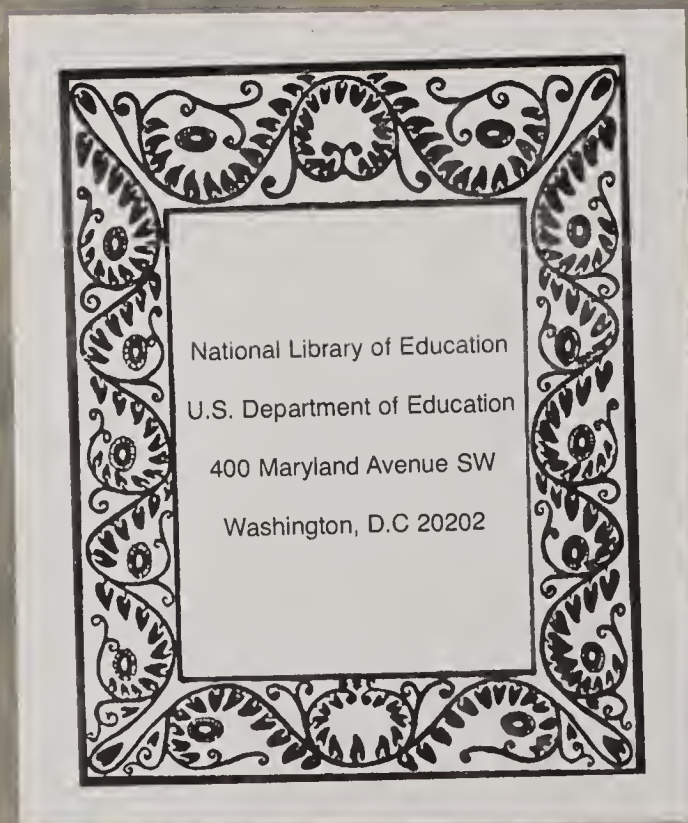


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U. S. OFFICE OF EDUCATION
J. W. Studebaker, Commissioner

SCHOOL LIFE

INDEX

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OCTOBER 1938 – JULY 1939

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SCHOOL LIFE



October 1938

VOLUME 24 • NUMBER 1

• 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



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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, October through July. 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.



SCHOOL LIFE

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

Secretary of the Interior, HAROLD L. ICKES

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Announcement

IN the first four issues of SCHOOL LIFE this school year, including the current number, the Office of Education is presenting a pictorial report on education.

The purpose of this special feature is to offer a panoramic view of educational activity throughout the United States—in the elementary schools, in the high schools, in the colleges and universities, in the field of vocational education and guidance, and in some of the other interesting fields.

The continuing program of American democracy depends upon the progress of American education. It is therefore vitally important that all educational leaders, and all citizens in general in this progressive nation should keep well informed concerning the problems of education.

It is hoped that this graphic report will supply some helpful points of view and that it will encourage readers to seek additional information by keeping in close touch with all local educational activities.

Since education in its broad sense affects the thinking, working, and living of all of the people, it behooves a nation to know and to be able to evaluate its educational activities and progress.

J. W. Studenaker
Commissioner of Education.

OCTOBER 1938

On This Month's Cover

This month's cover illustration comes from North Carolina. It illustrates how a monitor holds back the school bus driver at a dangerous crossing waiting for a break in traffic. In some schools where the monitor system is used, the monitor also helps in loading the busses and sees to it that small children are clear of the highways and well up the lane to their own homes before the bus moves on to its next stop.

Habits of thoughtfulness, carefulness, and safety—not only for one's self but for others—formed in youthful years, are usually carried forward through life. They reduce human grief and regret.

Nearly Quarter Century

This issue of SCHOOL LIFE opens a new year—it is the first issue in *Volume XXIV*. From October to July, inclusive, the 10 monthly issues of SCHOOL LIFE will go out to its varied list of readers—to educational leaders and those in other fields but interested in education; to schools and colleges; to libraries and other institutions; and to numerous groups and individuals in all States and in many foreign nations.

Suggestions and criticisms are ever welcome from readers. The Office of Education, through this journal, seeks to present con-

structive reports of educational progress; concise information on original research and on demonstrations; brief announcements of available educational resources and other valuable material. Write SCHOOL LIFE at any time you have a suggestion or at any time it may be of additional service to you.

Acknowledgment

Information and materials for the 16-page pictorial story of education entitled "Public Education in the United States," were contributed chiefly through the American School Systems Division and the Special Problems Division of the Office of Education.

Among individual contributors are: Walter S. Deffenbaugh, chief, American School Systems Division; Mary Dabney Davis, Carl A. Jessen, Alice Barrows, Helen K. Mackintosh, and Timon Covert, of the American School Systems Division; Katherine M. Cook, chief, Special Problems Division; Walter H. Gaumnitz, Elise H. Martens, Ambrose Caliver, and Effie Bathurst, of the Special Problems Division; James F. Rogers, M. D., consultant in hygiene; Emery M. Foster, chief, Statistical Division; Nora Beust, Library Service Division; Wm. Harold Martin, Editorial Division; and William Thompson, artist.

Many schools, organizations, and individuals assisted in supplying photographs and illustrative material which have added greatly to the value of the information presented. We wish to acknowledge such contributions and express our appreciation to the following schools and other agencies: Dayton, Ohio; Trenton, N. J.; New York City; Detroit, Mich.; Litchfield, Conn.; Los Angeles, Calif.; Greeley, Colo.; Washington, D. C.; Bangor, Pa.; Des Moines, Iowa; Minneapolis, Minn.; Battle Creek, Mich.; Rochester, N. Y.; State of North Carolina; State of Connecticut; Public Works Administration; Norfolk, Va.; Orange, N. J.; Fort Wayne, Ind.; Lebanon, Conn., and others.

EDITOR

Among the Authors

WATSON DAVIS, Director, Science Service, "the institution for the popularization of science," gives SCHOOL LIFE readers a valuable article this month on *Science in School and Human Life*. Dr. Davis asserts: "The task of the schools is to build a rational foundation upon which the other educative influences may build with security." He sounds a note of encouragement in these words: ". . . the world is not what it used to be when I went to school—it is much better."

ANNA LALOR BURDICK, Special Agent of Industrial Education, Vocational Education Division, Office of Education, presented the report on *Educational Developments in the United States for the year 1937-38*, before the Seventh International Conference on Public Education called by the International Bureau of Education in Geneva, July 18. Excerpts from Mrs. Burdick's report appear in this month's issue.

Convention Calendar

- AMERICAN DENTAL ASSOCIATION. *St. Louis, Mo. October 24-28.*
- AMERICAN DIETETIC ASSOCIATION. *Milwaukee, Wis. October 9-14.*
- AMERICAN PRISON ASSOCIATION. *St. Paul, Minn. October 2-7.*
- AMERICAN PUBLIC HEALTH ASSOCIATION. *Kansas City, Mo. October 25-28.*
- AMERICAN SCHOOL HEALTH ASSOCIATION. *Kansas City, Mo. October 25-28.*
- ASSOCIATION OF AMERICAN MEDICAL COLLEGES. *Syracuse, N. Y. October 24-26.*
- ASSOCIATION OF AMERICAN UNIVERSITIES. *University of California, Berkeley, and Stanford University. November 10-12.*
- ASSOCIATION OF LAND-GRANT COLLEGES AND UNIVERSITIES. *Chicago, Ill. November 14-16.*
- ASSOCIATION OF SUMMER SCHOOL DIRECTORS. *Minneapolis, Minn. October 21-22.*
- ASSOCIATION OF URBAN UNIVERSITIES. *Cincinnati, Ohio. October 24 and 25.*
- CAMP FIRE GIRLS. *New York, N. Y. October 27-29.*
- GIRL SCOUTS, INC. *Kansas City, Mo. October 9-13.*
- NATIONAL ASSOCIATION OF PUBLIC-SCHOOL BUSINESS OFFICIALS. *Chicago, Ill. October 10-14.*
- NATIONAL SAFETY COUNCIL. *Chicago, Ill. October 10-14.*

School Life Index

The Index to Volume 23 of *SCHOOL LIFE*, September 1937 to June 1938, will be ready for distribution within a short time. Requests for the Index should be addressed to *SCHOOL LIFE*, Office of Education, United States Department of the Interior, Washington, D. C.

