fluctuated notably. But far more notable than the recent decline in agricultural production has been the 21-percent decline in births since 1924.

## MOVEMENT TO AND FROM FARMS, 1920-36

BIRTHS AND DEATHS NOT TAKEN INTO ACCOUNT

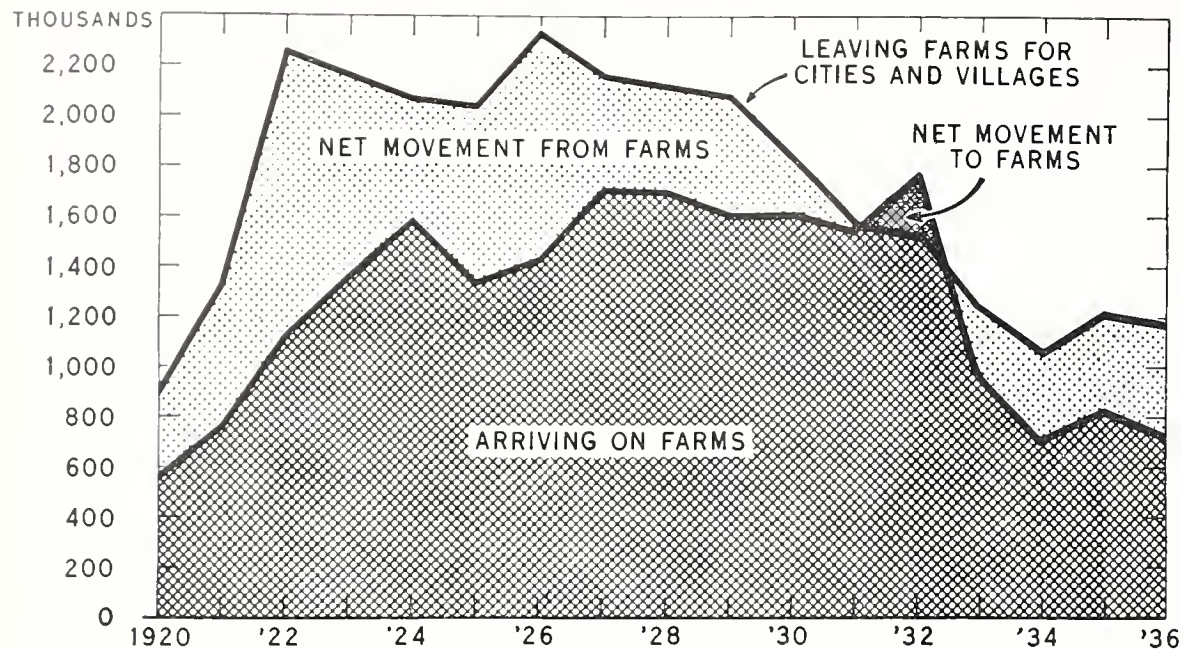


Figure 2.—From 1922 to 1929, inclusive, migration from the farms to the cities exceeded 2,000,000 each year—probably a larger movement than ever before in the Nation's history. Those were prosperous years in the cities and rather hard times for agriculture. But during those years many people returned to farms. The net migration from the farms during these 8 years averaged less than 700,000 annually. As the depression developed and jobs became scarce, the movement from farms dropped notably, while that to farms remained almost stationary through 1932, exceeding the movement from farms in 1932, but then fell to one-half the former level.

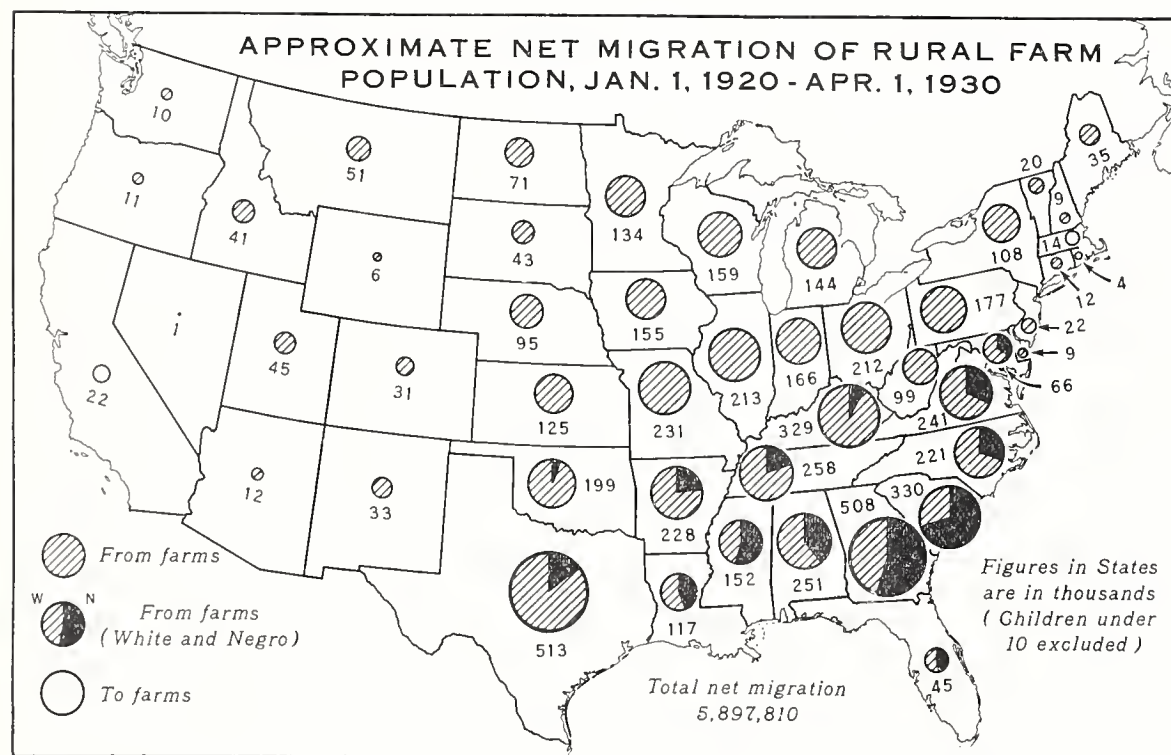


Figure 3.—About 60 percent of the 6,000,000 net migration from farms during 1920-29 was from the South. Most of these migrants were young people. The birth rate is high among southern rural people, and economic opportunity was less than in the North. If it costs \$2,000 to rear and educate a child to the age of 15 years on farms in the South, these 3,600,000 migrants from southern farms represent a contribution of \$7,000,000,000 made during the decade by the farm population of the South to other parts of the Nation, mostly to the cities.

that a decline in both high-school and college enrollment will set in within a decade. However, economic conditions may retard or accelerate this decline.

### Population Prospect

Looking forward a couple of decades, the great uncertainty in the population prospect is not the total number of people in the Nation, or their age composition, except for the unborn children, but pertains to where the people will live. During the decade of urban prosperity, 1920-29, nearly half of the youth on farms, as they reached maturity, moved to the cities (urban areas), that is, the census of 1930 reported only 56 percent as many people on farms 25 to 29 years of age, as were reported 15 to 19 years of age in 1920. Apparently many youth went to the cities and returned to farms during the decade. The net migration was large in 1922, 1923, 1925, and 1926 (fig. 2). The movement of village youth (rural nonfarm) to cities (urban areas) just about balanced the movement of farm youth to villages. The net migration from farms was about 6,300,000 during the pre-depression decade, nearly 60 percent from the South (fig. 3), and probably half of these migrants were under 18 years of age. Some of these youth attended the city schools.

During the depression years migration from the farms was retarded by the inability of youth to obtain employment in the cities, and millions of people returned to farms seeking shelter and sustenance with relatives and friends or started little farms of their own (fig. 4). Many of these people brought children with them, and enrollment in the rural schools, especially in areas of poorer soils and around most industrial cities, increased notably. However, only in one year, 1932, did migration to farms exceed, apparently, that from farms in the United States as a whole. But in the States from Maine to Michigan and Tennessee, the dominantly industrial region, there was a net migration to farms during the 5-year period 1930-34 (fig. 5).

The extent and direction of rural-urban migration is evidently associated with periods of economic prosperity and depression. The decline in elementary school enrollment in the cities tends to be retarded during periods of prosperity by migration from the farms. During periods of economic depression the decline may be accelerated. However in high schools and colleges enrollment may increase temporarily because of inability of youth to obtain employment.

In conclusion, I should like to quote briefly from an article entitled *Population and Schools* by Dr. Rufus D. Smith, provost of New York University (published in *The Journal of Educational Sociology*, April 1936):

"Since the middle years of life will be strong in numbers in the United States for several decades longer, opportunities in the field of adult education will increase. It is very possible that the upper reaches of the educational

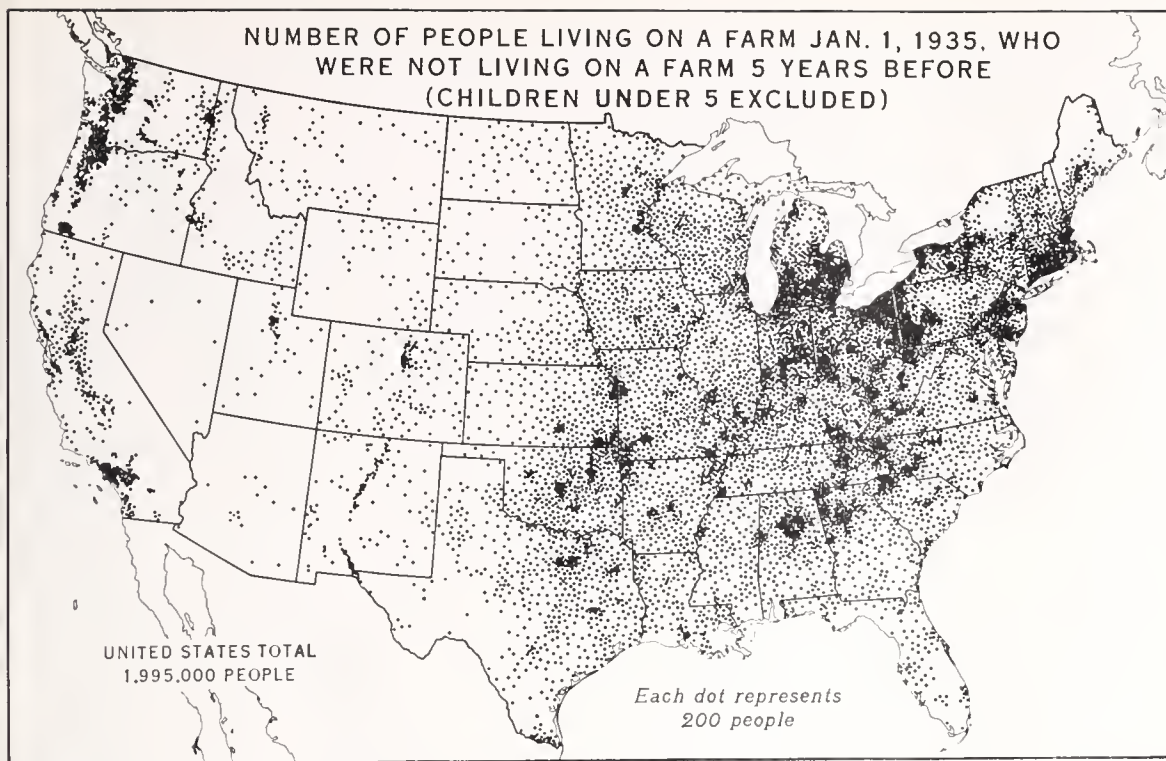


Figure 4.—The number of people living on farms in 1935 who were not living on farms 5 years before, exceeded the increase in farm population between 1930 and 1935, except in a belt extending from New Hampshire through southern New England, Pennsylvania, Ohio, and the Virginias to Tennessee, also except Florida, Arkansas, New Mexico, and Utah. Evidently migration from farms exceeded the natural increase in most of the States during the depression.

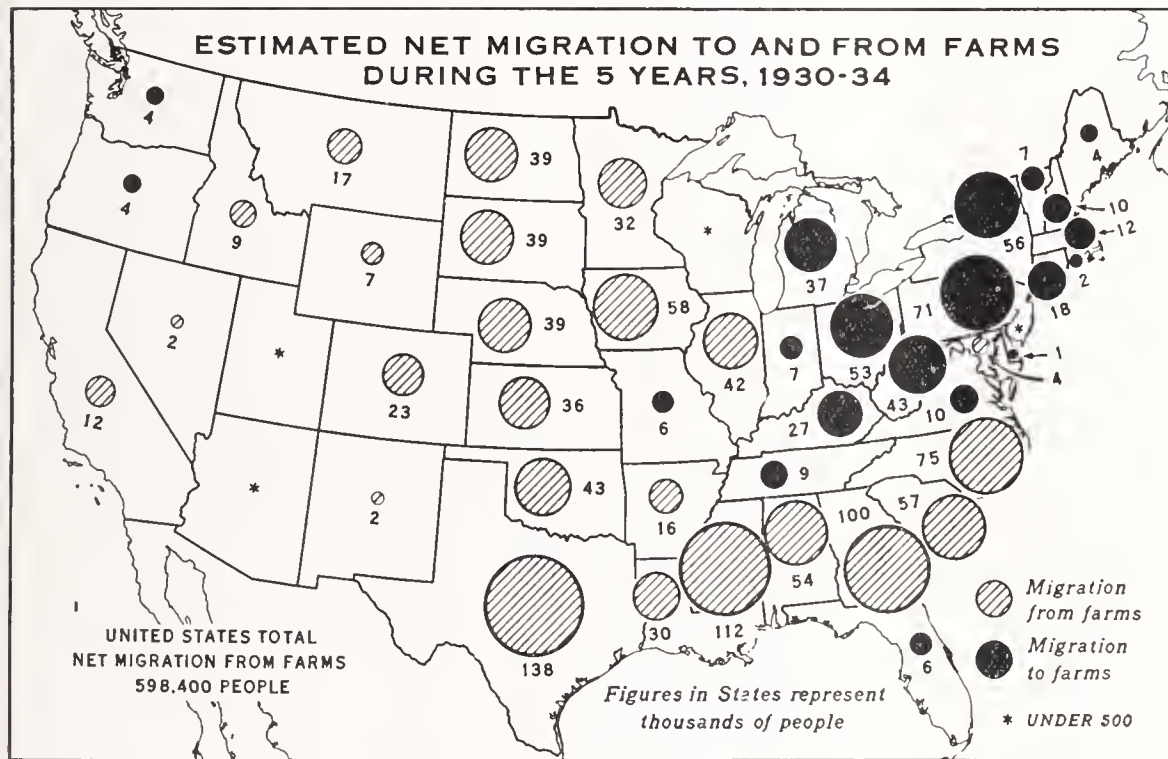


Figure 5.—From Tennessee and Michigan to Virginia and Maine, but excluding Maryland—that is, throughout most of the manufacturing belt and a little beyond—migration to farms during the depression years 1930-34, exceeded that from farms. These States are characterized also by dairying and general farming, and in the Appalachian Mountains by self-sufficing and part-time farms. In the Cotton Belt, in the prairie part of the Corn Belt, and in the Wheat Belt—areas of commercial agriculture and high proportions of tenancy in most parts—there is indicated a surprisingly large net migration from farms during the depression.

field will expand, while the lower ones will decline. But, in any case, population trends will take on added significance to every school administrator whether he be in elementary, high-school, college, or university affairs. When expansion was rapid, there were more than enough students for all and school administration demanded certain types of leaders. When numbers become stationary or decline, school administration may well be something very different. \* \* \*

“Another field of adjustment will be found in the training of teachers. The easing of the pressure on external school facilities will make it possible to turn attention to quality in education. The need for a large increase in the number of new teachers will undoubtedly be lessened, while the demand for better teachers should increase. Normal schools training teachers for the elementary grades, for example, may have to divert part of their applicants into the field of adult education, even to other occupations. Schools of education will find it more necessary than ever to correlate their output with job opportunities. Many adjustments will be necessary as the decline in the number of pupils and students inevitably reaches up into the higher years.

“The United States stands at the beginning of an epoch, a turning point in its population history. The school, because it deals with children, will be among the first of our social institutions under the necessity of adjusting itself to this major reversal in the population trend of the Nation.”



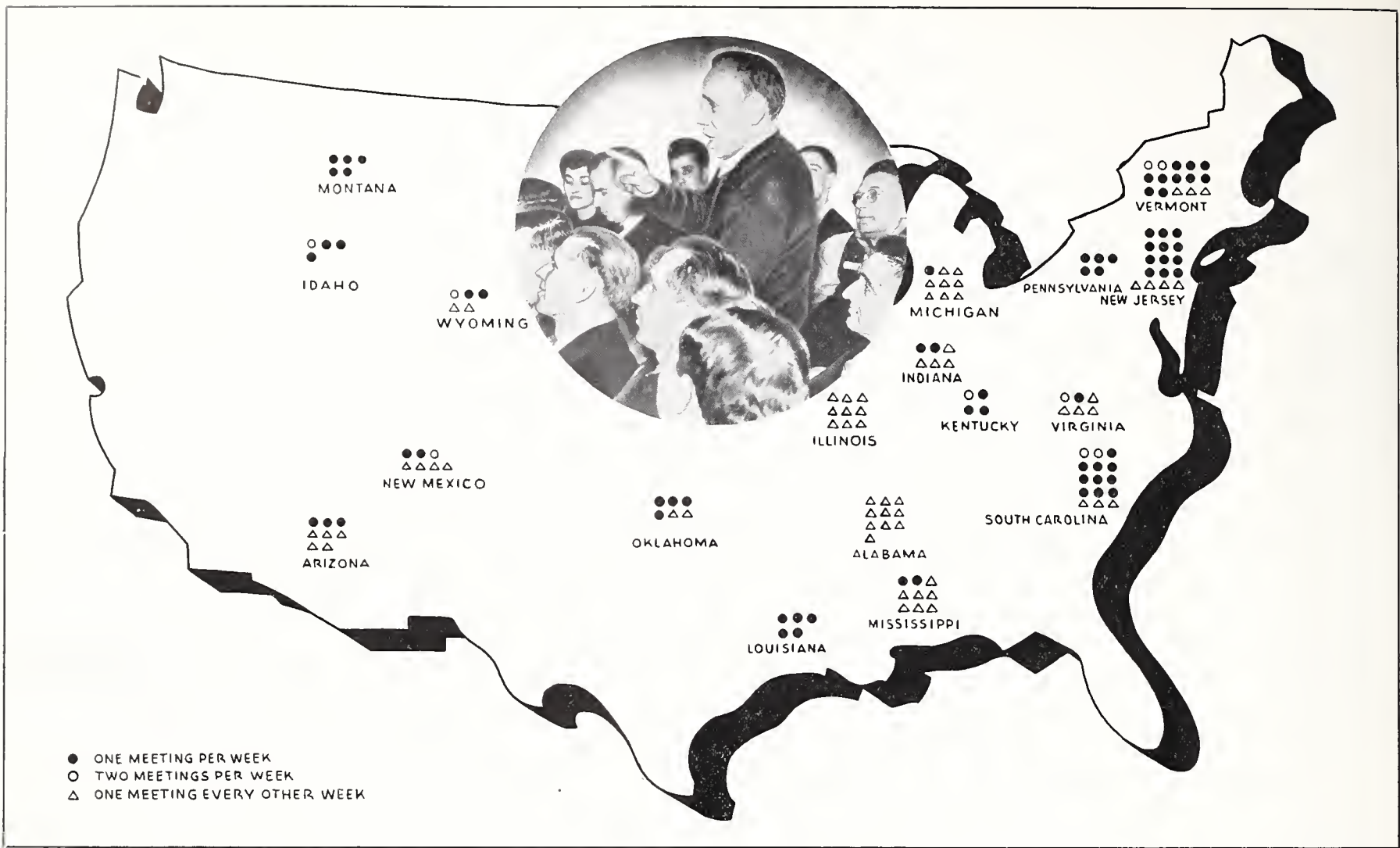
## N. E. A. Publication

The educational policies commission of the National Education Association and the American Association of School Administrators recently issued a publication entitled *The Effect of Population Changes on American Education*. Readers interested in this may secure copies (50 cents each) from the National Education Association, 1201 Sixteenth Street N.W., Washington, D. C.



## Prevention of Eyestrain

The National Institute of Industrial Psychology of England has recently turned its attention to the prevention of eyestrain in copying from a blackboard. It was found that words in dark blue letters on a yellow board were read more quickly by 15.4 percent than white letters on a black surface, and in copying from these boards there was a saving of 10 percent in time for the blue characters on yellow.



# Low Cost Forums for Smaller Communities

by John W. Studebaker, *Commissioner of Education and Administrator of Forum Demonstrations*  
and Chester S. Williams, *Assistant Administrator Forum Demonstrations*

★★★ In recent years there has been a revival of the spirit and practice of the New England town meetings which played such an important role in the establishment of American democracy. There has been a renewed appreciation of the vital function of public discussion of public affairs. Thousands of forums and discussion groups have been organized by private and public agencies. Such forums as America's Town Meeting of the Air and the Chicago University Round Table have gained millions of listeners for their discussions of important national and international issues. Agencies of public education have recognized the forum as a successful method of adult civic education.

Like all other educational movements, the forum movement has grown out of a sense of need for enlightenment aroused by many civic and educational leaders. It has taken many forms and has been sponsored by all sorts of associations of people. The basic problem which confronts established systems of public

## COOPERATIVE FORUM CENTERS, 1938

Each of the symbols on the above map represents one school district and indicates the frequency of meetings. The superintendents of schools in the following cities or towns are chairmen of the cooperative committees: Alabama, Birmingham (County); Arizona, Phoenix; Idaho, Pocatello; Illinois, Herrin; Indiana, Anderson; Kentucky, Lexington; Louisiana, Jennings; Michigan, Kalamazoo; Mississippi, Gulfport; Montana, Butte; New Jersey, Belvidere (County); New Jersey, Somerville (County); New Jersey, Freehold (County); New Mexico, Santa Fe; Oklahoma, Norman; Pennsylvania, Tyrone; South Carolina, Columbia (University); Vermont, Montpelier (State Superintendent); Virginia, Lynchburg; Wyoming, Cheyenne.

education is one of practical administration of a community program of free public discussion. This problem has been foremost in the forum demonstration efforts of the Office of Education in cooperation with more than a hundred local school systems in the past 2 years.

In 1936-37 the forum demonstrations attempted to deal with two administrative situations. First, the administrative practicability of managing forums in the larger cities with populations of 100,000 or more was dem-

onstrated. These cities were divided into forum districts and neighborhoods where weekly and semimonthly forums were held close to the homes of the people. Second, a plan was developed for associating all of the school districts in a county or in a few cases, in several counties, for the purpose of administering forums for the entire area. The report for 15 months of these types of demonstrations is contained in an Office of Education bulletin, entitled "Choosing Our Way" (Bulletin 1937,



Miscellany No. 1, price 35 cents, from the Superintendent of Documents, Washington, D. C.).

### Plan for Small Communities

The emphasis in the 1938 program sponsored by the Office of Education was placed on the problem of organizing and administering forums in communities with populations between 1,000 and 25,000. This article presents a description of the plans worked out for cooperative forum demonstrations in the places shown on the map. The primary objective was to suggest plans by which several educational systems of limited resources might pool their funds to provide educational forums under qualified leadership. The plans outlined here are merely illustrative and do not by any means exhaust the possibilities for cooperative organization.

### Competent Leadership

Inherent in the demonstrations in 1938 as well as in 1936-37 is reliance upon competent leadership. It is assumed that in adult education, as in education for children and young people, much depends upon trained leadership. Adults require leadership skilled not only in the techniques of discussion but capable of providing resources based on broad scholarship as well. Therefore, a basic and minimum program is built upon the personality and skill of one or more leaders.

The cooperative forum demonstrations have sought to demonstrate a practical means by which a leader serving on a full-time basis, may be shared by several school districts. The plan shows how an outstanding leader of public discussion may be jointly employed for full-time work in a number of communities located near each other at a salary that will attract able leaders without placing a large burden of expense on any one community.

### Cooperative Forums

The 1938 program creates an administrative pattern which usually associates four or more relatively small communities in a general area for the purpose of sharing one full-time forum leader.

The "cooperative" forums were based on the following principles:

#### Distribution of leader's time.—

1. Communities under 5,000—one meeting every other week.
2. Communities with populations ranging from 5,000 to 15,000—one meeting per week.
3. Communities with populations over 15,000—two meetings per week.

Local needs, interests, and financial ability were taken into consideration in applying the principles and in developing the schedules.

*Administrative responsibility.*—Each superintendent participating in the cooperative set-up is responsible for the meetings conducted in the community under his educa-

tional jurisdiction. The several superintendents form a committee and select one of their number to act as chairman. This committee decides upon the subjects to be discussed, the weekly schedule of the forum leader and certain promotional plans of a general nature. This committee also delegates the responsibility for investigating the qualifications of possible leaders and agrees upon the leader or leaders to be invited to conduct the meetings.

The illustration on the right shows how this pattern is applied to a group of communities in New Mexico

### Sample Schedule and Costs

#### Schedule of meetings

	Mon.	Tues.	Wed.	Thurs.	Fri.	Sat.
First week	Santa Fe	Las Vegas	Espanola	Albuquerque	Belen	Albuquerque
Second week	Santa Fe	Las Vegas	Santa Fe	Albuquerque	Bernalillo	Albuquerque

#### Budget—34 weeks' program

1 forum leader (full time).....	\$5,000
Contingent expenses (including travel).....	500
Total.....	5,500

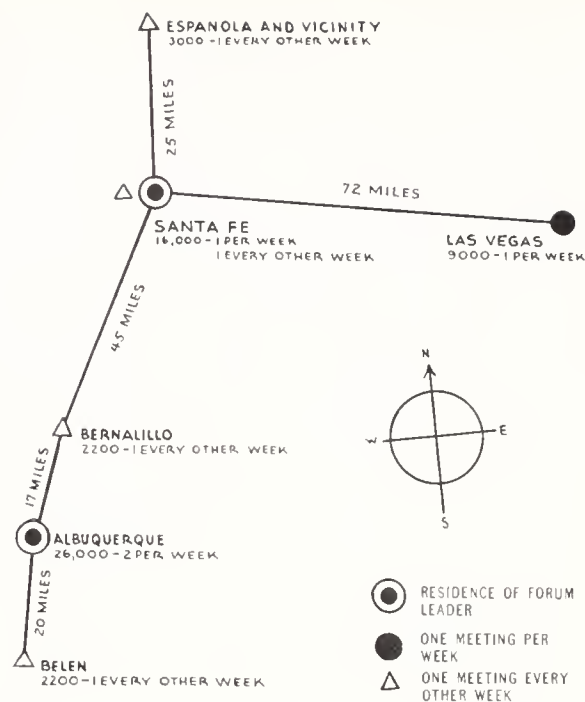
#### Apportionment

Town	Number of meetings	Population	Cost
Santa Fe.....	51	16,000	\$4,375.00
Las Vegas.....	34	9,000	916.67
Albuquerque.....	68	26,000	1,833.31
Espanola.....	17	3,000	458.34
Belen.....	17	2,200	458.34
Bernalillo.....	17	2,200	458.34
Total.....	204	58,400	5,500.00

This estimated budget is on the basis of 34 weeks although the New Mexico project was actually operated for only 12 weeks with three different leaders serving 4 weeks each.

The suggested amount in the budget for contingent expenses may be inadequate for cooperative forum centers where the distances between the cooperating communities are great and, therefore, the cost of transportation of forum leaders to meetings proportionately higher.

Due to the fact that the 1938 demonstrations were for such short periods (9 and 12 weeks) and the time for planning so limited it was impossible to follow the usual procedure in selecting forum leaders for these centers. A committee composed of four school superintendents and one forum director engaged in selecting forum leaders for their own communities during the 1936-37 program selected the forum leaders to be offered to the 19 cooperative committees. The members of this committee were Floyd B. Cox, county superintendent of schools, Monongalia County, Morgantown, W. Va.; Willis A. Sutton, superintendent of schools, Atlanta, Ga.; Claude V. Courter, superintendent of schools, Cincinnati, Ohio; Carl G. Leech, county



### NEW MEXICO DEMONSTRATION

The leader works half of the week in one place conducting meetings in towns in that area and the other half of the week in the second place to be near the towns in this area.

superintendent of schools, Delaware County, Media, Pa.; and Katherine M. Kohler, director, adult education, Minneapolis, Minn.

Insofar as possible the individual leaders selected by this committee were assigned to centers on the basis of the wishes of the respective cooperative committees.

### Steps Toward Organization

*State leadership.*—One method of initiating cooperative forum programs involves the leadership of the State department of education. State educational leadership may call together superintendents from small communities located within short distances of each other to discuss practical plans for financing and operating this type of adult education. In States where State funds are available for adult education this approach has particular significance.

*Individual superintendent or local school board.*—The superintendent or local school board in any small community may take the initiative in organizing a cooperative forum program by calling a conference of the representatives of three or more nearby school districts. In States where the county superintendent and school board have jurisdiction over all schools, in each county, and where the populations of certain counties are too small to warrant individual county action, several counties may constitute a cooperative organization following the general pattern suggested.

*Combinations of cooperative centers.*—It is to be expected that the development of cooper-

ative forum plans will follow the natural line of interest of the local educational leaders. The establishment of a cooperative forum center in a general area or State will naturally promote interest in other parts of the State or area. When two groups of communities in a State or general area are organized, cooperative arrangements may be made between them for the exchange of leadership in order to lend variety to the programs.

A special project in New Jersey operating for 9 weeks in 1938 involves three groups of small communities in three parts of the State. Each leader will conduct meetings for 3 weeks in each cooperative forum center.

The accompanying map shows the plan of the New Jersey project. This is a 9 weeks' demonstration. Each of the three groupings of cooperating communities will have three forum leaders for 3 weeks each. If the program were organized for 34 weeks, each leader would be able to serve the same group of forum centers for a period of 10 or 12 weeks thus achieving both greater continuity and variety.

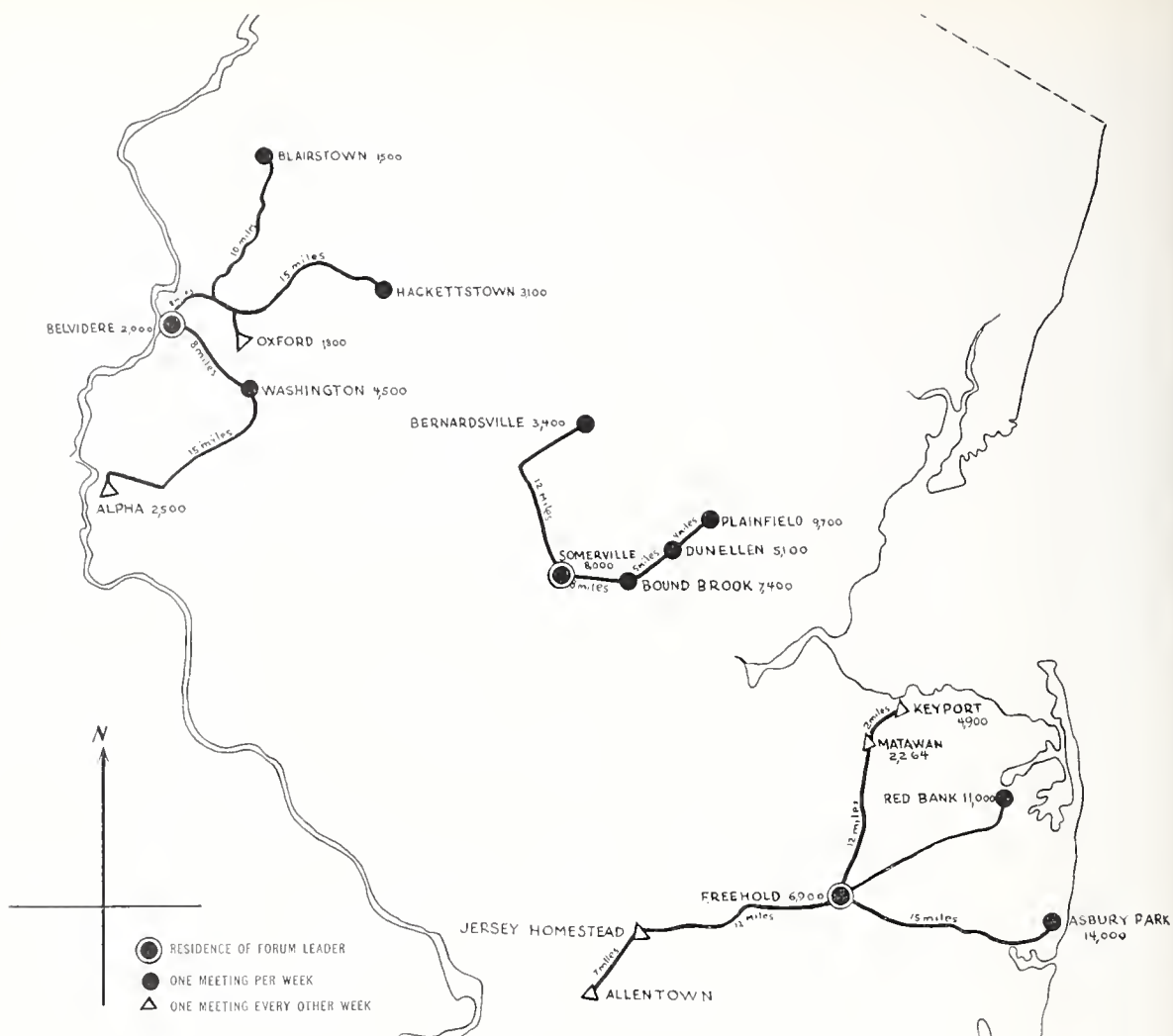
While the budget and schedule of meetings used here as an illustration call for a program of 34 weeks it is realized that a good beginning can be made at proportionately less cost by operating programs for 12, 15, or 18 weeks. The main problem to be met is locating forum leaders, many of whom must secure leaves of absence on the basis of an academic year. It is possible, however, to secure some forum leaders on a semester basis beginning about September 15 and running through January or beginning in February and running through June 15.

In the sparsely settled States where communities are widely separated it may be practical to share leadership by scheduling the meetings for an entire week in each of four or five places thus enabling the forum leader to travel over the week ends.

A county system of public forums may logically evolve from one or more cooperative centers within the county. Under the cooperative plan a few small communities may inaugurate the program irrespective of the readiness of other school districts in the county. Later, school systems in a county or several counties may find it desirable to establish a central administrative organization to schedule and promote forums throughout the area.

### Results of Good Leadership

The objective of the planning group should be to secure for service in the area one or more real leaders of public discussion to awaken new interest in public affairs; to guide discussion; to promote the free exchange of opinion; to mobilize the citizenry for frank and free discussion; to inspire confidence in democratic processes; and to introduce the results of research to an increasingly large group of adults. Success depends upon the vitality of the personalities sponsored as forum leaders. In addition to five or six regularly scheduled



### NEW JERSEY DEMONSTRATION CENTERS

Towns marked by a double circle indicate the residences of the forum leaders. This project runs for 9 weeks between April 11 and June 10. Each leader conducts meetings for 3 weeks in each of the centers. The symbols indicate the frequency of meetings. The budget for each cooperative center would be similar to the suggested budget for the New Mexico demonstration.

meetings for which a leader is usually responsible, other types of service to the community may be expected. Among these the most important are:

1. The development of small informal discussion groups and study circles led by volunteer leaders functioning as a result of the inspiration and with the help and guidance of the forum leader.
2. The establishment of small classes of local leaders to study the techniques and processes of leading public meetings and discussions democratically.
3. The development of forums for young people in the high schools and colleges under the immediate counsel and direction of principals, social studies teachers or professors, assisted in the planning process by the forum leader.
4. The organization of listening groups using various radio programs as the basis for discussion.
5. The conduct of special meetings on local, national, or international questions of special significance involving presentations of conflicting opinions by local civic, labor, political, or business and professional leaders. The forum leader may be expected to inspire local

initiative and to counsel local leadership in the preparation for and in the conduct of the meetings.

The budget suggested presents a per meeting cost of about \$30. However, the impact of good leadership upon the intellectual and spiritual life of the people is expressed in much more study, discussion, and reading than would be represented by the regularly scheduled meetings.

It is interesting to note that in the cooperative centers established in 1938 in the smaller communities the average attendance per meeting is much larger than in the city and county projects operated in 1936-37. In these smaller communities response to forums is proportionately much greater and the energy required for promotion much less.

### Planning for 1938-39

We hope that many representatives of the smaller school districts will participate in conferences this year to develop definite plans for conducting cooperative forum programs during the next school year. The demonstrations which the Office of Education has sponsored will achieve their purpose if

they stimulate the development of similar programs, not only in the States where the demonstrations have been located but in all parts of the country.

No worth-while educational enterprise can be developed without an investment of time and money. We do not take the position that the forum demonstrations thus far conducted under the auspices of the Office of Education represent the only means of organizing this type of adult education. But we do emphasize that the important and difficult job to be done requires educational statesmanship and some investment of educational funds.

We do not believe that the needs of adults for civic education can be met by the use of volunteer leaders only, and through schemes requiring practically no investment, any more than that the needs of children and young people for educational programs can be so met. The cost of adult civic education should not be reduced below the point consistent with principle of competent leadership.

The demonstrations show that at a total cost of approximately \$25 to \$35 per meeting, dynamic and well-qualified leaders can be secured for a school semester or a school year to conduct meetings in a series on a monthly salary basis. A system based on securing speakers for single addresses cannot secure comparable leadership at these rates. Furthermore such a system fails to secure the educational advantages of continuity, group counseling and follow-up which may be expected from leaders who are engaged to conduct series of meetings running for several weeks or months.

We believe that a basic and minimum program involving competent, professional leadership should be and will be supplemented by programs of discussion and study under volunteer and part-time local leadership. But we are convinced that the latter development is dependent for its vitality and usefulness on the careful planning of the basic program.

We hope that both State and local leadership of public education will make efforts to initiate many local forum programs with local resources this year. We trust that the experience and administrative experimentation of this Office may prove of value in the development of local plans in all parts of the country.



## QUESTIONS AND ANSWERS

- Q. *How can detailed information be secured concerning cooperative forums?*
- A. Write to the Office of Education, United States Department of the Interior, Washington, D. C. Secure from the Superintendent of Documents, Washington, D. C., copies of the publications listed with this article.

- Q. *Are Federal funds now available to finance cooperative forums?*
- A. Not at the present time. The Office of Education has used its appropriations to establish a few demonstrations to stimulate the development of many permanent local programs financed by State or local communities. Any additional appropriations that might be made will be invested on this principle. However, the Office of Education will study and use for future reference any requests for financial assistance.
- Q. *How can a community secure competent forum leaders?*
- A. A cooperative committee should designate one of its members to make a careful search in the light of local needs and interest. The Office of Education does not recommend forum leaders but will help by making available personnel data from our files on leaders who have previously been selected by local authorities and have served demonstration centers. "Choosing Our Way" contains many suggestions on finding forum leaders.
- Q. *Are the State departments of education taking leadership in the forum movement?*

- A. Many State departments of education are active in this field. Thirty-six State conferences on adult civic education through forums, organized by State departments of education, are being conducted this spring. Others will be planned later. Reports of these conferences may be secured from the respective State departments of education and a general summary of all the conferences may be secured from the Office of Education in June 1938.

- Q. *Should the forums be free to the public?*
- A. It is generally considered desirable. However, in some cases school systems have collected a small registration fee for a series of forums from the persons who attend the meetings to augment the public funds invested in the educational enterprise.
- Q. *How can advice and counseling be secured that will help in applying the cooperative forum plan to a local situation?*
- A. Communicate with the Office of Education, outlining in detail the local situation and posing the problems peculiar to the situation. You will receive specific suggestions based on the accumulated experience of the Office.



## FORUM PUBLICATIONS

**CHOOSING OUR WAY, A Study of America's Forums, 1937, Miscellany No. 1. Price, 35 cents.**

Analyzing the programs of the 19 demonstration centers and presenting a survey of 431 other forums.

**FORUMS FOR YOUNG PEOPLE, 1937, Bulletin No. 25. Price, 15 cents.**

A study of forum programs in high schools and colleges and for out-of-school youth.

**PRINTED PAGE AND THE PUBLIC PLATFORM, 1937, Bulletin No. 27. Price, 20 cents.**

A handbook dealing with the relation of reading to discussion and of libraries to forums.

**PUBLIC AFFAIRS PAMPHLETS, 1937, Bulletin No. 3. Price, 10 cents.**

An annotated bibliography of 660 pamphlets by various publishers.

**SUPPLEMENT NO. 1 to Bulletin 1937 No. 3. Price 10 cents.**

Brings this index up to date by listing 500 additional pamphlets.

**A STEP FORWARD FOR ADULT CIVIC EDUCATION, 1936, Bulletin No. 16. Price, 10 cents.**

A preview of the program planned for September 1936 to January 30, 1937, in 10 demonstration centers.

**EDUCATION FOR DEMOCRACY, 1935, Bulletin No. 17. Price, 10 cents.**

A brief digest of the Des Moines forum plan and special attention to techniques of operating forums.

These publications may be secured from the Superintendent of Documents, Washington, D. C., at the prices indicated. Orders for 100 or more copies of any given title receive a 25-percent reduction in price.



SCHOOL LIFE

IS ISSUED MONTHLY, EXCEPT JULY AND AUGUST  
BY THE  
UNITED STATES DEPARTMENT OF THE INTERIOR  
OFFICE OF EDUCATION

Secretary of the Interior, HAROLD L. ICKES  
Commissioner of Education, J. W. STUDEBAKER  
Assistant Commissioner of Education, BESS GOODYKOONTZ  
Asst. Comm. for Vocational Education, J. C. WRIGHT  
Editor, WILLIAM DOW BOUTWELL  
Acting Editor, OLGA JONES  
Assistant Editors, MARGARET F. RYAN, JOHN H. LLOYD  
Art Editor, GEORGE A. MCGARVEY

Terms: Subscription, \$1.00 per year, in advance; to foreign countries in which the mailing frank of the United States is not recognized, \$1.45. 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.

Remittance should be made to the SUPERINTENDENT OF DOCUMENTS, Government Printing Office, Washington, D. C.

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

MAY 1938

On the Cover

This month's cover presents a picture of the Lincoln Memorial. This beautiful shrine is visited daily by a multitude of men, women, and children of almost every race, creed, and circumstance. Thousands of students are among this multitude, particularly at this time of year, when student tours to the Nation's capital are so numerous.

Thus the great Lincoln, not only by his deeds but by the beautiful memorial erected to his memory, lives on as an inspiration to youth for generations to come.

Among the Authors

O. E. BAKER, senior agricultural economist, United States Department of Agriculture, contributes an article this month in which he discusses some implications of the *Population Prospects to the Public Schools*. Dr. Baker concludes: "The United States stands at the beginning of an epoch, a turning point in its population history. The school, because it deals with children, will be among the first of our social institutions under the necessity of adjusting itself to this major reversal in the population trend of the Nation."

COMMISSIONER STUDEBAKER presents detailed information on *Low Cost Forums for Smaller Communities*. The Commissioner emphasizes the hope "that many representatives of the smaller school districts will participate in conferences this spring to develop definite plans for conducting coopera-

Searching for Peace

A FEW DAYS AGO I asked an international radio audience to join me in a brief expedition back to the cold day of February 26, 1919. The Great War was over. In the Auditorium Theater in Chicago, 10,000 school officials were gathered. Based on my own personal experience with the Junior Red Cross and speaking of the service of the junior members, I said to that 1919 assemblage: "These children who have felt the glow of happiness caused by unselfish and wholehearted service will never be content to settle back to interests solely personal and local. They face a future filled with demands for international understanding and helpfulness. The American children are not 'quitters'. They will be as strong in the constructive pursuits of peace as in the trying emergencies of war. Let us put new meaning into education and through it develop in the hearts and minds of the millions of children in American schools the spirit and understanding that will save the world from selfishness and hasten the day when a real and lasting peace shall settle upon all the peoples of the world."

Today, 19 years later, we are still searching for that lasting peace. The Junior Red Cross has done great service in extending international understanding and helpfulness. Everyone who can read the newspaper or listen to the radio knows that assured peace is still a goal unattained. Today I repeat with enduring conviction: "Let us develop the spirit and understanding that will save the world from selfishness and hasten the day when a real and lasting peace shall settle upon the peoples of the world."

Commissioner of Education.

tive forum programs during the next school year. The demonstrations which the Office of Education has sponsored will achieve their purpose if they stimulate the development of similar programs, not only in the States where the demonstrations have been located but in all parts of the country."

HOWARD W. OXLEY, director of CCC camp education, in his article this month, deals with the subject of *Graduate Students Study CCC Education*. Mr. Oxley states that "Studies by graduate students have already helped to pave the way for informal education in the camps and to explore the training possibilities there. Most of these studies, however, have been general in nature and have dealt with major trends. It is felt that in the future the studies that will probably make the most effective contribution will be those that examine one or two specific problems of CCC education

and make recommendations concerning improved methods and techniques."

EDITH A. WRIGHT, assistant in research bibliography, in the Office of Education Library, describes the *Thesis Collection of the Library*. Miss Wright points out the advantages of having all these theses collected at one center and available for interlibrary loan purposes.

TIMON COVERT, specialist in school finance, presents data on *Federal Funds for Education*. His article contains a table showing the amount of Federal nonemergency funds authorized or expended for educational purposes for the year 1937. Mr. Covert points out that in spite of allotments for emergency education purposes the major part of the cost of education was carried (in 1937) as usual by the State, county, and local governments.

# Convention Bulletin Board

★★★ June brings conventions in many fields of education and many parts of the United States and Canada.

In line with its general theme of "The Responsibility of Education in Promoting World Citizenship," the National Education Association, meeting in New York City June 26-July 1, will be greeted by educators, diplomats, and other leaders from many countries.

## *Mrs. Roosevelt at N. E. A.*

Mrs. Franklin D. Roosevelt will preside over a special international program at which Hon. Sumner Welles, Assistant Secretary of State, and two ambassadors will speak. At other sessions will be heard Mayor Fiorello LaGuardia of New York City and Leo Wolman, of the National Bureau of Economic Research, who will speak on "Labor and Industry." Pearl S. Buck will be among the speakers on "What the Arts Contribute to World Citizenship."

Sectional meetings will be devoted to equal opportunity for children, radio and visual education, and youth problems. A symposium by organizations interested in education will hear, among other leaders, Dean Russell of Teachers College, Columbia University, and Mrs. J. K. Pettengill, president of the National Congress of Parents and Teachers.

## *League of Teachers Associations*

The National League of Teachers Associations will meet in New York City during the N. E. A. convention. Conferences and discussion will center on such topics as teacher load, tenure, retirement, leave, and single salaries. Following the meetings in New York the league will sponsor a 2-week intensive course on "The Teacher as a Community Leader" under Dean Partch of the School of Education, Rutgers University, New Brunswick, N. J.

## *Business Education*

Under the auspices of the University of Chicago will be held the Fifth Conference on Business Education, June 30 and July 1. Leaders in education, in labor, and in business will discuss "Business as a Social Institution."

Among the speakers will be President Robert M. Hutchins and Prof. William F. Ogburn of the University of Chicago, President George M. Harrison of the Brotherhood of Railway Clerks, and Paul H. Nystrom, president of the Limited Price Variety Stores Association and chairman of the Federal Advisory Board for Vocational Education.

Ernest A. Zelliott, director of commercial education in the Des Moines schools, will preside over a session on educational program and procedures, at which Profs. Floyd W. Reeves and Arthur W. Kornhauser of the University

of Chicago and Harold G. Shields of the Prince School, Simmons College, will speak.

## *Visual Education*

Also in Chicago will meet the Eighth National Conference on Visual Education, June 20-23. Educators from many sections of the country will discuss their experiments with visual education at the elementary, secondary, and college levels. Superintendent H. E. Ryder of the Sandusky County, Ohio, schools will describe a cooperative film library and L. W. Cochrane, director of the visual education service of the State University of Iowa, will speak on educational film distribution in that State. Other educators will discuss evaluation of films and experiments in visual education in such varied fields as the teaching of dentistry and character education.

## *American Library Association*

Several sessions of the sixtieth annual conference of the American Library Association in Kansas City, Mo., June 13-18, will interest educators. An adult education round table will center about personnel and program problems. Prof. Dora Smith of the University of Minnesota will address the school libraries section, which will witness the awarding of the Newbery medal for the most distinguished children's book of 1937 and the Caldecott medal for the most distinguished American picture book for children published in the United States in 1937. Other sessions on adult education for the foreign born, educational films, and work with teachers and school administrators bear directly upon educational problems.

## *School Administrators Meet*

At the George Peabody College for Teachers, Nashville, Tenn., the ninth annual school administrators' conference will meet on June 9-11. At least 30 States will be represented. The program centers around the question, "What are the educational implications of the socio-economic problems confronting southern regions?" One hundred leading superintendents of schools have agreed to give brief answers to the question. Addresses by prominent editors are also planned.

## *On Your Calendar*

Other meetings about which details are yet to be announced are included in the following concise schedule:

AMERICAN ASSOCIATION FOR THE ADVANCEMENT OF SCIENCE. *Ottawa, Canada. June 27-July 2.*

AMERICAN ASSOCIATION OF INSTRUCTORS OF THE BLIND. *Lansing, Mich. June 27-30.*

AMERICAN ASSOCIATION TO PROMOTE THE TEACHING OF SPEECH TO THE DEAF. *Detroit. June 27-July 1.*



Helen K. Mackintosh is the newly appointed elementary education specialist on the Office of Education staff. She assumed her duties last month.

Dr. Mackintosh, for the past few years, has been associate professor and head of the Department of English in the Miami University School of Education, Oxford, Ohio. She holds the A. B., M. A. and Ph. D. degrees (majoring in education) from the State University of Iowa. Among her experiences are: Teacher and supervisor in the Elementary School of the State University of Iowa; assistant professor of elementary education, University of Pittsburgh School of Education; supervisor later elementary grades and supervisor open-window rooms, Grand Rapids (Mich.) Public Schools. At summer sessions of the University of Michigan, State University of Iowa, University of Nebraska, and University of Maine, Miss Mackintosh has been a lecturer in elementary education fields.

★★★

AMERICAN LIBRARY ASSOCIATION. *Kansas City, Mo. June 13-18.*

NATIONAL CONFERENCE ON VISUAL EDUCATION. *Chicago. June 20-23.*

NATIONAL EDUCATION ASSOCIATION. *New York City. June 26-30.*

NATIONAL LEAGUE OF TEACHERS' ASSOCIATIONS. *New York City. June 25-30.*

NEW ENGLAND HEALTH EDUCATION ASSOCIATION. *Cambridge, Mass. June 3-4.*

SCHOOL ADMINISTRATORS CONFERENCE. *Nashville, Tenn. June 9-11.*

SPECIAL LIBRARIES ASSOCIATION. *Pittsburgh June 21-24.*

ROMA K. KAUFFMAN

# Federal Funds for Education

by Timon Covert, Specialist in School Finance

★ ★ ★ The Federal Government provided, exclusive of grants and loans for school buildings through the Federal Emergency Administration of Public Works, more than \$135,000,000 for education during the fiscal year ended June 30, 1937. While this may appear to be a large sum, it represents, of course, only a minor part of the total of public funds spent for education that year. Complete data on expenditures for education for the year are not available, but the amount the Federal Government provided was probably less than 9 percent of the total. In spite of allotments for emergency education purposes the major part of the cost of education was carried as usual by the State, county, and local governments.

The funds from the Federal Government for the year 1937 may be classified, first, as those provided for education activities carried on under normal financial conditions, and, second, as those provided as a part of the emergency program. Accordingly, the data in the accompanying tabulation show the amount of and purpose for which funds were provided under the first category.

Funds which were provided for use of agencies of the Federal Government and/or State governments engaged primarily in educational work are included in the tabulation. Other funds, such as those for certain activities within the Children's Bureau of the United States Department of Labor, were provided for purposes closely akin to education; however,

they are primarily for other purposes. Those listed are fairly easy to identify and classify as funds for educational purposes. The list may not be complete, but it includes most of the funds which the Federal Government provides for educational purposes of a nonemergency nature. In some cases the appropriations are

continuing as are those for vocational education. In others, they are authorized annually by act of Congress as are the appropriations for expenses of the Office of Education and for the government of the District of Columbia, including the District's educational program.

## Amount of Federal Nonemergency Funds Authorized, or Expended for Education Purposes for the Year 1937

Office of Education: For administration, research, and service by the Office in Washington, D. C. <sup>1</sup> .....		\$742, 060
Apportionment to the States and Territories for vocational education and rehabilitation (total).....		38, 913, 148
1. To land-grant colleges (subtotal).....	\$27, 051, 686	
(a) For instruction in agriculture, mechanic arts, etc. <sup>2</sup> .....	4, 030, 000	
(b) For agricultural extension service <sup>3</sup> .....	17, 125, 014	
(c) For agricultural experiment stations <sup>4</sup> .....	5, 896, 672	
2. For vocational education at secondary level <sup>2</sup> (subtotal) <sup>5</sup> .....	10, 386, 603	
(a) For training of teachers.....	1, 115, 000	
(b) For agricultural education.....	4, 098, 020	
(c) For trade and industrial education <sup>6</sup> .....	4, 122, 191	
(d) For home economics education.....	1, 051, 392	
3. For vocational rehabilitation <sup>2</sup> .....	1, 474, 859	
Office of Indian Affairs (total) <sup>7</sup> .....		9, 452, 375
1. For support and education of Indian pupils at 19 nonreservation schools.....	\$2, 606, 475	
2. For the support of Indian schools not otherwise provided for, including pupil-transportation costs, tuition to public schools, and expense of pupils placed with families for educational purposes.....	6, 124, 020	
3. For education of natives of Alaska <sup>7</sup> .....	721, 880	
Federal oil and mineral royalties <sup>8</sup> .....		1, 952, 060
National forest funds <sup>9</sup> .....		995, 891
Public land and timber sales <sup>10</sup> .....		15, 000
Public-land sale grants <sup>11</sup> .....		
Howard University.....		675, 000
National Training School for Boys.....		<sup>12</sup> 225, 000
Columbian Institution for the Deaf.....		132, 000
Public Schools of the District of Columbia <sup>13</sup> .....		1, 573, 061
U. S. Military Academy <sup>14</sup> .....		<sup>12</sup> 3, 092, 104
U. S. Naval Academy <sup>14</sup> .....		<sup>12</sup> 1, 911, 196
Four State Marine Schools <sup>15</sup> .....		100, 000
Public Schools in Panama Canal Zone.....		<sup>16</sup> 433, 000

## Inquiries

★ ★ ★ ★ ★ coming to the Office of Education indicate that many citizens of the United States believe that public education in our country is supported wholly by the Federal Government, while many others do not realize that the Federal Government provides a considerable amount of financial assistance for education each year. This article analyzes those non-emergency funds which were supplied by the Federal Government for education during a recent year. Another article in a later number of SCHOOL LIFE will discuss emergency funds which were allotted to education during the same year.

<sup>1</sup> Includes amounts authorized for the Vocational Education Division, formerly the Federal Board for Vocational Education, and for administering CCC educational program.

<sup>2</sup> Administered by the Office of Education.

<sup>3</sup> Administered by the United States Department of Agriculture.

<sup>4</sup> Administered by the United States Department of Agriculture and includes cost of administration, research and service of the staff in Washington, D. C., and of the printing of official experiment-station documents.

<sup>5</sup> The amounts indicated are the maximum amounts authorized for apportionment to the several States and Territories. In case a balance remains from a preceding year's apportionment in any State, the apportionment to that State is reduced accordingly.

<sup>6</sup> A certain part of this sum may be used for home-economics education.

<sup>7</sup> Does not include personal services and expenses of the National Office in Washington, D. C., except those for the

section dealing with education of natives in Alaska.

<sup>8</sup> Amount accrued for fiscal years 1936 and 1937 for roads or schools for all States receiving such funds except Oregon; 37½ percent of receipts from bonuses, royalties, and rentals received by the Federal Government is paid to the State within whose boundaries the leased lands or deposits are located, with the exception noted.

<sup>9</sup> 25 percent of the current national forest receipts, chiefly from timber and grazing rights, is paid to the States for public roads and schools of the counties in which the forests are situated.

<sup>10</sup> Certain counties in Oregon contain land which has been turned back to the United States Government; 25 percent of income from the sale of such land or timber sold from it goes to the State for the counties for roads, port districts, and schools.

<sup>11</sup> Amount accrued for fiscal year 1936 for roads or schools; 5 percent of the receipts from the sale of public lands within

(Concluded on page 320)



The Constitution of the United States—mural in the National Archives Building.

## ***New Government Aids* FOR TEACHERS**

by MARGARET F. RYAN

**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

● Orders for many copies of *The Story of the Constitution* for use in commencement exercises have been coming in from high schools and colleges, according to the United States Constitution Sesquicentennial Commission. Literal reprints of the United States Constitution and amendments and other great State papers are included in this publication, together with historical and analytical articles and portraits, and facts regarding the origin of the Constitution, its meaning, and its importance in our daily life.

A standard or board-cover edition, with Howard Chandler Christy's painting of "We the People" in color, on the cover, may be had for 15 cents; in quantities of 10 or more, 10 cents each.

A special de luxe edition printed on coated paper and bound in leatherette covers stamped in gold sells for 50 cents.

Send all orders to the United States Constitution Sesquicentennial Commission, House Office Building, Washington, D. C., and make all remittances to the order of the *Treasurer of the United States*.

● *Guides to Traffic Safety*.—Prepared by the executive committee of the National Conference on Street and Highway Safety and published by the United States Department of Agriculture—outlines some of the best methods known today for securing traffic safety and summarizes the traffic safety situation.

Municipal or town safety commissions or councils, grammar and high-school teachers, parent-teacher associations, librarians, clubs and chambers of commerce, and the individual citizen eager to understand the safety situation will find this pamphlet helpful. Copies are available from the Superintendent of Documents at 10 cents each.

● *Bibliography on Highway Safety*, another Department of Agriculture publication (Miscellaneous No. 296), lists references to books, articles printed in technical and other periodicals, and publications of societies pertaining to highway safety. Free to teachers and librarians.

● In current issues of *Public Health Reports* may be found the following articles: The Age of Female Workers in Different Geographical Regions, No. 1, pp. 4-16; A Study of the Variations in Reports on Hospital Facilities and Their Use, No. 1, pp. 17-25; Health Service Data Gathered by the Family Survey Method, No. 12, pp. 439-46; A Study of Dental Care in Detroit, Mich., No. 12, pp. 446-59. Each number, 5 cents.

● *Architectural Acoustics*, Bureau of Standards Circular C418, provides the necessary basic information to architects, engineers, and others interested in the effective use of acoustic materials in auditoriums. Tells how noise can be reduced in offices, cafes, public

buildings, and other occupancies. Auditoriums which are acoustically defective may generally be corrected by the proper application of acoustic materials, and rooms in which the noise level is unduly high may be treated so as to greatly reduce the noise level. Price, 5 cents.

● The development of State Welfare Administration, the work of the Department of Social Welfare, and State services for children are given in *A Historical Summary of State Services for Children in New York*, Children's Bureau Publication No. 239—Part 2. Price, 10 cents.

● As a result of the demand by libraries and educational institutions for copies of the chart of the Government of the United States which appeared on page 172 of the February issue of *SCHOOL LIFE*, a reprint has been made. The following nominal prices are quoted for those who may desire the chart in quantities:

Quantity	Price	Quantity	Price
1,000.....	\$1.50	250.....	\$0.50
500.....	1.00	100.....	.20

● Two new illustrated annual reports of governmental agencies are available, namely, the *Third Annual Report of the Archivist of the United States*—a detailed statement of all accessions and of all receipts and expenditures and reports on the work of the 18 offices and divisions; and the *Report of the Rural Electrification Administration*, showing the advances made in the past year in making electricity

available to American agriculture, particularly in home economics instruction and in classes in practical agriculture in rural schools. At a later date copies of the report in abbreviated form will be forwarded to all teachers of vocational agriculture. These annual reports sell for 25 cents and 20 cents, respectively.

● Librarians will be interested in the latest *Bibliography of North American Geology*, Geological Survey Bulletin 892 (50 cents), which also includes references to paleontology, petrology, and mineralogy.

● For many years great interest has been shown in providing facilities for wholesome play for children. More recently interest has been extended to leisure-time programs that include recreational, educational, and cultural

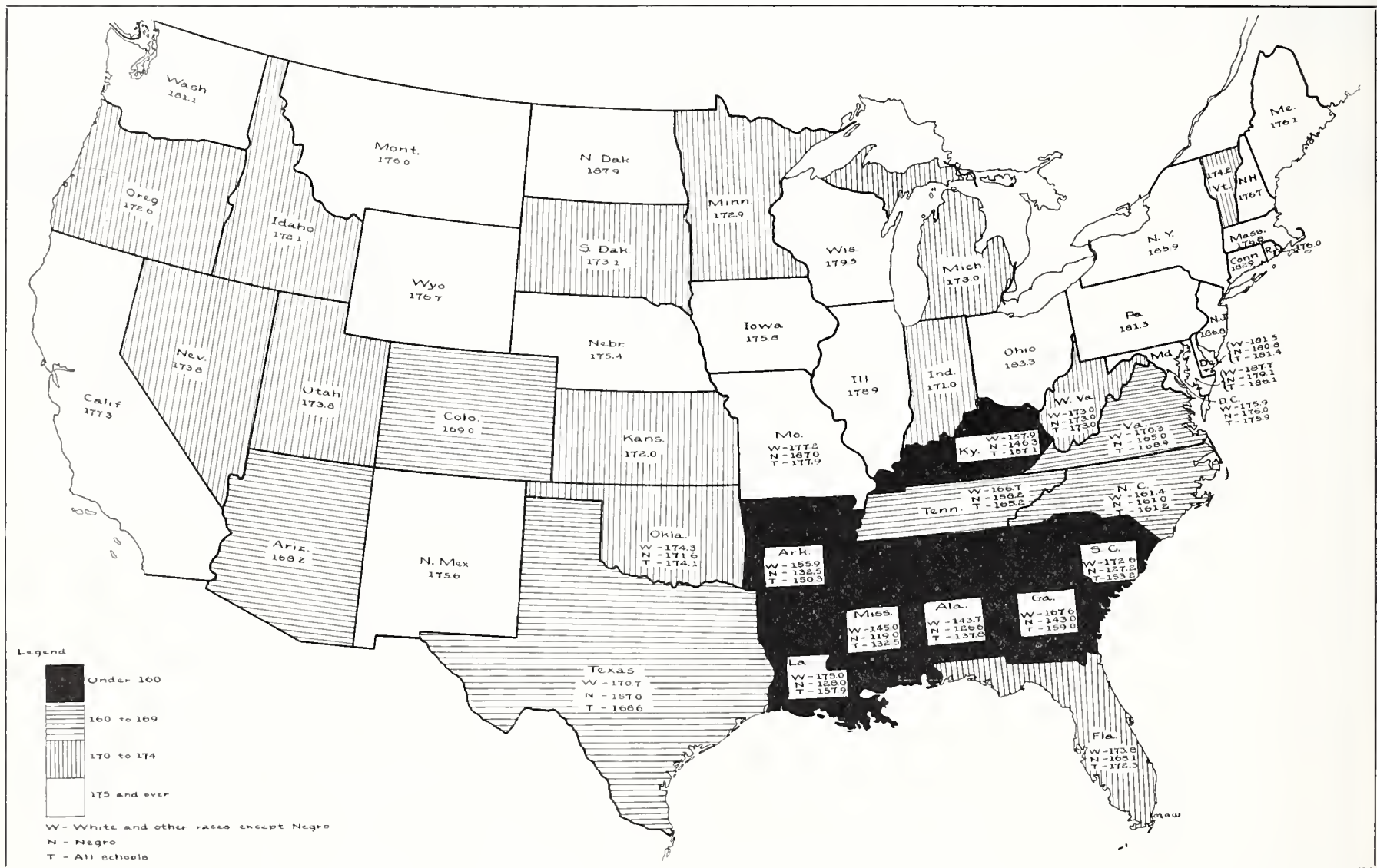
activities for all members of the family. Children's Bureau Publication No. 241 *Development of a Leisure-Time Program in Small Cities and Towns* suggests programs. Price, 5 cents.

● The 243-page *Report of the Advisory Committee on Education to the President on the Federal relationship to State and local conduct of education* is now available from the Superintendent of Documents at 35 cents a copy.

The present situation in the schools, inequality of educational opportunity, and national interest in education are discussed under the heading "Education in the National Life." Opportunity in the public schools, education and adjustment of youth, educational services for adults, library service for

rural areas, higher education and associated activities, vocational rehabilitation of the physically handicapped, education in special Federal jurisdictions, and educational research, planning, and leadership are topics presented under "A Recommended Program."

● The Superintendent of Documents has revised the following price lists: The 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; Geography and Explorations—Natural wonders, scenery, and National parks, No. 35; Maps, No. 53; Handy Books, No. 73; Commerce and Manufactures, No. 62. Free.



# Length of Public School Term

★★★ The average length of the school term for the Continental United States in 1935-36 was 173 days (see map). Only two States, Mississippi with 132.5 days and Alabama with 137.8 days have less than an average of 140 days in which schools were actually open for

instruction. Only five other States have an average of less than 160 days, Arkansas 150.3 days, South Carolina 153.2 days, Kentucky 157.1 days, Louisiana 157.9 days, and Georgia 159.0 days. Thirty-two States and the District of Columbia range from 161.2 days in North Carolina to 179.5 days in Wisconsin.

The remaining 9 States average over 180 days. The average length of school term for the country as a whole (days for which the schools were open for the instruction of pupils) increased from 130.3 days in 1880 to 144.3 in 1900, 161.9 days in 1920 to 173.0 days in 1936. We may expect a further increase due to the lengthening of the term in Negro schools and the growing sentiment that schools should be open for a longer term.

DAVID T. BLOSE



# Vocational Education Progress

by C. M. Arthur, Research Specialist, Vocational Education Division

★★★ Enrollments do not tell the complete story of the advances made in vocational education during the past year. But at least they furnish a yardstick by which to judge whether interest in this branch of education on the part of youth and adults is increasing or decreasing.

Enrollment in vocational education classes in agriculture, trade, and industry, and home economics, for the year ending June 30, 1937—1,506,824—exceeded the enrollment for 1936—1,381,701—by 125,123. Of the total number enrolled, 394,400 were farm boys and adult farmers pursuing vocational agriculture courses in rural high schools; 616,919 were youth and adult workers in trades and industries, taking trade and industrial courses; and 496,225 were women and girls enrolled in home-making courses.

The heaviest increase in enrollment was registered in full-time day-school classes. Enrollment in these classes exceeded that of last year by 72,426; in part-time classes by 42,362; and in evening classes by 10,335. Particularly encouraging is the gain in enrollment in part-time classes, which last year decreased by 19,826.

## Other Factors

But there are other factors than enrollment that serve to show that the program of vocational education has marched forward during the year. There is, for instance, the fact that States and local communities over the country as a whole last year contributed \$2.63 for every dollar of Federal money expended for vocational education, although the Federal vocational education acts require an expenditure of only \$1 from State and local funds for every dollar of Federal funds. Thus, in the fiscal year ending June 30, 1937, the States and local communities spent \$26,385,717 of their own money and \$10,013,669 of Federal money, or \$36,399,386 in all.

Again, there is the increase in the number of persons enrolled as students in courses provided in the States for vocational education teachers and for the professional improvement of those already in service. The total enrollment of such students during the past year was 23,379 as compared with 22,776 in 1936, which indicates that there is a renewed interest in vocational education as a life work; and that it is necessary for those who desire employment as teachers, supervisors, and teacher trainers to prepare themselves for positions which are being created from time to time. This increase in the number of persons taking teacher preparation courses has served to offset to a degree losses resulting from the employment of a large number of teachers in the past several years by adjust-

ment and recovery organizations in position to offer higher salaries than those paid to teachers.

A third evidence of advancement in the vocational education program during the year is the large number of teachers who received supervisory training in service through the programs of in-service training set up by State boards for vocational education. Almost 13,600 teachers received this type of training last year—3,375 agricultural teachers; 6,385 trade and industrial teachers, 1,100 of whom were women; and 3,830 home economics teachers. This enrollment for in-service training indicates that the requirements for teacher certification and for positions as supervisors and teacher trainers in the various fields of vocational education are higher, thus necessitating additional preparation on the part of those who fill these positions.

Still another evidence of advancement in the vocational education program carried on by the States during the year is the tendency reported by most States to enlarge the scope of their research activities.

Special mention was made in plans of State boards for vocational education covering their programs for the 5-year period beginning July 1, 1937, of intention to broaden research programs by making staff members responsible for research studies in connection with their other duties or by appointing research specialists for this purpose.

The research objective set up by one State, "to gather occupational, educational, industrial, and other information" which "will function directly in the development and improvement of the vocational education program," sums up in a general way the program of research contemplated by all States.

## Agricultural Education

Continued improvement during the year in the economic conditions affecting agriculture as an industry, according to reports from the States, has brought about an increased interest in agricultural education not only on the part of those actually engaged in farming but also on the part of farm organizations, educational authorities, and business organizations in cities and towns.

States and local communities have been in better position to finance agricultural departments in the high school. Increases in the salary levels for teachers of vocational agriculture have encouraged agricultural college students to prepare for the teaching of agriculture.

Increased enrollment in vocational agriculture courses in high schools indicates that more farm boys are interested in farming as a career.

Of the 386,302 persons who enrolled in Federally aided courses in agriculture during the year, 224,678 were youth pursuing full-time day-school preparatory courses.

Some definite trends in agricultural education are indicated by the reports of State boards for vocational education. There is, for instance, the tendency to emphasize in part-time classes for out-of-school youth, in which 29,096 young men were enrolled last year, instruction in managerial and business problems rather than in production problems. Similarly, also, instruction in evening classes for adult farmers—120,626 took advantage of these classes in more than 4,000 centers last year—centered around problems involved in marketing farm products, farm management, and farmers' cooperative activities.

Anticipating the expansion of the vocational agriculture program under funds authorized by the George-Deen Act, teacher-training institutions have adjusted their programs to prepare a greater number of young men than formerly as teachers of agriculture. Standards for selecting vocational agriculture students have been set up in a number of States.

State boards for vocational education are insisting that increased emphasis be placed upon supervised farm practice and that such practice be planned on a diversified, long-time basis, so that the practice program pursued by the student may eventually become a nucleus for his permanent farming program. They are stressing "rounded" courses for vocational agriculture students, adequate practice teaching for prospective teachers, curriculum revision to meet changing needs, and the organization of teaching materials available for the assistance of vocational agriculture instructors.

Closely associated with the program of vocational education in agriculture are the two national organizations for boys studying agriculture in secondary schools, the Future Farmers of America, and the New Farmers of America.

At the close of the fiscal year ending June 30, 1937, there were 4,900 local chapters of the Future Farmers of America with an active membership of 143,700 in 47 States, Hawaii, and Puerto Rico. Emphasis is placed, in this organization, upon the development in its members of leadership qualities, a cooperative attitude, habits of thrift, scholarship, sportsmanship, citizenship and patriotism, and upon character building.

Similar in its aims, objectives, and form of organization to the Future Farmers of America, the program of the New Farmers of America fits into the program of vocational education in agriculture for Negroes.

The New Farmers of America, which, last year, held its second national convention in

Hampton Institute, Hampton, Va., is composed of 645 chapters with a total membership of 20,000.

### *Trade and Industrial Education*

Considerable attention has been given by State boards for vocational education during the year to the development of training programs in such public service occupations as police work, fire fighting, public sanitation, weights and measures inspection, and other nonclerical occupations involved in the work of State and local governmental agencies.

Enrollment in federally aided trade and industrial classes during the year—590,892—represents an increase of 53,741 over the previous year, when the enrollment was 537,151. Substantial enrollment increases were reported in all except the part-time general continuation type of class, which as originally set up was designed for continuation training for those already employed. The negligible increase in enrollment in this type of class is accounted for in part by the fact that compulsory school attendance laws are gradually raising the age at which pupils are legally released from compulsory full-time school attendance, and by restrictions and change in public sentiment which prevent those in the lower age group of young people from entering industrial employment.

It is significant that more than one-half of those enrolled in all types of trade and industrial classes were persons already working in specific trades or occupations who had returned to school for instruction which would enable them to keep in step with new developments in their trades.

New vocational school buildings either planned, in process of erection, or completed, furnish evidence of advancement in vocational education in trade and industry in several cities including Philadelphia, Pa., Springfield, Mass., Toledo and Canton, Ohio, Wilmington, Del., San Francisco, Calif., Evansville, Ind., and Pocatello, Idaho. Chicago has provided \$5,000,000 for new buildings and equipment for trade and industrial education.

Among new courses which have been added in vocational schools are those for upgrading and training craftsmen in the installation and servicing of air conditioning, oil burner, and coal-stoker equipment; and courses in barbering for men, photography for women, and seafaring occupations for boys. Emphasis in some States has centered upon the raising of standards for all types of training. There has been an increase in the cooperative part-time diversified occupations type of training program, under which pupils alternate by regular periods between classroom instruction and practical work in business and industrial establishments.

Special attention was directed throughout the country to organized training in related and technical subjects for indentured apprentices in such crafts as carpentry, aeronautical drafting, electrical machinery, plumbing, print-

ing, and sheet metal work. Coordinators are being increasingly employed to develop apprentice training programs and to see that the related instruction offered in connection with such programs meets the needs of workers. Considerable expansion is also reported in programs of training for coordinators and local supervisors.

The recent rapid growth in handicraft industries among women has resulted in increased interest in training programs in this type of work. Vocational education in this field has been confined largely to finding teachers qualified to give instruction in this line and to helping individuals and groups to find a market for handicraft products.

There has been a pronounced tendency during the year on the part of State and local boards for vocational education to conduct research studies for the purpose of evaluating the present status of vocational education programs in trade and industry and of determining the trends which should be taken into consideration in an attempt to keep these programs up to date.

As an example of such studies may be mentioned the study begun in 1929, in the States of the North Atlantic region in cooperation with the Office of Education, of what becomes of the trade school graduate. This study has now been extended to States in the Central, Southern, and Pacific regions.

### *Home Economics Education*

An outstanding development discernible in the field of homemaking education at the present time is the movement in the States to make public schools centers for family life education not only for the regular school groups but also for out-of-school youth and adults as well. In urban communities this takes the form of a community program in which the school, in cooperation with contributing agencies, studies the educational needs of all age groups. Joint programs, in which home economics and vocational agriculture teachers encourage young men and women to carry their learning experiences into daily life in the farm home, have been carried on in several States.

In cooperation with the Office of Education, State boards for vocational education last year conducted teacher-training studies in 26 teacher-training institutions. Eight additional States were planning studies at the close of the year.

Other cooperative studies conducted by the States and the Office of Education in the homemaking education field include those having to do with the preparation of research workers, with the college curriculum for prospective teachers, and with the home economics curriculum at the secondary and elementary school level.

Figures on enrollments presented in the reports from State vocational education boards show that 377,437 youths and adults were enrolled in federally aided homemaking educa-

tion classes last year—an increase of 2,536 over the previous year. They show, further, that approximately 7,300 teachers were required to give instruction in the 5,357 federally aided home economics schools reported by the States.

Specific achievements in home economics as enumerated in reports of State boards for vocational education for the year include: Extension of homemaking education in States in which it was formerly offered only in the ninth and tenth grades to the eleventh and twelfth grades; increased emphasis upon instruction in consumer education, child development, home management, and family relationships; strengthening of preemployment and in-service training for home economics teachers; extension of plan under which teachers are employed for periods longer than the regular school year; increase in the number of exchange classes in agriculture and home economics and in the number of home economics classes for boys; improvement in variety and type of classroom facilities; curriculum studies, which in a number of instances resulted in curriculum revisions; expansion of the adult education program in homemaking; and increased interest in parent education.

### *Commercial Education*

Passage of the George-Deen Act, which, among other things, authorizes an annual appropriation of Federal funds for training workers engaged in the distributive occupations—those involved in wholesaling, retailing, and merchandising—made it necessary for State boards for vocational education to give special attention during the year to the formulation of plans for carrying out this type of training program.

The formulation of these plans was made doubly difficult by reason of the fact that this is the first time Federal aid has been available for training in the distributive occupations; that few of the States carried on any activities in this field previous to the passage of the George-Deen Act; that they therefore have no background of experience from which to draw in making up plans for the future; and that they have few trained personnel who could be used immediately for supervisory and teaching services.

In pointing out the need for training in the distributive occupations, State boards for vocational education call attention to the fact that one of every six workers is employed in some branch of the distributive field and that less than 500 of the 1,700,000 retailers in this country are being shown how to meet competition from chain and other large selling organizations. More than 250,000 beginners, it is pointed out, are employed in stores each year without any special preparation for this kind of work. Less than 2,500 beginners are trained in high schools each year for store employment, and less than 300 of 26,000 high schools offer

*(Concluded on page 333)*

# An International Language

by James F. Abel, Chief, Comparative Education Division

★★★ An international auxiliary language that will be used to supplement the mother tongues of the various Nations for international trade, commerce, and communication seems to be assured. How soon it will come into wide use no one can tell, but the need for it is growing greater day by day and knowledge of that need is constantly spreading. When the natural pressure is strong enough the language will be in use, not to replace any ethnic tongue but to make interchange of ideas easier among people the world over.

Constructed, international, or artificial languages, as they have been variously termed, have a long history. Rene Descartes in 1629 outlined a scheme for a universal philosophical language but never tried to put his theory in practical form. George Dalgarno in 1661 published the *Ars Signorum*, and in 1668 Bishop Wilkins turned out his *Essay towards a real character and a philosophical language*. Both attempted to set out their ideas in detail for actual use. Wilhelm Leibnitz carried their work further. These were attempts to systematize and reduce to symbols all logical ideas. They are classified as *a priori*—not based on an existing language—and were too comprehensive and complicated to be applied by very many people.

In recent decades most of the workers in constructed languages have turned away from the idea of a universal philosophical language toward something less comprehensive, a speech based on existing ethnic languages, comparatively easy to learn, and intended to be for the use of the average person. These are termed *a posteriori* and the several of them that have met with some success are in the order of their appearance: Volapük, invented by Rev. F. Schleyer in 1880; Esperanto, Dr. L. L. Zamenhof, 1887; Latino sine flexione, Prof. G. Peano, 1903; Ido, M. de Beaufront, 1907; Esperanto-II, Prof. R. de Saussure, 1907; Occidental, Edgar von Wahl, 1922; and Novial, Prof. Otto Jespersen, 1928.

Volapük made considerable headway for a decade but began to lose its status about 1890. Esperanto has been, and probably is now, the most widely used. Some 29 Esperanto world congresses have been held and variously attended by about 400 to 4,000 persons from 16 to 40 different nations. Over 1,000 schools in 40 different countries have given or are giving Esperanto courses. Publications in it number over 5,000, including translations of the Bible and other classics. In more than 1,950 cities in 66 countries delegates of the Universal Esperanto Association are ready to assist travelers who know Esperanto. People have gone around the world using only this language in addition to the mother tongue.

## The IALA

Now working in this field is the International Auxiliary Language Association, an organization so interesting and active that it is well to know how it came into being, what it is, and what it is doing. IALA, pronounced ce-ah'-lah, as it is familiarly called by those who know it best, grew out of a movement initiated in 1919 when the International Research Council created a special committee on international auxiliary language to investigate the difficulties connected with having such a means of communication. Frederick G. Cottrell, inventor of the electrical precipitation process, was made its chairman. At the instance of this special committee, a group of men and women in the United States organized themselves into a permanent body to help establish on scientific foundations an international auxiliary language. Accordingly IALA was formed and incorporated in 1924 under the laws of the State of New York.

It now has its American headquarters at 415 Lexington Avenue, New York City and a European office at 't Hoenstraat, 31, The Hague. The acting president is Dr. John H. Finley; the honorary secretary, Mrs. Dave Hennen Morris. Its program is conceived in terms of many years. At present it is working toward securing agreement on one language and obtaining official sanction for the language agreed on. When those purposes are accomplished, it will turn its attention toward the world-wide establishment of the sanctioned language, including the teaching of it in schools as an auxiliary to the mother tongue.

But how obtain agreement on an auxiliary world language? In pursuing this aim IALA is building on the experience and knowledge furnished by the constructed languages that have been tested by time and use, and recommends that the language agreed upon be based on some one of these, or a synthesis of two or more of them. IALA is approaching the matter scientifically. Its linguistic research program was presented before the Second International Congress of Linguists, 1931, and has received wide approval among linguists. IALA has a committee for agreement that is holding a series of conferences usually with language specialists,<sup>1</sup> correlating their results, and directing technical studies, the findings of which will be submitted to the participants of the conferences and other consultants. The consultants, many of whom cannot attend the conferences but give their help through correspondence, now number one hundred or more, are men and women

<sup>1</sup> Seventeen such meetings were held in 1936-37.

familiar with the fields of linguistics, and are drawn from a considerable number of countries.

## Statement of Criteria

Through its conferences the committee on agreement worked out in 1936 and 1937 a statement of criteria to be used as bases for determining the worth of any international language. The criteria are very useful in helping anyone to think about what such a language should be. A few of them are cited:

The Latin alphabet shall be used and, if possible, without diacritics.

The orthography shall be simple, clear, and phonetic. This implies that a given single letter or letter-group always and without exception has the same phonetic function assigned to it.

The vocabulary shall be based primarily upon west European languages, with preferential treatment for roots found in both Romanic languages and English as well as English and German.

The principle of "one word to a meaning and one meaning to a word" shall be followed to the fullest extent practicable.

Person, number, and gender shall not be expressed in the form of the verb. These concepts shall be expressed by the nouns and pronouns that constitute the subject of the verb.

The language shall be much easier to learn than an ethnic language.

As far as practicable, the language shall have a maximum degree of adaptability for printing, typewriting, shorthand, telegraphy, reproduction by record, and transmission by telephone and radio.

By such measuring rods as these, an objective determination is to be made of the international language that will be recommended to the different nations as the one that seems most valuable and usable. It is expected that the final work of formulating the recommendations will be done by an International Language Institute composed of language specialists that IALA will organize for the purpose.

In carrying its work along for 14 years and making the considerable progress that it has, IALA was perforce constrained to gather all the reliable data it could on the auxiliary language movement. It has a library of typical material published in and concerning constructed languages. Among its valuable manuscripts is a bibliography of linguistic works (*Sprachwissenschaftliche Bibliographie*) prepared in 1933 by Erich Hofmann. One of its early undertakings was a survey of the

extent of the auxiliary language movement, particularly of the teaching of constructed languages in the schools. The findings were published in 1927 under the title *Preliminary Investigation of the Teaching of Auxiliary Languages in Schools*.

The division of educational psychology of the institute of educational research of Columbia University, under Dr. Edward L. Thorndike, carried on a 6-year investigation of (a) the relative ease of learning a constructed language as compared to learning an ethnic language, and (b) the influence of the study of a constructed language on subsequent language learning, both in the vernacular and foreign languages. The results are embodied in a report to IALA on *Language Learning*, published in 1933. They show that (a) a constructed language of the type of Esperanto is from 5 to 15 times easier to learn than a natural language; that (b) pupils taking an initial course in such a language make more progress in English vocabulary than others of the same level during the same period of time; that, during this initial course, pupils make progress in French vocabulary to degrees varying from nearly as much to more than the progress made by a parallel group studying French; and that, after they begin the study of French, they make more progress than those pupils who have studied French twice as long. For carrying out a course of this kind a textbook has been prepared (*A General Language Course*—Helen S. Eaton).

The most comprehensive of the studies made in connection with IALA is "Cosmopolitan Conversation" by Herbert N. Shenton, professor of sociology in Syracuse University, and secretary of the board of directors of IALA from its founding in 1924 to his death on January 7, 1937. Professor Shenton collected his data from 1,415 international conferences held between 1923 and 1929. These were not public conferences held by governments but international meetings of private and semipublic organizations for it is in this interchange of thought among the citizenry of the different nations, rather than among their formal governments, that the need for some ready means of communication is greatest. Some of the more pointed of Professor Shenton's observations are:

The expansion of concourse through international conferences is one of the outstanding social phenomena of the last century. In less than 90 years, the average number of such conferences has advanced from one per annum to over 300.

The record of the past century indicates that there is no human interest which has not become a matter of international concern.

Men and women from every walk of life now attend international conferences. \* \* \* They represent a full cross section of human life and interest.

Some conferences have brought together as world-embracing a group as 70 nationalities.

The growth of interest in the use of a synthetic international auxiliary language has

been concomitant with the growth of international conferences. Its possibilities are receiving increasing rather than decreasing attention. An artificial language has been frequently advocated, and occasionally used, as a language of reference and clearance—that is, as a translation language.

These are emphatic expressions of only one phase, though a very important one, of the need for an international tongue.

There is soon to be published a vocabulary study by Helen S. Eaton, linguistic research associate of IALA. This is a correlation of the first 6,000 entries in frequency lists in English, French, German, and Spanish, with an Esperanto column giving the meanings of the words in a neutral medium. The first part of the study, based on the first thousand entries in these frequency lists, was published in 1934 in the *Yearbook* of the committee on modern language teaching.

IALA has also to its credit a number of comparative studies of different national languages with respect to their sounds, vocabulary, word formation, accidence, and syntax. Other comparative studies have been made on constructed languages, mainly Esperanto, Esperanto-II, Ido, Novial, Occidental, and Latino sine flexione.

#### *Other Important Groups*

It must not be assumed that IALA is the only organization with a live interest in an international language. Other groups are looking toward the eventual accomplishment of a common language for international affairs. Rotary International at its Atlantic City meeting in June 1936 expressed its interest in the aims and scientific spirit of the work of IALA and asked that—

Members of Rotary International, within their respective communities, endeavor to arouse interest in the idea of an international auxiliary language as a logical development in our international life.

Later Rotary International sent a news letter to the officers of its clubs throughout the world outlining in considerable detail the plans of IALA and indicating Rotary's interest in them. The linguists in their international conferences have given considerable attention to an international language. Not a few business organizations engaged in foreign trade are urging the speedy adoption of some means of direct communication among different nationals.

In the 20 years since the World War some remarkable changes have come in languages and in general attitudes toward languages. The Turks adopted an alphabet more convenient and simpler than the one they had been using. The Chinese turned from a literary to a commonly spoken language and some of them are now experimenting with a Latin alphabet for Chinese. The Soviet Union undertook to conduct schools in more than forty different languages and thus bring into the National life many groups that

formerly knew little of their own country.

The language rights of minority groups have been given much attention. Bilingualism in all its phases has been the subject of much research and experimentation. A certain kind of use of language as a social and political weapon has been weakened. A sense of the dignity, if not the sanctity of language, for which high grade literary folk deserve much credit in that it tended to keep language pure, and some censure when it worked to prevent needed change, has been modified considerably. To state it briefly, the need is to transmit to the large number of people in the world the immense amount of knowledge that is available and do it as quickly and effectively as possible. In the face of that need, language pride must give way to language usefulness.

It is proved that a constructed language easier to learn than an ethnic tongue can be created. It has been done; that question is settled. It is also proved that large numbers of people in many walks of life find much pleasure and profit in the use of such a language and that it in no way hampers but rather heightens their appreciation of ethnic literatures. All these considerations point toward the fairly early establishment of an international auxiliary language.



## Federal Funds for Education

*(Concluded from page 314)*

certain States is paid to the State for public schools or roads, data for 1937 not available.

<sup>12</sup> Does not include deficiency appropriations for previous years.

<sup>13</sup> Estimate. Includes funds provided by the Federal Government for the expense of educating children of the District of Columbia in such institutions as the National Training School for Girls.

<sup>14</sup> Funds are provided annually by the Federal Government for the educational training of cadets in the United States Military Academy at West Point and the United States Naval Academy at Annapolis. Such provision is authorized each year by Congress as a part of the annual appropriation acts for the War and Navy Departments. The amounts indicated for the Military Academy include \$964,080 authorized for the year 1936 and \$1,375,920 for the year 1937 as pay for the cadets enrolled in that school, but the corresponding amounts for the Naval Academy do not include pay for the midshipmen enrolled there since funds for their pay are included in the appropriation for the pay of the regular personnel of the Navy.