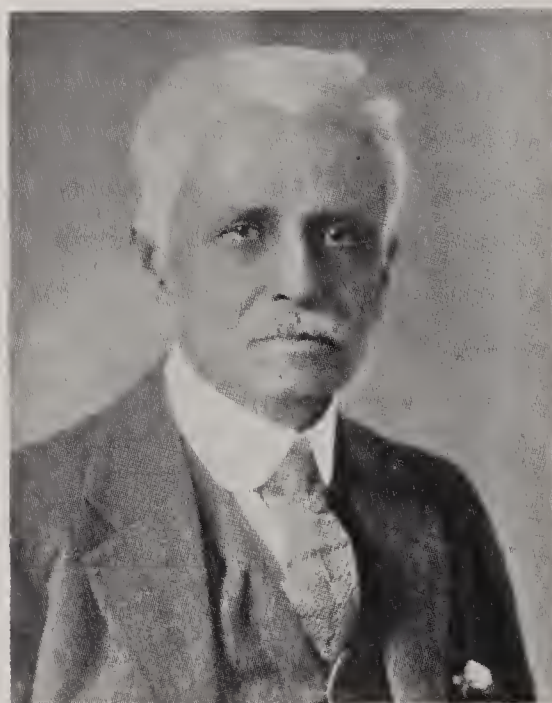
Physical Education

After 9 years of study a committee of the College Physical Education Association, headed by Wm. R. LaPorte, has published a National Program of Physical Education for elementary and high schools. It has also developed a score card for evaluation of a health and physical education program. The report of the committee may be obtained from the University of Southern California Press.

FOR CONVENIENCE in ordering Office of Education publications, see page 32.

A Tribute to C. R. Allen

★★★ Charles Ricketson Allen, formerly consultant in vocational education for the Office of Education, who for more than 50 years was identified with the educational movement in the United States, and for 30 years rendered outstanding service in the field of vocational education, died July 6, 1938, at his home in San Antonio, Tex.



C. R. Allen.

Dr. Allen was born in New Bedford, Mass., in 1862. He received his early education in New Bedford. He was graduated from Massachusetts Institute of Technology in 1885 with the degree of bachelor of science. He pursued graduate work at Johns Hopkins University and received the master of arts degree from Harvard.

Among the positions held by Dr. Allen after his graduation from Massachusetts Institute of Technology were the following: Director of vocational education in New Bedford; State supervisor of trade and industrial education for Massachusetts; director of training for the Emergency Fleet Corporation, during the World War; director of training for Dunwoody Institute, Minneapolis, Minn.; and consultant in vocational education for the Federal Board for Vocational Education and later for the Office of Education.

After his retirement from the Federal service in 1934, Dr. Allen continued his teaching activities in the summer session at Colorado State College. In the fall of 1937, he was on the faculty of St. Mary's University, San Antonio. During the past summer he taught in the University of Florida summer school and was on his way from Florida to Colorado State College when he was stricken with the illness which resulted in his death.

Dr. Allen was the author or coauthor of numerous books, bulletins, and pamphlets on vocational education.

One of his outstanding achievements was accomplished during the World War when as personnel director for the Emergency Fleet Corporation he set up and directed a program under which 80,000 men were trained for emergency shipbuilding work.

Prosser Speaks

Summing up Dr. Allen's work and characteristics, Dr. C. R. Prosser, director of Dunwoody Institute, and the first director of the Federal Board for Vocational Education, says:

"Dr. Allen mounted to recognized leadership in the field of vocational education through sheer force of his great ability; the priceless value of his continuous contributions to every phase of vocational education; his sincerity, courage, and straightforwardness; his sympathetic understanding of men and their problems; and his unselfish eagerness to be of service to others.

"When the national cooperative system of vocational education between the States and the Federal Government was established 20 years ago, Allen soon became a national figure in that service. He brought to it a keen mind, trained in constructive thinking as an engineer; a rich experience as supervisor of trade and industrial training in the Massachusetts schools; an amazing ability to arrive at facts by the analysis of every problem into its essentials; an almost Abraham Lincoln capacity to put his finger on the main point at issue in any controversy; a passionate devotion to the movement as the life expression of his humanistic religion; and a tireless energy that never flagged even when handicapped by partial blindness and the infirmities of old age . . . With all the fervor of a crusader in a holy war he gave himself completely to this new and democratic service to the long-neglected workers of this country.

"In every section and almost every State he drew men to him by the keenness of his thinking and the soundness of his ideas. In the classroom as a teacher trainer, as a conference leader of regional groups, in the hotel lobby, and in the homes of his devoted adherents, he preached, as it were, not only the gospel of vocational education but with equal earnestness the standards and techniques necessary to make that education meet the real needs of workers in the shop, on the farm, and in the home.

"His religion was a humanistic rather than an orthodox religion. It was a religion based upon a deep-seated faith in the importance and worth in this world of human beings and in their infinite possibilities of improvement."

Public Education in the United States



A few of the more than 26,000,000.

★★★ In cities, villages, and rural communities of the Nation the public schools are opening for a new school year. More than 26,000,000 boys and girls guided by nearly a million public-school teachers, are beginning to study their lessons. How much these lessons may mean in later years cannot be measured but a glimpse at public education in the United States today is evidence that education affects the thinking, working, and living of all of the people.

Not many years ago a review of public-school education throughout the country was necessarily very limited. Today such a review tells of nursery schools and kindergartens; of elementary and high schools; of safety and health education; of school libraries; of conservation, radio, and visual education; of education for exceptional children, both handicapped and gifted; of modern school plants and equipment; of transportation; of recreational programs; of research, educational measurements, and guidance, and of many other fields and activities.

Enrollment Trends

Judging solely from the fact that since 1930 there has been a gradual decrease in the elementary school enrollment, one may never again see so many children on their way to elementary schools.

Enrollments in the first grade began to decline perceptibly about 1922 and have continued to decline. The decreased enrollments in the first grade were followed by decreased enrollments in other grades, and by 1934 the decrease had reached the fifth grade. The decrease in enrollments, however, had not quite reached the sixth grade by 1936.

Trends in enrollments may be illustrated by using the 6-year period, 1930 to 1936. During this period there was a decrease in the enrollment in the kindergarten and grades 1 to 8, inclusive, of 886,032 pupils. The decreases occurred principally in the kindergarten and grades 1 to 4. The actual decrease in the number of pupils in the kindergarten was