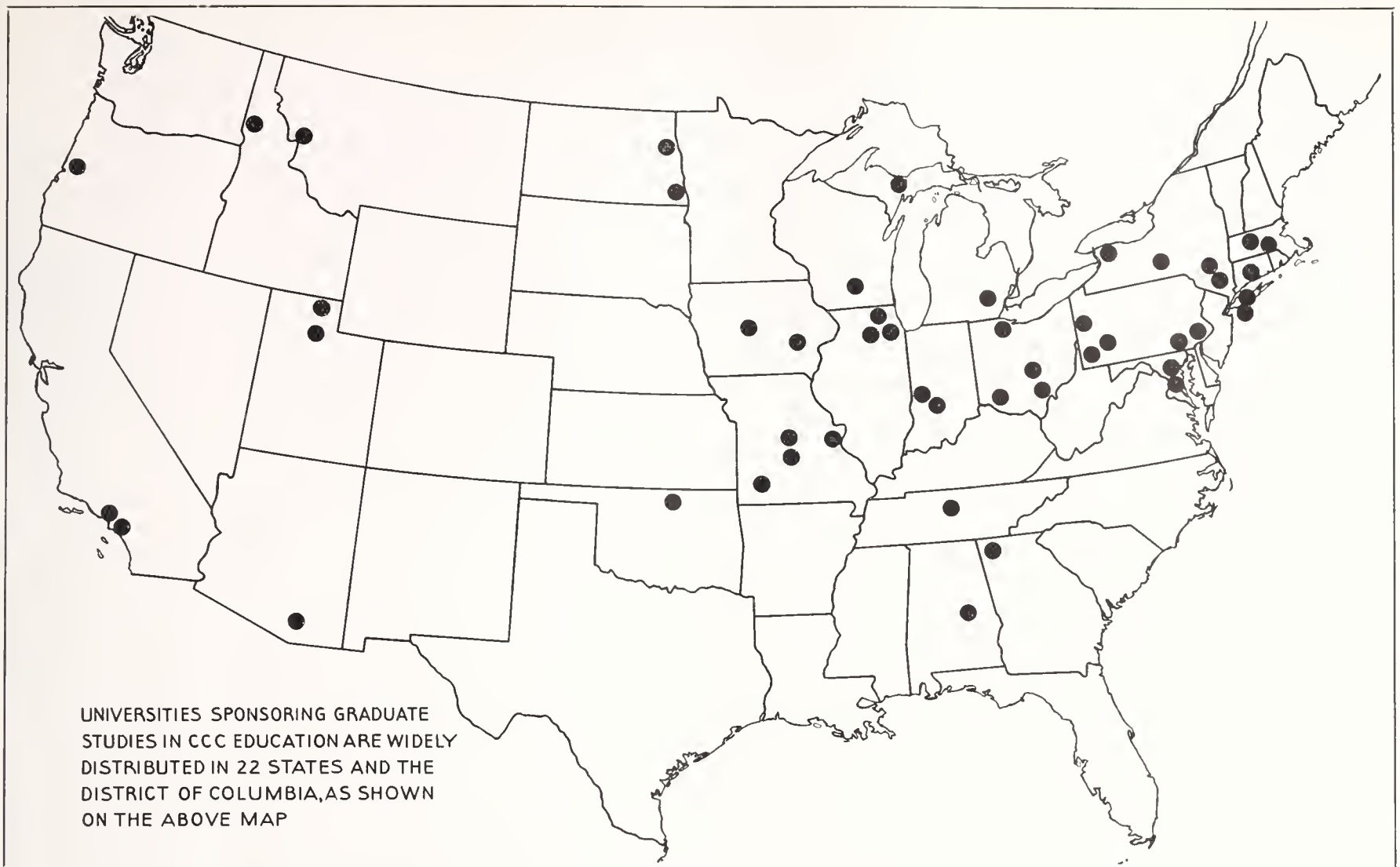
<sup>15</sup> To reimburse the States of California, Massachusetts, New York, and Pennsylvania for expenses incurred in maintenance and support of their Marine schools, \$25,000 each; in addition the use of \$90,000 was authorized for the maintenance and repair of ships loaned to the schools by the United States Navy.

<sup>16</sup> Expenditures.



### COMPLETE YOUR FILE

Back copies of **SCHOOL LIFE** may be obtained at 10 cents each, from the Superintendent of Documents, Government Printing Office, Washington, D. C.



# Graduate Students Study CCC Education

*by Howard W. Oxley, Director of CCC Camp Education*

★★★ What do graduate students think of CCC education? During the past 2 or 3 years, interest among graduate school circles in exploring the growth and significance of CCC education has been steadily increasing.

Five doctoral dissertations on various phases of CCC education have already been completed, and seven more are now in progress. Fourteen master's theses have been written in this field, and 22 more are now being prepared.

Of course, the views of graduate students on CCC education vary widely. There are those who feel that the camp program is indeed significant; others believe it to be inadequate. "The writer is fully convinced," contends E. B. Sessions of Ohio State University in his dissertation on Educational Work of the CCC Camps in Ohio, "in the light of the philosophy of education he accepted as his mentor in making this study, that a great deal of true education is being achieved in these CCC camps."

Dr. Sessions believes, however, that much needs to be done by way of strengthening the camp vocational program to enable it to make full use of the occupational training opportunities inherent in the camp situation. "The educational program", advises Dr. Sessions, "should be centered around the vocations which can be taught in connection with the actual work on the labor projects in the various camps."

"To improve and extend CCC education," contends Kenneth I. Dale in his master's thesis at the University of North Dakota, "it might be wise to set aside definite days or definite hours for educational purposes and give the educational men in the camp complete supervision of these periods."

## Graduate Studies

A handicap which has constantly dogged the pathway of CCC educational progress, according to the thesis of Margaret Dean Finch of De Paul University, has been "the

absence of most educational equipment deemed necessary for formal education."

Interest in the study of CCC camp education has not been concentrated in the graduate schools of any one section of the country. Graduate schools in 48 colleges and universities found in 22 States and the District of Columbia have sponsored graduate dissertations and theses on CCC educational subjects. In the number of graduate schools sponsoring these studies, New York State leads with six schools, Pennsylvania next with five, followed by Missouri and Ohio with four each. The map of the United States accompanying this article indicates the wide distribution of graduate schools throughout the country sponsoring studies in CCC education.

In the number of studies being done by graduate students, New York State leads with 10 in 6 schools, Illinois is next with 8 studies in 3 schools, followed by Ohio and Pennsylvania with 6 studies in 4 and 5 institutions, respectively.

More and more colleges and universities are encouraging graduate students to explore the contributions of the camp educational program. During the summer session of 1936, Teachers College of Columbia University introduced a course on "Education in CCC Camps," offering one and a half semester hours of credit. Four universities—Boston, Columbia, Ohio State, and the University of Washington—recently collaborated with the Office of Education in the making of four special studies in CCC education.

### **Doctoral Dissertations**

Among the doctoral dissertations which have been written on the CCC that of C. R. Aydelott at the University of Missouri is particularly significant. In his study, entitled "Facts Concerning Enrollees, Advisers and the Educational Program in the CCC Camps of Missouri," Dr. Aydelott reveals "that many of the boys in the camps find the educational work offered there more appealing than were the courses offered in the public schools." Dr. Aydelott believes that the CCC attempts to give a well-rounded program to the enrollees and compliments the corps especially upon its work in reducing illiteracy.

Writing on "The Problems of the School as Indicated by the Interest and Abilities of Enrollees in the CCC," A. J. Ter Keurst at Northwestern University points out that the lack of individualized training and adequate guidance facilities in the public schools account for much of the educational retardation of the boys coming into the CCC. Dr. Ter Keurst believes that by adopting more of an individualized and informal approach to training, as is followed in CCC camps, the public schools can become more effective in efforts to reach youth of all types and backgrounds.

### **Master's Theses**

The variety of studies made by those writing master's theses in the field of CCC education is worthy of note. Fourteen of these studies have been completed. Some of them were limited to a few camps, whereas others treated a great number of camps spread over a wide area. Three of these studies are unique because of the specialized phases of CCC education into which they probe. One of these is a survey of the social background of the CCC enrollees of Ohio, which reveals that the majority of those enrollees studied came from underprivileged homes and lacked both vocational training and experience. The second study endeavors to determine the characteristics of 195 CCC enrollees by a number of case studies. The third reveals, as the result of many interviews with former enrollees, an evaluation of CCC camp programs by these former enrollees.

A CCC selecting agent in Toledo, Ohio, R. A. Witker, is now writing a thesis on a follow-up study of those enrollees who have returned to Toledo. Mr. Witker writes: "The adjustability and civic effectiveness of the former enrollee is evidenced by the fact that

several thousand of them, out of a possible 5,000 CCC boys who have returned to this community, have enrolled in vocational and educational courses offered by the Toledo Board of Education. It is quite apparent that their experiences in camp have awakened in them advisability for further training and has stimulated them in efforts for self-improvement."

### **Educational Contribution**

After careful consideration of the studies of graduate students on CCC education, one is impressed with the fact that, on the whole, they indicate the CCC has made a definite contribution to the field of education, namely, intensive camp education. The United States seems to be the only country that has developed camp education intensively, and this type of education holds many potentialities and possible outcomes.

## **● RADIO and SCREEN**

### **Educational Station Frequencies**

Progress is being made toward making the new ultra-high frequencies for education by radio more easily available to school systems or other educational units which may be considering making applications.

Rules and regulations under which the new stations must be constructed and be operated as licensees of the Federal Communications Commission have been officially adopted and are ready for distribution. A new form of application blank especially adapted for the use of educational institutions wanting to use these new frequencies has been issued after a consultation between the authorities of the Federal Communications Commission and the Office of Education.

Copies of either of these forms may be secured by application to the Office of Education or the Federal Communications Commission.

### **School-Made Movies**

The committee on standards for motion pictures and newspapers of the National Council of Teachers of English is holding a conference by mail to collect information regarding school-made motion pictures which is to be compiled and made available to all school groups interested in producing pictures. For further information write to Hardy R. Finch, Greenwich High School, Greenwich, Conn.

### **Summer Radio Workshops**

The New York University radio workshop will offer a summer 6 weeks' course from July 5 to August 12. Students may specialize in general radio production, script writing, or radio acting. Practice groups will be given an opportunity to participate in weekly workshop broadcasts over the facilities of various New York City radio stations. For further information write to Paul A. McGhee, Radio Workshop, New York University, 20 Washington Square North, New York, N. Y.

The system of camp education which has been evolved is a system of informal education. To be informal in education, we must have some definite methods mapped out. To be just informal may result in zigzagging rather than in adapting a flexible program to varying needs. In many respects, informal education may require even more forethought and careful planning than may formal education. Studies by graduate students have already helped to pave the way for informal education in the camps and to explore the training possibilities there. Most of these studies, however, have been general in nature and have dealt with major trends. It is felt that in the future, the studies that will probably make the most effective contribution will be those that examine one or two specific problems of CCC education and make recommendations concerning improved methods and techniques.

William Dow Boutwell, Director of the Educational Radio Project, Office of Education, will direct a radio workshop at the National Music Camp, Interlochen, Mich., which will be in session from June 27 to August 22. Rudolf Schramm, Music Director, Educational Radio Project, Office of Education and Jerry Wiesner, Assistant Director of Radio, University of Michigan, are among those who will offer courses of instruction.

### **Visual Educationists Meet**

Leading visual-minded educators, advertising executives and industrial officials will participate in a meeting to be held in Chicago on June 20-23, inclusive, at Francis W. Parker School. Subjects of the conference discussions will be on motion pictures in Education and Industry.

### **Radio Yearbook**

The eighth Yearbook of the Institute for Education by Radio was recently published. The book includes statements by outstanding authorities on the national aspects of educational radio, on educational radio stations, broadcasting in schools, radio workshops, techniques in broadcasting and research in educational radio. For further information write to the Bureau of Educational Research, Ohio State University, Columbus, Ohio.

The Ninth Annual Institute for Education by Radio will meet at Ohio State University May 2 to 4, 1938. The sessions will be devoted largely to a consideration of the techniques of broadcasting.

### **Film on Posture**

A two-reel film on posture is made available by the Children's Bureau, United States Department of Labor, Washington, D. C. The film may be obtained in either 16- or 35-millimeter sizes. Transportation charges are the only costs involved.

GORDON STUDEBAKER

# Education for Home and Family Life

by Helen Ellis Wheeler and Beulah I. Coon

★★★ Most teachers and administrators feel that education in family life needs to be continuous and they endeavor to plan appropriate types of educational experiences for home life at all age levels, even though home economics seldom appears as a separate subject below the junior high school. Books and articles dealing specifically with this problem below the junior high school level are somewhat limited; however, this bibliography includes some of those available which deal with the work in the first six grades as well as others which deal more specifically with junior high school work. They show various ways in which real experiences approximating those of home living are provided for the development of important attitudes, habits, and appreciations which can function with young people in their daily home life.

Several standard references although not of recent date have been included for the purpose of supplying a background of theory and practice in this special field.

The references include books, pamphlets, and magazine articles, annotated and classified under several broad subject headings as follows: Administration; Courses of Study; Curriculum Making; and Methods and Aids in Teaching.

## Administration

BONSER, FREDERICK G. Industrial arts for public school administrators. New York, Teachers College, Columbia University, 1930. 95 p.

Recommends that "the production side of most work in food preparation, garment making, and housekeeping should be left to the years beyond the sixth grade, and the common, consumer, and citizenship phases of the home materials, processes, and products made the basis of the elementary school work."

DYER, ANNIE R. The administration of home economics in city schools. New York, Teachers College, Columbia University, 1928. 143 p. (Contributions to education, no. 318.)

Briefly outlines procedures where work relating to the home is given in grades one to six; also its inclusion in the industrial arts and social studies programs. Time allotment and bases of selection of content are discussed. Data indicate that "home economics is not offered in common practice as a subject in grades 1 to 6."

NEW YORK STATE ASSOCIATION OF ELEMENTARY SCHOOL PRINCIPALS. Committee on informal teaching. Cardinal objectives in elementary education. Albany, The University of the State of New York, 1934. 153 p. (Bulletin no. 1043.)

This study summarizes trends in so-called unit teaching in an activity program which creates a more natural social

life among the children. Home economics does not appear as a separate subject, but reports from classroom teachers throughout the State describing units of teaching which deal with the physical setting—the room, its furnishing, decoration, materials, and care—provide innumerable suggestions for integrated programs.

STRATEMEYER, FLORENCE B. and BRUNER, HERBERT B. Rating elementary school courses of study. New York, Teachers College, Columbia University, 1926. 193 p. (Studies of the Bureau of curriculum research. Bulletin no. 1.)

A report of results secured from rating 9,000 courses. The study was concerned with the trends of instruction as developed by progressive teachers. Among courses for which criteria for evaluation have been set up are: Art, Health, Home Economics, Industrial Arts, and Science.

WHITE HOUSE CONFERENCE ON CHILD HEALTH AND PROTECTION, 1930. Subcommittee on preparental education. Education for home and family life. Part 1: In elementary and secondary schools. New York, The Century Co. 1932. 124 p.

A discussion of basic philosophy together with a collection of examples of the work done in various schools which serves as suggestive material. Miss Anna E. Richardson acted as chairman of the committee and guided the study.

WINCHELL, CORA M. Home economics for public school administrators. New York, Teachers College, Columbia University, 1931. 151 p.

Suggests that units of work in food, clothing, and other activities connected with home life may be planned for the elementary industrial arts program with the cooperation of the home economics teacher, that these units should grow out of the needs of the elementary curriculum, and should have as "their controlling purpose the understanding and appreciation of the activities involved," rather than the development of skills.

## Courses of Study

BRENNER, MARGARET and CHANEY, MARGARET S. A tentative course of study in health and nutrition for the elementary school. Manhattan, Kansas State Agricultural College, 1930. 90 p. (Division of home economics, bulletin no. 5.)

A course built "on a unit-principle-problem basis" with suggested correlations and activities for each grade.

CHICAGO. BOARD OF EDUCATION. Correlated handwork, grades 1, 2, 3. Chicago, The Board, 1935. 48 p. (Bulletin C-H 123.)

Gives directions for correlated programs of handwork activities, their main purpose being to preserve the body-mind learning process deemed essential to healthy growth. Constructing and furnishing a house and a farm are among the class projects.

COLORADO. DEPARTMENT OF EDUCATION. Course of study for elementary schools. Denver, Department of Education, 1936. 724 p.

Contains a program for home and community life for grades one to four which outlines what should be taught in each grade and the accomplishments to be expected.

MASSACHUSETTS. DEPARTMENT OF EDUCATION. A course of study in home economics education for elementary and junior high schools. Boston, The Department, 1931. (Bulletin, 1931, no. 8. Whole no. 228.)

Advises organizing work in food, shelter, and clothing around health, nature study, or industrial arts program, for both boys and girls in the first four grades. Major aims for grades 4, 5, and 6 are indicated and suggestive course outlines provided. Work for the junior high grades is given in greater detail.

MCALLISTER, Mrs. GEORGE and HYMAN, MARY. Course of study in homemaking for the elementary schools, 1934-1935. Concord, N. C., Cabarrus County Board of Education, 1935. 16 p.

Describes a plan for utilizing homemaking activities and interests of pupils as a basis for the elementary school program in rural schools.

MERRILL-PALMER SCHOOL. Outline for the teaching of nutritional phases of health program in elementary grades. Detroit, Michigan, Prepared by The Merrill-Palmer School. 1922. 83 p.

Suggests methods and materials for teaching nutrition "through the work given by the regular elementary teacher." The program includes an outline of subject matter classified according to grades, possible pupil activities, and references to available material.

MILLER, ELLEN and others. A program for education in family living in the elementary schools. Detroit, Merrill-Palmer School, 71 East Ferry Avenue, 1933. Mimeog.

A program for education in family living is outlined, giving objectives, topics of study, activities, and outcomes for each grade from kindergarten through Grade VI. This program is the result of a series of experiments in Detroit schools.

NEW YORK (STATE) UNIVERSITY. Elementary education division. Practical arts; social group representation. Albany, The University of the State of New York Press, 1936. 13 p. (Informal teaching series. Circular 9.)

Activities center around "illustrative construction," which consist of sand-table representations, floor exhibits or miniature models, and the work is planned and carried out by the children. Representations of cave dwellers, and home life in various parts of the world illustrating differences in food, clothing, and shelter are among the topics.

OKLAHOMA. STATE DEPARTMENT OF VOCATIONAL EDUCATION. Home economics for elementary schools. Oklahoma City, The Department, 1924. 64 p. (Home economics bulletin no. 11.)

Recommends that nutrition and health be taught to both boys and girls from grade 1 to 8, and home problems in grades 5 and 6.

VIRGINIA. BOARD OF EDUCATION. Tentative course of study for Virginia elementary schools, grades 1 through 7. Richmond, State Board of Education, 1934. 560 p. (Bulletin, vol. XVII, no. 1.)

Comprehensive outline for integrated program of education based on "centers of interest" for children of respective grades. Aspects to be emphasized and related activities are defined by major functions of social life in which children must participate.

WISCONSIN. STATE TEACHERS COLLEGE. Activity units for lower grades. Platteville, Wis., Published by the Board of Normal School Regents, 1935. 45 p. (Vol. XXXIV, no. 2.)

Contains a social studies unit on the home for grade one, which sets forth aims and general procedures.

### Curriculum Making

ANDRUS, RUTH and others. Curriculum guides for teachers of children from 2 to 6 years of age. New York, John Day Co., 1936. 299 p.

A handbook for teachers "presented as a guide for curriculum making rather than a syllabus." Actual directed experiences of children 2 to 5 years old are described, materials used listed, and resulting learnings analyzed, with notes for future use. Many of the experiences deal with home activities while others typify the contacts made by homes with community agencies.

BROADY, KNUTE O. Enriched curriculums for small schools. Lincoln, Nebr., The University of Nebraska Teachers College and University Extension Division, 1936. 249 p.

Deals mostly with the high school, but recognizes that attitudes and understandings important in home membership need emphasis in the elementary school for both boys and girls, to supplement the activities which are normal in their life at home.

COLUMBIA UNIVERSITY. TEACHERS COLLEGE. The placement of home economics content in junior and senior high schools, directed by Annie R. Dyer. New York, Teachers College, Columbia University, 1927. 112 p. (Home economics curriculum study, 1.)

This study of 100 courses indicates no definite placement of many subjects in any one grade, but topics included in the junior high school courses tend to bring out attitudes relating to group work, and a desire for personal improvement. The emphasis on home economics content for these grades is given in listed form. A list of some of the outstanding courses indicates their special usefulness.

Lincoln school. Curriculum making in an elementary school. Boston, Ginn & Co., 1927. 359 p.

The staff of the elementary division of the Lincoln School present detailed descriptions of Units of Work for grades one to six, many of which are on household arts. The work is said to be based on the simple sciences of everyday life, and has been developed from the child's own interests, both in and out of school. Records of pupil achievement have been kept, and the outcomes in skills, information, habits, and attitudes are shown.

GOSLING, THOMAS W. Home economics; a fundamental in the curriculum. In National Education Association. Addresses and proceedings, 1935. Washington, D. C., The Association, 1935. p. 648-650.

A discussion directed particularly to the evolutionary processes through which home economics has passed. Views with favor a unified program dealing with the home—for

all boys and girls—to begin in the early years of the elementary school and to extend throughout youth.

MILLER, ELLEN. Elementary and secondary education for family living. Journal of home economics, 24: 221-26, March 1932.

A pointed discussion of what constitutes education for family life with proposals for emphasis on the child's adjustment to the home in the early grades, and on his curiosity and interest in new knowledge and experience in the later grades before adolescence. A number of methods are cited through which schools conduct programs of education in family living.

NORTON, JOHN K. and NORTON, MARGARET A. Foundations of curriculum building. Boston, Ginn & Co., 1936. 599 p.

In offering suggestions for determining the place of given units in the grades, it is said that problems of food, clothing, shelter, and home life need attention by boys and girls in the first six grades, and that home economics as a separate subject will aid the individuals in preparing "for more effective and intelligent participation in family life and in developing a clearer understanding of the role of the home as an integrating force."

TEXAS. DEPARTMENT OF EDUCATION. Handbook for curriculum development, by W. A. Stigler. Austin, The Department, 1936. 200 p. (Bulletin no. 354, v. 12, no. 2.)

Tentative course of study for years one through six. Austin, The Department, 1936. 559 p. (Bulletin no. 359, v. 12, no. 7.)

During the year 1935-36 an intensive effort on the part of classroom teachers was made to develop material for State courses of study. The Handbook gives the plan for the year's work. The homemaking committee proposed to submit material dealing with human relationships, care of self and properties, daily habits in relation to food, clothing, and shelter as a part of a fused program for the elementary school grades. The homemaking committee material is included in the social studies program for the first six grades where the social functions are considered in relation to the home, the school, and the community.

WHITCOMB, EMELINE S. Homemaking education. Biennial survey of education in the United States, 1928-30. Chapter VI. Washington, U. S. Government Printing Office, 1931. 34 p. (U. S. Department of the Interior, Office of education. Bulletin, 1931, no. 20, vol. 1.)

A picture of homemaking education on all levels including elementary for 1928-30 brought out through discussion of trends and brief descriptions of activities in various cities.

WIGGAM, ALBERT E. The making of an American citizen. Good housekeeping, 99: 21, 22-28, October 1934.

The elementary-school curriculum outlined bears a close relationship to home economics subject matter. The child's own life and environment furnish the basis for the entire school program and show some modern tendencies in the planning of the elementary school curriculum.

### Methods and Aids in Teaching

BONSER, FREDERICK G. and MOSSMAN, LOIS C. Industrial arts for elementary schools. New York, The Macmillan Co., 1923. 491 p.

This book for teachers and prospective teachers presents "a brief exposition of the principles for the organization and teaching of the industrial arts in elementary schools." In part II, these principles are applied to the activities in which the children of each grade may engage, and suggestions for the study of foods, clothing, and shelter are rich in detail. Desirable outcomes in each of the six grades are outlined.

BUILDING AMERICA; a photographic magazine of modern problems. New York, Society for Curriculum Study, 425 W. 123d Street.

This magazine is prepared with the assistance of the Works Progress Administration and Lincoln School. Vol. 1, No. 1, *Food* describes the social problems in providing food for the people in our country. Vol. 1, No. 2, *Men and machines* is useful not only in presenting the social problems of unemployment, but also in the development of textile machinery. Vol. 1, No. 4, *Health* raises the question of whether people are as healthy as they might be, and how to use our resources to provide good health for all. Vol. 2, No. 3, *Clothing* deals with the economic problems of manufacture and sale, and with working conditions. Special edition, *Housing* cites the cost of poor housing in terms of illness and crime, and describes some planned model housing developments. Vol. 2, No. 6, *We consumers* discusses what to buy, how to buy intelligently, how to learn about good products, and the agencies that help.

CALVERT, Mrs. MAUDE (RICHMAN) and RICHARDSON, ANNA E. The new first course in home making. Atlanta, Ga., Smith, Hammond & Co., 1932. 507 p.

Planned as a complete course in junior high schools or a preliminary course in the advanced elementary grades, being based on the unit plan and adaptable to varying requirements. It provides a general short-unit course in home-making embodying the fundamentals of education for home and family life. The text is a revision of "*First course in home making*," and contains many new units and "such changes in subject matter and methods of presentation as sound experience has dictated."

COOLEY, ANNA M. and others. Teaching home economics. New York, The Macmillan Co., 1919. 555 p.

The relation of the home economics studies to the work of the first six grades is discussed, and the fund of subject matter and skill in technical processes which should have been acquired at the end of the sixth grade are summarized.

COON, BEULAH I. Selected references on elementary school instruction: home economics. Elementary school journal, 34: 222-24, November 1933; 35: 221-23, November 1934; 36: 223-24, November 1935; 37: 221-22; November 1936.

These annotated bibliographies appear annually and include material for the current periods.

CROXTON, WALTER C. Science in the elementary school, including an activity program. New York, McGraw-Hill Book Co., 1937. 454 p.

A book of methods for teachers and students preparing to teach, which presents methods of instruction and includes a variety of source material suitable for classroom use in activity programs. Finding how we get our foods and clothing, cooking a meal out of doors, comparing our range of food, and showing how toys work, are among the programs.

ELLINGSWORTH, MAXINE. Vitalizing home economics in the junior high school. Education, 56: 622-24, June 1936.

A family group organization with one girl acting as mother is used to carry out units on foods, cleaning, house furnishing, and home management, while at the same time, family relationship is being taught in an objective manner.

FAULKNER, MARY. Occupational practice house. Baltimore bulletin of education, 14: 58-59, September-October 1936, illus.

An account of the work done in education for home and family life through the "Occupational Practice House" with overage students of 14 and 15, who are unable to keep up with the normal children of the 5th and 6th grades, and who become difficult to handle or resort to truancy.

(Concluded on page 325)





Missouri School for the Blind radio workshop broadcasting "Interviews with the Past," a script supplied by the Office of Education Script Exchange.

## Blind School Students Broadcast

★★★ During this school year students of the Missouri State School for the Blind have presented a series of radio programs, using original scripts written by members of the school's radio workshop.

The unique workshop of this school obtained copies of the radio series, "Interviews with the Past," from the Office of Education Script Exchange. When the scripts arrived, the students realized one of the first lessons in radio technique, that a great many words can be spoken in 15 minutes. They had received 90 pages of printed material to be put into about 180 pages of Braille before they could begin rehearsing.

The school's superintendent, S. M. Green, secured the Braille paper and assigned the time for copying the scripts into Braille to a young blind student, Roberta Emley, who was acting as assistant in the speech department. This work took hours of time, as every word of the six scripts had to be read aloud and intervals of time allowed while the matter was typed into Braille, using not the old method of slate and stylus, but the modern Braille writer, a machine much like the typewriter which punches raised dots on the paper.

In the meantime, the speech department superintendent, Anna McClain Sankey, had communicated with many of the radio stations in St. Louis asking for educational time. The station managers seemed a bit doubtful at first, not knowing what the blind could do to over-

come broadcasting difficulties. Station WEW of St. Louis University, however, allowed them time, and the group began rehearsals. When the memory work and the characterizations were satisfactorily prepared, the programs were broadcast from one room in the school to another, using a small portable broadcasting unit, thus acquainting the student with the microphone, the elements of timing, studio silence, danger of blasting, the avoidance of sibilant sounds, and the necessity of good diction.

These broadcasts were listened to and commented upon by the students in the radio workshop group, and proved of great value to members of the other casts. The ear of the blind is a recording instrument, and this ear-training work proved a motivation for better speech in other classes, it is claimed.

At last, amid excitement throughout the school, the weekly broadcasts began, and were a fine success. The students memorized their parts, one member of the cast following the script in case of emergency, and this seemed to give a natural fluency in speech which is often missed in performances given by sighted persons.

This work in educational radio which has continued now for 2 years, the school reports, helps the student and keeps him happy by allowing him to participate in those types of activity in which his response is adequate. Opportunities for self activity help to establish the blind as a part of the seeing group.

Through the social adjustments which must be made by the student in these trips to the radio stations and in broadcasting, his personality is being developed. In the writing and producing of original scripts, the group is giving a more definite idea of the capabilities of the blind, and is developing script writers of some ability, officials of the school state.



## Education for Home and Family Life

(Concluded from page 324)

FRIEND, MATA R., and SHULTZ, HAZEL. A first book in home economics. New York, D. Appleton-Century Co., 1936. 638 p.

Designed for the upper grades and the junior high school and based upon the authors' *Junior Home Economics* in 3 volumes. It contains a wide variety of materials which provide for the mastery of principles, the gaining of experiences, and the development of skills. Places emphasis on the attainment of desirable attitudes and social adjustment. Illustrations consisting of photographs, sketches, silhouettes and cartoons are a unique feature.

GRAVES, MILDRED, and OTT, MARJORIE. Your home and family, Boston, Little, Brown & Co., 1934. 352 p.

Survey type material suitable for pupils of the eighth grade. The units of subject matter give pupils a broad interpretation of the field of home economics and make a personal appeal to the junior high school girls. Emphasis is placed on the part played by the young girl in the relationships of the family group. Unit I on *How did our ancestors live* could be used in an integrated program with a social studies unit on colonization of the United States.

HARRIS, RHODA. Homemaking in the little red schoolhouse. *Education*, 56: 463-65, April 1936.

Brings out the value of an activity program in homemaking for young children.

HERRINGTON, Evelyn M. Homemaking, an integrated teaching program. New York, D. Appleton-Century Co. 1935. 205 p.

——— Guide-book. New York, D. Appleton-Century Co., 1935. 330 p.

A discussion of the author's experiences with an integrated program in a homemaking department. Describes methods for handling a classroom situation so that typical responsibilities are carried independently by different pupils. A guide book supplements the volume.

HOWE, FLORENCE, R. Budgeting — the arithmetic of finance. New York, Teachers College, Columbia University, 1936. 36 p. (Teachers' lesson unit series, no. 88.)

Describes the procedure in developing a unit on the family budget for sixth grade boys and girls at the Cobbet elementary school, Lynn, Mass.

JENSEN, MILTON B., JENSEN, MILDRED R., and ZILLER, M. LOUISA. Fundamentals of home economics. New York, The Macmillan Co., 1935. 417 p.

Written for the junior high school level. Organized as a survey course with emphasis on personal and family problems and containing many suggestions for student activities.

(Concluded on page 326)

# Thesis Collection of the Library

★★★ The Office of Education Library offers an important service to educators and research workers through the loan service connected with its thesis collection. It has now been more than 10 years since a start was made toward building up a collection of masters' and doctors' theses which might be made available through interlibrary loan to students engaged in educational research. During these years, with limited space, we were not in a position to take care of a comprehensive collection of this kind. However, the past year has seen the removal of the Office of Education, to its quarters in the recently completed United States Department of the Interior Building, and it is now possible to house all theses in education that may be deposited with the Office.

To date something over 3,000 theses have been collected and during the past 9 months requests for loans have been received from 38 States. In all, during this period, 211 requests have come from colleges and universities, teachers colleges, public schools, public libraries, private schools, State departments of education, and independent organizations. They have come from 153 institutions and organizations, whose librarians have been eager to avail themselves of the privilege of borrowing the theses. Over the 9 months' period, 338 theses have been loaned, the only cost to the institution being the registration fee insuring their safe return. Naturally, by far the largest number of calls has come from colleges and universities, where graduate students engaged in the preparation of masters' and doctors' theses in education, find it advantageous to examine similar studies made elsewhere.

Next to colleges and universities, public-school systems form the largest group, school officials finding the theses useful as a background for some special survey of local educational conditions. Regarding subject matter, the requests cover the whole field of educational research, from nursery school education to college instruction, administration and supervision, as applied both to rural and city schools, vocational education and guidance, special subjects of the curriculum, teacher personnel, adult education, leisure, reading, school libraries, and the like.

The field for service in this regard is almost unlimited; indeed, it is only circumscribed by the extent to which universities and colleges find it practical to cooperate with the Office in the assembling of the collection. A number of institutions have already seen the advantage of this cooperation and have made plans to have their theses in education placed on file. These universities send to the Office of Education regularly the results of educational research carried on under their supervision. This practice is growing and when it becomes more general among institutions

doing graduate work, the collection will become more representative and its usefulness will be greatly enhanced. Having all theses in education collected at one center will prove a decided advantage, not only to the individual student, who desires to acquaint himself with research in a limited field, but also to the university librarian, who will automatically be relieved of the obligation of lending theses produced under the auspices of the university.

When one considers that, in most instances, theses are unpublished and consequently available only to a limited group, it can be readily understood how essential it is that there be a central depository where such studies may be assembled and made available by interlibrary loan to persons engaged in study. In this way the researcher of tomorrow can benefit by the research of today. That this service is meeting a real need, is attested by many expressions of appreciation.

EDITH A. WRIGHT



## Education for Home and Family Life

(Concluded from page 325)

KINYON, KATE W., and HOPKINS, L. THOMAS. Junior home problems. rev. Chicago, Benjamin H. Sanborn & Co., 1936. 310 p.

This material is organized on the unit basis and is designed to give girls and boys a consciousness of their responsibilities in both family and community life, and to create a desire for healthful habits of living. In the development of content criticism was solicited from pupils, parents, and teachers, and the material modified in an attempt to adjust the content to real life situations.

McBAIN, MABEL. Opportunities for progressive home economics in the elementary schools. *Practical home economics*, 15: 155-56, 182, May 1937.

A stimulating article in which a wide range of activities for primary, middle, and upper elementary grades is suggested; their value for instilling ideals which may bring about actual changes in the child's practice in home living is pointed out. Lack of training of elementary teachers for carrying out such activities is deplored.

McDOUGALL, HELEN I. When sixth graders care for children. *Practical home economics*, 12: 359, 370-72, December 1934.

A survey indicated that more than half the girls enrolled in grade 6 took care of preschool children in their own families or as a means of earning money. A unit centered on the care of children during play hours was organized.

MATTHEWS, MARY LOCKWOOD. New elementary home economics. 3rd ed. Boston, Little, Brown & Co., 1936. 623 p.

A general course for junior high beginning classes, based on the unit-problem plan. It includes lessons in foods and cookery, family relationships, recreation, the care and management of the house, the care of children, home nursing and health. Exercises for the development of skills are provided,

but greater stress is placed upon the development of good standards and habits.

MINOR, RUBY. Early childhood education; its principles and practices. New York, D. Appleton-Century Co., 1937. 763 p.

Limited to kindergarten and primary grades, this contains suggestions on good eating and other health habits, the building and furnishing of a playhouse, and other types of home activities.

ROCKWOOD, LEMO D. Problems of the home economics teacher—A symposium: social and family relations. *Journal of home economics*, 27: 159-62, March 1935.

Summarizes a national study of the teaching of social and family relations at the elementary-and-high-school levels in various parts of the country. Proposes that in the elementary and the junior-high school this program be included as a part of existing courses taught by the regular teacher with optional assistance available from the home-economics teacher or other especially prepared teacher.

ROSE, MARY SWARTZ. Teaching nutrition to boys and girls. *Journal of the National education association*, 23: 129-31, May 1934.

Valuable suggestions for the elementary school teacher in teaching nutrition in the grades; stresses the development of right attitudes toward food, the necessity of accurate scientific knowledge, and the effects of the application of the present-day knowledge of nutrition on health and growth.

SPAFFORD, IVOL. Home economics at the elementary level. *Education*, 56: 449-51, April 1936.

At the elementary level, no special value is seen in setting up home economics as a separate subject; it should, rather, be related to other subjects being taught or made a part of the activity program, if one exists; nor are any "special goals considered as belonging to the elementary as apart from the secondary level."

TABOR, MAJORIE. Home and farm life—a unit of work in first grade. *Educational method*, 16: 75-77, November 1936.

Describes the activities of beginning pupils; many of these activities centered around the making of a doll house and its furnishing, and dressing of the dolls. The educational outcomes of these and other activities are enumerated.

TALBOT, NORA and others. Practical problems in home life for boys and girls. New York, American Book Co., 1936. 515 p.

Seeks to develop and foster fuller appreciation of the values of homemaking by indicating right attitudes and desirable habits toward the numerous problems of everyday home life.

TIBBETS, VINAL H. A typical elementary school study—part of a unit on clothing, 4A grade, 6 weeks' duration. *New York state education*, 21: 24-26, October 1933.

A detailed account of a unit of work in practical arts on the manufacture and use of rubber in clothing which has been integrated with social studies curriculum.

TIPPETT, JAMES S. Schools for a growing democracy. Boston, Ginn & Co., 1936. 338 p.

At the Parker School District, Greenville, S. C., effort is directed toward making the classrooms "replicas of life" which provide opportunities for individual self-finding and experiences in social living.

VAN LIEW, MARION S. Home economics in the grades. *New York State education*, 22: 141-42, 173-74, November 1934.

Teachers of elementary grades and of home economics are reminded of many possibilities for developing broad programs of work by incorporating home economics material into units of work throughout the elementary grades.



## New Books and Pamphlets

### Negro Education

The Negro College Graduate, by Charles S. Johnson. Chapel Hill, The University of North Carolina Press, 1938. 399 p.

Presents the results of a study of the objective records of college and professionally trained Negroes in the United States. The study was made possible by a grant from the General Education Board.

Country Life Stories, Some Rural Community Helpers, by Elizabeth Perry Cannon, Helen Adele Whiting; introduction by Mabel Carney, illustrated by Vernon Winslow. New York, E. P. Dutton & Co., 1938. 95 p. illus. 65 cents.

Written by Negro educators to meet the specific educational needs of children and teachers in the rural Negro communities of the South. Intended to serve as a social studies reader for pupils on the elementary level in small rural schools.

### Adjustment and Guidance

Proceedings of the Third Annual Guidance Conference Held at Purdue University, November 19 and 20, 1937. Lafayette, Ind., 1938. 71 p. (Purdue University. Division of educational reference. Studies in higher education 33) 75 cents.

Includes seven papers presented at the Conference.

Pupil Guidance in the Junior High Schools Ann Arbor. Ann Arbor, Mich., Published by the Board of Education, 1937. 53 p.

Describes the techniques in use in the guidance program. Topics include: Cooperation with the home, use and interpretation of cumulative records, study of occupations, guidance through excursions, student participation in the life of the school, health guidance, etc.

Report and Recommendations of the Joint Committee on Maladjustment and Delinquency. Margaret J. McCooey, co-chairman of the Joint committee. New York City, Board of Education, 1938. 127 p.

Descriptive summary of the work of the New York City schools and the inter-relationships of the schools and community agencies in dealing with problems of maladjustment and delinquency. Recommendations are offered for improvement.

### School Law

The Sixth Yearbook of School Law 1938. A narrative topical summary of decisions of the higher courts in all States of the United States of America in cases involving school law, as reported during the preceding year. Edited by M. M. Chambers. Washington, D. C., American Council on Education, 1938. 150 p. \$1.

An annual review of decisions of the higher courts affecting educational systems and institutions.

### Book Lists

The Parents' Bookshelf. A list of books for study groups compiled for the National

Congress of Parents and Teachers by Dr. Ada Hart Arlitt. Chicago, American Library Association, 1938.

Groups may order this 10-page leaflet in quantities at prices ranging from \$1.75 a hundred copies to \$13 a thousand. Address: American Library Association, 520 North Michigan Avenue, Chicago, Ill.

Inexpensive Books for Boys and Girls. Compiled by the Book evaluation committee of the Section for library work with children of the American Library Association. Second edition. Chicago, American Library Association, 1938. 43 p. 50 cents.

Lists nearly 900 books costing \$1 or less. A chart briefly compares and evaluates publishers' series.

### Forums

Forum Helps, Suggestions for Forum Chairmen, Committeemen and Leaders, by John Alex Rorer. Charlottesville, Va., The University of Virginia Extension Division, 1938. 13 p. (Studies in adult education no. 5.) 10 cents.

Suggestions for starting and conducting forums.

### Socializing Experiences

Adventures in Intercultural Education: a manual for secondary school teachers, by Rachel Davis-Du Bois. New York City, Progressive Education Association, Commission on Intercultural Education, 1938. 215 p.

Describes activities and programs developed in 50 public schools, based on the problem of intercultural relations.

Sharing Experiences through School Assemblies, compiled by Agnes L. Adams, with the editorial assistance of Helen R. Gumlick, Adelaide Linnell, Claire T. Zyve. Washington, D. C., Association for Childhood Education, 1938. 39 p. illus. 35 cents.

Presents a variety of opinions as to the purpose, preparation, organization, and production of assembly programs.

### School Finance

For the Children of Nebraska. Issued by Nebraska State Teachers' Association, 605 South 14th St., Lincoln, Nebr., 1938. 48 p. illus. 35 cents.

A study of school finance presented in popular pamphlet form to serve as a suggested outline for the study of taxation by professional and lay groups.

### Parent Education

Can Parents Educate One Another? A study of lay leadership in New York State, by Mary Shirley. New York, National Council of Parent Education, Inc., 1938. 130 p. (Parent Education Monograph III.)

An intensive inquiry into lay leadership procedures in one State. Contains pertinent suggestions for educators, for professional workers in other phases of adult education, and for workers in the parent-teacher movement.

### Adult Education

Learning in Leisure, the What and Why of Adult Education. St. Paul, Minn., Educa-

tional Materials Project, State Department of Education, 1937. 85 p. (Social Science Series, no. 4.) 25 cents.

Interprets the role of adult education and shows how it fits into the social pattern.

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:

BENNETT, LUTHER J. Secretarial assistance in teachers' colleges and normal schools. Doctor's, 1937. Teachers College, Columbia University. 86 p.

BROWN, ELEANOR F. Intensive study of poetry versus free reading as a teaching procedure in the senior high school. Master's, 1936. Syracuse University. 146 p. ms.

BUSSARD, PAUL. The vernacular missal in religious education. Doctor's, 1936. Catholic University of America. 187 p.

DUNN, ALICE. The number of separate language errors attaching to an individual child. Master's, 1936. Boston University. 108 p. ms.

ED, ELMER S. Study of double promotions at the East Grand Forks public schools made during the years 1930-31, and 1931-32. Master's, 1937. University of North Dakota. 120 p. ms.

ESSAME, ENID M. Comparative study of the aims and methods in American and British education for girls. Master's, 1935. American University. 130 p. ms.

FRITS, FLORENCE R. Joel Barlow's early deistic liberalism; a study of radical influences at Yale, 1774-1781. Master's, 1937. George Washington University. 75 p. ms.

GRAYBEAL, ELIZABETH. The measurement of outcomes of physical education for women. Doctor's, 1935. University of Minnesota. 80 p.

HELMERS, EVELYN E. Dramatics for English teachers: a required course in dramatics should be given in teachers' colleges for prospective junior high school English teachers. Master's, 1936. New Jersey State Teachers College, Upper Montclair. 50 p. ms.

HENDERSON, ELISHA L. Organization and administration of student teaching in state teachers colleges. Doctor's, 1937. Teachers College, Columbia University. 125 p.

HILL, BENJAMIN J. An analysis of the methods of subtraction in a school system. Master's, 1937. Boston University. 67 p. ms.

HOLPER, ALOIS H. An experiment in the improvement of reading for study. Master's, 1937. University of North Dakota. 138 p. ms.

KUDER, MERLE. Trends of professional opportunities in the liberal arts colleges. Doctor's, 1937. Teachers College, Columbia University. 102 p.

LEE, DOROTHY G. A study of the expenditures of a group of Syracuse University women students. Master's, 1937. Syracuse University. 56 p. ms.