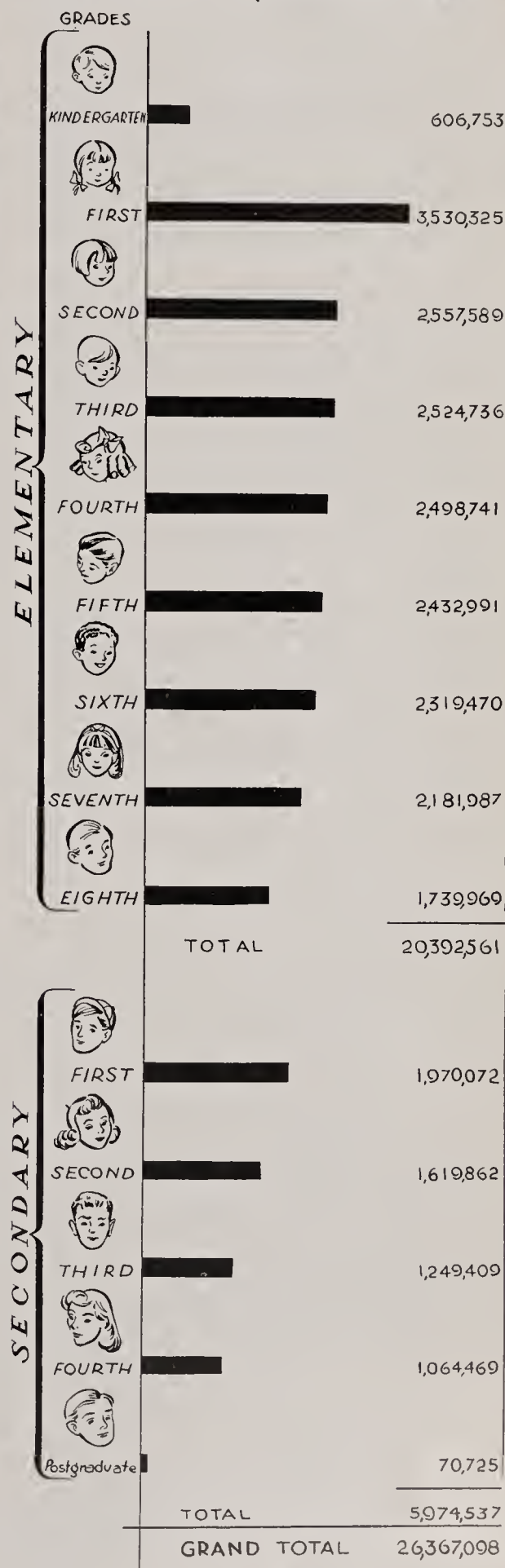
116,690; in the first grade, 620,594; second grade, 245,325; third grade, 207,503; and in the fourth grade, 100,488, making a total decrease of 1,290,600 pupils in these grades. In each of the elementary school grades beginning with the fifth, there was an increase up to the year 1934. From 1934 to 1936, there was a small decrease in fifth- and seventh-grade enrollment, and a small increase in the kindergarten and in the sixth and the eighth grades. From 1930 to 1936 the decrease in the number of children enrolled in the elementary school grades amounted to 4.2 percent and from 1934 to 1936 to 1.8 percent.

While the elementary school enrollment was decreasing, the high-school enrollment was increasing. From 1930 to 1936 the high-school enrollment increased by 1,575,115 pupils, or 35.8 percent. The greatest increase within the period was from 1930 to 1932, amounting to 16.8 percent. Since 1932 the increase has not been so rapid, being 10.3 percent from 1932 to 1934 and 5.4 percent from 1934 to 1936. High-school enrollments may be expected to increase for several more years, or until the decline in elementary school enrollment has affected the high school. The high school, however, still has the opportunity of increasing its enrollments by drawing upon the 30-odd percent of the children of high-school age throughout the Nation who are not in school.

A comparison of enrollments in rural and urban schools shows that from 1932 to 1936 the rural elementary school enrollment decreased 1.7 percent and the urban elementary school enrollment 5.5 percent, and that the rural high-school enrollment increased 24.7 percent, and the urban high-school enrollment increased 11.2 percent.

The decreased enrollments in the elementary schools should afford an opportunity for improving such schools especially with respect to the size of classes, which in many communities have for many years been exceedingly large. There should also be sufficient room in many school buildings to establish new kindergartens, special classes, and other special facilities, or to increase their number.

Enrollment by Grades,



The Day at School



★★★ The program for a single school day has wide variety. It is a story of progress. In the elementary schools of the Nation, regardless of age level, the child will have experiences both as an individual and as a member of a group—experiences in the classroom, the auditorium, and on the play ground; experiences with growing things outdoors, with home, industrial, recreational, and civic life within the community, and also with national and world events. Widened interests beget genuine needs for fundamental skills, self-expression, and self-control. Both interests and skills help provide the information and build the traits and habits characteristic of good citizenship. And the progress of American democracy depends upon good citizenship.

he needs for a playhouse or library corner, for a dramatization of colonial life, or for reproducing a railroad terminal. The program is adjustable. Time is available for developing skills in reading, figuring, and writing, for play, for creative work, and for gauging the worth of the products. Plans are also made in many schools for hobbies, games, and clubs during after-school time. All activities center about two major purposes for education—increased opportunities for enriched living and social well-being and the best development of each individual child's abilities.

Continuous Growth

Anyone who is able to get a bird's-eye view of an elementary school sees not only the activities of individual classrooms but notes that there is continuity in the school program from the time a child enters until he leaves. His stage of development determines what he does in school and the kinds of equipment provided for play and work. Health education begins in the nursery school and kindergarten with habits of personal hygiene and leads in the upper age levels to responsibilities for meeting rules of health and hygiene in the school and in the community. Readiness for reading begins with the youngest children, with many and varied experiences, with their use of a developing vocabulary, with skill in solving problems, and with a genuine interest in "what the words say." These make story reading meaningful. With the older pupils reading becomes a source of information and

What Goes On

During the day the child has opportunities to enjoy stories and poems from literature, old and new, to listen while others read or to read for himself for the joy it gives and for the information that helps later in creative activities or that starts him hunting for more facts. Discussions, sometimes led by the teacher and sometimes by group chairmen, center around various types of interesting topics related to the way people live together and how the world's work is done, to problems of classroom management and to an evaluation of the day's work. The child uses paints, crayons, and other art materials to express his ideas or constructs with wood and tools such things as



These children range from beginners through the sixth grade. The three groups are busy at reading activities. The little girl is beginning the process of learning to "put things together." The two youngsters are practicing their music.

recreation. Their skill in arithmetic also has its beginning in the experiences of early childhood. Efforts are made to fit both the curriculum and school organization to the children's expanding needs and abilities.

Records and Guidance

Both child and teacher note and record growth and progress—progress in social behavior and muscular control as well as achievements in skill and information. Differences are noted by the teacher in individual children's abilities, in their interests and skills, and in their home and community life. Prevention and remedial measures are provided to meet special needs. Achievements, progress, and individual needs are entered in the permanent school records. These, in turn, form a basis for continuous guidance given by principal, teachers, or special counselor throughout the child's school days in both elementary and high schools. The teacher also uses these records to prepare progress reports to parents. Through personal conference, written report, and parent meetings, the school solicits home cooperation in guiding the child's development.

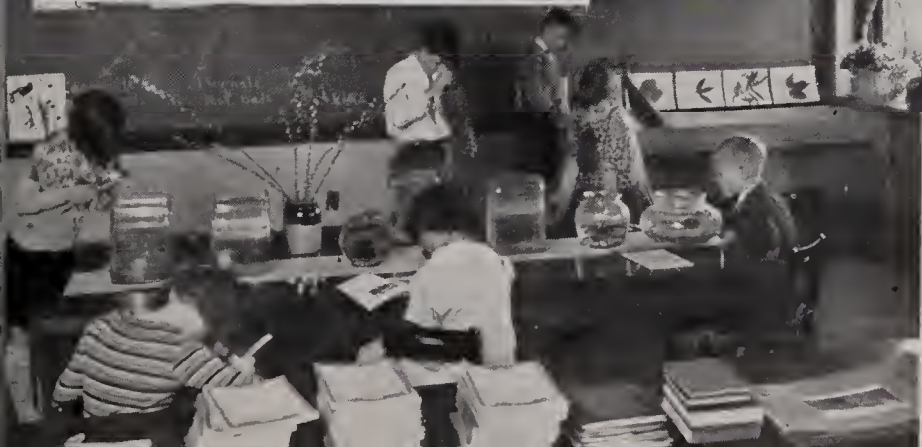
Through wide experiences the kind of learning takes place in the elementary schools which is not purely a matter of acquiring information, but which brings about changes in the thinking and in the attitudes of girls and boys. Schools of the Nation vary greatly, of course, in the extent and adequacy to which they meet the needs of their pupils, but they strive today toward these goals.



Nursery school children gradually gain confidence in themselves by doing things.



Illustrations indicate the wide variety in the daily program of the elementary school.



Health and recreational activities, nature study, learning to choose good books, and learning to make things are all a part of the school program today.



More than 7 million youth are today in the Nation's junior and senior high schools.

Youth Goes to High School

★★★ The rapid growth of the American public high school is one of the outstanding features in public education. That growth is revealed in the fact that high-school enrollments in 1900 were but little more than half a million pupils, while today they are more than 6,000,000, and even more than 7,000,000 if junior high schools are included.

A further delving into statistics indicates that the number enrolled in the last 4 years of public high schools is two-thirds of the number in the population of ages 14 to 17, inclusive. In contrast, back in 1900, this was but 8.4 percent. Such figures show that American youth is increasingly coming into the schools. Such figures also reveal that the American public is giving increasing support and interest to maintaining high schools throughout the country.

With the ever-growing enrollments, the high schools have changed their courses, their methods, and their organizations to meet more fully and wisely the needs and interests of boys and girls of widely varying abilities and backgrounds. In the curriculums of high schools a

significant expansion has taken place, especially in health education, in social sciences, in home-making education, in trade subjects, and in commercial studies; the program of the

In the science laboratory.



American high school, much as it may vary in individual schools, now includes over 200 separate and distinct subjects. We are conscious perhaps as never before of the need for guidance to assist young people in adjusting to problems in school, in vocation, and in personal and social relationships. Along with new content materials have come new methods with enlarged emphasis upon learning by doing through laboratory work and exercises, through shops, through manipulative activities, through excursions, through extensive utilization of library facilities, and through extraclass activities of all kinds. If one adds to these developments, the improvements in teaching staffs and in building conditions, he cannot fail to be impressed with the educational progress that has been made.

In the process of adjusting to expanding numbers, to an increasing range in abilities and interests of those enrolled, as well as to a growing complexity in the social and economic organization for which they are to be trained, school officials have found it necessary not only to extend the facilities but also to broaden the objectives of high-school education. The time-honored aim of competent scholarship is retained, but beside it is found increased emphasis upon development of desirable attitudes, ideals, habits, tastes, and appreciations.



In the picture above is shown the recording of a voice on a disk. The microphone picks up the sound waves of the speaker's voice and converts them into electrical impulses. These students are intrigued by their experimentation in the physics laboratory.



Training in retail selling is one of the avenues available to the high-school student of today.

Home economics courses attract high-school girls throughout the Nation's schools. An interested class is shown at the left, above.

Learning machine-shop work is an opportunity offered boys in many high schools.

The time-honored aim of competent scholarship is still attained through devotion to study.



Appreciating Books

★★★ Libraries in elementary and secondary schools today are organized and staffed for the purpose of supplying books and materials to teachers and pupils that will supplement and enrich the curriculum. The youngest children find well produced picture books that are of aesthetic or practical value and also stimulate the need for becoming acquainted with the printed page. The next age group is supplied with an abundance of simple books about subjects that interest them. These books aid in acquiring reading techniques, supply desired information, and have recreational value. The intermediate grades have a supply of readable books, learn the use of reference materials, and the skill of using the catalog. The junior high school members have a wide variety of books and learn to use indexes to periodicals and more difficult reference books. The senior high school students read many adult books that are within their interest range, use still more reference books, and often make selected bibliographies for subjects studied.

The beginners in reading as well as all other pupils come to the library regularly throughout their school life. There may be formal or informal library schedules. Teaching the care and use of books, materials, and equipment suited to the needs of each age level is a specific function of the library. It is the responsibility of the librarian to assist teachers and



The reading corner for a third-year class is shown above. The library as shown below, is an important part of the public-school system.



students in making the best possible use of the resources of the school library and the public library as well as other available book sources. This responsibility includes guidance in evaluation and appreciation of books and reading that extends even beyond school life.

Purposes and Services

Evaluation and appreciation of books are encouraged through usable and attractive library quarters. Informal looking at books and pictures, informal conversation by children, teachers, and librarians about books, library story telling, and book displays are means used successfully in many school libraries with young children. Children often enjoy the motivation of book clubs, puppet shows, or school papers. Boys and girls of junior high school age are sometimes guided through vocational, hobby, or hero interest to write and discuss book values. Senior high school students profit through guided discussion and writing about magazines, books, and book reviews that help them to establish criteria which they can use in their reading and purchase of books. Such are the purposes and services of school libraries as they function today in many school communities.

Curriculum Advances

★★★ With the world practically brought to the schoolroom door by modern communication and transportation, many changes have necessarily come in the public-school curriculum. Among the newer avenues of curriculum progress may be especially noted: Health and safety, visual aids, radio, conservation education, and the social sciences.

Education by Radio

Thousands of teachers eager to make effective use of the new instruments of instruction which the changing environment in which we live offers are rapidly discovering ways of using the radio in the classroom as a help in realizing the objectives of the school curriculum. Today the radio contributes to these objectives through in-school, non-school, and out-of-school programs. Children are introduced to eminent persons by radio addresses.



High-school groups make use of the technique of radio to dramatize the events of history and the discoveries of science.



They become familiar with significant topics and events, with musical and dramatic compositions, and the like. Fuller use of radio as a supplemental tool of learning awaits wider availability of valuable programs, integrated or potentially integrated with the regular school programs.

Visual Aids

The use of visual materials in the regular curriculum continues to increase. Producers

have been aided in meeting needs by publication of data regarding the kind and amount of equipment owned by various school systems, and educators have been helped to select advantageously through published information with respect to sources of supply. In the field of motion pictures, film catalogs with descriptions of selected educational films and data concerning the sources of distribution facilitate selection according to curriculum needs.

Producers' catalogs and lists distributed by universities and by Government departments

indicate that films for educational uses are available in an ever-widening field of subject matter. The demand by schools for films still exceeds the available supply, but there is an increase in the number of film libraries recorded throughout the country. The literature on visual aids places increased emphasis on improvement of classroom methods; on use of materials in the environment; and on such incorporation of motion pictures into the curriculum as will raise the level of use above that of mere entertainment. Research in progress deals with teacher preparation, evaluation and use of material, and production of new materials to meet educational needs more adequately.

Children find keen enjoyment in studies supplemented by visual aids.



Conservation Education

Problems of the conservation of natural resources with increasing frequency are today being considered in the education program. State departments of education are including conservation in their plans for curriculum revision and in the preparation of teaching

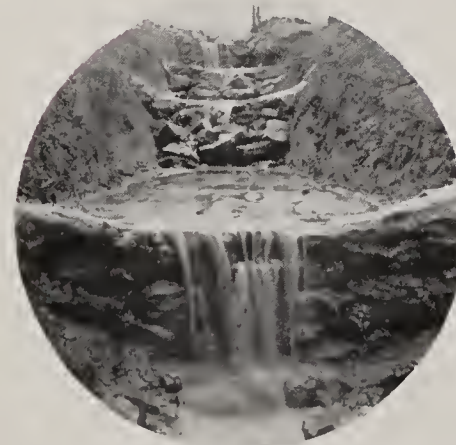
Conservation education programs include protection of wildlife, soil and water conservation, and kindred fields. The three pictures below show three phases of subjects included in this interesting study.



Safeguarding the soil.



He needs protection.



Retaining the water.



Nature study, one of the many wedges to a fuller program of conservation education, holds the enthusiastic interest of boys and girls.

materials. The subject is treated in newer textbooks on geography, science, and agriculture. Although no single practice has been followed with respect to its introduction in local school programs, elementary and high schools frequently teach conservation as problems or topics in social studies or science. Reports of teachers' and pupils' experiences in connection with the conservation problems of their environment are greatly increasing.

Health Education

After a century of ups and downs, and in and out, health instruction is, very generally, a part of the curriculum in elementary grades throughout the schools. In the lower three grades it is largely an incidental matter. The amount of information to be transmitted is small but efforts at securing the practice of that information may bring the subject to the surface appropriately and opportunely on any day and at any hour in any schoolroom.

Following the third year of school, the health instruction in many schools is likely to be more formal, the guide for the teacher being some chosen textbook or reader or the course of study which may have been devised. Health instruction is related to the health service of schools which have such service. The activities promoted under the name of physical education belong to an allied field.

Safety Programs

Schools of today are placing considerable emphasis upon safety programs, particularly in cities where traffic is such a hazard to pupils going to and from their schools.