LEWIS, BURBANK E. Teacher credit unions. Master's, 1936. University of Southern California. 231 p. ms.

LINSCOTT, EDWARD L. History of secondary education in Washington and Hancock counties in Maine. Master's, 1936. University of Maine. 171 p.

MAASKE, ROSEN J. Status of the elementary school principal. Master's, 1936. University of Oregon. 72 p.

MCCULLOUGH, ASHLEY M. Critical analysis of the fuel management program for schools: selected New Jersey cities compared with nation wide practice. Doctor's, 1936. Teachers College, Columbia University. 111 p.

(Concluded on page 333)



## Master Teacher Chosen

L. L. Price, instructor in vocational agriculture at the Ida, La., high school, has been awarded the title, Master Teacher of Vocational Agriculture of the South, for 1937.

This award has been made annually for the past 12 years to the vocational agriculture teacher in 12 Southern States who, in the opinion of judges, has made the most outstanding record in his teaching program. Mr. Price, who is in his fifth year in the Ida school, received a cash award of \$100, also.

Before a vocational agriculture teacher may qualify for the honor of master teacher of the South, he must first win the title of master teacher of his own State. The 12 States represented in the region from which the master teacher of the South is chosen are Alabama, Arkansas, Florida, Georgia, Louisiana, Mississippi, North Carolina, Oklahoma, South Carolina, Tennessee, Texas, and Virginia.

In announcing the master teacher award, S. M. Jackson, State supervisor of agricultural education for Louisiana and chairman of the master teacher committee, commended the record made by Mr. Price in his teaching work during the past year.

Citing Price's accomplishments in his community, Mr. Jackson called attention to his achievement in bringing about improved practices on local farms. Jackson cited particularly Mr. Price's success in securing the introduction of improved varieties of cotton and corn; in popularizing orchard and grapevine pruning; in bringing about the spraying of crops for insects and diseases, in encouraging the growing of cover crops, the culling of poultry, and the vaccinating of swine against hog cholera; and in introducing improved farm fertilization practices.

Winners of second, third, and fourth awards in the master teacher race in the southern region in 1937 were also announced by Mr. Jackson. B. M. Trapp, vocational agriculture teacher in the Binford, Miss., high school, placed second and received \$75 in cash; Alvin R. Howard, agricultural teacher in the Wauhatchula, Fla., high school, placed third and received \$50 in cash; and B. F. Fowler of the Ellen Woodside School, Pelzer, S. C., placed fourth and received \$25 in cash.

## No One Agency Favored

One of the steps frequently involved in vocationally rehabilitating disabled persons and placing them in employment is that of providing training in a trade or other school for a specific occupation.

A study of 6,627 cases rehabilitated through training during the fiscal year ended June 30, 1937, made by the vocational rehabilitation service of the Office of Education, throws light upon the diversity of institutions and

agencies in which training for these cases was provided.

Of the 6,627 persons included in the study, 1,726 or 26 percent received training in business colleges; 1,035 or 15.6 percent in private trade schools; 350, or 5.3 percent in private colleges or universities; 863, or 13 percent in public colleges or universities; 532 or 8 percent in public vocational schools or classes; 1,462, or 22.1 percent in business establishments; 46 or .7 percent in college or university extension courses; 293, or 4.4 percent through tutors or private instructors; 230, or 3.5 percent, in correspondence schools; and 71, or 1.1 percent through other agencies or institutions. No training agency was recorded in the case of 19 persons studied.

## Aviation Trades

According to a study of conditions of employment in the aviation trades, made by the New York State Department of Education, Albany, the kinds of workers needed in these trades are: Tool and die makers; sheet-metal workers, especially those experienced in the new metals and in working with alloys; screw-machine operators; assemblers; blue-print readers; machinists with diversified experience, able to operate such machines as lathes, grinders, millers, and borers; and engine specialists familiar with various types of aircraft engines. One manufacturer who divides the aviation industry into two phases or branches—manufacturing and transportation—notes a demand for trained employees in administration and sales work, as well as in engineering and technical specialties.

Another manufacturer, who has been actively interested in aviation since 1917 emphasizes the demand for trained men in this industry. He considers the industry "a more highly specialized and technical industry, requiring fewer nontechnical people than any of which I know." He goes further also and says: "Aviation is already, and for that matter always will be, overcrowded to the unskilled." All of which boils down to the simple thesis that there is scarcely an industry in which the demand for training is greater than in the aviation industry.

The New York State study, which "aims to present the essentials necessary for entrance to the aviation trades, both ground and aloft," traces the historical development of aviation, discusses the opportunities for employment in this industry, the types of training schools open to prospective aviation workers, and Government regulations for the industry; and takes "a peep into the future" of aviation.

The results of this study are incorporated in Occupational Information Monograph No. 1 of the New York State Department of Education.

## Project Supervision Emphasized

Considerable attention has been directed in the past few years to the question of providing time for home economics teachers in public high schools to supervise the home projects of their day-school students. Of interest, therefore, is the information on how this matter is handled in the State of Washington, contained in a recent report from that State.

This report shows that 76 schools provide a definitely scheduled time for project supervision in the teacher's school program. In 36, or 47.3 percent of the schools, time is provided for home project supervision in the regular school term only. In 17, or 22.3 percent, time was provided during the regular school term and during the summer, on a 10, 11, or 12 months' schedule. Three schools, or 3.9 percent, provided time in the summer only, on a 10, 11, or 12 months' schedule. Twenty of the seventy-six schools reported that they do not provide a definitely scheduled time for home-project supervision by home-economics teachers.

And speaking of home projects, the last annual report of the home-economics division for West Virginia states that, "the teachers who are having greatest success with home projects set aside definite class periods for home project conferences, and require each pupil to complete part of her home-project requirements within the school term."

Part of the conference periods are devoted to discussion. The remainder of the periods is used by students to make entries in their home-project records.

## Fulfilling Their Destiny

Evening schools in vocational agriculture are, according to the provisions of the Smith-Hughes Act, designed primarily to assist farmers in finding ways and means for improving their farm business.

That the evening schools in operation in West Virginia last year fulfilled this objective is apparent from figures presented in the report of its State Board for vocational education. This report lists 12 kinds of improved practices which are typical of those carried on by farmers enrolled in these schools. More than 101,000 baby chicks were involved in baby-chick practice work conducted by 377 farmers; 325 farmers were engaged in feeding and caring for 46,305 laying hens; and 126 farmers were engaged in experimental practices involving the providing of night lights for laying hens during the winter season.

Other improved practices undertaken by evening-class farmers in the State and the number of units devoted to each, were as follows: Planting certified seed potatoes, 159 acres; spraying potatoes, 150 acres; sowing alfalfa and legumes, 311 acres; liming soil, 429

acres; fertilizing and improving pastures, 325 acres; feeding balanced rations to dairy cows, 293 animals; caring for ewes in winter, 721 animals; and treating sheep for internal parasites, 721 animals. In addition, 106 poultry buildings were involved in poultry house building enterprises.

Fifty-two teachers of vocational agriculture conducted 96 evening schools. This is an increase of 21 schools over 1936 when 50 teachers conducted 75 evening schools. One teacher conducted 6 evening schools; one, 5 schools; 7 conducted 3 schools; 21 conducted 2 schools; and 22 conducted 1 evening school. In addition, six of these evening-school teachers conducted part-time schools.

### Versatility, Not Specialization

An instance of the value of a preliminary survey in formulating a vocational training program for a small community comes to light in a report by J. A. McCarthy, director of vocational education for New Jersey, on the trade and industrial training course at Toms River.

The preliminary survey of this community showed that the skilled workers were engaged in the commercial food trades, building construction, automobile repairing, and boat building and repairing. It showed further that mechanics in this area must be proficient in more than one field. Boat builders, for example, are workers in wood and metal. They not only build and repair boats, but install equipment on the boats they build and in some instances do the painting and wood finishing. Skilled mechanics are also required to condition boats in the spring of the year.

The auto mechanic repairs automobiles and in some instances makes repairs to bodies and fenders. He also refinishes bodies, replaces windows, and repairs car upholstery, and makes repairs on pumps, motors, and tractors used on nearby farms. In some instances the auto mechanic does some of the work involved in repairing gasoline, Diesel, and other forms of engines used for marine or stationary pumps.

House carpenters in the area, the survey showed, not only build and repair houses but also build and repair docks. Some house carpenters switch to boat building with the change in seasons.

Instead of training for specialized jobs, workers in Toms River, the survey disclosed, need training which will familiarize them with the skills and tools of several occupations. Accordingly, the preemployment training program set up in the local high school was organized to develop versatile rather than specialized workers. For example, students in the woodworking department are given preemployment training in house carpentry, boat building, and allied occupations. Those in the auto repair shop receive instruction in automobile repairing and work with farm tractors, farm machinery, and marine engines.

Vocational courses in Toms River also

include subjects intended to promote the civic-social development of those enrolled in them, as well as such required school subjects as history, English, and physical training.

### Homemakers' Clubs Flourishing

Twenty-five Future Homemakers or Junior Homemakers clubs, in as many different home economics departments, are reported by the home economics division of the State of West Virginia, for the year ended June 30, 1937, with a total membership of 912. Membership in individual clubs ranges from 15 to 79.

Arkansas reports 95 Student Home Economics Clubs, with a membership of 3,551 girls. Thirty-three of these clubs are affiliated with the American Home Economics Association. The annual State meeting of these clubs last year brought 400 girls representing 35 clubs to Little Rock.

Among the objectives of home economics clubs in various States are the following: To provide social training and promote social relationships; to give members experience in carrying responsibility; to encourage a high standard of scholarship; to provide practice in parliamentary procedure; to promote democracy in the school; to develop personality, leadership, self-reliance, initiative, social poise and professional interest; to stimulate interest in hobbies and the wise use of leisure; to foster high ideals and appreciation for home life; to give members a more complete

knowledge of the field of home economics, its State and national organizations and of leadership in the field; to promote interest in the community and encourage participation of members in community activities.

### Teacher-Training Facts

A series of six releases on various phases of teacher-training in the field of agricultural education has recently been issued by the Office of Education.

These releases, which are based upon special studies made by the Office in cooperation with State supervisors and teacher-trainers in agricultural education and which cover data for the fiscal year 1935-36, contain information on: The number, location, and organization of teacher-training institutions; the personnel engaged in these institutions; the number and percentage of agricultural college graduates trained as teachers of vocational agriculture; the placement of men trained as teachers of vocational agriculture; facts on employed teachers of vocational agriculture enrolled in teacher-training institutions for professional improvement; and preparatory curriculums for teachers of vocational agriculture.

Tables and a brief discussion of the results of the study covered are presented in each of the six teacher-training releases, and recommendations growing out of the results of the studies are formulated.

C. M. ARTHUR



Commissioner of Education J. W. Studebaker receives the members of the Board of Trustees of the Future Farmers of America, national organization of boys studying vocational agriculture in rural high schools, on the occasion of their recent meeting in the Office of Education to conduct routine business, map out their program for the ensuing year, and formulate preliminary plans for the eleventh annual convention of the organization at Kansas City, in October. Seated is Dr. Studebaker. Standing, from left to right, are: J. A. Linke, chief, agricultural education service, Office of Education, national adviser; Lex Murray, vice president; Joe H. Black, past president; William Stiers, vice president; J. Lester Poucher, president; Eugene Warren, vice president; Arden Burgidge, vice president; W. A. Ross, executive secretary; and Lowell Bland, student secretary.



## In Public Schools

### Regents' Report

The regents' inquiry into the character and cost of public education in the State of New York has issued a preliminary pamphlet dealing with the improvement of the district organization in advance of the reports of the inquiry "so that the discussion of the problem of district organization, which is fundamental to the whole program, may be initiated now." In reviewing the history of the New York school districts the inquiry states: "In this long history from 1812 to 1938 two facts stand out clearly. First, the whole State has come to feel that the old district system, though satisfactory as a means of providing for common schools in the early days of the State, is not satisfactory now to operate high schools or to operate elementary schools under modern conditions. Second, the 'central school' system as it has been worked out in over 200 places within the State is a satisfactory method of modernizing and improving the school-district system for New York State."

The report states that New York State has over 8,000 school districts and that a great many of them have exactly the same metes and bounds as they had under the act of 1812. The following classification shows the number of school districts of each class in the State, as of June 30, 1936:

*Urban-school systems:* 155 districts, each with a school superintendent—1,061 school officers—58,224 teachers—for 1,615,650 pupils—divided as follows: 59 city school districts; 96 union free school districts in villages of 4,500 population or over.

*Rural school systems:* 8,103 districts, under the general supervision of 198 district superintendents—18,516 officers—21,015 teachers—for 381,455 pupils—divided as follows:

- 6,294 common-school districts.
- 490 union free school districts.
- 480 consolidated school districts.
- 621 contract districts.
- 5 central high-school districts.
- 182 central rural-school districts (exclusive of two central rural schools in villages).
- 31 districts with no schools, contracts, or children.

### Curriculum Study

The State of Oregon Department of Education recently issued a handbook on curriculum study prepared under the direction of the Oregon State Teachers Association in cooperation with the State department of education. The committee for the improvement of the curriculum believes that curriculum improve-

ment can only result from united action by administrators, teachers, and laymen who are well informed about the problem. It is the hope of the committee that study groups will be organized throughout the State and that the bulletin will serve as the study guide.

### Appointed by Governor

In compliance with a resolution passed by the 1937 general assembly of North Carolina the Governor has appointed a committee composed of two senators and three representatives "To make a thorough study of the State's program for colored schools including elementary, secondary, vocational, and higher education, and to make such recommendations as it may seem right and proper to the Governor of the State of North Carolina and the next general assembly."

### Williamsburg Bulletin

The Developing Curriculum at the Matthew Whaley High School, Williamsburg, Va., is the title of a bulletin prepared by the faculty and published as Bulletin No. 2, College of William and Mary, School of Education. The bulletin contains a description of each department of the high school, and presents in some detail illustrative units of work.

### Juvenile Delinquency

"The coordination of all public agencies," according to a bulletin recently issued by the bureau of special service, Jersey City, N. J., city board of education, "is the outstanding contribution made by Jersey City in its juvenile delinquency program. The fact that the schools, the police, the municipal medical center, the courts, the Hudson County detention home, and the county probation office have entered into a unified, coordinated program has made success not only possible but inevitable."

### St. Louis Progress

*The Public School Messenger*, published by the department of instruction, St. Louis (Mo.) Public Schools, in a recent issue, contains many interesting facts concerning One Hundred Years of Progress in the Public Schools of St. Louis, 1838-1938. Among the many facts presented are: Free public evening schools have been supported by the board of education for more than 75 years; as early as 1843 music was taught in the St. Louis schools; in 1855 the superintendent of instruction recommended the more general adoption of drawing in the curriculum; in 1897 private citizens offered to finance manual training instruction as an experiment if the board of education would provide rooms, which it did; in 1873 Miss Susan E. Blow offered her services gratuitously to experiment with a kindergarten

class. The offer was accepted on the recommendation of Dr. William T. Harris, and it is reported that many visitors found their way to this early kindergarten; mothers told of the good results of the training of their children, and educators attracted from far and near returned to their home cities with enthusiastic endorsement of what they had observed.

### Why School

An interesting 1938 pamphlet entitled *Why School*, written by H. R. Malcolm of Norwalk, Ohio, has come to hand. The publication does not undertake to advocate or defend every subject and every activity undertaken in the schools, but brings out effectively the value and importance of an education. The significance of the booklet is heightened when one realizes that the author is not professionally engaged in educational work.

W. S. DEFFENBAUGH



## In Colleges

### Action of Senate

Students in education at the University of Chicago can earn the master's degree without writing a thesis, as a result of a recent action of the university senate. Shift in interpretation of thesis requirements establishes an alternative to the traditional program which calls for a thesis, although students still may write theses if they wish.

### New Dormitory

The University of Iowa's new men's dormitory, which is expected to be ready for occupancy by September 1, will house about 250 men and will thus provide a place for the many men unable to be accommodated in the quadrangle. The three-story building officially named "Hillerest" will cost about \$325,000 to be paid for out of its earnings.

### Dental Hygiene Course

A 2-year course for dental hygienists replacing the present 1-year curriculum, has been authorized by the regents of the University of Michigan. The new course will offer training in technical procedures with a view to making the hygienists more useful as assistants to dentists, and will transfer the instruction in anatomy, bacteriology, and chemistry from the dental faculty to the regular course given for nurses.

### Alumni University

Graduates of the University of Michigan will return to the campus next June as stu-

dents for the eighth alumni university, for a week of study and lectures by leading members of the faculty beginning June 20, immediately following commencement week. The general topic of the program of 40 lectures will be *Problems of Today*, with 4 courses of 4 lectures on the World Situation, 3 courses on Contemporary Society, and 4 courses on science and the arts.

#### **Student Loan**

Nearly 100 students in the University of Texas have made use of the loan funds offered by the Ex-Students' Association this year. Totalling \$200,000 loans of from \$5 to \$250, are made to individuals who must have completed a semester of work in the university with a "C" average. Loans are made on a family basis. Notes, which must be signed by the student, one parent, and some third party, are usually made for 1 year with privilege of extension.

#### **Summerfield Scholarships**

Examinations were held in six cities of Kansas, March 19, as preliminary to the appointment of the 1938 group of Summerfield scholars at the University of Kansas. Out of more than 300 boys graduating from Kansas high schools, 30 were invited to come to the university late in April for final examination, from which 10 to 12 will be selected for the scholarship award. The Summerfield scholarships, established in the fall of 1929 by Solon Summerfield, Kansas University alumnus and New York manufacturer, provide a 4-year college course for eligible young men. There are now 55 in the university in the four class grades. Appointment is upon a merit basis, and a stipend is arranged according to the need of each.

#### **School of English**

Bread Loaf is a mountain, an inn, and a school. The Bread Loaf School of English has been conducted since 1920 as a section of the summer session of Middlebury College, Middlebury, Vt. The nineteenth session will be held from June 29 to August 13, 1938. Average attendance 130.

#### **Fine Arts**

Changes in the University of Iowa curriculum affecting the course in the school of fine arts have been adopted to go into effect next September.

Under the new plan, a student may earn a new degree, bachelor of fine arts, after work in semiprofessional curriculum in the school of fine arts, specializing in the field of art, music, or the theater. Only a limited number of students of distinct ability in one of the fine arts fields will be admitted to candidacy for the B. F. A. degree in the freshman year. Each must be certified by the head of the department in which he specializes—art, music, or dramatic arts. The university never has granted the B. F. A. award.

#### **Phi Beta Kappa**

The first chapter of Phi Beta Kappa to be established in Washington, D. C., was recently installed at the George Washington University.

Delegates of Phi Beta Kappa chapters in colleges and universities throughout the United States attended, and the installation was conducted by Frank P. Graves, commissioner of education of the State of New York, who is president of the United Chapters of Phi Beta Kappa.

#### **Student Cooperative**

"Board and room" for 80 men students at the Los Angeles campus of the University of California has been reduced to the low cost of \$22 per month. These men have banded together at the Brentwood Cooperative Hall, manage the place themselves, do their own work, and divide the actual cost of provisions.

#### **New Dormitory**

Construction work has begun on a new \$30,000 dormitory to house 84 members of the student cooperative organization at the State College of Washington. The major part of the construction is being done by N. Y. A. students in training under the supervision of members of the local unions. The State College will furnish the materials and will be repaid from rentals.

#### **New Code**

Provisions of the recently formulated code of college and fraternity relations, will go into effect at once in 190 colleges and universities throughout the country, where some 70 national fraternities have organized more than 2,600 chapters with 60,000 undergraduate members and almost 1,000,000 alumni members.

The new *Magna Carta* represents the report of a joint committee of 10 members—5 from the Association of American Colleges and 5 from the National Interfraternity Conference. The committee's report was adopted by the association at its recent annual meeting in Chicago. Basic principles of the report are summarized as follows: (1) The obligation of the college to the group and its members: Student group life is an essential feature of the educational process; it should be recognized as such, and as large a degree of responsible control as possible should be delegated to it. Self-government is a primary objective of college training; the work of the college will be strengthened by utilizing the fraternity to this end. The college may delegate responsibility to the fraternity, but is thereby not absolved from its own responsibility. The college must enforce accountability for all delegated responsibility. The college should insist upon the financial integrity of all student undertakings, and not allow them to encroach upon the student's primary purposes in coming to college. Group life, to be of greatest value, must be integrated with college objectives intellectually

as well as socially, physically, and morally. (2) The obligation of the group to the college: The fraternity is responsible to the college to the extent to which the privilege of association withdraws its members from the immediate control of the college. The fraternity should maintain proper social standards and wholesome conditions of living. The fraternity must either control its members or return them to the control of the college. The fraternity must either govern itself adequately, or be supervised or dispersed by the college. (3) The obligation of the group to the individual: The fraternity has no immediate responsibility for scholarship, but should maintain conditions that will promote the individual's best development in every way. The fraternity should not give refuge to its members in any breach of accepted responsibility. The fraternity should respect the rights of its members to self-development. (4) The obligation of the individual to the group: The individual's right of self-expression, is limited by his obligations to the group and to the college. Compulsion is a poor substitute for cooperation. (5) The obligation of the alumnus to the college and the group: Alumni membership is an opportunity to serve youth, and gives the alumnus no other privilege or right. The undergraduates are responsible to the college for the chapter; the alumni must always respect this responsibility.

WALTER J. GREENLEAF



## **In Educational Research**

#### **Controlled Observation**

J. Y. West has made a contribution to the controlled observation technique by working out an application to a specific field, i. e., elementary school science. Using the aims of the course of study and of the teachers in elementary school science, a code for use in observation was developed. This code was then tried out by several observers to see how valid and reliable the method was in practice. The advantage of the method is that actual behavior of the pupil is sampled. It is a direct method of evaluation. The disadvantage lies in the fact that it is time consuming and that a person cannot get by observation the total picture of behavior, for certain behavior cannot be noted when attention is centered on other behavior. This study is published as Teachers College, Columbia University, Contributions to Education, No. 728, and is entitled *Appraising Observable Behavior of Children in Science*.

#### **Why Adults Like Certain Books**

A comprehensive study of the reactions of adults to the type of subject matter, method of presentation, presence of auxiliary aids, in books has been made by Margaret C. Lyon.

This study is more supplementary than overlapping with Gray and Leary's *What Makes a Book Readable* reported on before in these columns. That study was concerned mainly with the difficulty level of reading materials, while this study is concerned more with the interest factors. Not only were adults' reactions to various readings obtained, but the reading material was analyzed to obtain as nearly as possible a determination of the type of material adults enjoyed reading. This study should be required reading for adult education workers—especially those who plan reading courses for adults. The study is entitled *The Selection of Books for Adult Study Groups* and is published as Teachers College, Columbia University, Contributions to Education, No. 696.

#### Study of Quintuplets

The University of Toronto Studies, Child Development Series, 1937, No. 12-16, contain a series of studies concerning the development and status of the Dionne quintuplets. The quintuplets are considered to be identical rather than fraternal, and therefore differences in behavior between them should come from the environment. One of the studies finds that there is marked personality differences between the girls and suggests that these differences are accounted for by differences in environment. This is an interesting conclusion in view of the fact that the environment of the quintuplets, as far as casual observation goes, would be considered the same. Gesell, Kuhlmann and Merrill-Palmer tests have been applied to the quintuplets. Their development, mental, motor, and language, has been carefully traced. The studies were carried on by W. E. Blatz, D. A. Millichamp, M. W. Charles, N. Chant, A. L. Harris, M. I. Fletcher, and M. Mason.

#### Development of Young Children

The Institute of Child Welfare at the University of California is making studies of the mental and physical development of young children. Two recent reports are of interest. These are *Environmental Correlates of Mental and Motor Development* by Nancy Bagley and Harold E. Jones (Child Development, December 1937) and *Mental-Physical Relationships During the Preschool Period* by Marjorie P. Honzik and Harold E. Jones (Journal of Experimental Education, December 1937). These studies are genetic in nature and are important because they open a new area of knowledge. The revelations regarding the relation between the rate of growth in mental ability and the social-cultural-economic factors at different ages are very significant. The need for growth records over a period of time is an incidental conclusion arising from these studies.

#### Personality Tests

A good analysis of the possibilities of the use of various personality measures in schools has been made by Arthur E. Traxler. It is

issued by the Educational Records Bureau as Bulletin No. 23. The Educational Records Bureau always has been conservative in the type of tests recommended for use by its patrons, and it seemed surprising therefore that it should issue such a bulletin. However, the bulletin is throughout deliberately critical and retains the conservative approach of the bureau. In view of the differences of opinion in this area it is interesting to quote a few sentences from the foreword:

"The members of the committee on tests and measurements \* \* \* stated \* \* \* that it would be made clear to the schools that the bureau is not recommending the use of personality tests, but is only taking this means of providing information about them in response to an increasing number of requests.

"This point deserves considerable emphasis. \* \* \* Because of the position of leadership which it occupies, the bureau feels a keen responsibility for using particular care to recommend only tests which have been tried out carefully and whose worth has been demonstrated. With rare exceptions, personality tests and rating services cannot at present be included in such a category."

#### Beginning Texts in Reading

Although authors of reading texts in the elementary school are more and more adapting the style, content, and vocabulary to the level of the children they are writing for, here is still need for comparative studies of different texts. One such study is that by Clarence R. Stone entitled "Measures of Simplicity and Beginning Texts in Reading," published in the February 1938 issue of the *Journal of Educational Research*. Twelve of the pre-primers and primer texts published between 1930 and

1935 were analyzed in regard to vocabulary burden. He arrives at conclusions regarding the possible combinations of these texts which will best fit the child beginning to read.

DAVID SEGEL



## In Other Government Agencies

#### National Youth Administration

More than 2,500,000 books have been provided by WPA library projects for persons who previously enjoyed little or no library service, according to Aubrey Williams, NYA Executive Director. Approximately 2,500 new libraries have been established under the library extension program, providing free reading facilities to communities in which such service has been discontinued or had never before existed. Twenty-five hundred traveling libraries are rendering additional service by taking reading materials by truck, automobile, horseback, muleback, and in some instances by boat to approximately 500,000 persons in sparsely settled areas. WPA workers have repaired more than 12,000,000 school books for 15,000 public schools, in addition to 10,000,000 others for 1,800 public libraries in 42 States. (See illustration.)

#### Office of Indian Affairs

Much of the handiwork of students in the arts and crafts department of the Santa Fe Indian School is now on exhibit throughout the country, according to Alfreda Ward, head



Students binding library magazines.



of the arts and crafts department. Thirty articles are on exhibit in the division of education of the Brooklyn Museum, New York; 55 pieces of pottery from the school are on exhibit at Oberlin College, Oberlin, Ohio; and 25 pieces of San Juan, San Ildefonso, Picuris, and Cochiti pottery have been sent to Akron, Ohio. Student paintings are on exhibit in the laboratory of anthropology, Sante Fe, N. Mex.; in Rochester, N. Y.; Akron, Ohio; Williams, Ariz.; Kewanee, Ill.; Tucson, Ariz.; the International Building, New York City; and Portland, Oreg.

### Social Security Board

Seventeen States, the District of Columbia, and Hawaii have received the following grants from the Social Security Board for the aid of dependent children for the current quarter ending June 30, 1938:

State	Estimated number of recipients	Amount of grant
Alabama.....	16,000	\$112,324.61
Arizona.....	4,300	72,934.21
Arkansas.....	13,000	49,358.86
Distriet of Columbia.....	3,850	50,595.60
Hawaii.....	3,200	48,360.05
Idaho.....	5,700	63,058.90
Indiana.....	28,100	400,550.72
Maine.....	3,600	51,417.90
Maryland.....	19,500	238,501.03
Minnesota.....	13,400	169,531.28
Missouri.....	1,000	118,800.00
Nebraska.....	9,800	37,071.07
North Carolina.....	16,100	117,043.36
Ohio.....	29,000	438,148.13
Oregon.....	2,500	12,412.80
Utah.....	6,500	94,844.79
Washington.....	13,900	191,457.29
West Virginia.....	16,800	147,200.00
Wyoming.....	1,500	19,681.19

California and Georgia received grants for the month of April only, and Kentucky for April and May.

MARGARET F. RYAN

## In Other Countries

### Musical Education

An international conference on musical education and pedagogy of defective children, organized by the Society for Musical Education, Prague, in accordance with the Swiss Union for Musical Pedagogy and with the Seminary for the Pedagogy of Defective Children, will take place from June 23 to 28, 1938, in Switzerland.

Theoretical reports and practical demonstrations in the institutes for deaf and dumb, blind, defective, and weak-minded children, will offer those who take part the opportunity to study rhythmical and musical influences on abnormal children. The conference will concern the results to be expected for musical education in general as well as for the psychology and the pedagogy of defective children.

An attendance fee of 20 Swiss francs is being charged. Inscription and further information may be had by writing to the Society for Musical Education, Prague IV, Toskánský Palác, Czechoslovakia.

### Combating Illiteracy

As a result of a movement started by the minister of education a year and a half ago determined efforts have been made to combat illiteracy among the adult population of Iran. In every province committees have been formed composed of minor government officials and teachers who are organizing and conducting free night classes for illiterate adults between the ages of 16 and 40.

So successful has this campaign proved that the ministry of education has recently released for publication the attendance figures for 33 centers where night classes have been established. Figures for the more important centers are:

Teheran and environs.....	10,348
Eastern Azerbaijan.....	6,842
Isfahan.....	6,236
Fars.....	5,874
Western Azerbaijan.....	5,459
Khorassan.....	4,820
Yezd.....	3,608
Kerman.....	3,543
Kermanshah.....	2,667
Kashan.....	2,200
Hamadan.....	2,000
Total.....	58,988

In addition to these there are 21 other centers where the attendance is less than 2,000, but which in the aggregate have 29,368 students, thus making a grand total of 88,356 adults who are today receiving instruction in night classes. Considering the short time adult education has been in operation the showing is a very creditable one. The campaign, if persisted in, is bound gradually to reduce the state of illiteracy which it is estimated still exists among at least 85 percent of the population.

JAMES F. ABEL



### Educator's Bulletin Board

(Concluded from page 327)

MANGAN, MARTHA R. Study of the relationship existing between scores of the K-D and K-R music tests. Master's, 1937. Syracuse University. 107 p. ms.

MISURIELLO, ROCCO A. Status of chemistry in the high schools of Essex county, New Jersey, as determined by personal interviews with all chemistry teachers during April-May 1934. Master's, 1935. New Jersey State Teachers College, Upper Montclair. 69 p. ms.

NEIS, CHARLES P. Survey of the attitudes of students of American government in the Coffeyville high school for the years 1928-1936. Master's, 1937. University of Kansas. 52 p. ms.

O'NEILL, Sister MARIA T. Status of the high school libraries of the State of New Jersey. Master's, 1935. New Jersey State Teachers College, Upper Montclair. 46 p. ms.

PRICE, WILLIAM E. Financial retrenchment in New Jersey secondary schools, 1926-1933. Master's, 1935. New Jersey State Teachers College, Upper Montclair. 42 p. ms.

SILVEY, CLEL T. Study of personal reactions to the solmization method of teaching music reading. Doctor's, 1937. George Peabody College for Teachers. 82 p.

WAGNER, CARLOS J. Organization and procedure in the conduct of track and field meets. Doctor's, 1937. New York University. 118 p. ms.

RUTH A. GRAY

## Vocational Education Progress

(Concluded from page 318)

courses preparing youth for store service occupations.

Supervision of educational programs for workers in the distributive occupations will be carried on in the States under the direction of qualified State supervisors and teacher trainers in the field of distributive occupations. Where qualified supervisors of distributive education are not available, supervisors in other fields of vocational education will carry on the program until such time as trained leaders in distributive occupations education are available.

Since the George-Deen Act did not become operative until July 1, 1937, activities of State boards for vocational education with respect to programs of training for the distributive occupations during the year were confined to laying the ground work for the inauguration of these programs.

### Vocational Rehabilitation

Of particular significance to the national vocational rehabilitation program was the passage during the year of the Randolph-Sheppard Act, which authorizes the Office of Education to designate State commissions for the blind or other State agencies, to license and establish blind persons as operators in vending stands in public buildings. At the end of the fiscal year 1936-37, State agencies had been designated and blind persons had been placed in approximately 100 stands set up by these agencies.

Reports covering State programs of vocational rehabilitation show that 11,091 disabled persons were physically restored and placed in remunerative employment in 47 States cooperating in the vocational rehabilitation program. This is an increase of 753 over 1936.

State reports show further that 45,096 disabled persons were in process of rehabilitation and were being carried on State rehabilitation rolls at the end of 1937. This figure represents an increase of 471 over 1936.

Included in the live role total were 2,602 persons who had been prepared for and placed in employment and were still being followed up in their work. The live role figure also included 7,108 persons who had been prepared for employment and were awaiting placement and 32,345 persons who were still in process of preparation for employment. Including the number fully rehabilitated and the number in process of rehabilitation, the number of persons reached by the rehabilitation program in the States during the year was 56,187, or 1,224 more than in 1936.



FOR CONVENIENCE in ordering Office of Education publications, see pages 335 and 336.

# Radio Calendar

*Programs Listed as Eastern Standard Time Except as Indicated*

## MONDAY

### Morning

9:30- 9:45 PST The New World—NBC-KGO  
(Pacific Coast Network Only)

### Afternoon

12:30- 1:30 National Farm and Home Hour—NBC Blue  
2:30- 3:00 American School of the Air—CBS  
2:45- 3:00 Music for the School—MBS

### Evening

6:00- 6:15 Dear Teacher—CBS  
6:20- 6:30 New Horizons—CBS  
10:30-11:00 National Radio Forum—NBC Blue

## TUESDAY

### Afternoon

12:30- 1:30 National Farm and Home Hour—NBC Blue  
2:00- 2:30 Fun in Music—NBC Red  
2:30- 3:00 American School of the Air—CBS  
2:30- 3:00 NBC Music Guild—NBC Blue  
4:00- 4:15 Academy of Medicine—CBS

### Evening

6:00- 6:15 Science in the News—NBC Red  
6:00- 6:30 Let's Pretend—CBS

## WEDNESDAY

### Afternoon

12:30- 1:30 National Farm and Home Hour—NBC Blue  
2:00- 2:30 Your Health—NBC Red  
2:30- 3:00 American School of the Air—CBS  
3:45- 4:30 Curtis Institute of Music—CBS  
4:30- 5:00 National Congress of Parents and Teachers—  
NBC Blue

### Evening

6:00- 6:15 Our American Schools, N. E. A. program—  
NBC Red  
7:45- 8:00 Science on the March—NBC Blue

## THURSDAY

### Afternoon

12:30- 1:30 National Farm and Home Hour—NBC Blue  
2:30- 3:00 American School of the Air—CBS  
3:15- 4:00 Eastman School of Music—NBC Blue  
4:00- 4:15 Science Service Series—CBS

### Evening

9:30-10:30 America's Town Meeting of the Air—  
NBC Blue

## FRIDAY

### Afternoon

12:30- 1:30 National Farm and Home Hour—NBC Blue  
2:00- 3:00 Damrosch Music Appreciation Hour—  
NBC Red and Blue  
2:30- 3:00 American School of the Air—CBS  
3:00- 4:00 NBC Radio Guild—NBC Blue

### Evening

6:00- 6:15 Education in the News—NBC Red  
6:05- 6:30 Music for Fun—CBS  
7:30- 7:45 Hendrik Willem Van Loon—NBC Red  
10:00-10:30 Twenty Years Ago and Today—MBS

## SATURDAY

### Morning

11:00-11:15 Our American Schools, N. E. A. program—  
NBC Red  
11:00-12:00 Cincinnati Conservatory of Music—CBS  
11:30-12:00 Music and American Youth—NBC Red

### Afternoon

12:15-12:30 This Wonderful World—Hayden Planeta-  
rium—MBS  
12:30- 1:30 National Farm and Home Hour—NBC Blue  
1:45- 5:00 Metropolitan Opera Company—NBC Blue  
5:00- 5:30 Story of Industry—CBS  
5:00- 6:00 Great Plays—NBC Red

### Evening

6:00- 6:15 PST Education Today—NBC-KGO  
(Pacific Coast Network Only)  
8:00- 8:30 Workshop—CBS  
9:30-10:00 American Portraits—NBC Red  
10:00-11:30 NBC Symphony Orchestra—  
NBC Red and Blue

## SUNDAY

### Morning

11:00-11:15 Reviewing Stand—MBS

### Afternoon

12:00-12:30 The Southernaires—NBC Blue  
12:30- 1:00 University of Chicago Round Table—  
NBC Red  
1:30- 2:00 Tuskegee Institute Choir—NBC Red  
3:00- 5:00 New York Philharmonic-Symphony Orches-  
tra—CBS  
4:30- 5:00 The World Is Yours—NBC Red

### Evening

10:30-11:00 Headlines and Bylines—CBS

*This calendar lists sustaining programs only. For more detailed listings of other broadcasts, write the following:*

COLUMBIA BROADCASTING SYSTEM . . . . . 485 MADISON AVENUE, NEW YORK, N. Y.  
MUTUAL BROADCASTING SYSTEM . . . . . 1440 BROADWAY, NEW YORK, N. Y.  
NATIONAL BROADCASTING COMPANY . . . . . 30 ROCKEFELLER PLAZA, NEW YORK, N. Y.

*Due to recent change of time to Daylight Saving, some of the above programs will fall an hour earlier.*

*Suggest you consult local station or papers.*

*This calendar was prepared by The American Association of School Administrators—A Department of the National Education Association of the United States, 1201 Sixteenth Street NW., Washington, D. C.*

# Some CURRENT PUBLICATIONS of the OFFICE OF EDUCATION



## BULLETINS

1938

1. Educational directory, 1938. (4 parts.)
  1. State and county school officers. 10 cents.
  2. City school officers. 5 cents.
  3. Colleges and universities. 10 cents.
  4. Educational associations and directories. 10 cents.

1937

2. Biennial survey of education, 1934-36.

### Chapter

- IV. Adult education. 10 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.
- VIII. A review of educational legislation, 1935 and 1936. 10 cents.
- X. Development of educational method. 10 cents.

3. Public affairs pamphlets. 10 cents.
4. Conservation in the education program. 10 cents.
5. Insurance and annuity plans for college staffs. 10 cents.
6. Bibliography of research studies in education, 1935-36. 30 cents.
7. Student health services in institutions of higher education. 10 cents.
8. Education of Negroes, a five-year bibliography, 1931-35. 10 cents.
9. College salaries. 10 cents.
16. Student interests and needs in regard to hygiene. 10 cents.
17. Opportunities for the preparation of teachers of exceptional children. 10 cents.
22. List of publications of the Office of Education and the Federal Board for Vocational Education, 1910-36. Free.
24. Continuity of college attendance. 10 cents.

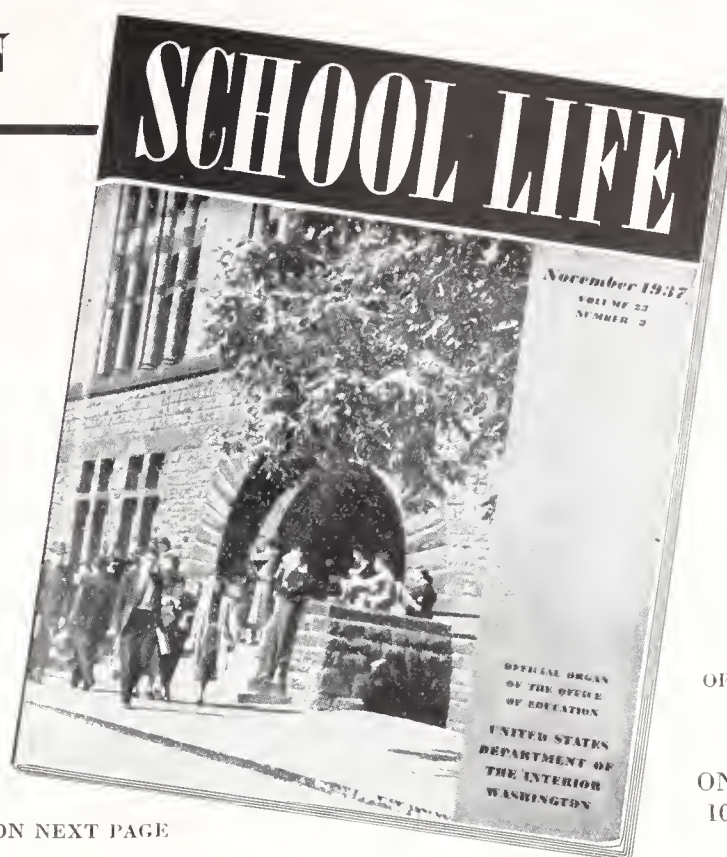


USE ORDER BLANK ON NEXT PAGE

25. Forums for young people. 15 cents.
26. Education in the Southern Mountains. 15 cents.
27. Printed page and the public platform. 20 cents.
28. Needed research in secondary education. 10 cents.
30. Occupational experiences for handicapped adolescents in day schools. (In press.)
31. Classified list of courses of study, 1934-37. Preprint of Part IV. (In press.)
36. Guidance bibliography. 10 cents.

## PAMPHLETS

73. Subject Registrations in Private High Schools and Academies, 1932-33. 10 cents.
74. Crucial Issues in Education. 5 cents.
75. Safety and Health of the School Child—A self-survey of school conditions and activities. 10 cents.
76. Successful Methods of Teaching English to Bilingual Children in Seattle Public Schools. 10 cents.
77. Opportunities for the Preparation of Teachers of Children of Native and Minority Groups. 5 cents.



OFFICIAL ORGAN OF  
THE OFFICE OF  
EDUCATION

ONE YEAR \$1  
10 ISSUES

80. Sources of Visual Aids and Equipment for Instructional Use in Schools. 10 cents.
81. Per capita costs in city schools, 1936-37. 5 cents.
82. Physical Education in Institutions of Higher Education. 10 cents.

## LEAFLETS

32. Personnel and Financial Statistics of School Organizations Serving Rural Children, 1933-34. 5 cents.
33. The Housing and Equipment of School Libraries. 5 cents.
34. State Library Agencies as Sources of Pictorial Material for Social Studies. 5 cents.

## VOCATIONAL EDUCATION BULLETINS

189. Landscaping the Farmstead—Making the farm home grounds more attractive. 15 cents.
190. Vocational Rehabilitation of the Physically Handicapped. 10 cents.
191. Interpretive Science and Related Information in Vocational Agriculture—Effective utilization of scientific principles and related information in organized agricultural instruction. 10 cents.



# UNITED STATES DEPARTMENT OF THE INTERIOR

HAROLD L. ICKES, *Secretary*  
OSCAR L. CHAPMAN, *Assistant Secretary*

## OFFICE OF EDUCATION

J. W. STUDEBAKER, *Commissioner*  
BESS GOODYKOONTZ, *Assistant Commissioner*      J. C. WRIGHT, *Assistant Commissioner for Vocational Education*  
C. F. KLINEFELTER, *Administrative Assistant to the Commissioner*

### OFFICE OF THE ASSISTANT COMMISSIONER OF EDUCATION

*Assistant Commissioner of Education*—BESS GOODYKOONTZ

#### CONSULTANTS:

JAMES F. ROGERS, health education.  
MARIS M. PROFFITT, guidance and industrial education.  
DAVID SEGEL, tests and measurements.  
LEWIS R. ALDERMAN, adult education.

#### DIVISIONS:

##### *Higher education:*

FREDERICK J. KELLY, chief.  
BEN W. FRAZIER, teacher training.  
WALTON C. JOHN, higher education.  
WALTER J. GREENLEAF, higher education.  
JOHN H. MCNEELY, higher education.  
ELLA B. RATCLIFFE, educational assistant.

##### *American school systems:*

WALTER S. DEFFENBAUGH, chief.  
MARY DABNEY DAVIS, nursery-kindergarten-primary education.  
CARL A. JESSEN, secondary education.  
ALICE BARROWS, school-building problems.  
HENRY F. ALVES, State school administration.  
TIMON COVERT, school finance.  
WARD W. KEESECKER, school legislation.  
ELLEN C. LOMBARD, parent education.  
HELEN K. MACINTOSH, elementary education.

##### *Comparative education:*

JAMES F. ABEL, chief.  
ALINA M. LINDEGREN, western European education.  
SEVERIN K. TUROSIENSKI, comparative education.

##### *Special problems:*

Mrs. KATHERINE M. COOK, chief.  
WALTER H. GAUMNITZ, rural education problems.  
ELISE H. MARTENS, education of exceptional children.  
AMBROSE CALIVER, education of Negroes.  
——, education by radio.

##### *Statistical:*

EMERY M. FOSTER, chief.  
DAVID T. BLOSE, associate statistician.  
HENRY G. BADGER, associate statistician.  
LESTER B. HERLIHY, associate statistician.

##### *Editorial:*

WILLIAM DOW BOUTWELL, chief.  
OLGA JONES, acting chief.  
JOHN H. LLOYD, editorial assistant.  
MARGARET F. RYAN, editorial assistant.  
JOHN S. SHAW, editorial assistant.

##### *Library:*

SABRA W. VOUGHT, chief.  
MARTHA R. McCABE, assistant librarian.  
EDITH A. WRIGHT, research and reference.  
AGNES I. LEE, cataloger.  
SUSAN O. FUTTERER, cataloger.  
RUTH A. GRAY, research assistant.  
LEM BANKS, reference assistant.

##### *Library Service:*

RALPH MCNEAL DUNBAR, chief.  
NORA BEUST, school libraries.  
EDITH GANTT, public libraries.  
EDITH A. LATHROP, school libraries.

### OFFICE OF THE ASSISTANT COMMISSIONER FOR VOCATIONAL EDUCATION

*Assistant Commissioner for Vocational Education*—J. C. WRIGHT

#### VOCATIONAL EDUCATION DIVISION:

##### SERVICES:

##### *Agricultural education:*

J. A. LINKE, chief.  
C. H. LANE, agent, north Atlantic region.  
D. M. CLEMENTS, agent, southern region.  
JAMES H. PEARSON, agent, central region.  
W. T. SPANTON, agent, western region.  
FRANK W. LATHROP, research specialist.  
W. A. ROSS, specialist in subject matter.  
W. N. ELAM, agent, special groups.  
H. B. SWANSON, specialist in teacher training.  
K. W. GREGORY, specialist in part-time and evening schools.

##### *Trade and industrial education:*

——, chief.  
G. A. MCGARVEY, agent, north Atlantic region.  
C. E. RAKESTRAW, agent, southern region.  
R. V. BILLINGTON, agent, central region.  
JAMES R. COXEN, agent, western region.  
Mrs. A. L. BURDICK, special agent, women and girls.  
ROY DIMMITT, special agent.  
R. W. HAMBROOK, special agent.  
N. B. GILES, special agent.  
JERRY R. HAWKE, special agent.

##### *Home economics education:*

FLORENCE FALLGATTER, chief.  
EDNA P. AMIDON, agent, north Atlantic region.  
MARIE WHITE, agent, southern region.  
RUA VAN HORN, agent, central region.  
SUSAN M. BURSON, agent, western region.  
BEULAH I. COON, agent, studies and research.  
——, agent, special groups.

##### *Commercial education:*

——, chief.

##### *Research and statistical:*

——, chief.  
C. M. ARTHUR, research specialist.

##### *Consultant in vocational education:*

FRANK CUSHMAN.

#### VOCATIONAL REHABILITATION DIVISION:

##### *Vocational rehabilitation service, States:*

JOHN AUBEL KRATZ, chief.  
I. M. RISTINE, agent, north Atlantic region.  
H. B. CUMMINGS, agent, southern region.  
TRACY COPP, agent, central region.  
F. J. CLAYTON, agent, western region.  
TERRY C. FOSTER, research agent.  
HOMER L. STANTON, research agent.  
JOSEPH F. CLUNK, special agent for the blind.  
MAURICE I. TYNAN, field agent, service for the blind.

##### *Vocational rehabilitation service, District of Columbia:*

H. C. CORPENING, supervisor in charge.  
W. H. FUREY, supervisor.  
FRANK R. STILLWELL, supervisor.

### Federal Advisory Board for Vocational Education

PAUL H. NYSTROM, *Manufacturing and Commerce, Chairman*

HENRY A. WALLACE, *Secretary of Agriculture.*  
DANIEL C. ROPER, *Secretary of Commerce.*  
FRANCES PERKINS, *Secretary of Labor.*

J. W. STUDEBAKER, *Commissioner of Education.*  
CLARENCE POE, *Agriculture.*  
HENRY OHL, Jr., *Labor.*

### CIVILIAN CONSERVATION CORPS CAMP EDUCATION OFFICE

HOWARD W. OXLEY, *director, CCC camp education.*  
SILAS M. RANSOPHER, *assistant director.*

GEORGE J. FINLEY, *assistant to director.*  
JOHN A. LANG, *administrative assistant.*

---

You will receive

**SCHOOL LITERATURE**

THE OFFICIAL JOURNAL OF THE OFFICE OF EDUCATION

for one year

*by sending ONE DOLLAR to the*

**SUPERINTENDENT OF DOCUMENTS**

**GOVERNMENT PRINTING OFFICE**

**WASHINGTON, D. C.**

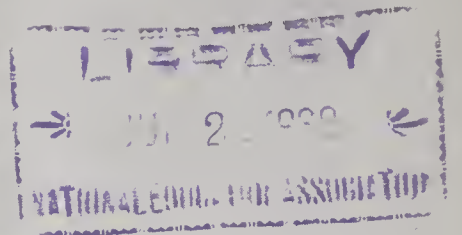
---

# SCHOOL LIFE

*June 1938*

**VOLUME 23**

**NUMBER 10**



**OFFICIAL ORGAN  
OF THE OFFICE  
OF EDUCATION  
  
UNITED STATES  
DEPARTMENT OF  
THE INTERIOR  
WASHINGTON**



## WRITE

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

## FOR PUBLISHED INFORMATION

### ON:

Nursery-Kindergarten-  
Primary Education  
Elementary Education  
Secondary Education  
Colleges and Professional  
Schools  
School Administration  
School Finance  
School Legislation  
Exceptional Child  
Education  
Rural School Problems  
School Supervision  
School Statistics  
School Libraries  
Agricultural Education  
Educational Research  
School Building  
Negro Education  
Commercial Education  
Homemaking Education  
Radio Education  
Forums  
Native and Minority  
Group Education  
Vocational Education  
Parent Education  
Physical Education  
Rehabilitation  
Teacher Education  
CCC Education  
Health Education  
Industrial Education  
Educational Tests and  
Measurements  
Comparative Education  
Adult Education

# SCHOOL LIFE



## CONTENTS OF THIS ISSUE •

JUNE 1938  
Volume 23 Number 10

	PAGE
Technological Changes and Their Meaning for Education . . . . .	David Cushman Coyle . . . . . 337
Occupational Experiences for Handicapped Youth. . . . .	Elise H. Martens . . . . . 339
New Government Aids for Teachers . . . . .	Margaret F. Ryan . . . . . 342
Teaching of the Social Studies—Bibliography. . . . .	Howard E. Wilson . . . . . 343 Wilbur F. Murra
The Canal Zone and Its Schools . . . . .	Katherine M. Cook . . . . . 345
Editorials . An Engineer Plus . . . . .	J. W. Studebaker . . . . . 348
On the Cover . Among the Authors	
Convention Bulletin Board . . . . .	Roma K. Kauffman . . . . . 349
Vacation and Travel—Bibliography . . . . .	Martha R. McCabe . . . . . 350
The Bookmobile . . . . .	Nora Beust . . . . . 351
Curriculum Values of Travel . . . . .	Effie G. Bathurst . . . . . 353
State Progress on Reports . . . . .	Emery M. Foster . . . . . 355
Educators' Bulletin Board . . . . .	Susan O. Futterer . . . . . 356 Ruth A. Gray
Cooperation Among Higher Institutions . . . . .	Ella B. Ratcliffe . . . . . 357
Museum Welcomes Visitors . . . . .	Edith A. Wright . . . . . 359
The Vocational Summary . . . . .	C. M. Arthur . . . . . 360
Visual Aids in CCC Education . . . . .	Howard W. Oxley . . . . . 362
Radio and Screen . . . . .	Gordon Studebaker . . . . . 363
Educational News . . . . .	364
In Public Schools . . . . . W. S. Deffenbaugh	
In Colleges . . . . . Walter J. Greenleaf	
In Educational Research . . . . . David Segel	
In Other Government Agencies . . . . . Margaret F. Ryan	
In Other Countries . . . . . James F. Abel	

Congress, 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." To diffuse expeditiously information and facts collected, the Office of Education publishes SCHOOL LIFE, a monthly service, September through June. SCHOOL LIFE provides a national perspective of education in the United States.

Order its service for 1 year by sending \$1.00 to the Superintendent of Documents, Government Printing Office, Washington, D. C. To foreign countries, \$1.45 a year. On all orders for 100 copies or more to be sent to one address, the Superintendent of Documents allows a discount of 25 percent. Enter subscriptions also through magazine dealers. Send all editorial communications pertaining to SCHOOL LIFE to Editorial Division, Office of Education, United States Department of the Interior, Washington, D. C. The printing of SCHOOL LIFE has been approved by the Director of the Budget.



# Technological Changes and Their Meaning for Education

by David Cushman Coyle

★★★ Technology has swept through the western world in two waves, one the industrial revolution, the other the present crisis to which history will give a name in due time. The industrial revolution arose out of the steam engine and the use of heavy machinery. Lewis Mumford has characterized it as the age of coal and iron, or the age of smoke. With coal and iron we were able to make machines that increased the production of common goods such as food and clothing, and that offered wholesale transportation by railroads and steamships. The age of coal and iron brought in the factory slum, uglier though slightly less poisonous than the older slums. It brought classical economics, capitalist and Marxian, both rationalizations of early machine production that have lasted over into the changed conditions of the twentieth century.

Since 1900 the development of technology has been so radically different from the form of the previous century as to create serious maladjustments between business and our existing laws and customs. The educational system has been thrown into confusion by these new developments, to which its established theories of economics and of pedagogy were not adapted.

## *Scientific Wonders Spread*

There had been a number of inventions in the latter half of the previous century, such as the telephone, the gasoline engine, and the electromagnetic dynamo, that had no drastic effect on society, because they were still too crude to be of widespread usefulness. But around 1900 the mass of secondary inventions adding to the practical usefulness of these products began to reach the point where they could sweep through the civilized world. The past 40 years, therefore, have seen not merely an increase in old familiar goods and services but the spread of unfamiliar scientific wonders into the everyday life of the people. The automobile, the radio, the talking movie, the airplane, and a long catalog of new materials such as rayon and bakelite, have changed the environment in which the people live and out of which they draw their opinions and attitudes toward life.

The change has been so rapid that business, government, and education are still largely controlled by people who learned in childhood to say, "I could no more do that than fly," or "You can't turn back the clock," phrases that

to a younger generation have no literal meaning whatever.

The effect of the twentieth century technology on employment has been almost as revolutionary as its effect on the instruments of everyday living. The industrial revolution was a centralizing movement, drawing the workers out of home occupations into the factory. In the factory many of the workers became skilled in various jobs, but as technology progressed the machine tender was more and more specialized until one individual had only a few simple motions to repeat all day long. The new technology, based on chemistry and electricity and on their infinite interrelations and variations, has reached a point where sensory-motor reactions of a simple kind can be imitated with electric instruments. In jobs where the human machine tender is required only to observe the routine progress of the work and to throw a lever or insert a piece of material as required, the instrument can do the job better. The electric eye, the thermostat, and instruments for observing chemical composition of mixtures and speed of flow of liquids, take the place of the human sense organs and muscles.

The most common development of automatic control does not entirely eliminate the human operative but reduces the number of workers and changes the nature of their work. Highly skilled operatives who can judge the behavior of the machines by eye or ear and make constant adjustments are less in demand, the automatic instruments take care of most of the routine adjustments, leaving a few special jobs that can be done by semiskilled workers and stretching out the number of machines handled by a given number of workers. Unskilled labor, occupied largely in moving material from one machine to the next, is replaced by conveyors automatically controlled. A study of 26 manufacturing industries in Minneapolis by the National Research Project showed a relative loss of skilled and unskilled jobs, leaving most of the work in the semiskilled class.

## *National Research Reports*

The highly trained professional workers who invent and superintend the new processes appear to be on the increase, though their number is inconsiderable in the national labor market. Between 1920 and 1931, the number of industrial research laboratories is reported to have been multiplied by five, and the personnel to have increased from 6,600 to 30,000.

Both manufacturing and agriculture show continuous increases in productive power per man-hour of labor. The National Research Project reports that of all industries examined, the majority showed an increase in man-hour productivity of 2 to 10 percent from 1919 to 1929, and corresponding increases from 1929 to 1935. Individual industries and plants ran far above these averages, indicating that the installation of new techniques is not universal and that even if no new inventions were made from now on a large amount of improvement could still be expected by the spread of known techniques.

In agriculture the labor going into a bushel of corn or a bale of cotton has been reduced about 20 percent in 25 years, the labor required to produce a bushel of wheat is down over 50 percent. The jobs of 200,000 harvest hands who followed the wheat harvest in the 1920's have been taken over by the combine. Tractors, automobiles, and trucks have cut by about 1½ billion man-hours a year the labor that used to go into the care of horses and mules. These cold figures represent human situations in some of our farm areas that call for heavy relief appropriations and constitute a serious threat to social stability.

Manufacturing and agriculture are both reducing their demand for labor, and no change of the trend is in sight. In agriculture, although the market for food and fibers could be expanded by a better distribution of income, the technical methods still unused over large areas promise to reduce still further the labor required. In industry, the signs point toward smaller labor requirements. The National Resources Committee's report on technology shows no spectacular new industries in prospect for the next 20 years. Air-conditioning and television do not appear able to carry any such volume of employment as was supplied by the automobile, the movies, and the other giants of the past 20 years. Capital goods are limited by the remarkable change in technology itself, by which great economies are made in manufacturing through the use of auxiliaries, rearrangement of plant, and small changes in process and management, all at a comparatively slight capital investment. Altogether, the signs indicate that surplus industrial workers cannot go back to the farm, and surplus farm workers cannot be absorbed by the factory. Surplus workers in general cannot be employed in capital goods production, which is tending to need less labor per unit of capacity produced. The service occupations, in which technology

has less effect in reducing labor demand, will have to absorb most of the displaced labor from both industry and agriculture. In 1870, 21.4 percent of the gainfully employed were in services, in 1930 the proportion had risen to 35 percent, according to the report of the National Research Project. Workers in trade increased from 7.2 to 15.4 percent, in public service from 2.1 to 4.6 percent, and in the professions from 1.9 to 5 percent.

The present condition of unemployment can perhaps be most clearly explained as a lag in the expansion of services. Public service, largely devoted to various aspects of material and human conservation, has expanded considerably but is still far short of meeting the admitted need of sound national maintenance. Private services depend for their expansion on a more even distribution of money income. Studies of consumer habits indicate that any rise in the lower incomes creates a larger market for personal services of all kinds, from travel to beauty treatments and movie tickets.

### *Money Economy*

Another development that affects the type of education needed in this country is the general shift toward a money economy which has been going on for a century and is now almost complete. Few workers now make goods for their own use. Even farmers are chiefly engaged in producing crops for sale. The effect of technology, specialized labor, and trade has been to detach human beings from close contact with the soil and with material things generally. Property and income have become marks on paper, dependent for their reality upon the emotional condition of the community. People work for money, live by money, and are entertained in a relaxed attitude by paid entertainers. The wholesome materialism of the old-fashioned farm and one-man shop has been replaced by a fantastic pseudo-materialism of paper values to the understanding of which the human mind is not well adapted. There is a tendency to personal helplessness, to passive recreation and escape-dreaming, and to irrational magic-mongering in face of a world where the contact between the individual and the earth has become too abstract. Education faces an extremely difficult task in preparing students to live in this phantasmal world with sanity and effectiveness.

The young person coming out of school into the modern world has before him no such simple, rational social order as that which appeared to welcome the young graduate before 1914. He can hardly expect to find a job in which he will peacefully continue to labor with increasing success for the rest of his life. The modern electric clock can run backward as easily as forward; the youth's chosen occupation may expand for a period of years and then suddenly melt away under the impact of some new invention. His savings, if he has any, may have to be used up while he finds a new job and a new skill, or they may simply vanish without trace,

leaving him helpless and humiliated without any cause that was mentioned in the school books. To prepare for such an uncertain life the modern youth must be as wary and quick-moving in his own environment as his pioneer ancestor had to be in the Indian-haunted forest. The schools can train him in virtues that will stand him in good stead, over and above the specific skills that are attached to any particular occupation.

There are a number of vocations in the modern world that require special training of a type that can be given in school. Most of these special trainings are of the college or postgraduate type, in engineering, agriculture, and the other technical professions. Some of the skilled occupations, such as stenography and mechanics, are apparently well enough defined to be taught in formal courses. The number of jobs in the well-defined skilled occupations may be increasing, especially in the higher levels, but they constitute a small fraction of the total. A considerable number of skilled jobs are special to each industry or even to each company, and the workers are trained on the job. Semiskilled occupations are generally best taught by the employers with modern methods using moving pictures, the training period is reduced to a few weeks or a few days.

### *Passing Mark 100 Percent*

Several kinds of training that can be done most efficiently in the school have not yet been developed to a degree that produces satisfactory results. They consist chiefly in extensions of the three R's and of industrial arts.

Employers are greatly impressed when they discover a boy or girl who can read, write, and cipher, in the modern sense of the words. Any child who can read a set of directions containing 20 separate items, and with the card in his hand can know what to do, is a joy to any boss, a rare find that does not pop out of every schoolroom door. Another *rara avis* is a person who can write an understandable report on any subject, or who can put an idea into words that have some recognizable meaning. Finally, the average school graduate has a vague notion that 70 percent is passing, and may take years to learn that in adding a column of figures the passing mark is 100 percent, and in making a bill of material a mistake in the decimal point which costs \$10,000 is a pretty bad error. No human being is perfect, but the allowed limit of error has a definite meaning in industrial processes, a concept that might profitably be taught in school.

In connection with the three R's is a less definite but important virtue or attitude known as responsibility. In its commercially valuable form it means that a young employee is on the job and can judge reasonably well when to obey orders, when to use his own judgment, and when to ask the boss. The schools have never developed an effective

method of teaching responsibility, perhaps because in an older and less specialized world children learned it at home. Modern technology with its elaborate blueprints and specifications has opened the way for a habit of blind obedience to orders and of passing the buck in case of accident. Since the blueprints are not always divinely inspired, and emergencies will occur, a worker who can keep his eyes open is peculiarly valuable, and unfortunately rare.

The use of manual training in various forms should be understood as a valuable corrective to the general unreality of modern life. Handling tools is more than merely a pre-vocational training for boys who are to be skilled mechanics and girls who are to manage a household. It is especially useful for the many boys and girls who will earn a living by handling paper alone. Some of the most obscure and unrealistic thinking now being done in America is the product of minds that never knew which way a screwdriver turns to tighten a loose screw.

By one means or another, the student should learn before he faces the turbulent modern world the first principle of personal liberty, namely, that one can earn the right to act on any level of action only by accepting the routine and conventions on all lower levels. This is a free country, and anyone who cares to do so is at liberty to fuss about small irritations and personal wrongs, but only by sacrificing the opportunity to occupy himself with more important affairs. A young person who has somehow learned to keep his eye on the ball has a great advantage in any job. Modern conditions, which require almost everyone to work in cooperation with others, put a special premium on this aspect of personal adjustment.

In general it may be said that while in certain occupations the student with specialized training has a definite or even a vital advantage, in all occupations there are certain skills and virtues that are more necessary for personal success than ever before in our history. Modern conditions change so rapidly and in such unpredictable ways that specialized training alone is an unsafe investment. The worker in almost every trade or profession must be prepared at any moment to take a death-defying life leap as his job and his whole familiar setting suddenly explodes under his feet. If in addition to his special skill he has also the ability to learn quickly, to express himself clearly, and to grasp the meaning of an unfamiliar situation, adapting himself easily to a subordinate place and recognizing the proper openings for initiative and responsibility, his chances of landing on his feet are correspondingly increased. It is impossible to avoid all accidents in this fast-moving world, and even the most capable are sometimes caught helpless in the clutch of circumstances. But the less helpless our people are by training, the fewer casualties will have to be picked up by the stretcher bearers.

# Occupational Experiences for Handicapped Youth

by *Elise H. Martens, Senior Specialist in the Education of Exceptional Children*

★★★ The occupational adjustment of handicapped adults is a matter that vitally concerns the schools in which handicapped children are taught. It is not a problem that can be ignored until the child becomes of employable age or until he is ready to leave school to go to work. The years which he spends in the classroom must at least furnish the foundation upon which he can build a specific occupational training. They must bring to him an intelligent guidance for making a wise occupational choice. They must give to him a basis for making that choice through self-analysis. They must teach him to compensate for his limitations through service well rendered in a field from which his handicap does not exclude him. And in some cases at least they should furnish the actual vocational preparation which shall equip him for wage-earning responsibilities.

What are the day schools of the country doing to meet the occupational needs of the handicapped boys and girls whom they are serving with some recognition of their special educational requirements? A study of practices in a selected number of city school systems has given some enlightening and suggestive information. Significant trends of development are apparent, and outstanding needs of the program are emphasized in the reports of some 50 cities which furnished data in the course of the investigation. The problems of occupational preparation affecting the mentally handicapped, on the one hand, and the physically handicapped, on the other hand, are widely different. Both groups, however, are equally in need of intelligent and sympathetic guidance which will result in their happy occupational adjustment.

## *Mentally Handicapped*

A recent development of interest in the education of mentally handicapped children is the organization of special classes for them in junior and even in senior or 4-year high schools. Of 29,811 seriously retarded adolescents, 13 years of age or older, comprising the subjects of the investigation, 4,878, or more than 16 percent, were working in secondary schools. This trend is no doubt the outgrowth of two convictions that appear to be gaining strength in the American educational system: (1) That, with the exception of extreme cases, pupils of adolescent age in the day schools are a responsibility of the secondary school, regardless of their level of academic intelligence; and (2) that adolescents of limited intellectual capacity should have contacts with adolescents of approximately normal intelligence insofar as such arrangements can be made without harm

to the educational or social development of either group.

In other words, the secondary school in increasing measure is attempting to adjust its program in order to meet the needs of the entire adolescent population of the community. However, because not nearly all secondary schools have recognized this responsibility, a large majority of subnormal pupils for whom special provision has been made remain as yet either in special classes in elementary schools or in segregated schools until their school days are over.

## *Occupational Activities*

Many and varied are the specific occupational experiences in which mentally handicapped adolescents participate in school. As might be expected, they are all of an elementary character, designed to prepare the individual not for the highly skilled trades but for services as helpers or assistants in various lines. Girls are most frequently found in classes giving preparation for household service, cafeteria service, laundry work, and both hand and machine sewing. Child care, table service, beauty parlor work, and some phases of agricultural or farm activities reach a smaller number of girls who are qualified for such occupational experiences. To the boys, classes in woodwork and general shop and repair work offer the greatest appeal, but many find opportunities also for preparation in cafeteria service, auto repair, brush making, farming, gardening, printing, shoe repair,

and other occupational activities. Some have been found capable enough to enter regular trade classes and have made creditable progress there.

## *Opportunities Still Too Meager*

Owing to numerous factors the opportunities in day school for giving to mentally handicapped adolescents suitable occupational experiences are still too meager. Not enough is understood about the possibilities for development of these young people. Unemployment is rife and the difficulties of placement are reflected in the limitations of preparation for placement. A major cause of restricted opportunity, however, is the lack of local funds with which to provide the necessary equipment and well-prepared teaching personnel. Supervisors and teachers of mentally handicapped children everywhere are calling attention to the need for assistance in this field through the use of State and Federal subsidies. They urge the installation of modified vocational courses in order to encourage school districts to maintain classes for intellectually retarded adolescents in preparation for the level of occupations which they can successfully fill and which constitute a very vital part of the world's work. They emphasize the fact that these young people are a part of the community which the high school should serve; and that they should have equal opportunity with those of higher intellect in developing their wage-earning capacities. They point out that with proper vocational

## *A group exploring the secrets of radio-electricity*

Courtesy Los Angeles City Schools





Courtesy Milwaukee Public Schools

### Power machine operating, for deaf and other handicapped groups

guidance, selection, and training many of those now roaming the streets as idlers, law evaders, and law breakers, could have been saved for a life of occupational efficiency. To quote one respondent, "trained workers in humble occupations are better than occupants of houses of prostitution and penal institutions."

The responsibility of the school is to find out for which type of job the boy or girl is best fitted, and then to determine how each boy or girl can best be prepared to enter upon such a job. There can be no sweeping generalities which will put all in the same class. The only way in which classification can be made and guidance given is through the same guidance techniques that are used with so-called normal children. Exploratory courses, aptitude tests, probationary periods of work, cooperative relationships between the school and the employer, part-time programs of school and work—all these have their place with mentally retarded pupils as with others. A few exploratory efforts have been made and these may well be the forerunners of better occupational adjustment for the mentally handicapped.

#### *Physically Handicapped*

The problem of occupational preparation for the physically handicapped, while very different from that of the mentally handicapped, is equally challenging. A very important contribution to their vocational adjustment is made by the State vocational rehabilitation bureaus, which serve physically handicapped adults and young people of

employable age, for the most part persons who have completed their school course or who have dropped out of school. Handicapped children who are attending school are not the responsibility of rehabilitation agencies, since the educational needs of this group constitute a much larger problem than vocational training alone. While a cooperative relationship between school and rehabilitation service can well contribute to a more satisfactory program of occupational preparation, the primary concern in the education of physically handicapped adolescents is, in the opinion of those working in the field, "to furnish them with the richest possible foundation or background before they go on to specialized education and vocational rehabilitation."

This, of course, is not to be interpreted as leaving no room in school for the vocational preparation of those who, due to financial or other reasons, must find their places in the occupational world at an early age. Nor does it preclude occupational courses of an exploratory type, which are especially valuable in a guidance program for all young people.

#### *Varying Needs*

Among the physically handicapped who are in most obvious need of occupational guidance are the deaf and the hard of hearing, the blind and the partially seeing, and the crippled. As all of these differ from the mentally handicapped with respect to vocational possibilities, so they differ from one another. The blind child is limited in his choice to those occupations in which eyesight is not essential; the

partially seeing child must understand his limitations and not abuse what little sight he has. The deaf and the hard of hearing must restrict their occupational activities in accordance with the degree of their ability to communicate with others; while the crippled present individual problems to be considered in terms of the type and the degree of the particular disability of each pupil.

For example, preparation for certain types of office work may be quite feasible for some crippled children, for the deaf and the hard of hearing, and even for the blind, the particular kind of work chosen to be suited to the respective disabilities; but for the partially seeing it is unwise because of the involuntary use of eyesight which it is likely to demand. On the other hand, selling offers much greater possibilities to the visually defective than to either the crippled or the deaf, the former frequently not having the ease of transportation or the latter the ease of communication required by it. The deaf find a more desirable outlet in the trades and industries and in factory work, in which numerous occupations occur not demanding extensive communication.

#### *Some City Programs*

Some school systems are carrying on constructive projects to meet the needs of particular handicapped groups. In Los Angeles, Calif., crippled boys and girls are prepared for a wide variety of occupational fields, depending entirely upon the nature of the disability. Deaf students do all their vocational work with hearing pupils, with whatever supplementary help they need from the teacher. They are enrolled in foods, clothing, nursing, woodshop, machine shop, printing, industrial electricity, and other regular activities of the senior high school.

Minneapolis has initiated a plan of cooperation between school and industry whereby selected partially seeing high-school seniors have the opportunity of working part time in carefully chosen occupations and of attending school part time. This plan is designed "to bring together to the best advantage of the sight-saving pupil the employment objective of the rehabilitation service and the educational and eye conservation service centered in the sight-saving classes."

In Detroit, 15 blind children were reported at the time of the study as working in the same occupational classes with seeing students, 9 in general shop, 4 in general woodwork, 1 in general metal work, and 1 in auto mechanics. These experiences, however, are considered of a prevocational type, and blind students in Detroit for whom definite vocational planning is desired are sent to the State School for the Blind at Lansing, if under 17 years of age, and to the Industrial Institute for the Blind at Saginaw, if over 17.

#### *Essentials*

In these cities, as elsewhere, there is marked emphasis upon the importance of giving to

physically handicapped children the greatest possible opportunity for contacts with normal children. It is pointed out that psychologically they should not learn to consider themselves different, but that they should be taught to compensate for their handicap to the greatest possible extent, to compete with normal children as they will later need to compete with normal adults, and to meet high standards of accomplishment in the fields which are open to them.

A broad educational background for every pupil, intelligent guidance toward a vocational choice, opportunity to work with normal students, cooperation of school and industry, and of the school and other interested agencies—these, in essence, are the elements of a program for the vocational preparation of physically handicapped youth. These young people are asking only that they be given an opportunity to show what they can do despite a handicap. The school which has served them in childhood must continue to serve them in adolescence in a way that will mean a profitable investment both for the individual and for society.

## Off Press Soon

BULLETIN 1937, No. 30, *Occupational Experiences for Handicapped Adolescents in Day Schools* is a publication of the Office of Education, which will soon be available. It is written by Elise H. Martens, the author of this article. The bulletin can be obtained by purchase at 15 cents per copy from the Superintendent of Documents, United States Government Printing Office, Washington, D. C.

—EDITOR

## New Yearbook

Progress in the development of State, county, and metropolitan parks during the 12 months ended September 30, 1937, is described in the *1937 Yearbook—Park and Recreation Progress*, which will be issued this month by the National Park Service, United States Department of the Interior.

The book contains 57 pages in addition to illustrations. Copies may be obtained from the Superintendent of Documents, Government Printing Office, Washington, D. C., at 25 cents each. Articles deal with the progress of State, county and metropolitan park development carried out with Federal emergency funds; the park, parkway and recreational-area study being conducted jointly by the National Park Service and the States; current legislation; financing of State park systems; leadership and programs for State parks; trends in the municipal park field, parkways, park structures; policing city and county parks; organized camping; winter sports trends, and hiking and climbing. The program of the United States Tourist Bureau and the influence of air travel on recreation are also discussed.

# Let FREEDOM RING

## IS NOW READY AS TEACHING MATERIAL

MILLIONS HEARD this series of radio programs dramatizing the century-old struggle for freedom. Now the scripts are available for your use as supplementary teaching material. You will undoubtedly find them interesting and useful.

BULLETIN 1937, No. 32, contains the 13 scripts as originally broadcast by the Office of Education, each with its lesson aids, production notes, and suggestions for musical accompaniment. The material may serve as a supplement to social studies or may be used in your school's dramatic or radio presentations. Price, 60 cents.

BULLETIN 1937, No. 33, applies the scripts published in Bulletin 32 to many appropriate situations in schools and communities. It aims to put these scripts to work in local communities under practical conditions faced by schools everywhere. This manual includes a sample script, with lesson aids, production notes, and music directions; also bibliographies on radio in the schools and on social studies. Price, 20 cents.

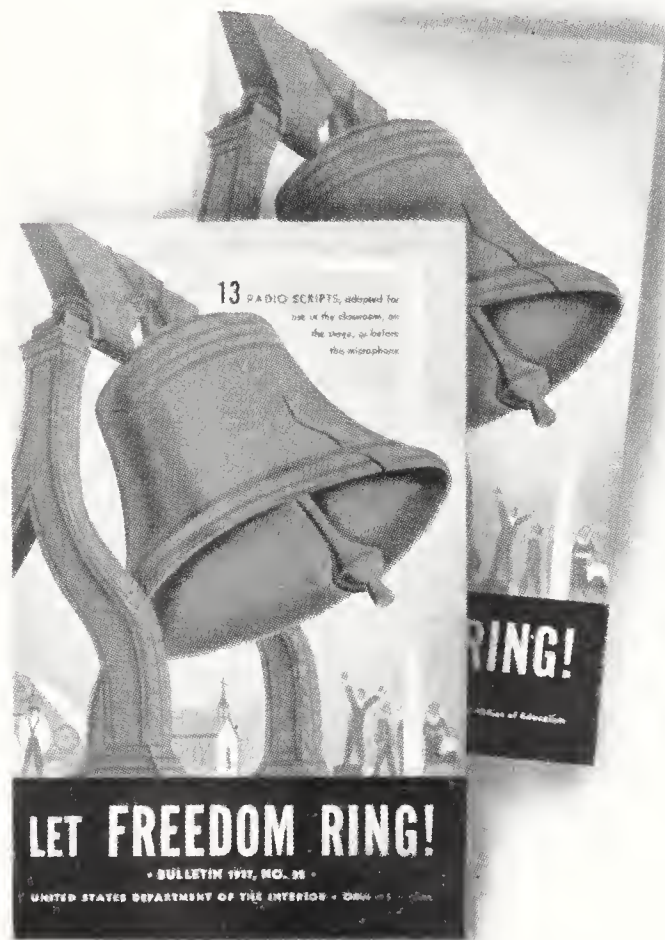
THE TITLES OF THE 13  
SCRIPTS IN BULLETIN  
NO. 32 ARE AS FOLLOWS:



1. Bill of Rights
2. Trial By Jury
3. Freedom of Speech
4. Freedom of the Press
5. Freedom of Worship
6. Right of Petition
7. Free Assembly
8. Right of Suffrage
9. Women's and Children's Rights
10. Right to Patent
11. Right of Habeas Corpus
12. Freedom in the Home
13. Racial Equality



Send your order, with remittance (check or money order), to  
SUPERINTENDENT OF DOCUMENTS  
UNITED STATES  
GOVERNMENT PRINTING OFFICE  
WASHINGTON, D. C.





# New Government Aids FOR TEACHERS



by MARGARET F. RYAN

**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

● Four new illustrated publications describe the work of the United States Forest Service: *What Forests Give* and *Taming our Forests*, each of which sells for 15 cents; *The Work of the U. S. Forest Service* (see illustration), Miscellaneous Publication No. 290, which costs 10 cents; and *Careers in Forestry*, Miscellaneous Publication No. 249, which sells for 5 cents.

● Directions for treating wounds and shock, illnesses due to heat and cold, poison ivy, suffocation, unconsciousness, poisoning, etc., are given in *What To Do in Case of Accidents*, United States Public Health Service, Miscellaneous Publication No. 21. Cost, 10 cents. A list of remedies and their uses and a list of surgical supplies for medicine chests are also included.

● Thirty diagrams for making simple outdoor play apparatus such as swings, climbing bars, sand boxes, and ladders, are to be found in *Home Play and Play Equipment for the Pre-school Child*, Children's Bureau Publication No. 238. 10 cents.

● A description of the scenery and history of the *Intracoastal Waterway Between Norfolk, Va., and Key West, Fla.*, has been compiled by the local staffs of the Federal Writers' Project of the Works Progress Administration with the cooperation of the Coast and Geodetic Survey, the United States Bureau of Lighthouses, the United States Army Engineers, and many private citizens. Cost, 25 cents.

It is the first in a series of publications on important through routes planned to give travelers an understanding and appreciation of the country. The material has been taken from the State guides to be published separately and united for the use of long-distance travelers.

● The Textiles and Clothing Division of the Bureau of Home Economics, United States Department of Agriculture, has prepared a bulletin on *Methods and Equipment for Home Laundering*, Farmers' Bulletin No. 1497, which gives pointers for thrifty household buyers of tools that will take some of the drudgery out of keeping clothes clean. Price, 5 cents.

● More than 70,000 deaths each year in the United States are caused by tuberculosis which usually occurs in persons between the ages of 20 and 50, according to *Tuberculosis—Its Nature and Prevention*, Public Health Service, Miscellaneous Publication No. 27. 5 cents



Lookout reporting fire by telephone

● Findings of Women's Bureau Bulletin No. 152, *Differences in the Earnings of Women and Men*, show a striking uniformity in the extent to which women's wages are below men's, in spite of changes in the general wage level, in business conditions, or in sources of labor supply, and regardless of locality, type of industry, period of time, method of pay, or other qualifying factor. 10 cents.

● In current issues of *Public Health Reports* the following articles appear: *The Unequal Distribution of Opportunities for Health*, pp. 485-496, No. 13; *Variations in Form and Services of Public Health Organizations*, pp. 523-537, No. 14. Each number, 5 cents.

● *Statistical Abstract of the United States, 1937*, assembles in one compact volume data on practically every phase of the social, economic, and industrial life of the Nation. Numerous tables presenting statistics from the earliest available date are particularly valuable in the study of long-time trends. Subjects covered include: Area, Population, and Vital Statistics; Education; Army, Navy, Civil Service, and Veterans' Benefits; Finance—

Government and Business; Construction; Fisheries; Agriculture; etc. Copies of this Bureau of Foreign and Domestic Commerce publication may be purchased from the Superintendent of Documents for \$1.50 per copy, bound in buckram.

● Thirteen new film strips have been completed by the Division of Cooperative Extension of the Department of Agriculture in cooperation with the Bureaus of Agricultural Economics, Entomology and Plant Quarantine, Home Economics, Plant Industry, and Public Roads; Cornell University; and the Oregon State Agricultural College, among which are the following:

Series 294. *Developing Home Industries—Craftwork with Native Materials*.—Illustrates how farm women and girls, under the guidance of home demonstration agents, have developed some of the resources of their farm homes and farm communities into profitable home industries specializing in utility and decorative articles from leather, feathers, gourds, and potter's clay. The series is a sequence to No. 293 which deals with other native materials. 61 frames, 65 cents.

# Teaching of the Social Studies

by Howard E. Wilson and Wilbur F. Murra, Graduate School of Education, Harvard University

★★★ Students of the teaching of social studies in recent years have been overwhelmed with literature pertinent to their field. Much of that literature reports advances in the scholarship of the social sciences, although such materials are not included in this bibliography. The references given below deal with the professional work of the teacher of social studies. They are carefully selected on the bases of the areas with which they deal and of the insight they afford into the problems of those areas.

There are three major sources of information with which all teachers of social studies should be familiar. The first represents a cross-section account and appraisal of the teaching of social studies today, together with authoritative recommendations for guiding practice; it comprises the 16 volumes of the Report of the American Historical Association's Commission on the Social Studies, published in New York, by Charles Scribner's Sons, 1932-37. The second source is the continuing group of yearbooks and bulletins published by the National Council for the Social Studies, Secretary, 18, Lawrence Hall, Harvard University, Cambridge, Mass. The third source is the magazine *Social Education*, now issued nine times each year, at 204 Fayerweather Hall, Columbia University, New York City. Reference to certain selections from these sources appear in the following bibliography, along with other materials of outstanding importance which have been printed in recent years. The first part of the bibliography presents general titles; following sections deal with objectives, curriculum, equipment, methods, and testing.

### General References

AMERICAN HISTORICAL ASSOCIATION. COMMISSION ON THE SOCIAL STUDIES. *Conclusions and recommendations*. New York, Charles Scribner's Sons, 1934. XI, 168 p.

A series of summarizing statements presenting the commission's point of view toward (a) the conditions of modern life which constitute a "frame of reference" for social-studies instruction; (b) the purpose of education; (c) materials of instruction; (d) method of teaching; (e) tests and testing; (f) the qualities of a good teacher; and (g) a social policy of school administration.

BARNES, C. C., ed. *The Contribution of research to the teaching of the social studies*. National council for the social studies. Eighth yearbook. Cambridge, Mass., Harvard university, 18, Lawrence hall, 1937. VII, 239 p.

Abstracts of research studies, many of them unpublished, together with interpretative evaluations of significant findings. Classified in nine chapters, dealing separately with the unit, objectives, methods, directing study, correlation, collateral reading, visual aids, current events, and testing.

BINING, ARTHUR C. and BINING, D. H. *Teaching the social studies in secondary schools*. New York, McGraw-Hill Book Co., 1935. XV, 417 p.

A guide for the classroom teacher and the teacher in training, consisting of descriptive and analytical summaries of objectives, procedures, testing, and the use of equipment.

BOWMAN, ISAIAH. *Geography in relation to the social sciences*. Report of the Commission on the social studies. Part V. New York, Charles Scribner's Sons, 1934. XXII, VIII, 382 p.

A statement of the scope, aims, and techniques of geographical study, with special reference to its relation to the other social sciences. Illustrated with maps and photographs. Included in the volume is a monograph by Rose B. Clark on geography in European schools.

BYE, EDGAR C. *A Bibliography on the teaching of the social studies*. rev. ed., New York, H. W. Wilson Co., 1933. 104 p.

A selected list of more than a thousand references to published articles and books, usefully classified and annotated.

ELLIS, ELMER, ed. *Education against propaganda*. National council for the social studies. Seventh yearbook. Cambridge, Mass., Harvard university, 18, Lawrence hall, 1937. VII, 182 p.

The book deals with the development of skill among pupils and adults in the use of various sources of information about public affairs. A distinguished group of writers discuss the phenomena of propaganda, the use and abuse of newspapers, movies, and radio, and the development and measurement in children of an awareness of propaganda influences.

FREDERICK, ROBERT W. and SHEATS, PAUL H. *Citizenship education through the social studies*. Evanston, Ill., Row, Peterson & Co., 1936. VIII, 312 p.

A statement of an educational theory and its specific implications, with a recommended pattern of curriculum topics and suggestions for teaching them.

JOHNSON, HENRY. *Teaching of history in elementary and secondary schools*. New York, The Macmillan Co., 1915. XXIX, 497 p.

A standard, scholarly volume on the teaching of history. It emphasizes the history of history teaching, and makes many suggestions for classroom instruction without, at any time, mechanizing teaching.

KELTY, MARY G. *Learning and teaching history in the middle grades*. Boston, Ginn & Co., 1936. VIII, 694 p.

One-sixth of the book is devoted to discussion of general problems of psychology, curriculum, methods, and equipment. The remainder outlines subject matter for history courses and suggests activities, tests, and references.

LOMAX, PAUL S. and TONNE, HERBERT A. *Problems of teaching economics*. New York, Prentice-Hall, Inc., 1932. 372 p.

An inclusive manual of materials, methods, devices, and measurement, planned as a practical aid to teachers.

NATIONAL EDUCATION ASSOCIATION. RESEARCH DIVISION. *Improving social-studies instruction*. Washington, D. C., The Association, 1937. 67 p.

A statistical summary of questionnaire results as to practices and opinions of 1,764 superior teachers of social studies in both elementary and secondary schools. Deals with objectives, curricular content, methods, equipment, community study, teaching controversial topics, and testing. Includes lists of standard tests and textbooks most widely used.

NATIONAL SOCIETY FOR THE STUDY OF EDUCATION. *Thirty-second yearbook: The teaching of geography*. Bloomington, Ill., Public School Publishing Co., 1933. XVIII, 571 p.

A series of articles on the objectives, curriculum content, and methods of teaching geography. Noteworthy for its specific suggestions on the curriculum, its analysis of skills in the study of geography, its summaries of pertinent research, and its bibliographies.

REED, MARY M. and WRIGHT, LULA E. *The beginnings of the social sciences*. New York, Charles Scribner's Sons, 1932. XXXIV, 224 p.

A careful account of the social studies in the primary grades as a way of living and acting. It stresses the relation of the pupils' own lives to social-studies instruction, and suggests the possibilities of a socializing activity program.

SCHUTTE, T. H. *Teaching the social studies on the secondary school level*. New York, Prentice-Hall, Inc., 1938. XV, 583 p.

A general textbook, touching nearly all topics. The distinguishing characteristics of the study are its ample analyses of general education problems as related to social-studies instruction, and its emphasis on educational philosophy.

SMITH, DONNAL V. *Social learning: for youth in secondary school*. New York, Charles Scribner's Sons, 1937. X, 292 p.

A comprehensive presentation of objectives, curriculum, method, and materials, consistently related to one another and described with reference to a program developed by the author in a group of schools in eastern New York State.

STORM, GRACE. *The social studies in the primary grades*. Chicago, Lyons and Carnahan, 1931. XI, 596 p.

After a brief general introduction, the book is devoted to specific suggestions for 11 units commonly taught in Grades I-III. For each unit are sample lessons, reports on experience in teaching the unit, specimens of pupils' work, pictures, and references.

THRALLS, ZOE A. and REEDER, EDWIN H. *Geography in the elementary school*. Chicago, Rand McNally & Co., 1931. XI, 441 p.

A discussion of modern tendencies in geography teaching, with specific suggestions for the teaching of the geographic topics commonly found in the elementary school curriculum.

WESLEY, EDGAR B. *Teaching the social*

*studies: theory and practice.* Boston, D. C. Heath & Co., 1937. XVII, 635 p.