For purposes of safety, health, and economy a better selection and training of custodians for school buildings is becoming more general. With the increase in consolidated schools there is a development of better provisions for the

noon lunch. The lines between physical education and recreation are fading and facilities for, and supervision of, play is more frequently furnished.

There is a returning interest, after a half-century of decline, in the adequate instruction of high-school students in the subject of hygiene.

Social Studies

Increasingly efforts are being made in the schools to break down the lines between subjects, and in no field has this tendency been more pronounced than in the social sciences. For instance, among 292 different courses of study in the social sciences from various schools there are 192 courses in social studies as contrasted with only 100 separate courses in geography, history, civics, sociology, and



Many schools have their "infirmaries" which look after emergencies in the field of health.



Student elections offer opportunity for lessons in citizenship.



Here is a panel discussion being conducted by high-school students who are studying the national forests.



These young people are finding answers to some social studies questions upon which they are to report.

economics. The elementary school has more frequently than the high school fused its social science material into one course instead of presenting it in separate courses called by such names as geography, history, and civics. However, the principle of fused courses is followed rather frequently in junior high schools; and in the senior high school one of the most meteoric studies in recent years has been problems of American democracy, an integrated course for which materials are drawn principally from civics, sociology, and economics.

Learning Experiences

Naturally the greatest interest attaches to the content itself and its treatment. The principal feature to be commented on in this connection is that the approach is frequently through consideration of some problem such as, "How can we make our community a better place in which to live?" A comprehensive problem of this kind is usually broken up into a number of different phases which are then studied in detail by bringing in all information available whether such information is associated with civics or economics, with social problems or with city planning, with sanitation or with landscaping. In the process of gathering the information pupils are subjected to learning experiences not only in books but in offices, in industry, and in contacts with persons outside the school and outside their immediate families. Pupils in 1938 are learning through living experiences, through varied activities involving planning and selecting, reading and recording, talking and listening, discussing and dramatizing, taking excursions and working with tools and materials.

Seeing is believing—just how it is done! A social studies group sees the train come in.



Adjustments to Pupil Needs

★★★ Someone has said: "There is one way in which we are all alike, and that is that we are all different." Because children are all different, the school has learned that they need different methods of approach and techniques of treatment. The history of education in the twentieth century is marked by a sincere effort to find and to apply with increasing effectiveness the particular technique that will help each child to profit most from his school experience, looking toward his own greatest happiness and his best contribution to the community of which he is a part.

The methods of mass education practiced a generation ago demanded that every child fit into a uniform scheme of instruction deemed by the school authorities to be good. If he failed to fit, the responsibility and the loss were his. Today, with the increase of evidence at hand concerning individual differences in pupil capacities and interests, no longer does the entire burden of "fitting" rest with the pupil, although he is still given abundant opportunity to learn how to make proper adjustments in his life relationships. The school is increasingly accepting responsibility for "fitting" its program to meet the varying needs of individual pupils. This it does in several ways, each of which has an important place in a modern school system.

Activities carried on in a regular classroom provide a fertile field for diversified levels and types of achievement. In a unit of experience planned for the class as a whole, each member

of the group may proceed at his own rate of progress in academic learning, find expression for his particular interests in creative design, and participate wholeheartedly with the rest of the group in social activities. Every progressive elementary or secondary teacher can today make of his classroom a workshop in which individual interests and abilities are given free play.

The organization, on a given age or grade level, of several groups, in each of which the children are fairly homogeneous in ability and achievement, is conducive to a unity of purpose and a feeling of community of interest on the part of the pupils enrolled. It also makes possible the differentiation of the curriculum to meet the varying needs of entire sections of the same grade. While there is considerable difference of opinion with regard to the values of ability grouping, the practice is widely used in one form or another for the purpose of securing effective learning. It is most easily adapted to conditions in city schools or consolidated rural schools in which the enrollment on a given age or grade level is large enough to warrant the organization of several sections.

There are in every school system pupils whose instructional needs cannot be met satisfactorily in the regular class or even through the more common types of homogeneous grouping, but for whom specialized groups should be formed. These are the children who have serious defects of sight, of hearing, or of speech, who are crippled in body and need therapeutic treatment during the school



Sight conservation classes study the big, big world.

day, or who are mentally handicapped but not so seriously deficient that they cannot profitably engage in day school activities. All of these are best served through the organization of special classes taught by understanding and well prepared teachers. In 1935-36, 776 different city school systems in the United States were caring for almost 300,000 handicapped children in this way. These are by far the greatest number that has ever been reported; yet the number of children served represents only about one-tenth of the estimated number of exceptional children for whom some special educational adjustment should be made.

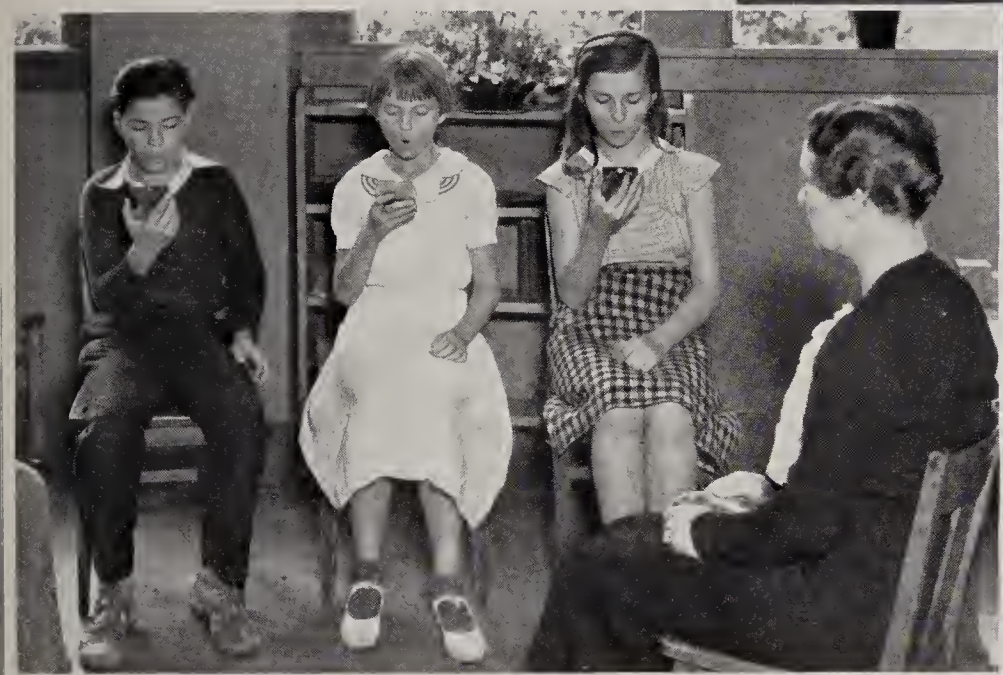
Even the best classroom arrangements that can be made to provide for pupil needs will
(Concluded on page 16)

In the group below a blind boy is reading braille to a remedial reading group. Two of the boys are so hard of hearing that they are getting the story through lip reading.



This young American is using a hospital over-bed table as a desk for his school work.

This is the way deaf children in many schools learn to talk. They are also learning life's difficult lesson of overcoming obstacles.



Speech correction classes such as this group are found in the public schools making slow but certain progress.

The woodworking shop in high-school occupational units is a place of great interest to those who can best learn to do with their hands.



Here an opportunity class of gifted children is studying the solar system.

Developments in School Housing



★★★ Beautiful, modern schoolhouses stand today as educational centers in cities, villages, and rural districts in every State in the Union.

Expansion of elementary and secondary school curriculums has radically affected the planning of buildings. These buildings can no longer be judged merely on the basis of whether they meet certain standards of heating, lighting, ventilating, etc., nor can they be judged on the basis of former standards in regard to classroom size, and other considerations. The modern school building must now be appraised on the basis of the effectiveness with which it has been planned and constructed to carry out the educational program on which the school is to operate, and different programs will call for different types of buildings.

PWA Grants

Because of grants and loans for school buildings made possible through the Public Works Administration, a serious situation with respect to the housing of public-school pupils has been averted during recent years. From December 1933 to December 1937 the PWA allotted \$285,364,759 in grants and loans for public-school buildings, the total estimated cost of which is \$564,717,260.