A comprehensive and balanced discussion of the entire field, which summarizes trends in the social sciences and develops their educational implications. It contains discussion of aspects of method and of testing, and has extensive, annotated bibliographies.

WILSON, HOWARD E. and MURRA, WILBUR F. Contributions of research to the teaching of the social studies. *In* National society for the study of education. *Thirty-seventh Yearbook*, Part II: The scientific movement in education. Chapter XII, p. 147-160. Bloomington, Ill., Public School Publishing Company, 1938.

A condensed statement pointing out specific ways in which educational research on problems of teaching the social studies has affected practice "during the past generation," classified under the headings: (1) objectives and curricular content, (2) methods of teaching, (3) equipment, and (4) testing.

### Objectives

BEARD, CHARLES A. *A charter for the social sciences in the schools.* Report of the Commission on the social studies. Part I. New York, Charles Scribner's Sons, 1932. XII, 122 p.

A lucid presentation of the nature and function of the social studies in general education, noteworthy for its integration of educational thinking with the "climate of American ideas."

— *The nature of the social sciences.* Report of the Commission on the social studies. Part VII. New York, Charles Scribner's Sons, 1934. X, 236 p.

A scholarly discussion of the various social sciences, their especial points of view and techniques, their interrelations, and their possible contributions to general education. Also included are extensive lists of objectives.

KIRKPATRICK, CLIFFORD. Social studies in relation to social change. *Social studies*, 26: 217-25; 302-9, April, May, 1935.

A sociologist's exposition of the thesis that social-studies instruction in the schools can have very little direct influence on the modification of society, inasmuch as such instruction is itself "essentially a dependent variable which floats in the stream of culture change."

KREY, A. C. History in the Machine age. *Historical outlook*, 24: 301-10, October 1933.

A philosophical essay, pleading for greater perspective on present-day problems through more study of history.

SCHLESINGER, ARTHUR M. What American social history is. *Harvard educational review*, 7: 57-65, January 1937.

A summary statement of the nature of social history and of the implications of the subject for curriculum reconstruction.

### Curriculum

BILLINGS, NEAL. *A determination of generalizations basic to the social-studies curriculum.* Baltimore, Warwick and York, 1929. XI, 289 p.

An analysis of 28 books of "frontier thinkers" for the purpose of listing the basic concepts and generalizations they employ. Lists 888 generalizations to be dealt with in the school curriculum.

BLYTHE, IRENE T. The textbooks and the new discoveries, emphases, and viewpoints in

American history. *Historical outlook*, 23: 395-402, December 1932.

Thirty-two "new points of view" developed in historical scholarship between 1893 and 1928 are listed, and textbooks analyzed as to their recognition and treatment of the points of view. Convincing data as to the lag of school instruction behind scholarship.

HUGHES, R. O., ed. *Elements of the social-studies curriculum.* National council for the social studies. *Sixth yearbook.* Cambridge, Mass., Harvard university, 18, Lawrence hall, 1936. 208 p.

Consists largely of separate chapters by different authors dealing with the various subject-matter fields of the social sciences. Each subject is reviewed with reference to its scope, customary grade placement, curricular organization, and peculiar instructional problems.

KRONENBERG, HENRY. Separate subjects, integration, and problems. *Social education*, 2: 108-16, February 1938.

† An essay in defense of separate subjects as the basis for the social-studies curriculum, with a criticism of integrated content and "progressive" methods of teaching.

MARSHALL, LEON C. and GOETZ, RACHEL M. *Curriculum-making in the social studies: a social process approach.* Report of the Commission on the social studies. Part XIII. New York, Charles Scribner's Sons, 1936. XVII, 252 p.

The volume suggests a philosophy of social-studies curriculum-making which reflects the basic social processes observable in all human society. Six such basic sociological processes are discussed, and their major implications for curriculum-making pointed out.

NATIONAL EDUCATION ASSOCIATION. DEPARTMENT OF SUPERINTENDENCE. *Fourteenth yearbook: The social studies curriculum.* Washington, D. C., The Association, 1936. 362 p.

A comprehensive volume of 14 chapters contributed by 11 outstanding authorities. Contains a theoretical analysis of the basis of the curriculum, summaries of pertinent research, and descriptions of prevailing practices. Deals with both elementary and secondary levels.

RUGG, EARLE U. *Curriculum studies in the social sciences and citizenship.* Greeley, Colo., Colorado State Teachers College, 1928. XIV, 214 p.

A comprehensive summary of the theory and practice of "objective" construction of the social-studies curriculum. It summarizes objective studies of citizenship problems, socially valuable facts, and citizenship traits and activities.

TRYON, ROLLA M. *The social sciences as school subjects.* Report of the Commission on the social studies. Part XI. New York, Charles Scribner's Sons, 1935. XIII, 541 p.

A mass of factual material on the history and status of the several social-studies subjects in the school curriculum in the United States. A concluding section reviews current trends with respect to organization of curriculum materials.

WILSON, HOWARD E., ed. *The social-studies curriculum.* The National council for the social studies. *Fourth yearbook.* Cambridge, Mass., Harvard university, 18, Lawrence hall, 1934. 227 p.

After four articles presenting general points of view towards curriculum construction, a series of nine articles describes the social-studies curriculum as constructed and as in operation in representative American schools. A noteworthy feature of the book is a 21-page bibliography on the social-studies curriculum.

WILSON, HOWARD E. *Fusion of social studies in junior high schools.* Cambridge, Mass., Harvard University Press, 1933. 211 p.

A descriptive and historical review of the movement to "fuse" curricular content in the social studies, based upon analyses of particular courses of study and the writings of fusionists; a critical evaluation of the theoretical claims for fusion courses, as judged by their functionality and learnability; concludes with a summary of the "limited usefulness of fusion."

### Equipment

BALDWIN, JAMES W. *The social studies laboratory, a study of equipment and teaching aids for the social studies.* New York, Teachers College, Columbia University, 1929. VI, 98 p. (Contributions to education, No. 371.)

A research study based upon reported practices and opinions of selected teachers of social studies in grades IV-XII. Contains specific recommendations for essential equipment for each course on the several grade levels: intermediate, junior high, and senior high.

GIBBONS, ALICE. A social-science laboratory. *Social education*, 1: 30-33, January 1937.

Describes the rooms set aside at East High School, Rochester, N. Y., for housing such materials as books, news clippings, pictures, and museum articles, all of which are used as an integral part of social-studies instruction.

IRELAND, NORMA O. *Historical biographies; for junior and senior high schools, universities, and colleges; a bibliography.* Philadelphia, McKinley Publishing Co., 1933. 108 p.

A classified and graded list, with brief annotations. Includes a short introduction on instructional uses of biography.

KRONENBERG, HENRY; TRYON, ROLLA M.; and NUTTER, HAZEN E. Pamphlets on public affairs for use in social studies classes. Cambridge, Mass., Harvard university, 18, Lawrence hall, 1937. 80 p. (National council for the social studies. Bulletin No. 8.)

A selected bibliography of 483 items, chosen on the bases of recency, low cost, impartiality, and suitability for school use. Evaluative annotations; subject index.

LOGASA, HANNAH. *Historical fiction and other reading references for history classes in junior and senior high schools.* Philadelphia, McKinley Publishing Co., 1934. 144 p.

An annotated bibliography of fiction, with books classified according to their historical content and rated as to their difficulty of use.

TRYON, ROLLA M. The development and appraisal of workbooks in the social sciences. *School review*, 46: 17-31, January 1938.

A comprehensive review of the factors which have caused the rise of workbooks, together with a descriptive analysis of their worth and status.

UNITED STATES. DEPARTMENT OF THE INTERIOR. OFFICE OF EDUCATION. *Public affairs pamphlets; an index to inexpensive pamphlets on social, economic, political, and international affairs.* Washington, Government Printing Office, 1937. 85 p. (Bulletin, 1937, No. 3.)

A list of 600 items with brief, objective annotations; well indexed.

(Concluded on page 347)



# The Canal Zone and Its Schools

by Katherine M. Cook, Chief, Special Problems Division

★★★ The building of the Panama Canal was for many years the most absorbing of the several undertakings of the Government of the United States outside its continental boundaries. For nearly 150 years important harbors on the Atlantic and on the Pacific sides of our country were separated, so far as water transportation was concerned, by 13,135 nautical miles, the distance from New York to San Francisco by way of the Strait of Magellan. The completion of the Canal across the narrow Isthmus of Panama, which connects the Americas, cut this distance to 5,262 nautical miles. Correspondingly, the time consumed in proceeding from one harbor to the other is reduced by more than half. The historic trip of the Oregon from New York to San Francisco, still fresh in the memory of the older generation, dramatized the situation which the United States might face in emergencies—whether of war or peace, and played a strategic part in crystalizing public sentiment in favor of an American-owned Canal.

Much as the Canal means to us for commercial and naval defense, it is of real significance internationally. This is especially true in view of the interest the United States has long had in maintaining friendships with our Central and South American neighbors. Now that we have established United States territory in Central America in close proximity to both Central and adjacent South American countries as well as a convenient water route between Eastern United States and the west coast countries of South America, opportunities for wider understandings are definitely increased and broader relationships strengthened.

Naturally it is the Canal itself as an engineering marvel; its course through Gatun Lake, the second largest artificially formed lake in the world; the two great dams, Gatun and Madden, which regulate the flow of water that makes the year-round operation of the Canal possible; the great locks that raise and lower the passing ships; that attract world-wide interest. Yet the people who planned and built the Canal and those responsible for its continued maintenance and successful operation are, after all, the real as they are the human, centers of interest. As the world now knows, it was the application of scientific knowledge concerned with health and sanitation, as well as skill in engineering, that made the materialization of the Canal and, what is equally important, makes its successful operation possible. Prevalence of tropical diseases, rather than lack of engineering ability, necessitated the abandonment of earlier efforts to cut through the Isthmus and join the two great oceans it separated.



Penmanship of Canal Zone pupils is of unusually high order

The names of the planners and builders of the Panama Canal are known to practically every school boy and girl. They have been inspiring guides to students of politics and diplomacy, as well as of health and engineering. Responsible for the upkeep, development, and operation of the Canal today are many men and women who knew the hardships and inconveniences as well as the enthusiasms and consecration of construction days. There is a certain homogeneity among the people of the Canal Zone in loyalties, in occupations, in interests and in standards and manner of living, that imparts an atmosphere to the Canal Zone, unusual, if not unique, among American communities.

The strip of land which is United States territory and which forms the Canal Zone is approximately 10 miles wide, 5 miles on either side of the Canal, extending through the Republic of Panama from the Atlantic to the Pacific side of the Isthmus. It was acquired and is held through treaty, by purchase and by a continuing annual subsidy, as territory of the United States. Since early in the history of construction, both the building of the Canal and its maintenance, as well as the government of the zone are responsibilities delegated by the President to The Panama Canal headed by the Governor who is always an Army officer. "The usual functions of a government concerned with schools, fire and police protection, public health and sanitation, and similar activities, usually directed by national, State and municipal governments are, in the Canal

Zone, entrusted and executed under the authority and responsibility of the Governor." Residents of the zone are employees of the Panama Canal, the Army, the Navy, and the Marine personnel. The population is approximately 40,000 (1930 census) of whom more than half are Negro.

There are two cities on each side; one on territory of the United States; one on territory of the Republic of Panama. Business other than that concerned with the Canal is confined to the Panamanian towns—Colon on the Atlantic and Panama on the Pacific side. Nothing is sold on United States territory except to employees of the Government through Government commissaries.

## The School System

The Division of Schools is a unit in the governmental organization of The Panama Canal, under the general direction of the executive secretary and the immediate direction of the superintendent of schools. Elementary and secondary schools are maintained by the Federal Government for residents of the Canal Zone, financed by allocation from congressional appropriations made to The Panama Canal.

The school system is administered by a professional superintendent appointed by the Governor. His staff includes three assistant superintendents, also professional officers, one of whom is responsible for the supervision of two regular secondary schools, one on either



The Panama Canal—Administration Building, Balboa Heights

side of the Isthmus, and a junior college; one for the supervision of elementary schools for white children, of which there are six, and one for the supervision of schools for colored children, who is also in charge of research for the school system as a whole. There are eight elementary schools for colored children.

In general, the schools are housed in attractive buildings conforming to the style of architecture used in the Canal Zone for all buildings. They are of wood or concrete, the newer ones of concrete. In general structure, in orientation, lighting, and the like, the aim is adaptation to climatic conditions. The buildings are located conveniently to serve the school population. In general, the people live in communities of some size and location of schools is not a serious problem. However, transportation facilities are available when necessary.

#### *Compare Favorably*

In enrollment, attendance, and ability to hold children in school through the grade levels offered, the schools compare favorably with well conducted systems in the States. Approximately 2,900 children were enrolled in the schools for white children in 1936, excluding the junior college, and 3,300 in the schools for Negro, excluding the normal training school. There are about 107 teachers in the schools for white children and 90 in the schools for colored children. The school term is approximately 9 months in the former and 12 months in the latter.

The administrative and managerial staff, mechanics, and all skilled laborers are predominantly white citizens of the United States. A salary scale is maintained approximately 25 percent in advance of that paid for the same type of service in the States. Vacation peri-

ods, somewhat beyond the usual length, enable employees to seek a temperate climate for occasional periods, lessening the strain of prolonged residence in the tropics on those not inured to it. The school term is keyed to this provision. Instead of beginning at a date set in advance, plans are adapted to the arrival and departure of boats on which teachers are expected to travel. Spending vacation periods in more healthful and appropriate, if not more favorable climates, is an accepted custom in the Canal Zone to which occupational conditions are adapted.

School organization is on the 6-2-4 plan. Enrollments in the three different units for white children indicate relatively little retardation and a favorable situation in retaining children to the close of the secondary school period. In 1936 they were: Elementary schools, 6 grades, 1,450; junior high school, 2 grades, 489; senior high school, 827, a reasonably equitable distribution.

The 6 elementary schools for white children employ 55 teachers; the average teaching load is therefore about 26 children. Departmentalization prevails in the junior high school, but the average number of children per teacher is about the same as in the elementary schools.

In school organization and program as in curricular content, the schools for white children in the Canal Zone are definitely and consciously patterned after those in continental United States. Not uncommonly children spend rather long periods in the schools of the States because of parental visits, of residence with relatives, or in boarding schools, or similar arrangement. Young people who pursue a full college course must at least complete it in the States. It is, therefore, logical and reasonable from the point of view of residents of the Canal Zone that the schools be as near

like those in the States as is consistent with good school practice. This should not be interpreted to mean that local adaptations are overlooked. The prevailing attitude toward curricular revision is as characteristic as elsewhere in the United States.

Achievement tests have been administered annually over a period of years and they show general achievement in school work above the average for the United States. This result is undoubtedly influenced also by the favorable economic conditions which prevail in the Canal Zone.

Schools for Negro children include a 6-year elementary course embracing the traditional subjects, resembling courses in the "gold" schools, and 2 years of junior high school work covering the seventh and eighth grades. These grades offer the traditional academic subjects with practical courses in shop work, cooking, sewing, agriculture, carpentering and tailoring, the latter open to a limited number of boys. Some industrial arts courses for both boys and girls, including agriculture and home economics, are offered in the sixth year. The school term is approximately 240 days.

#### *Play School*

There are no kindergartens nor pre-kindergarten schools conducted under the direction of the superintendent of schools for either race. A play school for children of kindergarten age is conducted as part of the social welfare program.

In the Canal Zone the schools for colored children are generally known as "silver" schools; those for white children as "gold" schools. The names originated during construction days. The labor supply was recruited chiefly from Jamaican Negroes and paid in silver, the metal to which they were accustomed, while the white employees, chiefly citizens of the United States, were paid in gold. Since the demand for unskilled workers is continuous in the upkeep of the Canal, Jamaicans continue to form a substantial section of the population. They are provided, as are all employees, with quarters, health service, including hospitalization, and Government commissaries where practically all essentials—food, clothing, furniture, and the like—are sold without profit to the Government and at prices generally lower than those prevailing in the States.

Several unique features characterize the Canal Zone schools. Economically there is relative equitability among the white population and consequently among the children in the white schools. A similar situation is found in the Negro schools. Neither extreme poverty nor great wealth is apparent in the zone. Almost without exception school children give the appearance of being well clothed, well fed, and generally well cared for. Dental and medical care are available at little effort or cost. Sanitary conditions are maintained throughout the zone as rigidly as fire or police protection. If one may judge by physical



Biology laboratory—Canal Zone Junior College

appearance there is a noticeable degree of "school readiness" in the enrollment.

In 1933 a junior college was established under the supervision of the regular school authorities, but maintained, except for housing and equipment, from tuition fees. In general, the purpose of the junior college is to offer 2 years of higher education at home for residents of the zone who look forward to pursuing a full college course; it is also a terminal school for those who do not plan on college graduation.

A cooperative arrangement has been made with the school officials and the Division of Personnel Administration of The Panama Canal for a somewhat unusual type of apprenticeship. The work is in charge of an apprentice-learner-coordinator who, as the title indicates, coordinates school work, shop work, and apprentice work. The candidates are high-school graduates. The purpose of these courses, as stated in the prospectus, is "equipping eligible candidates with the practical training and necessary scholastic instruction for introducing them as qualified employees into the occupations and positions of the Panama Canal, and indoctrinating them with a deep sense of loyalty and devotion to duty."

Teachers in the schools for white children are selected from candidates who have had training and experience in the States. In Negro schools the system has in the past depended largely on securing teachers trained in the British West Indies, Jamaica in particular. However, as a means of improving the teaching as well as the employment situation, a school for preparing Negro teachers was established 3 years ago. A 4-year program of

studies on the high-school level is offered. Enrollment is restricted since prospective positions are restricted. Candidates are selected from a list of applicants on the basis of scholarship and personal qualifications. The first class, numbering 39, will complete the course in 1938. A professionally prepared Negro man is in charge; the work resembles somewhat that in high-school normal training classes conducted in some of the States.

## Social Studies—Bibliography

(Concluded from page 344)

### Methods

HODGKINS, GEORGE W. *A guide to newer methods in teaching the social studies.* Cambridge, Mass., Harvard university, 18, Lawrence hall, 1937. 95 p. (National council for the social studies. Bulletin no. 7.)

Essentially a summary of the literature on such topics as the contract plan, project teaching, the problem method and the use of visual aids in the social studies. Contains a classified bibliography of 332 items.

HORN, ERNEST. *Methods of instruction in the social studies.* Report of the Commission on the social studies. Part XV. New York, Charles Scribner's Sons, 1937. XIX, 523 p.

Comprehensive summary and synthesis of research findings on problems fundamental to learning and teaching the social studies, with special reference to the learning process, the nature of understanding, reading social-studies materials, textbooks, visual aids, and oral instruction.

KIMMEL, WILLIAM G. A review of some reports of controlled experimentation in

methods of teaching in the social studies, *In National council for the social studies. First yearbook*, p. 145-157. Cambridge, Mass., Harvard university, 18, Lawrence hall, 1931.

A summary and analysis of twelve investigations into methods of teaching social studies. It criticizes especially the research techniques employed, and raises significant questions as to whether the art of teaching is as yet subject to objective analysis.

STORMZAND, M. J. and LEWIS, ROBERT H. *New methods in the social studies.* New York, Farrar and Rinehart, 1935. XI, 223 p.

Descriptions of six more or less recent innovations in classroom procedure, with theoretical bases and specific suggestions for each: the unit plan, workbooks, present-day problems, socialized methods, laboratory method, and integration of social studies with English.

WESLEY, E. B., ed. *The historical approach to methods of teaching the social studies.* The National council for the social studies. Fifth yearbook. Cambridge, Mass., Harvard university, 18, Lawrence hall, 1935. XI, 204 p.

A series of 15 chapters on the historical backgrounds of a variety of aspects of contemporary practice in teaching the social studies, including such topics as the source method, civic education, biography, equipment, visual aids, textbooks, objective testing, rural schools, and retarded groups.

### Testing

ANDERSON, HOWARD R., and LINDQUIST, E. F. *Selected test items in American history; and, Selected test items in World history.* Cambridge, Mass., Harvard university, 18, Lawrence hall, 1936, 1938. 2v. (National council for the social studies. Bulletins nos. 6 and 9.)

After brief introductions dealing with the use of tests, the bulletins present reservoirs of several hundred new-type test items which have been used successfully in the Iowa-every-pupil tests of recent years and which are of practical value to the classroom teacher.

HORN, ERNEST. Another chapter on tests for the volume of Conclusions and recommendations. *Social studies*, 26: 13-22, January 1935.

A pointed analysis of the advantages and limitations of objective tests; more favorable toward them than the chapter on tests in the final volume of the commission report. Argues for the necessity of subordinating measurement to purpose and for the soundness of measuring immediate outcomes of instruction.

KELLEY, TRUMAN L., and KREY, A. C. *Tests and measurements in the social sciences.* Report of the Commission on the social studies. Part IV. New York, Charles Scribner's Sons, 1934. XIV, 635 p.

An extensive miscellany of materials, devoted primarily to reports on the construction and use of tests made especially for the Commission in testing understanding, skills, interests, and attitudes. Also includes theoretical analyses of the nature of the learning process and the functions of tests. Appendix containing a word list of 4,500 social terms.

WRIGHTSTONE, J. WAYNE. Recent trends in the social-studies tests; and, Are essay examinations obsolete? *Social education*, 1: 246-50; 401-5; April, September, 1937.

The first article reviews types of tests available, with special emphasis upon techniques for measuring outcomes other than information, notably, attitudes, skills, critical thinking, personality, and character. The second article contains a critical analysis of the uses and limitations of essay tests in the social studies.



SCHOOL LIFE

IS ISSUED MONTHLY, EXCEPT JULY AND AUGUST  
BY THE  
UNITED STATES DEPARTMENT OF THE INTERIOR  
OFFICE OF EDUCATION

Secretary of the Interior, HAROLD L. ICKES  
Commissioner of Education, J. W. STUDEBAKER  
Assistant Commissioner of Education, BESS GOODYKOONTZ  
Asst. Comm. for Vocational Education, J. C. WRIGHT  
Editor, WILLIAM DOW BOUTWELL  
Acting Editor, OLGA JONES  
Assistant Editors, MARGARET F. RYAN, JOHN H. LLOYD  
Art Editor, GEORGE A. MCGARVEY

Terms: Subscription, \$1.00 per year, in advance; to foreign countries in which the mailing frank of the United States is not recognized, \$1.45. 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.

Remittance should be made to the SUPERINTENDENT OF DOCUMENTS, Government Printing Office, Washington, D. C.

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

JUNE 1938

On This Month's Cover

A picture of historical *Independence Hall* is shown on SCHOOL LIFE's cover page this month. The photograph is one of a group recently taken by G. A. McGarvey of the Vocational Education Division.

Among the Authors

HOWARD E. WILSON and WILBUR F. MURRA, of the graduate school of education, Harvard University, present in this month's issue *A Selected Bibliography on the Teaching of the Social Studies*. The references deal with the professional work of the teacher of social studies. They cover general titles, objectives, curriculum, equipment, methods and testing.

KATHERINE M. COOK, Chief, Special Problems Division, gives readers of SCHOOL LIFE this month a vivid description of *The Canal Zone and Its Schools*. Mrs. Cook states that "neither extreme poverty nor great wealth is apparent in the Zone" and that "almost without exception school children give the appearance of being well clothed, well fed, and generally well cared for."

NORA BEUST, specialist in school libraries, of the new Library Service Division of the Office of Education, takes SCHOOL LIFE readers for a journey with *The Bookmobile*, in Louisiana and in Vermont, where regional library service is available. Miss Beust concludes that "the bookmobile makes possible excellent service

An Engineer Plus

ONE of my colleagues in the United States Department of the Interior, the Commissioner of Reclamation, recently spoke these wise words: "We are in a new day which opens many broad opportunities to the engineer, but before he can seize them he must be an engineer *plus*."

Right now with thousands of young men and women graduating from the Nation's educational institutions, the meaning of that word *plus* is particularly important and is applicable to every profession, to every walk of life.

A few days ago I addressed a graduating class of fine young men and women, typical of those thousands who are completing their college training this June.

In general, these graduates believe themselves to be ready to face realistically the task of making their places in the world. They hope to be able to repay by capable citizenship the investment which society has made in their education. And our Nation has faith in these graduates.

The convictions I felt as I stood before that graduating class may be somewhat summarized as follows:

Colleges have most important educational functions to perform in contributing to the training of the country's leaders. In order to perform such functions in the most effective way, colleges should point their methods of instruction more definitely toward giving to students a greater feeling of responsibility for their own education. The subject matter of the courses of instruction should be selected, in a greater measure than at present, on the basis of its intimate connection with real experiences for the students. Wherever possible, instructional material should include actual contacts with and participation in the industrial and social life of the community. Students should be given responsibility for every phase of college life which they are competent to manage even though the actual quality of the product may be less perfect than it would be if the college assumed primary responsibility for it. Finally, the colleges must recognize that even though "making a life" is the primary purpose of education, no college can truly succeed which turns out students unable to "make a living."

An engineer *plus* (?) Yes, I think every educational institution should strive constantly and consistently to help its students add the *plus* to their professional qualifications. The qualities included in that one word often make the difference between being unemployed or employed; between existing or living.

*J. W. Studenaker*  
Commissioner of Education.

to children which results in the reading of books that stimulate the imagination and add to the accumulation of facts."

HOWARD W. OXLEY, director of CCC Camp Education, gives valuable information in this issue, on *Visual Aids in CCC Education*. "The camps have made considerable progress in their use of visual education methods thus far, but the future should witness a much fuller development of these devices throughout the Corps," Director Oxley points out.

EMERY M. FOSTER, Chief, Statistical Division, on his *Statistics* page this month reports good progress toward more uniform statistical

records in the States. He also presents some final United States totals on enrollments, income, expenditure, and other items.

ELISE H. MARTENS, senior specialist in the education of exceptional children, discusses *Occupational Experiences for Handicapped Youth*. Dr. Martens emphasizes that "a broad educational background for every pupil, intelligent guidance toward a vocational choice, opportunity to work with normal students, cooperation of school and industry, and of the school and other interested agencies—these, in essence, are the elements of a program for the vocational preparation of physically handicapped youth."

## Convention Bulletin Board

The end of the spring term in schools and colleges brings the beginning of the summer convention season at home and abroad. The meetings are scheduled in many sections of the United States and other American countries, as well as in Europe.

### *Going Abroad*

A number of American educators will go to Geneva when the International Congress on Public Instruction, under the auspices of the International Bureau of Education, opens its sessions on July 18. On the same day the International Congress of Geography begins its sessions in Amsterdam.

Also on July 18 the International Congress of Phonetic Sciences will convene in Ghent. Several sessions will be devoted to the increasing importance of radio broadcasting in linguistic development.

In Berlin the International Congress of Technical Instruction opens on July 25 and continues through July 29.

From August 1-6 the International Congress for Anthropology and Ethnology meets in Copenhagen under the patronage of the King. Special exhibitions of anthropological materials from Iceland and South America, and priceless Icelandic, Peruvian, and Iranian manuscripts will be shown.

The International Congress for Historical Sciences in Zurich, August 28-September 4, will hear papers on pre-history and proto-history, and the history of arts and sciences, as well as the general fields.

At Oxford will gather the International Federation for Documentation, September 21-26. New methods and techniques for bibliography and cataloging of documents will be discussed. Among other interesting new developments will be shown the microfilm method of photographing books and other documents.

### *Mexican Meeting*

The first International Congress of the Teaching of Ibero-American Literature will meet in Mexico City, August 15-22, to bring together teachers and writers from American institutions where this literature is taught. The establishment of exchange professorships and libraries of Ibero-Americana will be discussed at several sessions, and special emphasis will be laid upon the wider inclusion of Brazilian literature.

### *In the United States*

In Michigan in late June will be held two meetings of interest to educators of exceptional children. At Lansing, June 27-30, the  
*(Concluded on page 352)*

# *Interested in* **PUBLIC FORUMS?**

*You will find helpful information concerning this rapidly expanding phase of adult education in these*

## 8 bulletins now available



BULLETIN 1937, Misc. No. 1\*  
"Choosing Our Way" . . . 35c

BULLETIN 1937, No. 25\*  
"Forums for Young  
People" . . . . . 20c

BULLETIN 1937, No. 27\*  
"Printed Page and Public  
Platform" . . . . . 20c

BULLETIN 1936, No. 6  
"Safeguarding Democracy  
Through Adult Civic  
Education" . . . . . 5c

BULLETIN 1936, No. 16  
"A Step Forward" . 10c

BULLETIN 1935, No. 17  
"Education for De-  
mocracy" . . . . . 10c

BULLETIN 1937, No. 3  
"Public Affairs Pam-  
phlets" . . . . . 10c

SUPPLEMENT NO. 1\* . 10c  
\* New publications.



*Follow the forward  
march of forums.  
Order these bulletins  
today!*

*Send your order, with remittance to*

**SUPERINTENDENT OF DOCUMENTS  
UNITED STATES GOVERNMENT PRINTING OFFICE  
WASHINGTON, D. C.**

# Vacation and Travel

★ ★ ★ What are your vacation plans for the summer? Will they include any time for books, and reading for pleasure or for profit? Will you be interested in the titles of a few books particularly suggestive for vacation reading? If any of these titles selected at random should interest you, we hope they may add to your vacation pleasures whatever direction they may take.

COLLINS, FREDERICK LEWIS. *Vacation travel charts and travel chats*. Indianapolis, New York, Bobbs-Merrill Co., 1930. 283 p. illus.

For those expecting to take vacations, long or short, suggestions are given in the shape of two alternative travel charts. Beginning with January, schedules suitable for each month in the year with alternatives are presented—California and Italy, San Francisco and Paris, Rocky Mountains and England, Havana and North Africa, etc.

FEDERAL WRITERS' PROJECT, WORKS PROGRESS ADMINISTRATION. *Washington, city and capital*. Washington, U. S. Government Printing Office, 1937. 1,141 p. illus., maps in pocket. (American guide series.)

This is more than the conventional guidebook; it is an attempt to give as complete a picture as possible of the functions of the Government departments, bureaus, and independent agencies; shows the basic plan of L'Enfant, subsequent changes and development. Valuable and rare files, photographs, art collections, etc., were made accessible to the editors.

FINGER, CHARLES J. *Foot-loose in the West; being an account of a journey to Colorado and California and other Western States; with sketches made en route by Helen Finger*. New York, William Morrow & Co., Inc., 1932. 302 p.

A colorful narrative of a motor trip which was written "on the spot" by the author, who, with his family, wandered through the West.

FOLLETT, Mrs. HELEN THOMAS. *Magie portholes*. New York, The Macmillan Co., 1932. 321 p. illus.

Gives a vivid picture of a year's travel to the West Indies, through the Panama Canal, Tahiti, through the South Seas, etc., by means of cargo boats, tramp steamers, and liners. Written in a humorous and lively vein.

LAMBERT, RICHARD S., ed. *Grand tour; a journey in the tracks of the age of aristocracy; conducted by Mona Wilson and others*. New York, E. P. Dutton & Co., Inc., 1937. 167 p. illus., maps.

A pilgrimage to European shrines of culture taken in the seventeenth and eighteenth centuries is brought down to modern times and traversed by different writers, as follows: From London to Paris, by Douglas Woodruff; Paris to Geneva, by Edmund Blunden; Switzerland and the Alps, by Janet A. Smith; Round Italy, by Richard Pyke; Venice, Florence, Rome, and Naples, by S. Sitwell; Germany and the Rhineland, by Malcolm Letts; Cologne and the journey to the Coast, by Malcolm Letts; the opening and closing chapters are by Mona Wilson.

MEDSGER, OLIVER PERRY. *Nature rambles; summer; an introduction to country lore; foreword by Clyde Fisher*. New York, Frederick Warne & Co., Inc., 1936. 160 p. illus.

Writes of interesting aspects of nature in the summer time, in the woods, fields, mountains, along the highways, the seashore, etc. Accurate and dependable scientific information. Has also written about autumn and spring rambles. For young readers.

MORGAN, CLAY, ed. *Fun en route; the bon voyage book*. New York, Simon & Schuster, Inc., 1934. 255 p. illus.

In four divisions; the first three are made up of reading in a light vein for travelers by sea, air, and land; the fourth part includes things to do for diversion, viz: puzzles, information tests, anagrams, mathematical recreations, etc.

NEUMEYER, MARTIN H. and NEUMEYER, ESTHER. *Leisure and recreation; a study of leisure and recreation in their sociological aspects*. New York, A. S. Barnes & Co., 1936. 405 p.

Is of interest to the general reader although designed primarily for students in colleges and teacher training schools, and for recreation leaders.

RIGGS, AUSTEN FOX. *Play: Recreation in a balanced life*. Garden City, N. Y., Doubleday, Doran & Co., 1936. 239 p.

A nerve specialist writes of the necessity of balance between work and play in modern living, and then describes the nature and uses of play. A well selected bibliography is added.

TARBELL, ARTHUR WILSON. *Cape Cod, ahoy! A travel book for the summer visitor*. New and rev. ed. Boston, Little, Brown & Co., 1935. 367 p. illus.

An attempt to catch the true spirit of the Cape, with a bit of its history, traditions and customs; also a descriptive guide.

WASHINGTON, THE NATIONAL CAPITAL. Prepared by H. P. Caemmerer. Washington, United States Government Printing Office, 1932. 736 p. (Senate document no. 332, 71st Congress, 3rd session.)

An authentic statement of the development of the National capital, the plan of the city, with descriptions of public buildings, parks, cemeteries, statues, and monuments, the municipal center, government departments, etc.

Attention is also called to a recent circular entitled, "Information concerning books now available in the American Guide Series," compiled by the Federal Writers' Project in the Public Works Administration, which lists many publications descriptive of various parts of the country, most of which may be secured through local book stores. The circular may be obtained from the Federal Writers' Project, Works Progress Administration, 1734 New York Avenue, Washington, D. C.

MARTHA R. McCABE

Six studio groups for first-hand experience in the fine and the industrial arts, in music, science, the language arts and in community excursions provided an innovation in convention technique at the recent annual meeting of the Association for Childhood Education held in Cincinnati. Fifteen study classes were also conducted. These covered curriculum subjects and teaching methods, evaluation of school procedures, school administration, teacher preparation and teacher growth, community and international relationships. Two addresses by William H. Kilpatrick presented a philosophy for child guidance and learning which helped point the thinking and unify the work of both studio groups and study classes.

Leaders and co-leaders of the studio groups set the stage for work and absorbed attention was given by the enrollees to individual projects. Poster paint, chalk and crayons, finger paints, clay, linoleum blocks, yarn and burlap were provided for the art group with adequate display space for discussing merits of the products and planning next projects.

## Various Groups

The industrial arts studio was easily detected by the smell of glue and paint and the sounds of hammers and saws. The leaders, aided by manual-training teachers loaned from the Cincinnati high schools, helped the students in setting up weaving frames and looms, in constructing such things as child-size furniture, bird feeding trays and bulletin boards. In the science studio aquaria, new vietrola records of bird notes, collections of nuts and seeds, exhibits of science publications and examples of children's art and reading materials related to science both directed the "students'" thinking and served as checks following guided excursions in Cincinnati's parks.

The attendance of 1,850 included teachers, students-in-training, supervisors, school administrators, college professors and instructors, and representatives of many such related fields of work as health, welfare, religious education, recreation and civic betterment. They came from 41 States and Puerto Rico; with guests from Australia, Bulgaria, Canada, India, Korea, and Sweden.

Atlanta, Ga., will be host to the next convention in 1939. Officers for the current year are Jennie Wahlert, president, St. Louis, Mo.; Helen R. Gumliak, vice-president representing primary grades, Denver, Colo.; Frances M. Trediek, vice-president representing kindergartens, Boston, Mass.; Lovisa Wagoner, vice president representing nursery schools, Mills College, Calif.; Beryl Parker, secretary treasurer, New York City, N. Y.; and Mary E. Leeper, executive secretary, Washington, D. C.

MARY DABNEY DAVIS

# The Bookmobile

by Nora Beust, Specialist in School Libraries, Library Service Division

★★★ *Parnassus on Wheels* is a delightful fictitious introduction to the possibility of taking books to readers. However, carrying books to people in a wheeled vehicle is no longer a fanciful dream. Vermont and Louisiana are two of the States that are using the bookmobile to demonstrate that effective regional library service may be carried on to school children and adults.

## Vermont's Plan

Imagine the joy that an understanding librarian brings to a small unconsolidated school in Vermont when she arrives with a bookmobile filled with some 200 books! Unfortunately, the book supply at the present time is still so limited that only 10 books may be left at any one stop. Nevertheless, teachers and children express their pleasure at the opportunity as they examine the contents of the revolving bookcase. As Vermont winters are generally very cold, the bookmobile was built with a back door that swings wide open. Thus when the car is backed close to the schoolhouse entrance, children and teachers turning the revolving bookcase are protected from the weather. However, you will see from the picture that not all Vermont children seek this protection. The librarian can sit on the front seat and talk to the prospective readers as she records the books that are to be left at the school.

The regional librarian in charge of this area serves the southwestern portion of Vermont which measures approximately 100 miles north to south, and 45 miles east to west, and has a population of 95,103 people in the three counties included. One hundred fifty schools, fifty-two libraries and twenty-one stations are visited every 8 weeks. In addition, 92 individual borrowers are served. The regional librarian is one of the four regional librarians (after July 1, 1938), working under the supervision of the secretary of the free public library commission at Montpelier and financed by State funds. Assisting the regional librarian are a W. P. A. clerical worker and a W. P. A. chauffeur, an otherwise needed individual. The headquarters are on the second floor of the Rutland Public Library. Most of the shelving and the equipment of the room is borrowed. There are but few books on the shelves as the entire book stock is comprised of some 2,000 volumes, most of which are in the hands of readers. However, books may be borrowed from the central collection of the free public library commission. Another source of books is the loan of material from the duplicate or regular stock of the librarians in the region, who have on occasion provided such books as Ludwig's *Nile* and Hoffman's *Heads and Tales*.



Vermont children flocking around the bookmobile

Inquiries from adult borrowers definitely show the influence of reviews of current books that appear in newspapers and magazines. The librarian is sometimes told by adult readers which books are being asked for most frequently in the book stores of Boston during a given week. A State Congregational Church organization is responsible for a widely distributed reading list which includes books of a high quality that are in demand. The farm discussion groups in the State are a stimulus for reading. Schools clamor for materials that help teachers and children to satisfy the curriculum needs. There are many requests for biographical sketches of present-day citizens of fame as well as of personages of historic interest.

Needs of children and teachers are definitely filled by the regional librarian. For example, during a short unscheduled stop one afternoon late in March at a small unconsolidated school, the children proudly showed their turtle that was beginning to come out of hibernation. *Humphrey*: One hundred years along the wayside with a box turtle by Marjorie Flaek, a book that the librarian was able to supply from the bookmobile, was exactly the source of information that the

children were ready to use. Again, the teacher in the next school visited was interested in books of poetry that the librarian was supplying. On this particular afternoon as the children were out-of-doors there was time for a little more conversation about books and reading. It developed that the young teacher had been introduced to choral reading at the local normal school the previous summer. What she wanted and received was Marjorie Gullan's *Choral Speaking*. An endless number of rich reading experiences are made possible to children and teachers through the stops of the bookmobile by the informed librarian.

Vermont is definitely improving and equalizing the State's library service according to plans that best suit its individual State needs.

## Louisiana's Plan

Louisiana is also alive to the advantages of carrying books to people in rural regions. At present an interesting experiment is being carried on in Grant, Jackson, and Winn Parishes. The experiment is commonly known as the "Tri-Parish Library," although a recent letter was addressed "Try-Parish Library." The year's experiment, which terminates in



Louisiana "customers" are not all children

June, was arranged by the Governor with the financial assistance of the State board of education, to see if the people wanted books, the cost of an adequate book service, and the type of library organization that is most economical and effective.

The Louisiana Library Commission is responsible for the demonstration. The statistics for the amount of book circulation during the first 9 months of the demonstration are phenomenal. The total number of books in the collection is 11,000. The number of book borrowers in the region is also 11,000, and the total number of books borrowed was 173,500. According to this, each of the books in the collection circulated 15.7 times. It is known though that many books borrowed by one person have been read by as many as eight people.

#### Marks First Time

There is one headquarters library at Winnfield for the three parishes, marking the first time in Louisiana that more than one parish has been supplied with books from the same library. The Tri-Parish plan makes it possible to serve three parishes at minimum cost. Books are shifted from branch to branch as the residents of an area read them, making a smaller supply of books serve a greater number of people. There are 19 branch libraries and 28 stops from which books are distributed.

All kinds of books are requested by the borrowers. Data on grafting fruit trees, on horseshoeing, on Louisiana history, on club management, on homemaking, on airplanes, on farm improvement, on soil conservation, on radio, on tanning leather, on livestock improvement have been sought from the Tri-Parish Library.

As in Vermont, the bookmobile plays an important part in taking to the people the books that they want and need. The first time the well-filled bookmobile appeared, some thought that of course these new books were for sale. They had no idea that these books were being brought to them for loan.

It is thrilling to watch adults and children, when the stop is made near a school, come running to see what new books there are to be had. At one particular school, some miles distant from even a small town, the librarian uses a building that was formerly a meat market but at present has one corner equipped to serve as a United States post office. More than 100 books are being issued to children each week of their first year's circulating library service.

Their reading interests are wide and varied. One small bright-eyed lad returned Arnold Sevareid's *Canoeing with Cree*. He talked about it in an intelligent and appreciative manner. John S. O'Brien's *Silver Chief*, the story of a heroic dog in the Northwest country, was the book the boy took along. *Paul Bunyan*, and especially his *Blue Ox* who had pulled the curves out of the roads, was another favorite.

The bookmobile makes possible excellent service to children which results in the reading of books that stimulate the imagination and add to the accumulation of facts.

## Convention Bulletin Board

(Concluded from page 349)

American Association of Instructors of the Blind will consider, among other subjects, an adequate national program for the blind, with special reference to pensions and the titles of

the social security act relating to the blind. Methods of instruction of the blind at various levels will be discussed in sectional meetings. In Detroit, the American Association to Promote the Teaching of Speech to the Deaf will hold a summer school in cooperation with Wayne University at the time of its regular summer meeting June 27-July 1. Morning sessions will be demonstrations of skilled teaching and the use of modern methods in instructing the deaf. Afternoon discussions will center around means of helping the deaf child through better speech, better lip reading, better language, better understanding at home, and better use of hearing.

When the American Home Economics Association meets in Pittsburgh June 28-July 1, homemakers and teachers of home economics will discuss such practical problems of the consumer as the labeling of foods, specifications for textiles, and pending legislation affecting the consumer. Another part of the program will be a discussion of trends and accomplishments in utilizing home economics as a central subject in progressive education programs. Education for family life in a democracy will be discussed by experts in the field.

#### Summer Schedule

To give a concise picture of conferences scheduled for the summer, and for early September, we include below a number of meetings heretofore announced:

#### On Your Calendar

- AMERICAN ASSOCIATION FOR THE ADVANCEMENT OF SCIENCE. *Ottawa, Canada. June 27-July 2.*
- AMERICAN ASSOCIATION OF INSTRUCTORS OF THE BLIND. *Lansing, Mich. June 27-30.*
- AMERICAN ASSOCIATION TO PROMOTE THE TEACHING OF SPEECH TO THE DEAF. *Detroit. June 27-July 1.*
- AMERICAN HOME ECONOMICS ASSOCIATION. *Pittsburgh. June 28-July 1.*
- AMERICAN LIBRARY ASSOCIATION. *Kansas City, Mo. June 13-18.*
- NATIONAL CONFERENCE ON VISUAL EDUCATION. *Chicago. June 20-23.*
- NATIONAL EDUCATION ASSOCIATION. *New York City. June 26-30.*
- SPECIAL LIBRARIES ASSOCIATION. *Pittsburgh. June 21-24.*

ROMA K. KAUFFMAN



- The Superintendent of Documents has revised the following price lists: No. 15. United States Geological Survey—Geology and Water Supply; No. 33. Labor—Child Labor, Women Workers' Employment, Wages, Workmen's Insurance and Compensation; No. 42. Irrigation, Drainage, and Water Power; No. 71. Children's Bureau and Other Publications Relating to Children. Free.