This aid to local school building construction and the continued aid which the PWA is now giving is of great importance to public schools of this country for the following reasons: Expenditures for public-school buildings had dropped from \$382,996,156 in 1928 to \$59,276,555 in 1934 (this latter figure refers to expenditures for construction planned in 1932); this drop in construction was serious because the public schools had not been able to make up for the lag in construction during the World War before the depression overtook them; increases in enrollment, especially in the high school, made school-building construction of paramount importance at the very time when there was a drop in construction; the complex conditions of modern life require a much richer and more varied educational program than formerly and this makes necessary school buildings with facilities not only for academic work but for science, art, music, shop work, gymnasiums, and auditoriums; technological changes and the shortening of the working day make it necessary for the schools to provide opportunities for adults for reeducation in new lines of work and for leisure-time recreation for both youth and adults.

The average school building erected 30 years

“Samples” of the many new school buildings in the United States today

SCHOOL LIFE, October 1938

School Equipment

The equipment and material facilities supplied for education have changed greatly in recent years and are being changed continuously. Textbooks are attractive in appearance and contain references for additional reading and suggestions for exercises which were not thought of in the textbooks of a generation ago. Apparatus for science and shop work is an important feature in every school. The library is increasingly becoming a center for study in addition to being a depository for books.

A Desirable Place

Classrooms have been extensively reorganized involving in many schools such features as movable seats, visual education equipment, school address systems, radio reception, and talking machines and records. The grounds, the laboratories and shops, the auditorium, the gymnasium, and the general surroundings indicate that the modern school is a desirable place in which a child may live and develop—freely and at the same time orderly, comfortably, happily, and aesthetically.

Beautiful, modern schoolhouses stand today as educational centers in cities, villages, and rural districts in every State in the Union.

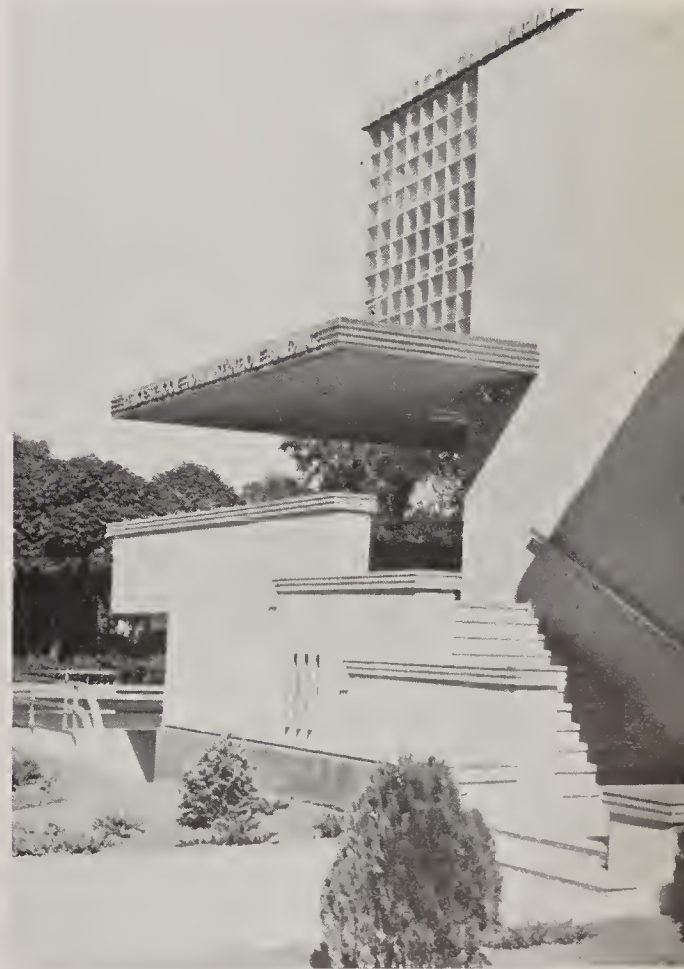


Outdoor play.

ago was not constructed for the varied and specialized activities which are now required for children, youth, and adults; yet two out of every five school buildings in the country are more

than 30 years old. In view of these facts, it is evident that school-building programs are important from an educational and social, as well as from a constructional, standpoint.

Indoor play.



Transportation of Pupils

★★★ The idea of reducing the amount of decentralization of education in rural communities through the use of larger, centrally located schools and the transportation of pupils interested public-school leaders as early as 1840, nearly 100 years ago. A law permitting the transportation of pupils and appropriating funds for that purpose was enacted as early as 1869. By 1919, 50 years later, every State had made some type of provisions for transporting children at public expense.

The idea has now outgrown its original purpose of providing educational opportunities to children living in isolated or sparsely settled localities without the multiplication of extremely small schools. Pupil transportation became one of the most important means of bringing pupils together into groups sufficiently large to make desirable programs of elementary and secondary education practicable. It is a means for bringing pupils into contact with special types of education. Through transportation handicapped children may live at home and still be provided with the teachers and equipment which their educational development demands. Excursions to industries and points of historical or geographical interest are facilitated through the use of school busses.

Available statistics reveal that during the 20-year period from 1916 to 1936 the number of elementary and high-school pupils transported at public expense rose from about 525,000 to 3,250,658, an increase of more than 500 percent; public funds spent for this purpose rose from about \$7,000,000 to \$62,652,571, or an increase of nearly 800 percent. In



1916 about 1 in 40 of the pupils attending the public schools were transported; by 1936 the proportion had grown to 1 in 8. The proportion of school funds devoted to transportation is now 3.5 percent.

These mass developments in pupil transportation have urgently brought to attention

In the picture above are shown the school busses of just one county in the United States. More than 3 million elementary and high-school pupils are transported to and from school this way in all States.

problems of adequate roads, of suitable and efficient conveyances, of well conceived rules and regulations, and of school administration and support.

Adjustments to Pupil Needs

(Concluded from page 12)

leave unmet certain special problems of individual children. Psychological diagnosis and guidance of a clinical nature are important elements in the modern school program, but these were almost unknown at the beginning of the century. Special reading disabilities require specialized methods of teaching, and reading clinics have been set up to afford these. So also personality difficulties and behavior problems need to be diagnosed and treated by persons who know the intricacies and interrelationships of human conduct. Child-guidance clinics, the first of which dates back less than 30 years, offer service in this direction.

The picture at the left puts emphasis upon the stop signal. Many State laws require vehicles to stop when a school bus halts.



Diversity of Populations Served

★★★ The Nation's school family is by no means a homogeneous one. Education for living in the United States is not as simple as education of a school population indigenous to the respective country and homogeneous in language, tradition, and customs. Our school population is made up of a diversity of races and of nationalities, each group cherishing a history, a tradition, a culture, usually a language, all its own.

To our public schools come representatives of many races, the Negro race, for example, constituting in point of numbers about 10 percent of the total population.

To the public schools in continental United States come also children of many nationalities from practically every country on the globe, many from homes in which the Old World customs and language still prevail. In Uncle

Sam's territories and outlying parts more than 15 million people live, citizens or potential citizens, most of whom as children come to school without benefit of a speaking knowledge of English.

Americanization of these young children, continental and insular, means on our part an appreciation of the cultural traditions, racial and national, which they bring to the enrichment of our particular variety of civilization and on their part adjustment to social life in the American environment. Language alone offers at least a temporary difficulty; one which must be met with full recognition of the advantages as well as the disadvantages of bilingual ability. Our common schools, both elementary and secondary, involve growth in mutual understandings and appreciations among a diversity of school population that no other country knows.



These illustrations show just a few of the Nation's school family, both on the continent and in outlying parts. A diversity of races and of nationalities is represented in the school population.





New Books and Pamphlets

For School Libraries

Experimenting Together, The Librarian and The Teacher of English, by Frieda M. Heller and Lou L. LaBrant. Chicago, American Library Association, 1938. 84 p. 75 cents.