# Curriculum Values of Travel

by Effie G. Bathurst, Division of Special Problems

★ ★ ★ Can children's trips to national, State, and city parks be related to the regular school curriculum? Has the school a responsibility for making such trips educative as well as recreational? Should children be taught to conserve the parks? Is there need for conservation in the parks? What can be taught regarding it?

Can children who do not visit parks participate in their conservation? Learn about them through genuine activity: become so interested that when opportunity does arrive they will visit the parks, enjoy them, and learn through them? To what extent can parks and travel be incorporated in the curriculum without sacrifice of other educational values?

## Activities for Children

Children who live near parks can travel in them. The school can make such trips more profitable by incorporating the necessary initial and follow-up activities into the regular curriculum. Pupils who do not live near parks can visit them if their parents are able to go along or to afford transportation. And all children, whether or not they visit parks, can engage in profitable study about them and in genuine and useful activity in their conservation by helping to gather preliminary information for people who plan to visit—for adults as well as for children. It is not in the park that curricular activity functions directly, but before the trip and after—particularly before school closes in the spring and when it opens in the fall.

Such activity most profitably grows out of children's broader study of recreational facilities of the home State or the home community. They discover that among movies, libraries, playgrounds, museums, and other provisions for leisure time in the community, travel to parks has an important place. In the neighborhood are people who take vacation trips to parks or week-end journeys to places of natural or historical interest. Interviews with these local travelers reveal that they usually have but meager advance information about the places they intend to visit, know but little about the conservation of parks and sometimes are undecided where to go. Children can help them investigate, limiting their study, of course, to its importance in the curriculum as a whole.

## Information and Sources

Interesting literature has been published about National parks, and, for people who intend to visit them, is available through the National Parks Service, United States Department of the Interior, Washington, D. C.

State parks commissions usually have material for more general distribution about State parks. Some people do not take the time to write for information. By establishing a loan service in the school, or in a local library after the school term closes, school children can make available to the community the literature which they collect for their study. Not only can they gather literature from Government sources and from libraries, but they can prepare posters and pamphlets calling attention of visitors to interesting objects to visit and post these in public places such as post offices, town halls, and stores, or send them to individuals.

Distribution of information about spots for fishing and hunting, and game laws regarding these, is often helpful. People like to know about cabins, playgrounds and beaches, trails for horseback riding and for hiking. Pictorial maps showing places of outdoor beauty or historical interest in the home State can be distributed by the pupils among families interested in travel, or posted in town hall, post office, store, or other public places. The maps have especial interest if made by the children. Study of animals to be seen in different parks is intriguing, and a class can gather information about the animals of accessible parks which will greatly increase the

enjoyment of pupils and adults who travel in them.

The stay-at-home members of a class that studies parks will be interested in "travel by mail." They can plan to correspond with those who visit, both adults and children. If they desire souvenirs or postcards, let them earn a few cents to pay for them and ask the travelers to make the purchase. Arrangements can be made with pupil or adult visitors to take photographs which the school would like to see. By the initiation of activities of this type, a study begun in the spring can be continued in the fall with invitations to travelers to come to the school and talk about their experiences and to display souvenirs, postcards, and pictorial folders gathered in the parks. Motion pictures about parks visited, obtainable from the Division of Motion Pictures, United States Department of the Interior, can be used to supplement other activities of the program.

## Conservation

Children can study about conservation in the parks and gather and prepare materials to promote conservation practices on the part of those who visit. For example, what is there in each park that ought to be conserved? Are

## Where's the peanut?





Treed?

there rare plants? Interesting animals? Caves? Patches of beautiful flowers or ferns? What needs to be done in conserving these things? Do people pluck the flowers and ferns regardless of rules and prohibitions, or tear them up by the roots? Do they frighten animals, feed them wrong kinds of food? Do they spoil them and make them dangerous? Do they carry away natural souvenirs? Is conservation of immediate importance?

Depredation of the kinds mentioned is carried on in some parks to such a degree that spots of interest or natural beauty are being demolished—will not, in fact, last another generation unless emphatic and persistent measures are taken to save them from the destructive hands of ignorant travelers. Furthermore it is only through national parks that the natural balance between soil, grass, and forest, and between various kinds of animal and plant life can be maintained for study. That the parks belong to the Nation, not to individuals, is a truth that should be impressed on the mind of everyone who contemplates a trip to a park.

Travelers need information and suggestions for activities for conservation in the parks as well as for enjoyment of them. Children can plan posters calling attention to the devastation taking place; can write pamphlets with suggestions for constructive use; can gather interesting information and distribute it—information that will cause people to desire to conserve. Displays are instructive. For example, in a town hall or empty store an exhibit of a miniature park scene can be displayed with animals, trees, flowers, or historical monuments in meaningful relation to one another—to illustrate an aspect of natural balance, for example, or proper treatment of animals, suitable care of flowers, or the preservation of a nature trail. A school program with opportunity for informal discussion of park conservation can be planned with those who expect to take the journeys, and ideas can be exchanged regarding ways of traveling which are best for the parks and most helpful to the travelers.

### Trouble About the Bears

If there is an especial object of conservation in the parks visited, such as better management of bears, more protection of caves, or the preservation of nature trails, children can sometimes benefit by study of the problem and by helping within reason to spread information to achieve the end sought. For instance, the present double problem of protecting travelers from the mischief of bears and of protecting bears from being spoiled by travelers calls for cooperation of the public. The problem has a history about which children can learn by writing park officials.

In the Yellowstone, for example, travelers have for many years enjoyed the bears, some in thoughtful ways, others in foolish ways. So fascinating are the childlike antics of the playful black bears or the shy maneuvers of a young grizzly who wants food that some people consider bears more attractive than geysers, hot springs, or beautiful waterfalls. Before restrictions were placed on the public's feeding of bears, adults as well as children found it an enchanting pastime to give them meat, candy, or peanuts, sometimes feeding them from the hand. This proved to be a deplorable practice because, in addition to the danger of treating a wild animal as a pet, bears fed at the roadside when young refuse to shift for themselves when grown, and so continued to take their living from travelers willing, or unwilling, to feed them.

At times travelers became careless. It was fascinating, they found, to photograph bears eating out of people's hands. They tried to feed or to photograph bears which were being fed. No animal likes to be disturbed while eating, so a few travelers were scratched; some more seriously injured. Learning that camps contained food, bears became bold, lost their fear of men and in trying to get food, destroyed property. A bear which becomes dangerous to people or a destroyer of property has to be killed.

### Things To Do

Because of the seriousness of the situation the Department of the Interior now prohibits feeding of bears, and has initiated an instructional campaign through the National Park Service to keep people from being injured and to save the bears. In such a campaign, positive suggestions are more effective than negative. Consequently, children who are interested can study the constructive aspects of the problem. For example, pupils can discuss standards for improvement of "bear photography" and make collections of good photos of bears to display at programs or in public places. The ideal photograph of a bear catches him in a natural situation. It requires skill and art for a photographer to match his intelligence with a wild bear's intuition and steal upon the wary fellow and shoot him with the camera as he deliberately lifts an unsuspecting trout from a brook. No particular ability is required to stroll along the highway and snap a tame bear catching a

peanut thrown to him. However, if people who visit parks continue to attract bears to highways by feeding them, there will be fewer opportunities either to photograph or to study bears in their natural habits and environment.

Children who intend to visit parks and pupils who are helping to gather information can study about bears, learn more about them in their natural home and incorporate this study in their other study and activity in connection with parks. For example, what do bears eat when not fed by travelers? Do grizzlies eat honey? Which would be apt to have the greatest "honey tooth"—the black bear or the grizzly? What kinds of bears are there? Where do they go for shelter in winter? How are bears in parks different from those in a zoo? Why is it important that bears in parks be allowed to remain wild, rather than to become tame through dependence on travelers? In similar manner conservation problems of local parks can be incorporated in the school curriculum for pupils who will be benefited by the activities thus afforded.

## A New Quarterly

The use of photography and related processes in the reproduction of books and other printed and manuscript materials has developed so rapidly during the past few years that a current periodical of information about this development has been found desirable. Under the auspices of the American Library Association there has recently been issued the first number of *The Journal of Documentary Reproduction*.

The aim of this new journal is to keep librarians, archivists, scientists, and others abreast of ever-changing developments in the reproduction of documents. It will give special attention to the several allied processes of reproduction and duplication adapted to the dissemination of information and not at present within the range of the printing press. It will be the medium for the discussion of new means of bringing to scholars the book resources of the world. It will familiarize libraries with the equipment for using and reading books, newspapers, and manuscripts on microfilms.

The first issue devotes some space to the history of microphotography and to an account of the filming of English books, which is at present being done at Cambridge and London.

A selected bibliography on Photographic Methods of Documentary Reproductions covering material published in this country and abroad begins in this issue. It will be continued and supplemented, and will be a valuable aid to those who wish to keep informed on a subject that in time may revolutionize library procedure and which will be of incalculable value to scholars everywhere.

Information concerning this new quarterly may be obtained directly from the American Library Association, 520 North Michigan Avenue, Chicago, Ill.

SABRA W. VOUGHT

# State Progress on Reports

by Emery M. Foster, Chief, Statistical Division

★★★ During the past 3 months, statisticians from the Office of Education visited 17 State departments of education to cooperate and assist in revising record and reporting systems. Many States are endeavoring to bring such records into more uniformity with the recommendations of the national committee on uniform records and reports, and with the revised form used for the report made biennially by the State department of education to the Office of Education.

The Office has been making special effort to bring about more uniformity in public-school reporting systems. This has been done through the work of national committees, meeting in Washington, and at educational conventions, visits to State departments of education, five regional conferences of State department research workers, the recent visits to aid in actual revisions of reporting systems, and interpretation of the use of the new reporting form.

Some States have been using State or regional committees in revising their forms. California has revised its financial form this way, and is now working on the preparation of a manual to explain the use of the record system.

Utah has made necessary changes so that its forms make available easily the data desired for the Nation as a whole. Idaho and Wyoming are working with their county superintendents toward revisions for 1938-39 or 1939-40, which will make their reporting systems more in harmony with those in most of the other States.

In the southern section, Florida has used State committees to advantage in revising its record and reporting system for both general and financial data. Alabama, Arkansas, and West Virginia have revised their State forms and several other States are planning revisions for 1938-39 or 1939-40.

## United States Totals 1935-36

### ENROLLMENT

Elementary:	
Public.....	20,477,964
Private.....	2,271,387
Total.....	<u>22,749,351</u>
Secondary:	
Public.....	6,016,883
Private.....	415,131
Total.....	<u>6,432,014</u>

Higher education:	
Public.....	614,131
Private.....	594,096
Total.....	<u>1,208,227</u>
Other:	
Federal schools for Indians <sup>1</sup> .....	24,205
Private commercial and business schools <sup>2</sup> .....	76,240
Nurse training schools <sup>3</sup> .....	72,751
Grand total.....	<u>30,562,788</u>

<sup>1</sup> 50,328 Indians enrolled in local public school systems and 7,998 in private schools included above.

<sup>2</sup> Pupils in day classes only.

<sup>3</sup> Does not include nurse training students in departments of universities and colleges included above.

The enrollments on the elementary level have decreased from 23,262,371 in 1933-34, but those on the secondary level have increased from 6,096,488, and on the higher education level from 1,055,360. The comparable grand total has increased from 30,484,129 in 1933-34.

### Teachers:

The number of teachers at all levels of education in 1935-36 was 1,067,483, increased from 1,018,522 in 1933-34. The number of men increased from 242,005 to 265,355 and the number of women from 776,517 to 802,128.

### Graduates:

In 1935-36 the schools and colleges graduated 1,015,345 students from high schools and 143,125 from colleges. These are increases from the 914,853 high school and 136,156 college graduates in 1933-34. The college graduates include only first degrees, not masters and doctors degrees.

### Income:

For public institutions:	
From public funds.....	\$2,396,501,893
From student fees, gifts, and other sources.....	80,467,995
Total.....	<u>2,476,969,888</u>
For private institutions:	
From public funds.....	12,192,525
From student fees, gifts, and other sources.....	398,752,196
Total.....	<u>410,944,721</u>
Grand total.....	<u>2,887,914,609</u>

The grand total of \$2,887,914,609 received in 1935-36 for education, elementary, secondary and higher, public and private, reporting

to the Office of Education is comparable with \$2,576,932,967 received in 1933-34. These receipts include all funds for current expense and capital outlay but exclude \$47,038,548 nonexpendable funds received by higher education institutions in 1935-36 for increase of permanent funds (\$27,477,968 in 1933-34) and the receipts in the nature of revolving funds for auxiliary enterprises in colleges.

### Expenditures:

For public institutions.....	\$2,232,235,236
For private institutions.....	417,678,787

Total..... 2,649,914,023

The comparable total for 1933-34 was \$2,294,896,416. The figures do not include the Federal or territorial Government expenditures for schools in Alaska which amounted to \$1,368,241 in 1933-34 and \$1,317,383 in 1935-36.

### Value of property:

Lands, buildings, and equipment.....	\$10,115,744,000
Endowment and other trust funds.....	2,237,340,000
Total.....	<u>12,353,084,000</u>

The value of property increased from \$9,902,649,000 for physical property in 1933-34 and from \$2,153,962,000 for endowment and trust funds.

## Publication Announced

A second volume, *Stories of American Industry*, for use during the forthcoming school year, is being announced by the United States Department of Commerce. This booklet, a companion volume to that issued a year ago, will contain 32 Department of Commerce radio talks on great American industries given over the Columbia Broadcasting System during the past academic year.

Because of the increased use being made of this material in schools, the Department of Commerce plans to issue a teachers' small handbook outlining some of the ways in which the program is now being used in more than 200 elementary schools, high schools and colleges, and in 11 city school systems and 1 State school system.

Any teachers having suggestions for classroom use of *Stories of Industry* are invited by the Department of Commerce to communicate with Harry R. Daniel of that Department.



## New Books and Pamphlets

### Rural Schools

Newer Types of Instruction in Small Rural Schools. Yearbook 1938. Department of Rural Education, National Education Association of the United States. Washington, D. C., 1938. 144 p. illus. \$1 Single copy.

Presents the trends and newer practices in adapting methods and materials to the needs of the rural school.

Curriculum Development in the Schools Served by the Supervisors of Rural Education in Connecticut; a statement of underlying principles. Hartford, Rural Education Section, Bureau of Field Service, Connecticut State Department of Education, 1937-38. 16 p.

For teachers, boards of education, parents, and other citizens as a basis for cooperation and understanding of the philosophy of present curriculum building.

### Adjustment and Guidance

Beyond High School, by Margaret E. Bennett and Harold C. Hand. New York, McGraw-Hill Book Co., Inc., 1938. 227 p. illus. \$1.36.

An approach to the problems the student must encounter when high school days are over—choice of vocation, further education, social adjustments, etc.

Community Planning for Youth, by Theodore Lee Reller. Philadelphia, Pa., The Public Education and Child Labor Association of Pennsylvania, 1938. 109 p.

Emphasizes the need for extending efforts to guide youth in occupational and social adjustments.

The Underage Student in High School and College, Educational and Social Adjustments, by Noel Keys. Berkeley, Calif., University of California Press, 1938. p. 145-272. (University of California publications in education, vol. 7, no. 3.) \$1.25.

A study of acceleration and the problems involved.

### Manners for Juniors

How Do You Do? By Margaret B. Stephenson and Ruth L. Millett. Bloomington, Ill., McKnight & McKnight, 1938. 32 p. illus. 25 cents, Single copy.

An information booklet on manners for juniors. A test based on the pamphlet is available for 10 cents, single copy.

### Negro Education

Negro Education in Kentucky. A comparative study of white and Negro education on the elementary and secondary school levels, by Leonard Ephraim Meece. Lexington, Ky., University of Kentucky, 1938. 180 p. (Bulletin of the Bureau of School Service, College of Education, University of Kentucky, vol. 10, no. 3.) 50 cents.

A companion volume to the report "Higher Education for Negroes in Kentucky" published as a bulletin of the Bureau

of School Service, September 1932. Together they give a description and evaluation of the total program of Negro education in Kentucky.

### Reading Lists

Democracy, a reading list, compiled by Benson Y. Landis. New York, Association Press (347 Madison Avenue) 1938. 11 p. 10 cents, single copies.

Compiled for readers who have a real interest in the public issues surrounding democracy. Classified, annotated, and priced.

Books for Home Reading for High Schools, Graded and Classified. Prepared for The National Council of Teachers of English by its committee on recreational reading, Stella S. Center and Max J. Herzberg, cochairmen. Chicago, Ill., National Council of Teachers of English (211 West Sixty-Eighth St.) 1937. 118 p. illus. 20 cents, single copies.

Briefly annotated list of books that will appeal to high school students.

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.

AKRIDGE, GARTH H. Pupil progress policies and practices. Doctor's, 1936. Teachers College, Columbia University. 77 p.

BAKER, ELLEN R. A study of the admission plans of Wheaton college. Master's, 1937. Syracuse University. 91 p. ms.

BASON, CECILIA H. Study of the homeland and civilization in the elementary schools of Germany, with special reference to the education of teachers. Doctor's, 1937. Teachers College, Columbia University. 165 p.

BOKTOR, AMIR. School and society in the valley of the Nile. Doctor's, 1935. Teachers College, Columbia University. 269 p.

BROWN, EVELYN B. Analysis of newspaper publicity in central and village high schools in New York State. Master's, 1937. Syracuse University. 65 p. ms.

ENGSTROM, G. E. A study of the effectiveness of the learning of 50 fifth and sixth grade pupils under a departmental plan of organization compared with 50 pupils of the same grades under the traditional grade organization, as measured by certain achievement tests. Master's, 1937. Pennsylvania State College. 21 p. ms.

ESSER, NORMAN L. Educational survey of McLaughlin independent school district, no. 3. Master's, 1937. University of North Dakota. 60 p. ms.

FRASER, ANDREW, jr. Trends in professional engineering education. Master's, 1936. George Washington University. 32 p. ms.

GEER, JAMES C. Pupil participation in school government. Master's, 1936. Boston University. 67 p. ms.

GIBSON, EILEEN M. How to equip a social studies laboratory at minimum expense. Master's, 1936. New Jersey State Teachers College, Upper Montclair. 71 p. ms.

GOREN, ROSE. What effect has the arithmetic in four general intelligence tests upon the final scores in the tests? Master's, 1936. Boston University. 69 p. ms.

HIRST, HELEN G. Appreciation units in ninth grade general science. Master's, 1937. Boston University. 139 p. ms.

HOGAN, JOHN J. A general survey of the school system in Foster County, North Dakota. Master's, 1937. University of North Dakota. 123 p. ms.

JOHNSTON, FRANK K. Proposed plan for consolidation of the public schools in Pocahontas County. Master's, 1936. West Virginia University. 102 p. ms.

JONES, G. PETERS. An intensive study and analysis of pupil adjustment problems, their origin and possible preventive measures. Master's, 1937. Pennsylvania State College. 67 p. ms.

KEMP, FLETCHER. History of public education in Arlington County, Virginia. 1870-1936. Master's, 1937. American University. 73 p. ms.

LAZENBY, M. R. Financial survey of school districts in Nelson county. Master's, 1937. University of North Dakota. 106 p. ms.

LEMON, HALLIE. A study of the use of the radio in the Ministry of Education of the Republic of Mexico. Master's, 1934. American University. 56 p. ms.

LERNER, EUGENE. Constraint areas and the moral judgment of children. Doctor's, 1937. Columbia University. 94 p.

MATH, HELEN M. Social studies as a vehicle of propaganda in the schools of Russia and the United States. Master's, 1935. New Jersey State Teachers College, Upper Montclair. 71 p. ms.

MILLIGAN, NANCY G. Relationship of the professed philosophy to the suggested educational experiences: a study in current elementary school curriculum making. Doctor's, 1937. Teachers College, Columbia University. 197 p.

OERLEIN, KARL F. Mathematical requirements for the first courses in college physics: a study based upon the stated mathematical requirements in college catalogs and an analysis of the local laboratory manuals. Doctor's, 1936. University of Pennsylvania. 140 p.

PUGH, STANLEY. Requirements for degrees in collegiate schools of business, 1936. Master's, 1936. Southern Methodist University. 153 p. ms.

STEWART, GEORGE F. Educational survey of Grand Forks County, North Dakota. Master's, 1936. University of North Dakota. 97 p. ms.

THOMASSON, M. E. Study of special kinds of education for rural Negroes. Doctor's, 1936. Teachers College, Columbia University. 104 p.

RUTH A. GRAY



## Programs on Needs of Georgia

Under the direction of a citizens' fact-finding committee composed of the heads of 14 major State-wide organizations, an inventory has been made of the situation in Georgia in education, agriculture, health, public welfare, industry, and commerce. Factual material has been brought together with outlines for the use of leaders of organizations in study groups.

The needs of Georgia in each field are pointed out in the textual material and a proposed plan for a 12-month cooperative program is now in progress. The 14 organizations have sponsored the work and are distributing monthly 12,000 copies of the program to service clubs, study groups, parent-teacher associations, and women's clubs.

# Cooperation Among Higher Institutions

by Ella B. Ratcliffe, Educational Assistant, Higher Education Division

★★★ The need for coordinated effort in higher education is being stressed today as perhaps never before. In reports, in magazine articles, and in addresses, leaders in higher education are calling attention to this need. As a climax to the agitation, the American Council on Education recently appointed a committee on cooperation, coordination, and regionalization in higher education in the United States, to make a study of the whole subject. A subcommittee, through its chairman, Arthur J. Klein of Ohio State University, has already presented a preliminary report, the contents of which cover an exploratory study of the five following fields:

1. Agencies exercising control or influence over higher education.
2. Coordination of State-controlled higher education through legal provisions affecting governing control.
3. Cooperation and coordination within "clusters" of higher institutions.
4. Cooperation, coordination, and regionalization in certain instructional and research activities.
5. Cooperation, coordination, and regionalization in certain professional areas.

The report contains also general conclusions and recommendations. It outlines 10 major problems which need to be investigated, each one of which, it states, contains certain other problems concerning which a series of coordinated and related studies might be undertaken. This preliminary report indicates the magnitude of the work involved in the Nation-wide attack on the problem of cooperation, coordination, and regionalization which it recommends. Such an attack is to be made if and when the necessary funds can be obtained.

Particular mention should also be made of a study by Daniel Sammis Sanford, and published by Teachers College, Columbia University, in its series of Contributions to Education, in 1934, under the title *Inter-Institutional Agreements in Higher Education*. This study relates to an investigation of the documents concerned with the agreements themselves.

## Legislative Enactments

The major part of the discussion concerning coordination has centered around State-supported higher education. Extending over a period of about 25 years, surveys by the Office of Education and by other agencies have been conducted in a number of States supporting two or more higher institutions, for the purpose of working out plans to abolish duplication and overlapping of work and to bring about economies in administration. Partly

as the result of recommendations contained in the survey reports, coordination has been enforced in a number of States by legislative enactment providing for one administrative body to control all of the State higher institutions. Recent cases of such action being taken are in the States of Georgia, North Carolina, and Oregon during the years 1931 and 1932. In two States, Georgia and Oregon, coordination has been effected through the appointment of one board to control all of the State higher institutions; in the other, North Carolina, through the merging of the State university and the two State colleges.

The problem of coordination of State higher education is a major one. Wherever it has been settled, it has been through the force of State law. Besides the large number of reports of State surveys of higher education conducted by the Office of Education and other agencies, there have been many books and articles written dealing specifically or indirectly with the subject. A list of Good References on Higher Education, relating to many phases of the problem, is contained in Bibliography No. 49, entitled *Higher Education: Control, Organization, and Administration*, compiled by John H. McNeely and Martha R. McCabe, and published by the Office of Education.

## Voluntary Cooperation

While coordination and cooperation, except in slight measure, among State-controlled institutions has been brought about usually through legislative enactment, there are many instances of cooperative agreements voluntarily entered into between institutions of higher learning, particularly among privately controlled institutions. In Dr. Sanford's study, previously mentioned, are listed 115 such agreements known to have been consummated, some through formal contract, others as a result of correspondence or interviews. Many of these agreements, as the author points out, have been abrogated. Failures to persist were undoubtedly due in some cases to the informal manner in which some of them were entered into. Others were probably the result of more cogent reasons. These agreements extend all the way from exchange of professors and courses, or the cooperative use of certain facilities such as libraries, to a realignment of functions of institutions. A few of the different types of agreements are mentioned below.

Entering into cooperative agreements has been far more common among privately controlled institutions than among the State-controlled institutions. There are, however, instances of voluntary cooperation between two or more State-supported institutions and

between State and privately controlled institutions. For example, Ohio State University has various kinds of agreements with colleges. Through its college of agriculture it cooperates with 10 privately controlled colleges in offering combination curricula in which the student spends the first 3 years at the cooperating college and the last 2 in the college of agriculture of the university, and receives degrees from both institutions. It has an agreement with Ohio Wesleyan University by which students registered in the graduate school of the university may carry on their research work in astronomy at Perkins Observatory, located at Ohio Wesleyan and jointly maintained and administered by the two institutions. With Miami University, another State-controlled institution, it has an agreement by which that university is represented on the graduate council of Ohio State University. Part-time assistants at Miami may register in the graduate school of Ohio State University while pursuing their work for the master's degree at Miami, under the supervision of the State university graduate council, and upon completion of the work receive their degrees from Ohio State University. By agreement with the Merrill-Palmer School of Detroit, Mich., university candidates for the master's degree may complete the residence requirement by taking one quarter's work at the university and two quarters at the school. A committee composed of members of the instructional staff of both institutions conduct the final examination of candidates, and the theses must meet the approval of the university and of the school. Other agreements are in effect between the university and the Ohio State Agricultural Experiment Station, the Bureau of Juvenile Research of Ohio, and the Battelle Memorial Institute.

## Among Oldest Plans

One of the oldest plans of affiliation between a State-supported and a privately supported institution is that existing between the University of North Dakota and a church-controlled college. Under an agreement adopted in 1905, Wesley College, at Grand Forks, N. Dak., has affiliated relations of several kinds with the university. University students may enroll at Wesley College in courses in religion, applied music, and expression, and students from Wesley College may pursue courses at the university. Graduation from both institutions may be accomplished through a short additional time spent in residence. Residence halls at Wesley College are open to university students, who live under the same rules and regulations as do students in the regular university dormitories. Under Wesley College are chartered two national

sororities, one for music and the other for speech. Membership in these organizations is open to university students, under certain conditions, as well as to the Wesley students.

Cooperative agreements between State institutions and schools of religion are in effect in several States, the purpose being to make courses in religion available to students in the State-supported schools. Such an agreement is in effect in Missouri between the State university and the Bible College of Missouri. Courses in the college may be taken for credit toward a degree in the university. There is a similar arrangement between Montana State University and the Montana School of Religion. The latter institution was organized in 1924 by a committee representing the university and several religious denominations. The school is under a director who is responsible to a board of trustees representing the cooperating denominations and the university.

A type of cooperation in which the University of Missouri has been outstanding is that of its relations with the junior colleges of the State. Prior to 1911 there was a large number of small privately controlled colleges in Missouri giving part of the 4-year college course. They were operating largely without reference to the work of the common schools and to that of the other higher institutions in the State, as well. Authorities of some of these colleges saw an opportunity for increased service for these colleges as institutions for the preparation of students to enter professional schools and the junior year of the university and other standard institutions. They requested the University of Missouri to give them such recognition as would enable them to perform this service. The university therefore formulated a plan of affiliation, which includes inspection and accrediting of the colleges by university authorities, the preparation by the university of approved courses to be offered by the colleges, and the suggestion of suitable laboratory and library equipment to be maintained by them. Under this plan of cooperation, graduates of the accredited colleges are admitted without examination to junior standing in the college of arts and sciences of the university, and to other divisions provided they have satisfied the entrance requirements and have completed satisfactorily the first 2 years of work of the particular college to which they seek admission. This arrangement has proved of great benefit both to the colleges and to education in the State. The university comments on the results of it as follows:

"Affiliation with the university has opened an easy pathway to further educational work on the part of the graduates of accredited colleges; it has also marked clearly for patrons of education a number of institutions which comply with the best standards. By definite service in a wider educational order which marks clearly their field of work and sets before them definite ideals, the junior colleges are made free to work out their own highest salvation."

An unusual relationship between a State university and institutions on private founda-

tion is that existing between the University of California and several professional schools. By long-standing agreements between Hastings College of Law and the university and between the California School of Fine Arts and the university, the college and school operate as divisions of the university while still retaining some degree of separateness. A third institution, the California College of Pharmacy, which maintained similar relations with the university for many years while operating under its own board of trustees and business management, in 1934 became an integral part of the university.

#### *Cooperative Agreements*

Privately controlled institutions, as has been noted, have shown much more inclination to form cooperative relationships than have publicly controlled institutions. In the list of 115 agreements in the Sanford study, Columbia University is shown as having made the greatest number. Ten of these agreements are with professional schools—seven theological schools, a postgraduate medical school and hospital, a college of pharmacy, and a school of social work—and involve the offering of combined courses and the interchange of certain facilities such as libraries. Three of the agreements are with colleges—Barnard, Teachers, and Bard (formerly St. Stephens College), the latter located at Annandale-on-Hudson, 90 miles from New York City—by the terms of which the colleges have become integral parts of the university.

Among other large privately controlled universities having several agreements are Harvard University, which cooperates with four schools of theology, with the Massachusetts Institute of Technology and Yale University in the offering of certain courses, and with Tufts College in connection with the work of the Fletcher School of Law and Diplomacy which is jointly administered by the two institutions. Harvard is also one of a group of nine colleges and universities which, together with the Massachusetts Board of Education, the Boston Museum of Fine Arts, and the school committee of Boston, cooperate in offering extension courses of full collegiate grade in the cities of Boston and Cambridge. New York University, Boston University, Western Reserve University, and the University of Pennsylvania are still others that have established a number of different kinds of relations with other institutions.

St. Louis University, with its corporate colleges, is an example of coordination of functions of institutions under the same church control. By an agreement entered into in 1925, three senior colleges and two junior colleges for women and a normal school for men, all in or near St. Louis and under Catholic control, are merged as to faculty, students, and courses with St. Louis University, under the title "The Corporate Colleges of St. Louis University." The colleges have full financial independence and such measure of freedom in carrying out their

work as is consistent with the terms of the agreement. They are administered by a board composed of representatives from the university and from each of the colleges.

Among the smaller institutions there are several groups that have formed much closer associations than is the case with the larger institutions. Claremont Colleges (a corporate title), Claremont, Calif., was the first and is probably the best known of such affiliations. It was organized in 1925 and has since been operating with mutual benefit to the institutions concerned and to that of their community. In this group there are three undergraduate colleges, two privately controlled, Pomona and Scripps, and the other La Verne, controlled by the Church of the Brethren. With the last-named college, situated 6 miles from Claremont, there is a working agreement only. Each college has its own board of trustees and its own faculty and runs its own affairs, but the educational offerings of each, within certain limitations, are open to the students of the others. For the corporate Claremont Colleges there is a separate board, whose particular function is to serve as a coordinating medium for the group. To this body is assigned the development and oversight of a graduate school and a summer session, joint interests of the colleges. The graduate school has a faculty specifically employed by the Claremont Colleges, but its instructional staff includes also members from the faculties of the cooperating colleges. For the summer session, which is for both graduate and undergraduate work, the staff includes representatives from each of the faculties. In addition to the graduate school and summer session, common facilities of the associated institutions include library, administrative offices, health and infirmary service, museum, auditorium, and guest house.

The success of the plan of the Claremont Colleges has undoubtedly served as a stimulus for other affiliations of similar nature. One which is proving successful is the affiliation of three Negro institutions in Atlanta, Ga. The Atlanta agreement has been in effect since 1929. It provides for the affiliation of Atlanta University, formerly a nonsectarian coeducational institution, and two Baptist colleges, Morehouse College, for men, and Spelman College, for women, all located close to each other and before the affiliation carrying on similar work. Under the agreement, Morehouse and Spelman continue to carry on undergraduate work, while Atlanta University is being developed as the graduate and professional division of the cooperating institutions. Each college and the university retains its own board of trustees and its own administration, but the Atlanta University board of trustees includes also representatives from the two colleges. The colleges maintain separate courses for the first 2 years; in the junior and senior years, students in one college may elect courses in the other. There is also an interchange of teachers among the three institutions, and some teach-

ers are employed jointly by the colleges and the university. One library, comprising the former libraries of the three colleges, serves the group. To it have been added the collections of the Atlanta School of Social Work. An administrative building on Atlanta University campus contains the quarters of the officers and administrative staff of the three institutions. There is a common health service. One bookstore serves the three units.

The Atlanta affiliation, according to reports, has been of benefit both educationally and economically to the institutions concerned. Through it, duplication and overlapping of work have been eliminated, teaching and administrative costs reduced, and the institutions strengthened. In addition it has brought about some degree of cooperation among all of the Negro institutions of higher learning in the city of Atlanta. One evidence of this is in the affiliation of all the other institutions, including another university, another college, a theological seminary, and a school of social work, with the Atlanta University system in offering summer session work. Another is in the privilege granted other institutions of entering into cooperative arrangements for the use of the university library. As a result of this cooperative plan there is being built up at Atlanta one of the most important Negro educational centers in the country, one which may well serve as an example to other groups of the strength and value of coordinated effort.

## Hampton Celebrates

Hampton Institute, Hampton, Va., celebrated the seventieth anniversary of its establishment during a 3-day period, April 20 to 23, 1938. Seventy years ago Gen. Samuel Chapman Armstrong opened the school with 2 teachers on the staff and with 15 ex-slaves as pupils. The charter granted to Hampton Institute specified its activities as follows:

"The instruction of youth in the various common-school academic and collegiate branches, the best methods of teaching the same, and the best mode of practical industry in its application to agriculture and the mechanic arts." . . .

Today, Hampton has an enrollment of nearly 2,500 students. Of these, nearly 1,700 are in the collegiate departments and the others are in the secondary division and training school.

Mrs. Franklin D. Roosevelt addressed more than 3,000 students and special guests at one of the sessions of the anniversary celebration. She said that the success of our democracy depends on the abolition of ignorance. She urged students when they return to their communities to study the improvement of housing conditions and this should be followed by study of methods of improving health. The importance of an adequate program of recreation for young people was especially emphasized.



This illustration shows various parts of a silver coffee pot made by students in silversmithing course at Meriden, Conn., Trade School and the final product fabricated from these parts. This material is now on exhibit in the Office of Education section of the Museum. It is in one of the several cases devoted to various fields of education

## Museum Welcomes Visitors

★★★ IN the museum of the United States Department of the Interior is an alcove devoted especially to the history of the Office of Education from its establishment in 1867 to the present time, and to the development of education in the United States from the days of the Boston Latin School in 1636 to the modern high school of today.

In the first case is a copy of the basic law creating the Office of Education, together with portraits of the nine former Commissioners of Education from Henry Barnard, the first Commissioner, to George F. Zook, the ninth. The case following, deals with school administration. Two large maps of the United States show: (1) 20 years' progress in public high-school enrollment (1916-36), by States; and (2) the location of institutions of higher learning—land-grant colleges; universities, colleges, and professional schools; teachers colleges and normal schools; junior colleges; and Negro institutions. Special problems in education are pictured in the next case, including developments in rural education, health and physical education, testing, education of special groups, and education in special subjects, such as conservation and guidance.

An important part of the exhibit shows the activities of the Office of Education and the country at large in vocational education in agriculture, trades and industries, commercial subjects, home economics, and rehabilitation.

A painting at one end of the education alcove portrays the development of education, with the old Boston Latin School on one part of the canvas and a large modern high school on another part. In the same case are smaller pictures of interiors, one, of an early schoolroom with the teacher using the hornbook, the other of a modern schoolroom, where visual instruction is being used. In this case are also examples of early hornbooks, a familiar McGuffey reader, and pages from modern readers, showing the changes in textbooks through the years. Samples of the various types of publications issued by the Office of Education fill one entire case.

Comparative education is represented by globes, showing contacts with foreign countries and facsimiles of foreign credentials. In the case with the comparative education exhibit is a picture of a corner in the new library, which is on the same floor as the museum. Here is housed the pedagogical collection of the Office of Education.

The Office of Education exhibit is only one unit of a number that are to be found in the museum of the Interior Building. Dioramas and other interesting devices have been used to portray the work of the National Park, Indian, and Reclamation Services, the Geological Survey, and other divisions making up the United States Department of the Interior.

EDITH A. WRIGHT



# THE VOCATIONAL SUMMARY



## After 40—What?

Providing work opportunities for older women who, for one reason or another, find it difficult to secure employment, is the objective of the President's Council Guidance Bureau, of San Francisco.

This bureau, which was started in 1936, is composed of the presidents of business and professional organizations for women, representing a membership of 4,500.

Their first step in seeking to help older women to secure employment was to determine through a questionnaire what fields of employment were open to this group. Replies to the questionnaire revealed that: The possibilities of placing older women in employment had been greatly underestimated, and that the generally accepted notion concerning the impracticability of placing older women on jobs had been overemphasized. It was definitely established that some older women are preferred in certain employments; that some work fields were closed to them in favor of young workers; that other fields were overcrowded and offered few job opportunities; and that in some fields, work opportunities for young workers and older workers are equal.

The bureau has established headquarters in a suite of three rooms in an office building where applicants for employment are interviewed in private and arrangements made for placing them immediately or for training them for future employment.

During the period, May 1, 1936, to January 25, 1938, the bureau placed 856 of 2,134 women—40 years of age or older—who applied to it for employment. Its reports reveal that it has placed these older women in positions in stores, offices, hotels, factories, institutions, apartment houses, household service, nursing, and miscellaneous positions.

Arrangements are being made by the public schools of San Francisco to provide special training classes for those who apply to the President's Council Guidance Bureau for assistance of this type. It is expected that an entire floor in one of the new vocational schools in the city will be set aside for training courses for girls and women.

The bureau's services have included guidance, training, and placement. Actual placements, therefore, tell only part of the story of its activities.

## Distributive Courses Popular

Twenty classes enrolling 562 persons and representing 157 distributive organizations were in operation in Detroit, Mich., the latter part of March.

Among the subjects covered in these classes are the following: Sales demonstration; retail merchandising; retail buying; textiles; telephone selling; hardware retailing; estimating

for printers; wholesale sales and services; retail service and control; color, line, and design; conference leader training; retail personnel; and retail arithmetic.

These classes were organized under the terms of the George-Deen Act, which became operative July 1, 1937, and which provides for training in part-time and evening classes for persons employed in the distributive occupations. They are held in public-school buildings, in business establishments, or in any other convenient place.

No course is set up until at least 20 persons have requested instruction in the subject to be covered. Personnel directors, store superintendents, store managers and owners, and associations and bureaus such as the Retail Merchants Association, The Wholesale Merchants Bureau and the Retail Grocers' Association have cooperated in calling attention to the distributive occupations training program and in operating it.

Among instructors in the training classes, which are conducted largely on the conference plan, are advertising managers, training directors, personnel directors, office managers and members of the faculty of Wayne University who are engaged in the fields in which they are teaching. The latter institution is cooperating with the Detroit Board of Education and the Michigan State Board of Control for Vocational Education in promoting the distributive occupations training program and in organizing classes and developing instructional material.

## Animals, Owners Go to Market

Livestock marketing schools in which vocational agricultural students receive instruction in both the theory and practice of marketing their sheep, hogs, and beef cattle, have been set up by vocational agriculture instructors in sections of Wisconsin, Iowa, and Minnesota served by the South St. Paul stockyards.

Before they attend these schools, which are held at the stockyards, vocational agriculture students study market demands, livestock cycles and trends, and the market grades of livestock. They decide upon the kinds of animals to purchase for their supervised farm practice work in livestock production and they produce animals which will meet definite market demands. The marketing schools are held when the animals raised by the students are ready for market. In most cases, students receive instruction on grading livestock on their own farms and at the local shipping concentration point.

The livestock marketing schools cover a period of 3 days. The first day is set aside for grading the animals. Grading is done by recognized authorities on the terminal market. The second day the animals are sold by grade,

in the same manner and through the same channels that are used by adult farmers in marketing their animals. In some cases, animals from the different market grades are used as a basis for a discussion with students on market livestock grades so that students may make a comparison of their animals with animals in standard grades. In connection with these schools students receive instruction in handling, weighing, grading, and selling livestock and in dressing carcasses of animals. In addition, they are conducted on trips through the stockyards, make visits to packing plants, and participate in special entertainment and banquet features provided for them.

Occasionally, students in a vocational agriculture department or in a local chapter of Future Farmers of America, ship the livestock to be used in the marketing schools cooperatively.

These marketing schools are already planned for South St. Paul, Fargo, and Sioux City. Livestock shows and sales, which have similar educational values, are held at St. Louis, Kansas City, and Jefferson City, Mo. It is anticipated that marketing schools in which vocational agriculture students may study marketing facilities, procedures and principles will soon be established in practically all of the terminal markets in the Central States.

## Courses Changed To Suit Times

Raising of the compulsory school attendance age and an increase in employment opportunities during the year ended June 30, 1938, are reported to have brought about a material increase in enrollments in all-day trade and industrial training programs in Pennsylvania. Incidentally, it has also caused many school administrators to reorganize curriculums in their day-school trade and industrial classes to meet the needs of thousands of additional young people, who under normal conditions would be employed.

Reports from Bethlehem, Lancaster, Eddystone, Williamsport, Turtle Creek, Reading, and Ridley Township show that all twelfth-grade machinists in those communities have, during the past year, found full-time employment in industry 6 months prior to graduation from high school. To permit them to satisfy graduation requirements, arrangements have been made in many cases for these boys to return to school either on Saturday mornings or during the evenings for instruction in related and general education subjects.

The Pennsylvania report states further that industrial employers and employees have, during the year, made requests for courses in all-day trade education.

To obviate the possibility of training an oversupply of persons for any particular vocation, arrangements have been made by the State department of public instruction where-



by junior employment offices will be established in connection with the vocational departments of schools in six centers of the State. Reports regarding present and future employment opportunities in the several vocations will serve as a guide to school authorities in maintaining a balance between employment opportunities and the number of persons trained for these opportunities.

### Merchants Help

An Iowa home economics teacher, Edith Gloss, of Winterset, reports excellent cooperation from merchants in securing illustrative material for use in classwork.

"At first," Miss Gloss states, "I was rather hesitant about asking for the loan of material, but found merchants very willing to cooperate. Now they even save material for me to use."

One drygoods store saves its large pattern books for the school each month, which the teacher finds useful in teaching dress design and pattern selection. Each season, also, the school receives from this store its sample order books for year goods which are used for studying color, quality of material, and designs of textiles. Last year, the store loaned the school one garment of each style and price in its stock to be used by the class in judging ready-to-wear undergarments.

A variety store lent 10 vases to be used in an art class. With these vases as examples the home economics teacher gave the class valuable pointers on proportion, line, color suitability to use, and cost of vases. One merchant loaned more than 20 toys representing types for various age levels and varieties in quality and price, for use in a toy selection unit scheduled just before Christmas.

Meat demonstrations in which the butcher cut a half beef and a half hog into wholesale and retail cuts, were conducted by the meat department of a local grocery store. A merchant who handles paint and wall paper gave a lecture on judging quality in paint and wall paper. He used his sample books for illustrative material. He gave each girl sample cards of mureseo, kasein, paint, varnish and enamel, which they used later in planning color schemes for rooms. He also loaned the school his large wall paper sample books and provided paint charts and books about painting for each member of the adult class in home furnishing.

### "Play School" Provides Practice

A "play school" equipped to care for 10 children from 3 to 5 years of age, has been set up in connection with the homemaking department of the Norwich Free Academy, Norwich, Conn.

The play school, which is housed in a 70-year-old residence, redecorated and newly equipped for home economics courses, consists of a large playroom, dining room, kitchen, sleeping porch, and toilet, all provided with suitably sized furniture. In addition, there is a large lawn and pleasant summer house where at least one-half the play period of the children brought to the school is spent in



Even 4-year olds like to paint at Norwich Free Academy

riding, climbing, gardening, painting, or in other equally interesting pursuits.

The play school is used particularly in connection with instruction in the "family life" unit, which each girl enrolled in the 2-year home economics course offered at the academy must take. Instruction in this unit is centered around the development of children and students have an opportunity to observe the children in the play school and to participate in providing and guiding their activities.