Describes the joint work of a school librarian and a teacher of English in a school program.

Vocations in Fiction. An annotated bibliography compiled by Mary Rebecca Lingenfelter. Second ed. Chicago, American Library Association, 1938. 99 p. \$1.25.

A list of novels of occupational significance prepared primarily for the use of librarians, teachers, and vocational counselors.

Visual Education

Pageant of American Lantern Slides. New Haven, Conn., Yale University Press, 1938. Catalog. 32 p. Free. Slides for sale by the Yale University Press, 386 Fourth Avenue, New York City, at a cost of \$67.50 per hundred, delivered.

A list of 1,000 authentic black and white lantern slides on American history and the social studies, based on pictures in The Pageant of America volumes. 625 of these slides have been arranged into convenient teaching units, such as The Story of the Indian, Colonial Life, Westward Expansion, etc.

Guidance

Five Year Report 1932-37 of the Bureau of Child Guidance of the Board of Education of the City of New York. New York, Board of Education, 1938. 159 p.

Reports the developments and accomplishments of the Bureau of Child Guidance and aims to clarify some ways in which child-guidance knowledge and techniques may be useful to the supervisor and classroom teacher. Supplementary to the thirty-ninth annual report of the superintendent of schools.

Guidance in Progress in a Large City High School; the third annual report of the Guidance Department of the Samuel J. Tilden High School, Brooklyn, N. Y., 1934-35, by Elsa G. Becker, Brooklyn, N. Y., 1938. 166 p. 20 cents. (From Tilden High School, Brooklyn, N. Y.)

A comprehensive account of the actual steps in guidance in practice at the Tilden High School.

School Finance

Why Schools Cost More. Washington, D. C. Published by the Research Division of the National Education Association, 1938. p. 127-178 (Research Bulletin of the National Education Association. Vol. 16, no. 3). 25 cents.

Analyzes the trends of annual school costs.

For Elementary Schools

How the Pioneers Moved Westward, developed in Grade V, by Helen Bouton and Natalie White. Sacramento, Calif., 1938.

110 p. illus. (California Department of Education Bulletin, 1938, no. 1. Curriculum units for elementary schools, no. 2.)

The units comply with good curriculum practice and contain suggestions and techniques helpful to urban and rural teachers of the intermediate grades.

The Beginner's Puppet Book, by Alice M. Hoben. New York, Noble and Noble, Inc., 1938. 150 p. illus. \$2.

The author, a teacher, tells in simple language how to make string and hand puppets, how to dress and manipulate them, how to build the stage and its furniture, how to get the best lighting effects. Includes three plays for string puppets and two plays for hand puppets.

Reading, a Tool for Learning, compiled by Nila Banton Smith. Washington, D. C., Association for Childhood Education (1201 Sixteenth St. NW.), 1938.

Emphasizes the functional aspects of the teaching of reading. Presents the experiences through which the young child gradually enlarges his understandings, develops the power of language, and at last recognizes the symbols which make reading a meaningful and joyous activity.

Education in Czechoslovakia

Training in Democracy, the New Schools of Czechoslovakia, by Francis H. Stuermer. Published under the auspices of the Progressive Education Association. New York, Inor Publishing Company, 1938. 256 p. illus. \$2.50.

The study covers the public-school system, higher education, and adult education in the Czechoslovak Republic; about half of the book is devoted to the progressive experimental schools on the primary, junior high, and secondary levels.

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.

BECK, HUBERT P. Relation between the grades and the types of living environment of freshmen at the University of Chicago. Master's, 1931. University of Chicago. 88 p. ms.

BRATCHER, E. E. Comparison of resident and non-resident teachers in village and small city school systems in Kentucky. Doctor's, 1936. University of Chicago. 207 p.

CHANDLER, ERIC B. Survey of the chemistry course in the South Carolina colored high schools. Master's, 1937. Boston University. 65 p. ms.

CONNOLLY, Rer. ROGER J. Study of the concept of integration in present day curriculum making. Doctor's, 1937. Catholic University of America. 117 p.

COVAULT, EVELYN. Study of programs of state associations of deans of women. Master's, 1937. Syracuse University. 65 p. ms.

DANIELS, BLAIR E. Technical and industrial education in the public schools of Mexico City. Doctor's, 1937. Temple University. 87 p.

DUNSMOOR, CLARENCE C. Role of the home room as an agency for guidance in junior high schools. Doctor's, 1938. Harvard University. 385 p. ms.

EZELL, LONNIE B. Study of certain causal factors in interstate migration of college students. Doctor's, 1937. University of Texas. 209 p. ms.

FADENRECHT, JOHN H. Survey of the schools of Steele county, North Dakota, with special reference to transportation. Master's, 1937. University of North Dakota. 102 p. ms.

JACOBSEN, JEROME V. Educational foundations of the Jesuits in sixteenth century New Spain. Doctor's, 1934. University of California. 292 p.

JARMAN, BURNICE II. Study of Episcopal secondary schools for boys in the United States. Doctor's, 1938. George Washington University. 202 p. ms.

LOZO, JOHN P. School and society in the city of Reading relative to recreation. 1900-1935. Doctor's, 1938. University of Pennsylvania. 294 p.

LUDLUM, RUSSELL W. Development of compulsory education in New York state during the nineteenth century. Master's, 1938. Cornell University. 63 p. ms.

MAASKE, ROBERT J. Factors in the prognosis of scholastic success in the University of Minnesota School of business administration, including suggested procedures for the selection and guidance of students. Doctor's, 1938. University of Minnesota. 187 p. ms.

MCCORMICK, MARY. Vocational civics in the public schools of New Jersey. Master's 1937. New Jersey State Teachers College, Upper Montclair. 65 p. ms.

MCPHERSON, WILLIAM. Investigation of high school standards in Virginia in comparison with Mississippi and New York. Master's, 1937. Hampton Institute. 152 p. ms.

MAHONEY, OLIVE G. Extending first grade experience in number. Master's, 1938. Boston University. 77 p. ms.

MERDIAN, BERTHA. Job analysis of the requirements of the Federal government for employment in art and related lines. Master's, 1937. George Washington University. 63 p. ms.

MEYER, BESSIE T. An activity program in an elementary school. Master's, 1935. University of Louisville. 157 p. ms.

OWENS, ALBERT A. The behavior-problem boy: a socio-educational survey. Doctor's, 1929. University of Pennsylvania. 188 p.

PATTY, WILLIAM L. Study of mechanism in education: an examination of the curriculum making devices of Franklin Bobbitt, W. W. Charters, and C. C. Peters from the point of view of relativistic pragmatism. Doctor's, 1936. Teachers College, Columbia University. 183 p.

POWELL, LOUISE S. A comparative study of the treatment of the American Revolution of 1776 in some secondary school history textbooks used currently in England and in the United States of America. Master's, 1937. University of Louisville. 160 p. ms.

QUERY, LEO J. Commercial education in the Civilian Conservation Corps. Master's, 1938. Boston University. 80 p. ms.

REDPATH, CLYDE A. The status of physically handicapped children in the junior high schools of the first and second class cities of Kansas. Master's, 1938. University of Kansas. 44 p. ms.

RITTER, PAUL J. Speech education in public secondary schools with emphasis on the training of teachers of speech. Doctor's, 1934. University of Southern California. Speech monographs, 4: 135-73, December 1937. (Reprint.)

RUBIN-RABSON, GRACE. Influence of analytical prestudy in memorizing piano music. Doctor's, 1937. Columbia University. 53 p.

THOMPSON, JOHN F. Junior college movement in New England. Master's, 1938. Boston University. 113 p. ms.

TUCKER, LOUISE E. Study of problem pupils. Doctor's, 1937. Teachers College, Columbia University. 172 p.

VAN WYK, ARNOLD C. Educational survey of Burleigh county, North Dakota, with special reference to inequalities in program of work, ability and effort. Master's, 1937. University of North Dakota. 221 p. ms.