During the first year of the homemaking course, students study clothing, food, and family life problems, each unit being 12 weeks in length and carried on in a well-equipped laboratory or workshop. The unit in family life problems includes also 36 class periods of correlated art carried on under the direction of the art department.

The second-year course in homemaking at the academy is arranged in a series of short units in which problems relating to the girl and her community, nutrition, and entertaining, consumer buying, responsibilities in family groups, home furnishings, and home management are covered in short units. Instruction in all of these units is under the direction of one teacher for each group or section, and with the exception of the unit on "responsibilities of family groups," is carried on in one laboratory.

Almost 300 girls were enrolled in the home economics course at the Norwich Free Academy during the past year.

### 3,000 Helped

Special training programs designed to assist adults in obtaining employment have been set up in Pennsylvania under a legislative grant for that purpose made by the general assembly of the State.

Under the provisions of the act authorizing this grant, the work of setting up and operating these training programs was assigned to the State division of industrial education.

Three advisers of industrial education were employed to develop and promote educational programs provided for under the act—one in the Pittsburgh area, one in the Harrisburg area, and a third in the Philadelphia area. Their duties were to contact unemployed persons, prospective employers, school admin-

istrators, personnel officers of State employment agencies, and civic and other lay groups, for the purpose of advising them concerning the methods to be used in establishing training programs for unemployed persons. These men have also assisted school administrators in conducting local occupational surveys that were needed as a guide in the expansion of vocational education in the trades and industries.

During the past 2 years adult classes were organized under this act in many districts in which vocational education had not been previously provided and more than 8,000 persons were trained.

In two training programs conducted in cooperation with CCC camps, 13 teachers were employed and 284 students were enrolled.

### 16 Factors

The complexity of situations which must be taken into account by State boards for vocational education in formulating plans of operation from year to year is emphasized by a list of 16 factors which were considered by the 13 States of the North Atlantic region in setting up programs for strengthening and expanding home economics education for the ensuing year.

These factors are as follows:

1. The broadening philosophy of homemaking education.
2. Underlying philosophy of State departments of education as to—
  - (a) The place of home economics in the total school program.
  - (b) Groups which should be served.
3. State legislation relating to education.
4. High-school curriculum revision programs under way.
5. The total school program and readiness for assistance in local centers.
6. State and local policies with reference to use of funds; kind, amount, and permanence of reimbursement.
7. Scope of present homemaking programs and needs for expansion in relation to long-time planning in the State.
8. Sections of State not yet served.
9. Opportunities and needs for development of program for minority groups.
10. Increasing need for qualified personnel.
11. Relation of city programs to State programs.
12. Use of facilities available.
13. Needs of teachers, of varying experience and ability.
14. Community needs as recognized through studies, including surveys, and provided through experimental programs.
15. Needs for research programs.
16. Recognition of many factors involved in using the small amount of money available in relation to total needs of a State.

It is obvious that those responsible for home economics education in these States are not formulating their plans on a hit-or-miss basis, but are making an effort to adjust them to all conditions which might have any bearing upon or relationship to the usefulness of these plans.

C. M. ARTHUR

# Visual Aids In CCC Education

by Howard W. Oxley, Director of CCC Camp Education

★★★ In CCC education it is essential to employ methods that will arouse and hold the interest of enrollees. Education in the camps is on a voluntary basis and must, therefore, be most meaningful and objective to the participant. Ever since the beginning of organized instruction in the CCC, visual methods have proven to be of great value in encouraging enrollees to pursue educational activities.

Visual aids have gained a great foothold in many programs of public education today. "It is imperative," writes Ellsworth C. Dent in his *Handbook of Visual Instruction*, "that we inculcate in our educational procedure the maximum number of those things or representation of things which aid in clarifying thought—in making objective the abstract." To this philosophy of education we in the CCC have heartily subscribed and have attempted to follow it in our instructional practices.

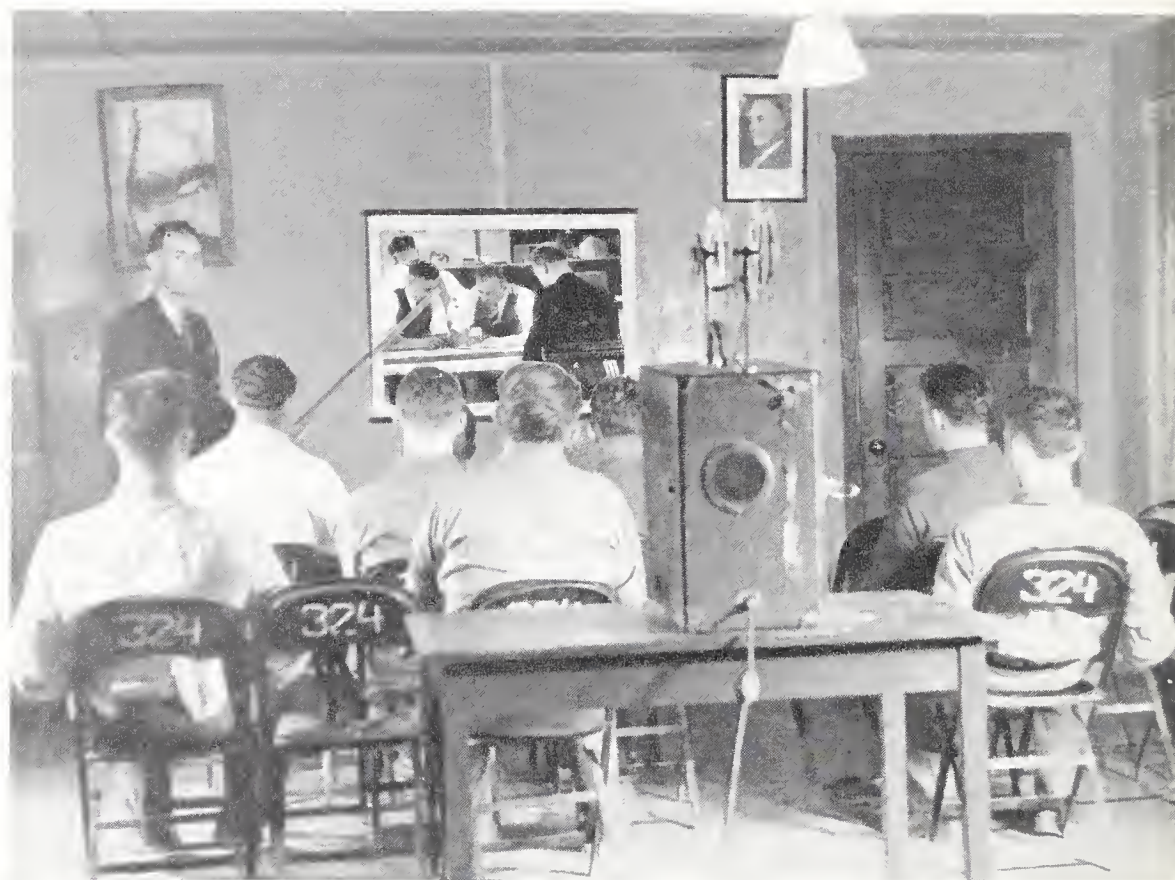
## Visual Educational Devices

Visual aids have been particularly adaptable to the informal but intensive type of education sponsored by the corps. Camp advisers have found that they can greatly implement their programs through the use of sound and silent motion pictures, film strips, opaque projectors, lantern slides, charts, maps, posters, exhibits, specimens, and field trips. Of these devices, motion pictures, film strips, charts, maps, and posters are used most widely.

Film strips, opaque projectors, and lantern slides lend themselves appropriately to socialized discussion and class-room lectures. These teaching devices are popular in the camps because the projectors may be purchased at a reasonable rate or constructed in part by the enrollees. Charts, maps, and posters are utilized to direct enrollees' attention to specific items of importance or to analyze certain data and material in a graphic way.

Exhibits, models, and photographs on subjects of educational and cultural interest are used in many companies. CCC boys have constructed exhibits of soil conservation and forestry work. They have made models of their camps, park areas, public buildings, bridges, highways, improved farms, and forest areas which have shown in a tangible way the various operations and basic information involved in the development of such projects on a larger scale.

"For our camp art exhibits," writes Adviser William W. Rowan of the camp at Moormans River, Va., "we borrow special group exhibitions from the University of Virginia Extension Division for a period of 1 month. We call the attention of the men to these framed pictures through the usual methods—lectures, articles in the camp paper, and through individual discussions."



Visual education group in CCC Camp

Field trips for nature study purposes and for occupational information are conducted regularly by the majority of camps. Hiking trips afford enrollees a wealth of opportunity to study animal and plant life, geologic formations, geography, and conservation programs. Visits to industrial concerns, shops, newspaper companies, and business offices in nearby communities serve to acquaint enrollees with job requirements and occupational information.

## Motion Pictures Effective

Motion pictures for educational purposes have experienced a wide and favorable reception throughout the corps. The motion picture has the unique advantage of depicting an educational subject in an interesting and realistic way. It is the best visual tool when the continuity of a process involving movement or development is to be seen. Through animated diagrams and drawings, the motion picture makes possible the presentation of extensive information. Films taken of CCC educational and work project activities are of particular use in broadening the enrollees' scope of interest.

According to our last annual report, 972 camps or 51 percent of the total number on June 30, 1937, had obtained the use of projectors for educational purposes. The ma-

majority of these projectors were for motion pictures. The following table will indicate by representative months the number of films shown in the camps and the attendance of enrollees at these showings since September 1934, the first month on which a visual education record was kept:

	Number of films shown	Total attendance at all showings during month	CCC enrollment strength
September 1934.....	2, 668	163, 699	277, 704
February 1935.....	5, 334	300, 490	298, 676
February 1936.....	9, 519	457, 255	392, 761
February 1937.....	8, 461	509, 342	339, 136
February 1938.....	5, 348	405, 834	270, 323

According to a recent statement by the educational editor of *The New York Times*, "fewer than 10 percent of American public schools (now) make systematic use of the film as a teaching aid." In comparison with this percentage, the record of CCC camps in utilizing films for educational purposes shows substantial progress.

## Film Libraries

Wishing to extend the use of visual aids in each corps area, Director Robert Fechner of the CCC on January 26 sent a memorandum, through the War Department, to each corps

are a commander calling attention to the need of establishing and operating in each corps area a film library circulation service for CCC camps.

The Fourth Corps Area with headquarters at Atlanta and the Ninth Corps with headquarters at San Francisco have already established effective film library services. Both of these two corps areas have collected several hundred films, have set up a staff for their motion-picture service, and have developed circuits for routing films regularly through their camps. The commanding general of the Fourth Corps reports: "Approximately two-thirds of the camps in the corps area operate and make use of this [film] service. Plans now under way will make for a marked increase in this proportion." The Ninth Corps Area headquarters recently wrote: "We are now serving about one-third of the camps of this corps area with a weekly booking of films. That means that more than 80 camps are maintaining a definite program on visual education lines through the services provided by this corps area."

### **Subjects and Sources**

Subjects of films in the corps area circulating libraries include the majority of topics with which CCC education is concerned. These subjects are grouped under general headings, such as manufacturing, mining, mechanics, agriculture, conservation of natural resources, health, safety, travel and geography, civics and historical events, science, biography, music and cultural features, and CCC activities. In building up their circulating libraries, the corps areas have obtained films from a number of sources, the chief ones of which have been the film services of governmental departments, business and industrial firms, travel bureaus, State university extension services, State libraries, and public museums. Most of the films are obtained without cost, but on some of them a small rental fee is charged, which is usually defrayed by educational or company funds in the camps. It has been found that the 16 millimeter sound and silent film is the most satisfactory for CCC purposes.

### **Projecting Visual Aid Program**

Looking toward the future development of the camp film service, we know that there are two major objectives toward which we should work. First, we must make a more systematized film service available in each of the nine corps areas. In the place of two or three corps areas having an effective film service, all nine corps areas must have such. Toward this end, the recent letter of Director Fechner, referred to above, will aid greatly. In addition, the CCC Camp education office is now initiating an advisory service on visual education and will soon be in a position to help the corps areas tap more sources for educational films and other visual aids.

Our second objective is to correlate more effectively the use of films with camp instructional procedures. According to reports from the Third Corps Area headquarters at Baltimore, this corps is already "attempting to estimate the teaching value of films by sending them to certain educational advisers who carefully study them with their groups and report their results."

Descriptions of operations involved in CCC work projects, basic requirements in the major occupations, and responsibilities of civic life

## **● RADIO and SCREEN**

### **Radio Script Catalogs**

The Educational Radio Script Exchange has issued a third edition catalog listing 181 radio scripts together with several supplementary aids to production which are available to local groups interested in the study and production of educational radio programs. During the past 15 months several hundred schools located in 43 different States have successfully produced approximately 3,000 programs based on Script Exchange continuities over the facilities of their local radio stations. If you are interested in receiving a copy of the catalog, please address your request to the United States Department of the Interior, Office of Education, Educational Radio Script Exchange, Washington, D. C.

● The American Red Cross has recently issued a catalog listing 46 radio plays which are available without charge to school groups doing radio broadcasting. The subjects range from the origin and history of the Red Cross movement to disaster relief, first aid, life-saving, and public-health nursing. For a copy of the catalog kindly direct your request to the Public Information Service, American Red Cross, Washington, D. C.

### **Outstanding Articles**

The May 1938 issue of *Fortune* includes a comprehensive article on the Radio Industry. Typical problems of the station manager, the competition of advertisers for bigger names on costlier programs, and conditions in the radio-set business are given concrete descriptions with accompanying pictures and statistical data. The same issue also contains an interesting article on the Federal Communications Commission.

● Articles entitled *One Minute To Go* by Kenneth L. Watt appeared in the April 2 and April 9, 1938 issues of the *Saturday Evening Post*. The writer tells the interesting, exciting story of a sponsored radio network program from the time it is conceived to the time it is presented as a finished production on the air.

### **Film Experiment**

The Commission of Human Relations of the Progressive Education Association, under the

are some of the topics for which we yet need films that will appropriately describe the content in terms of enrollee requirements. Also, many of the camp advisers need further training in the adaptation of visual aids to the educational specialties of their local programs.

Toward solving these problems, we shall continue to work. The camps have made considerable progress in their use of visual educational methods thus far, but the future should witness a much fuller development of these devices throughout the corps.

direction of Alice V. Keliher, has been conducting an interesting experiment in 20 high schools and colleges. Several 16 millimeter short subject films edited from such commercial features as *The Devil Is a Sissy*, *Fury*, *The Informer*, *Winterset*, and other pictures dramatizing problems of "real life" have been tested to determine their value in helping young people solve personal problems and to gain a more adequate understanding of human relations and needs. It is reported that 60 of these short subjects will be available for circulation by July 1, 1938.

### **Film Publications**

In response to many inquiries regarding the use of visual aids, the Herman A. DeVry, Inc., Co., 1114 Center Street, Chicago, Ill., has released a publication entitled *Values of Movies and Talkies in Education*, describing experiments which have been conducted in widely scattered colleges and universities in the field of visual education. Copies are available to teachers free of charge.

The Metropolitan Motion Picture Council which serves as a clearing house for information about films and their uses has announced the publication of its first mimeographed bulletin. Information published in the bulletin includes film news and notes, clippings and descriptions of superior films which are recommended for children and family audiences, as well as sources of films and equipment. For further information write to the council at 100 Washington Square East, New York City.

### **Shortwave Stations**

Following the Federal Communication Commission's recent allocation of ultra high frequencies for educational radio stations, the 1938 delegate assembly of the Montana Education Association released a recommendation that every county in Montana investigate the feasibility of owning and operating a short-wave station for educational purposes.

For information regarding the ultra high frequencies write the Office of Education, United States Department of the Interior, Washington, D. C.

GORDON STUDEBAKER



## In Public Schools

### Bus Stops

The State department of education, the State road commission, and county boards of education of West Virginia have worked out plans for the construction of bus stops on the highways where children can safely wait for busses and where loading and unloading can be done without any danger from passing motorists, according to a recent issue of the *West Virginia School Journal*. The road authorities will construct the rock bases after the stops have been definitely designated. Local school officials will assist in locating the stops. Each new bus stop when completed will include the following features: (1) A spacious rock base off the side of the road where the bus can load and unload with safety; (2) a well-constructed shelter which will protect children from the cold and storm while they are waiting for the bus; and (3) road signs plainly marking the locations as a school bus stop.

### Curriculum Revision Study

Through cooperation of a group of mathematics teachers and the State commissioner of education of Minnesota a tentative program of mathematics has been developed and is being studied by mathematics teachers throughout that State, says a recent issue of the *Minneapolis School Bulletin*. Early in 1937 the commissioner of education of Minnesota, in cooperation with the mathematics teachers of that State, appointed a committee to study the problems of mathematics in the junior and senior high school fields. The committee has prepared a tentative outline of topics which might be included in grades 7, 8, and 9, with the understanding that algebra, along with geometry, should be taught in the senior high school only.

### Newark Centennial

A centennial celebration of the opening of Newark's first public high school, in 1838, is planned by the education council, according to a recent issue of the *Newark Teachers Association News*. As the Newark school was the first high school in New Jersey and the third in the United States, the council proposes to ask State school authorities to join in a State-wide observance of the centennial of secondary education, and to make the celebration significant by emphasizing in the program the conditions and needs of present-day high schools.

### Visiting Rural Schools

Several rural counties in California have inaugurated successful plans for school visits, according to a recent issue of *California*

*Schools*. Prominent citizens were organized into school visiting groups. One group was scheduled during each day of the week to observe the work of rural schools under the direction of the county superintendent of schools and rural school supervisors. These itineraries were planned to include several schools located within short distances of each other. Questions on educational procedures were discussed at conferences between school officials, teachers, and citizens following the trip. Laymen thus gained a new understanding of the work being given in the modern elementary school. They carried enthusiastic reports back to clubs and organizations to which they belonged and thus afforded the schools new points of contact in their community relations activities.

### Illinois Publication

*Our Children's Opportunities in Relation to School Costs* is a recent publication of the department of research of the Illinois Education Association, Springfield, Ill. The purpose of the study is to present some objective evidence upon the general question, "To what extent does cost-level influence the educational offering and environment of elementary school children in small city school districts of Illinois."

W. S. DEFFENBAUGH



## In Colleges

### Yale Graduate Fellowships

The Bureau for Street Traffic Research at Yale University recently announced the availability, beginning September 26, 1938, of 15 graduate fellowships, each carrying a stipend of \$1,200 and an additional amount not exceeding \$200 for travel and field investigation. The net living stipend after deduction of tuition is approximately \$100 per month.

The program of instruction provides a broad foundation in the techniques of traffic control to fit the needs of the traffic engineer in public office, or in a traffic organization. Students are required to take the four graduate courses offered by the bureau (1) principles of street and highway traffic control; (2) problems of street and highway traffic control; (3) economics and administration of traffic control; (4) planning and design of traffic facilities. The full program requires approximately 50 hours per week and precludes the taking of additional courses or engaging in extracurricular activities. Upon the successful completion of these courses students will be eligible to receive a "certificate in transportation" subject to the approval of the committee on transportation of Yale University.

### Industrial Education

The new program at Cornell University for the training of teachers, supervisors, and administrators in the field of industrial and technical education goes into effect next fall, when the university embarks on a program of work leading to the degree of master of science in education, and to the doctorate, with specialization in industrial and technical education. Five assistantships at \$400 each will be available to qualified persons who desire to undertake work in these fields on the graduate level.

Plans are being made for the improvement of teachers, principals, and supervisors through graduate courses and through an intensive program of research in these phases of vocational education. Extra-mural courses will be conducted where feasible.

### 75th Anniversary

Massachusetts State College at Amherst, the oldest land-grant institution in New England, celebrated its seventy-fifth anniversary on April 27. In April 1863, the Massachusetts Legislature passed an act "to incorporate the trustees of the Massachusetts Agricultural College." In October 1864 the town of Amherst was chosen as the site of the new college, and a campus of 310 acres with 5 sets of buildings was purchased, but it was not until October 1867 that the first students arrived to take entrance examinations. Enrollments increased from 166 in 1871 to 800 in 1910 and 1,800 in 1938. Although one girl was enrolled as early as 1875 it was not until 1905 that a co-ed completed the 4-year course. In that year two women students received the bachelor of science degree. Today, nearly 25 percent of the students are women. In April 1931, the name of the institution was changed from Massachusetts Agricultural College to Massachusetts State College.

### Washington State College

The second annual State College of Washington summer art colony is being held again this year at Nespelem from June 18 to August 18, according to the announcement of the head of the department of fine arts. Courses will be offered in portraits, landscapes, and composition.

The little frontier town with its representatives of six Indian tribes and its rugged countryside offers an unlimited variety of subjects for the portrait and landscape artist.

### Summer Sessions

Thousands of courses of study planned to meet the needs of graduate and undergraduate students of colleges, technical schools and universities; of teachers and supervisors in secondary schools, normal schools, colleges, and universities; and of professional men and

women, will be offered in the coming summer sessions in institutions of higher education in all sections of the country.

The steady increase in summer session enrollments is evidence of the interest in, and need for opportunity to do college work during the summer months. The summer-session student is often a teacher anxious to add to her educational background; many are regular-session students cutting down the time it takes to get their degrees by attendance at summer sessions.

The teacher engaged in summer-session work frequently chooses a college or university some distance from the location of her teaching position thus combining a vacation trip and a completely different environment with educational advancement.

WALTER J. GREENLEAF



## In Educational Research

### Educational Research Awards

The American Educational Research Association has instituted a new activity—the making of awards for the best educational researches. Certain fields are to be covered each year. This year the following researches received awards:

In the field of mental development:

BAGLEY, NANCY. *Mental Growth During the First Three Years: A Developmental Study of Sixty-one Children by Repeated Tests.* Genetic Psychology Monographs, vol. 14, no. 1. Worcester, Mass., Clark University Press, 1933.

In the field of psychology of learning:

BRENNER, BENJAMIN. *Effect of Immediate and Delayed Praise and Blame upon Learning and Recall.* Contributions to Education, No. 620. New York, Teachers College, Columbia University, 1934.

In the field of history of education:

CURTI, MERLE. *The Social Ideas of American Educators.* Report of the Commission on the Social Studies, American Historical Association, Part X. New York, Chas. Scribner's Sons, 1935.

In the field of history of education:

MORISON, SAMUEL E. *The Founding of Harvard College.* Cambridge, Mass., Harvard University Press, 1935.

MORISON, SAMUEL E. *Harvard College in the Seventeenth Century.* Cambridge, Mass., Harvard University Press, 1936.

In the field of Mental Hygiene:

JERSILD, ARTHUR T., and HOLMES, FRANCES B. *Children's Fears.* Child Development Monographs, No. 20. New York, Teachers College, Columbia University, 1935.

### Studying Adolescent Children

A Handbook of Methods for the Study of Adolescent Children, based on researches in various areas of child growth, has been issued by the Society for Research in Child Development. It is the Society's Monograph Vol. III, No. 2, Serial No. 15. This handbook covers the following aspects of growth: Anatomical, biochemical, and physiological, psychological (including social behavior and educational achievement), and problems not involving direct measurements of children—

as for example the measurable aspects of the environment. It is a comprehensive compendium of the acceptable methods of studying growth in practically all areas at the adolescent level. The authors are William W. Grenlich, Harry C. Day, Sander E. Lachman, John B. Wolfe, and Frank K. Shuttleworth.

### Search for Practical Values

The American Educational Research Association has attempted for the last few years, to concentrate the thinking of its membership toward the use of research results in education. Its last meeting, held at Atlantic City, February 26 to March 2, 1938, had as its theme the Practical Value of Educational Research. This continuous emphasis on the practical aspects of research work should result in a better balanced program of work in this field.

### Pennsylvania Study

*The Student and His Knowledge* is the title of the report to the Carnegie Foundation on the results of the high-school and college examinations of 1928, 1930, and 1932 carried on as a part of the study of the relations of secondary and higher education in Pennsylvania. This is the report of the most important study carried on in the college field through the use of measurement. This report in the main is concerned with achievement test results of high-school seniors, college sophomores and seniors. The results give the clearest indictment of the credit-time system made to date. The data reveal the real meaning of a college education. The study is particularly helpful in its analysis of the graduates of teachers colleges and departments of education in colleges and universities. The authors of this report are William S. Learned and Ben D. Wood. The report is Bulletin No. 29. It is published by the Carnegie Foundation for the Advancement of Teaching, New York City.

### Emotions in Education

The American Council Committee on the Relation of Emotion to the Educational Process has issued its report. This report, written by the chairman, David A. Prescott, reviews the facts known about the interrelation between behavior and the emotions and attempts

★ ★ **SCHOOL LIFE**, official organ of the Office of Education, United States Department of the Interior, will come to you one year (except July and August) for one dollar. With your subscription you also receive *March of Education*, the news letter of the Commissioner of Education. This news letter brings information on important current matters. Order **SCHOOL LIFE** from the Superintendent of Documents, Government Printing Office, Washington, D. C.

to set down something of the educational program which is needed to encourage the right type of emotional development. This is a pioneer attempt to translate in such a comprehensive way the research results in this field into educational practice.

DAVID SEGEL



## In Other Government Agencies

### Office of Indian Affairs

Kenneth B. Disher, formerly of the National Park Service Museum Division, has been appointed assistant to the General Manager of the Indian Arts and Crafts Board.

A book truck carrying books, magazines, newspapers, maps, victrola records, movies, mounted pictures, and classroom exhibits serves Indian schools in southern Arizona. Indian parents and children bring their suppers to school, eat them in the open shelter on the school grounds, and then go inside to see the movies. The generator in the book truck furnishes the electricity to run the projection machine.

### Social Security Board

Approval of Federal grants to California and Pennsylvania for the aid of dependent children has been announced by the Social Security Board. For the months of May and June, California receives \$273,112.45 for the aid of approximately 30,000 children, and for the period April 1 to June 30, Pennsylvania will receive \$704,000 for the aid of approximately 44,000 dependent children.

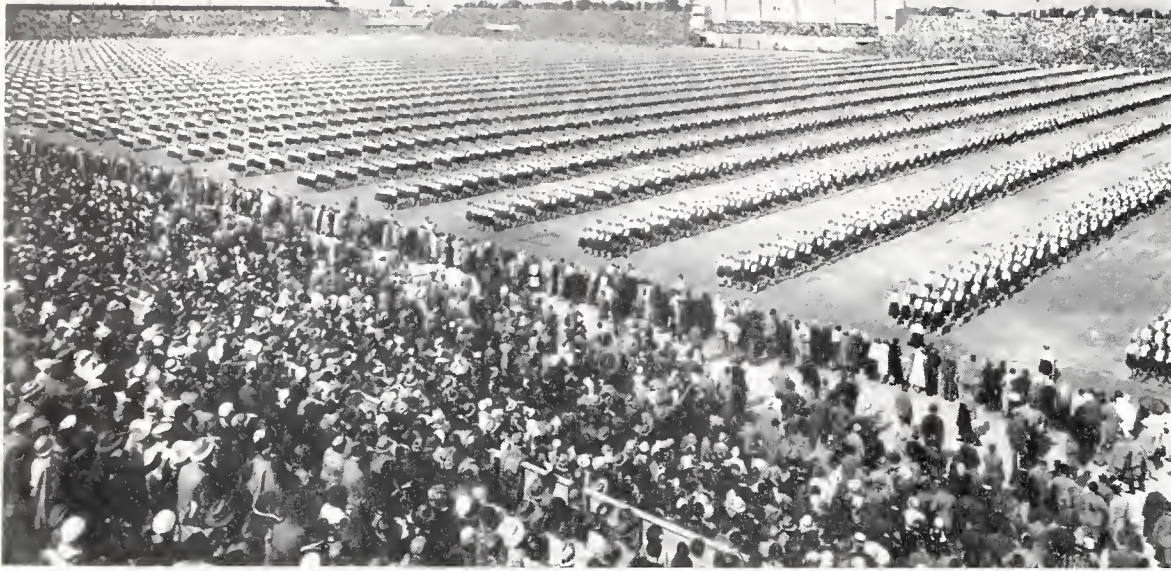
### Works Progress Administration

Native crafts in many parts of the country have been reintroduced by WPA projects for the unemployed which are usually set up in localities where native material can be utilized. In the Virginia mountains, workers are producing linen from home-grown flax and Spanish-American WPA workers at San Luis, Colo., are carding, dyeing, and spinning raw wool and making it into rugs of Spanish colonial designs. In North Dakota a ceramics project utilizes the pottery clay native to the western part of the State. Florida WPA workers are making use of cocoanut fronds and native grasses to make hats, rugs, mats, and other articles. Alabama, Georgia, and Mississippi are using native plants for basketry.

Chippewa Indians in Minnesota have produced articles in beadwork and leathercraft. In Arizona, workers have hammered native copper into bowls, platters, book-ends, ladles, and other utensils.

A project in Milwaukee employs 600 women who, under direction of artists and designers, produce hand-blocked curtains, wall hangings, table covers, educational toys, and hand-made dolls for nursery schools.

MARGARET F. RYAN



Czechoslovak Sokol girls—17,000 performers  
at the same time in Prague Sokol Stadium

## In Other Countries

### Tenth All-Sokol Congress

The Czechoslovak Sokol is one of the oldest physical cultural organizations in the world (the word "sokol" means a falcon which is a symbol of speed, grace, and bravery). It was founded in 1862 by Dr. Miroslav Tyrš and Jindřich Fügner, who took their inspiration from the ancient precept *Mens sana in corpore sano*, and was opened to Yugoslavia and Poland immediately after its foundation. The Sokol at present is a powerful cultural organization enrolling about 800,000 members. Its activities are not confined to men and boys but include women and children. Sokol education usually begins with children from 6 years of age. Sokol gymnastics are based on physical, moral, social, educational, and defensive aims. The Sokol works toward the creation of physically and morally perfect citizens and contributes largely to the maintenance of the high level of national discipline and honesty. It embodies democratic principles and its members are animated by the same ideals of justice, discipline, and patriotism. Sokol members recognize each other by their badges. They call each other "brother" and "sister" and their cheery greeting is "nazdar" which means "good luck." From the Sokol they carry their cheerful spirit and youthful lasting vigor into their school, family relations, and daily life.

In the organization of the Sokol movement the members are associated in unions each of which is called a "Tělocvičná jednota Sokol" (Sokol Gymnastic Union). All the unions in any particular region form a "župa." There are 55 župas, which make up the Czechoslovak Sokol Federation (Českoslo-

venská Obec Sokolská), governed by a committee, with its headquarters at the Tyršův dům (Tyrš' House) in Prague. The members of the committee are elected by the "župa" for a period of 2 years. Each "župa" sends to the committee one delegate for every 5,000 members.

Every 6 years the Sokols arrange and hold an All-Sokol Congress (Slet) accompanied by mass displays presenting a review of the work accomplished during the preceding years. The coming congress will be held in June-July 1938, at the State Masaryk Stadium on the Strahov Plateau (Štátní Stadion na Strahově) at Prague, Czechoslovakia. The stadium provides 26,260 reserved seats and has standing room for 150,000 spectators. At the same time there will be held the international gymnastic contest and great contests for men and women who will bring to Prague the gymnastic elite of all nations.

The general program of the congress is as follows:

May 29, 1938—Public performance of elementary school children.

June 9, 10, and 11—Gymnastic and athletic contests of Czechoslovak secondary school youth.

June 12—Mass public performance of all youth.

June 16—Performance of Sokol pupils, youths and men, and the Czechoslovak Army in defense drill.

June 19—Procession through Prague and public performance of Sokol pupils.

June 26-29—Public performance and contests of Czechoslovak Sokol youth and guests.

June 30 and July 1—International gymnastic contest.

July 2-5—The main days of the tenth congress, contests and mass drill of Sokol men and women: About 30,000 gymnasts will perform simultaneously in individual mass drills.

July 6—Gigantic procession of uniformed Sokols through Prague, and in the afternoon a public performance by the Czechoslovak Army.

In addition there will be a series of cultural events as follows: Allegorical Congress scene, exhibition Sokols in the Life of the Nation; singing contests of Sokol singing groups; congress gala concert; Slavonic soirée; indoor stage concerts, etc.

### Australian Association

Two news items for Australia bring reports of importance to the field of childhood education. A professional organization to be known as the Australian Association for Preschool Child Development was formed recently in Melbourne at a conference of representatives from the Kindergarten Unions in each State. Headquarters for the new organization will be established in the capital city, Canberra, with chairman of the executive committees of each State kindergarten union acting as ex officio vice president in the executive body. Mrs. T. a'Beckett was elected as president of the new organization and Mrs. F. C. Francis as honorary secretary and treasurer until a general interstate conference shall be called in 1939. Plans were made for the 1939 conference to embrace such topics for discussion as The Relation of the Nursery School to the Kindergarten, the Value of Nursery School Training, Principles of Preschool Education, and the Importance of Parent Education. A full report of the formation of the association was sent to the minister of health.

The Australian Federal Minister of Health, Sir Earle Page, announced on March 22 that the Commonwealth Government will establish a model nursery school in each of the capitol cities as a contribution toward the proper care of children below school age. Commenting upon the present extensive care provided in each State for the health of infants and school children the minister of health emphasized the inadequate care afforded for children between infancy and school age. Recognizing the contribution of the State kindergarten unions the authorities plan to give more universal service for preschool children through education and health programs and through research conducted in child development centers or model nursery schools. Cooperation will be given by the newly organized Australian Association for Preschool Child Development. The president of this association, Mrs. T. a'Beckett, says that the Federal Government's program "will make it possible for us to extend the knowledge and work of the nursery schools and kindergartens so that not only the underprivileged but the overprivileged children will gradually be given the opportunity of benefiting by these special advantages."

JAMES F. ABEL

# Some **CURRENT PUBLICATIONS** of the **OFFICE OF EDUCATION**

## BULLETINS

1938

1. Educational directory, 1938. (4 parts.)
  1. State and county school officers. 10 cents.
  2. City school officers. 5 cents.
  3. Colleges and universities. 10 cents.
  4. Educational associations and directories. 10 cents.
2. The school custodian. (In press.)
3. Nature and use of the cumulative record. (In press.)

1937

2. Biennial survey of education, 1934-36.
 

*Chapter*

  - IV. Adult Education. 10 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.
  - VIII. A review of educational legislation, 1935 and 1936. 10 cents.
  - X. Development in educational method, 1934-36. 10 cents.
3. Public affairs pamphlets. 10 cents. Supplement No. 1. 10 cents.
4. Conservation in the education program. 10 cents.
5. Insurance and annuity plans for college staffs. 10 cents.
6. Bibliography of research studies in education, 1935-36. 30 cents.
7. Student health services in institutions of higher education. 10 cents.
8. Education of Negroes, a five-year bibliography, 1931-35. 10 cents.
9. College salaries. 10 cents.
11. College student mortality. 15 cents.
14. Successful practices in the teaching of English to bilingual children in Hawaii. 20 cents.
16. Student interests and needs in regard to hygiene. 10 cents.
17. Opportunities for the preparation of teachers of exceptional children. 10 cents.

## SCHOOL LIFE

*Official Organ of the  
Office of Education*

ONE YEAR • 10 ISSUES • \$1

22. List of publications of the Office of Education and the Federal Board for Vocational Education, 1910-36. Free.
24. Continuity of college attendance. 5 cents.
25. Forums for young people. 15 cents.
26. Education in the Southern Mountains. 15 cents.
27. Printed page and the public platform. 20 cents.
28. Needed research in secondary education. 10 cents.
31. Part IV. Classified List of courses of study, 1934-37.
34. Industrial arts—Its interpretation in American schools. 15 cents.
36. Guidance bibliography, 1935. 10 cents.
37. Guidance bibliography, 1936. 10 cents.
- Miscellany No. 1. Choosing our way. 35 cents.

## PAMPHLETS

75. Safety and Health of the School Child—A self-survey of school conditions and activities. 10 cents.
76. Successful Methods of Teaching English to Bilingual Children in Seattle Public Schools. 10 cents.
77. Opportunities for the Preparation of Teachers of Children of Native and Minority Groups. 5 cents.
79. Legislative plans for financing public education. 10 cents.
80. Sources of Visual Aids and Equipment for Instructional Use in Schools. 10 cents.
81. Per capita costs in city schools, 1936-37. 5 cents.
82. Physical Education in Institutions of Higher Education. 10 cents.

## LEAFLETS

30. Federal aid for education, 1935-36 and 1936-37. (In press.)
31. Government publications useful to geography teachers. (In press.)
32. Personnel and Financial Statistics of School Organizations Serving Rural Children, 1933-34. 5 cents.
33. The Housing and Equipment of School Libraries. 5 cents.
34. State Library Agencies as Sources of Pictorial Material for Social Studies. 5 cents.



this  
summer

many students of Education  
will find

**BULLETIN 1938 Misc. No. 2**  
"To Promote the Cause of Education"  
of great assistance in the pursuit of their studies.

**BULLETIN 1938 Misc. No. 2**  
is a pictorial presentation of the functions, activities, and services of the Office of Education. The material was first published as the February 1938 issue of **SCHOOL LIFE**. 80 pages, profusely illustrated. Price 20 cents.



TO INSURE DELIVERY OF YOUR COPIES IN TIME FOR YOUR SUMMER SESSION, ORDER NOW.



Send orders, with remittance, to Superintendent of Documents, United States Government Printing Office, Washington, D. C.

[ USE ORDER BLANK ON NEXT PAGE ]





# UNITED STATES DEPARTMENT OF THE INTERIOR

HAROLD L. ICKES, *Secretary*  
OSCAR L. CHAPMAN, *Assistant Secretary*

## OFFICE OF EDUCATION

J. W. STUDEBAKER, *Commissioner*  
BESS GOODYKOONTZ, *Assistant Commissioner*      J. C. WRIGHT, *Assistant Commissioner for Vocational Education*  
C. F. KLINEFELTER, *Administrative Assistant to the Commissioner*

### OFFICE OF THE ASSISTANT COMMISSIONER OF EDUCATION

*Assistant Commissioner of Education*—BESS GOODYKOONTZ.

#### CONSULTANTS:

JAMES F. ROGERS, health education.  
MARIS M. PROFFITT, guidance and industrial education.  
DAVID SEGEL, tests and measurements.  
LEWIS R. ALDERMAN, adult education.

#### DIVISIONS:

##### *Higher education:*

FREDERICK J. KELLY, chief.  
BEN W. FRAZIER, teacher training.  
WALTON C. JOHN, higher education.  
WALTER J. GREENLEAF, higher education.  
JOHN H. MCNEELY, higher education.  
ELLA B. RATCLIFFE, educational assistant.

##### *American school systems:*

WALTER S. DEFFENBAUGH, chief.  
MARY DABNEY DAVIS, nursery-kindergarten-primary education.  
CARL A. JESSEN, secondary education.  
ALICE BARROWS, school-building problems.  
HENRY F. ALVES, State school administration.  
TIMON COVERT, school finance.  
WARD W. KEESECKER, school legislation.  
ELLEN C. LOMBARD, parent education.  
HELEN K. MACKINTOSH, elementary education.

##### *Comparative education:*

JAMES F. ABEL, chief.  
ALINA M. LINDEGREN, western European education.  
SEVERIN K. TUROSIENSKI, comparative education.

##### *Special problems:*

Mrs. KATHERINE M. COOK, chief.  
WALTER H. GAUMNITZ, rural education problems.  
ELISE H. MARTENS, education of exceptional children.  
AMBROSE CALIVER, education of Negroes.  
——, education by radio.

##### *Statistical:*

EMERY M. FOSTER, chief.  
DAVID T. BLOSE, associate statistician.  
HENRY G. BADGER, associate statistician.  
LESTER B. HERLIHY, associate statistician.

##### *Editorial:*

WILLIAM DOW BOUTWELL, chief.  
OLGA JONES, acting chief.  
JOHN H. LLOYD, editorial assistant.  
MARGARET F. RYAN, editorial assistant.  
JOHN S. SHAW, editorial assistant.

##### *Library:*

SABRA W. VOUGHT, chief.  
MARTHA R. MCCABE, assistant librarian.  
EDITH A. WRIGHT, research and reference.  
AGNES I. LEE, cataloger.  
SUSAN O. FUTTERER, cataloger.  
RUTH A. GRAY, research assistant.  
LEM BANKS, reference assistant.

##### *Library Service:*

RALPH MCNEAL DUNBAR, chief.  
NORA BEUST, school libraries.  
EDITH GANTT, public libraries.  
EDITH A. LATHROP, school libraries.

### OFFICE OF THE ASSISTANT COMMISSIONER FOR VOCATIONAL EDUCATION

*Assistant Commissioner for Vocational Education*—J. C. WRIGHT.

#### VOCATIONAL EDUCATION DIVISION:

##### SERVICES:

##### *Agricultural education:*

J. A. LINKE, chief.  
C. H. LANE, agent, north Atlantic region.  
D. M. CLEMENTS, agent, southern region.  
JAMES H. PEARSON, agent, central region.  
W. T. SPANTON, agent, western region.  
FRANK W. LATHROP, research specialist.  
W. A. ROSS, specialist in subject matter.  
W. N. ELAM, agent, special groups.  
H. B. SWANSON, specialist in teacher training.  
R. W. GREGORY, specialist in part-time and evening schools.

##### *Trade and industrial education:*

——, chief.  
G. A. MCGARVEY, agent, north Atlantic region.  
C. E. RAKESTRAW, agent, southern region.  
R. V. BILLINGTON, agent, central region.  
JAMES R. COXEN, agent, western region.  
Mrs. A. L. BURDICK, special agent, women and girls.  
ROY DIMMITT, special agent.  
R. W. HAMBROOK, special agent.  
N. B. GILES, special agent.  
JERRY R. HAWKE, special agent.

##### *Home economics education:*

FLORENCE FALLGATTER, chief.  
EDNA P. AMIDON, agent, north Atlantic region.  
MARIE WHITE, agent, southern region.  
RUA VAN HORN, agent, central region.  
SUSAN M. BURSON, agent, western region.  
BEULAH I. COON, agent, studies and research.  
——, agent, special groups.

##### *Commercial education:*

——, chief.

##### *Research and statistical:*

——, chief.  
C. M. ARTHUR, research specialist.

##### *Consultant in vocational education:*

FRANK CUSHMAN.

#### VOCATIONAL REHABILITATION DIVISION:

##### *Vocational rehabilitation service, States:*

JOHN AUBEL KRATZ, chief.  
I. M. RISTINE, agent, north Atlantic region.  
H. B. CUMMINGS, agent, southern region.  
TRACY COPP, agent, central region.  
F. J. CLAYTON, agent, western region.  
TERRY C. FOSTER, research agent.  
HOMER L. STANTON, research agent.  
ROBERT E. THOMAS, special agent.  
JOSEPH F. CLUNK, special agent for the blind.  
MAURICE I. TYNAN, field agent, service for the blind.

##### *Vocational rehabilitation service, District of Columbia:*

H. C. CORPENING, supervisor in charge.  
W. H. FUREY, supervisor.  
FRANK R. STILLWELL, supervisor.

### Federal Advisory Board for Vocational Education

PAUL H. NYSTROM, *Manufacturing and Commerce, Chairman*

HENRY A. WALLACE, *Secretary of Agriculture.*  
DANIEL C. ROPER, *Secretary of Commerce.*  
FRANCES PERKINS, *Secretary of Labor.*

J. W. STUDEBAKER, *Commissioner of Education.*  
CLARENCE POE, *Agriculture.*  
HENRY OHL, Jr., *Labor.*

### CIVILIAN CONSERVATION CORPS CAMP EDUCATION OFFICE

HOWARD W. OXLEY, *director, CCC camp education.*  
SILAS M. RANSOPHER, *assistant director.*

GEORGE J. FINLEY, *assistant to director.*  
JOHN A. LANG, *administrative assistant.*

---

You will receive

**SCHOOL LIFE**

THE OFFICIAL JOURNAL OF THE OFFICE OF EDUCATION

for one year

by sending **ONE DOLLAR** to the

**SUPERINTENDENT OF DOCUMENTS**

**GOVERNMENT PRINTING OFFICE**

**WASHINGTON, D. C.**

---











LIBRARY  
NATIONAL EDUCATION ASSOCIATION  
WASHINGTON, D. C.

JUN - 6 1939



SCHOOL LIFE

AUTHOR

1937-38

Vol. 23

TITLE

DATE  
LOANED

BORROWER'S NAME

APR 10 1938

NATIONAL LIBRARY OF EDUCATION



3 6533 00283237