RUTH A. GRAY

Science in School and Human Life

by *Watson Davis, Director, Science Service, Washington, D. C.*

★★★ Whether we like it or not—and we should like it—science is recreating the world around us. It has been doing it since long before Aristotle and even before the first cave man. Often it seems to take an impossibly long time to accomplish what it should—as our control over that insanity that is war. Sometimes it dumps into our lap a revolutionary luxury which becomes a necessity—as in the ease of the howling, cajoling, or sweet singing, wisdom-dispensing radio.

Science progress has speeded up at a great rate in recent years. Acceleration of scientific impact increases with the square of the time. A physicist might put it that way. Complexities have a tendency to become bewildering at times in the precipitate rush of new facts, new ideas, new theories. It is comforting to find that many of the ideas are really old and that new facts are often refinements rather than complete innovations.

Nevertheless, the world is not what it used to be when I went to school—it is much better.

A Happier World

It is a much more complex world but it is a potentially happier one. We, most of us, will stay in it longer. For the length of life is being increased, thanks to the advances of medical science and the better living conditions that we have.

Longer life for most of us means that the children now in school will see the human population gradually take on an older complexion, with more people past 60 and fewer babies. There may be fewer kindergartens and more old folks' homes.

If any additional justification were really necessary for the best possible fitting of a boy or girl for life through education, it is contained in this future expectation that most of them will live longer than we will. A larger investment is justified because it will be amortized more slowly.

Virus of Understanding

With the fundamental control of our Government and *mores* in the voting hands and brains of each citizen, for that purpose "created equal," it is important that each John and Mary, regardless of economic status, I. Q., or color, be inoculated with the virus of rational understanding of the world in which we all live.

In this it may very well be that the mother, grandmother, nursemaid, or nursery-school teacher is more important than the teachers of formal classes that come after "we are 6." Education begins in the cradle, and the pat-

terns of life are likely to be set in the first few years. Even after formal schooling begins, the hours of exposure in the school are far fewer than those in the home, on the street, "just playing" under the influence of the newspaper, radio, and the other stimuli of our crowded lives.

This is no argument against the effect of the schoolroom. Nor does it minimize the need for understanding teaching that reinforces the benefits of the home and corrects some of the distortions of the rushing world.

It is a plea for the real teaching that means so much to those who sit for a few fleeting months in schoolrooms. On the report card, so often the parent's one link to the teacher, there are the neat little subjects with B, C, and D after them, most frequently, and the occasional A and F. That is undoubtedly necessary. But the child and most of the teachers will admit readily enough that grades and the formalism that they represent are only the framework of education. More influential is the attitude toward life expressed by the colorful interpretation of an interested and inspired teacher, the asides that vivify a lesson, the breath of practicality, and the vitality of philosophy that makes a student glow with understanding.

Of transcendent importance is that area beyond the curriculum. Not just student activities, clubs, athletics—that scholastic counterpart of the outside community. They are a minor part of it. What does count is the school's relationship of the accumulated methods and knowledge of the human race to the wider world.

Living Encyclopedia

Education is a great living encyclopedia which all should have the opportunity to read and absorb. In the schoolroom should be the fundamental volumes that all should read at least in part. Each newspaper, book, magazine, radio program, movie, and intelligent conversation is a supplementary paragraph to be tucked away for future reference.

So much attention must be given to shaping of the tools of life—reading, writing, and arithmetic, etc.—that there is often too little time to use them in the schoolroom. Modern educational techniques have made encouraging strides in the direction of using while learning.

Because I have been asked to do so, I shall attempt to suggest a few abilities, facts, and ideas to which everyone might well be exposed some time or other. Perhaps most of them are incorporated in some school program; all of them might be slipped into the classroom without crowding out anything vital.

These tools should be possessed by every high-school graduate:

1. A practical knowledge of typewriting, sufficient to produce an acceptable letter.

2. A practical knowledge of double-entry bookkeeping, sufficient to keep one's own financial accounts, understand a standard financial statement, and do business intelligently.

3. A realization of the multiplicity of languages in the world, a knowledge of what the principal type languages look and sound like (listening in on foreign short wave broadcasts suggested as required homework), the acquisition of tolerance toward a person who cannot speak English.

4. An elementary understanding of musical nomenclature and simple art forms, not however, with the idea of making everyone a musician or artist. Singing a simple tune or drawing a simple picture should be, however nearly everyone's possession.

5. Practical knowledge of simple mechanics, cooking, and so forth, such as driving a nail, handling a screwdriver, replacing a fuse, cooking an egg, and so forth. Perhaps there should be added shooting a rifle, planting a simple garden, making a bed, taking care of a sick person, and a dozen other such essential duties.

Calling in the Expert

One of the principal blind spots in our schooling involves knowledge of health, hygiene, and medicine. The situation is undoubtedly improved over the days when high-school physiology meant the teaching of the sin of alcohol and tobacco, but the fathers and mothers of tomorrow need to know some of the essential facts about diseases, their prevention, and treatment. They need to know this not so that they will be tempted to become their own doctors; rather they should know enough not to attempt to treat one's own ills. Here education means calling in the expert and knowing that the expert must be competent. It is not necessary that the child live through the various diseases of mankind through vivid recital of their symptoms, as beginning medical students often do. But the child should know that it is almost a crime to have smallpox with vaccination known and practiced since the time of Jenner, that parents are equally negligent if their children have diphtheria, typhoid, and other ills preventable either by vaccination or other means.

Any pupil, whether preparing for college or not, who passes through high school without being shown the vistas of the sciences, their past, present, and future, is robbed of an essential experience.

The rise in use of science news and interpretation by newspapers in the years since the World War is good evidence that science in its essential details is not too difficult for the average person. Properly presented, the new and novel as well as the old and fundamental in science becomes fascinating and attention-arresting in classroom or newspaper.

Rise of Science

Just as each of us went through the various stages of biological evolution in our embryonic existence, so intellectually the recapitulation technique seems to be effective. This is the historical approach, preferably in the Wellsian manner. The rise of science means much more to us than the rise and fall of kings. Empires and commonwealths have their roots in natural resources, industrial applications of science, and human behavior. The child coming to realization of the world around him must receive some intimation of the long struggle of the scientific method with tradition. The hard-won, centuries-long developments of science, the brilliant bursts of knowledge, the continuing conquest of the natural and physical world—these can be made understandable in their historical perspective.

Archaeology and anthropology, telling the story of the past of civilizations and man upon the earth, are integral parts of the historical-scientific vistas, largely neglected today.

The story of the heavens and man's discovery of the universe, of which the most sweeping chapters have been enacted in recent years, is historical and philosophical in tone because the great telescopes look into the depths of space and receive light that is ancient as the geological layers of the earth.

The record of the rocks contained in the crust of the earth spread about us is solid stuff for the historical-scientific approach. A field trip may here do more than a year of lectures and a shelf of books.

In every city and town there are industries that furnish free laboratory lessons in chemistry and physics. Here again pilgrimages can supplement effectively the experiments and lectures of the classroom.

The day of the great naturalists may be over, but field, forest, and stream are as instructive and fascinating as ever. To reinforce the biology courses in high schools, it would be useful to create a wave of amateur collecting that would rival in enthusiasm the postage stamp hobby. This can be recommended and accomplished without any dangers to true conservation if the proper information is put in the hands and minds of the young naturalists. Collections of real educational worth can center around: Insects; wildflowers; leaves; shells; mosses; fungi; rocks and fossils; aquariums; bird feathers and nests; arrowheads, etc.; seeds and fruits; bones, turtles shells, snake-skins, etc.

Boys and girls might also be told how to collect books. Even access to the public library is no substitute for a personal library consisting of books that are known and loved.

One disadvantage of free textbooks (this is not intended as an argument against them) is that the pupil does not keep and use the books that he studies. The personal library might contain some of the more essential texts but predominantly it should consist of readable but factual books, great literature, classics of science, and handbooks. If a nucleus is acquired during school days, the pupil may acquire the habit of adding to his library to broaden it and keep it up-to-date as the years march on.

The greatest and controlling problems in life revolve around not things, but people. Human relations are most difficult to understand and adjust. This field of human behavior constitutes perhaps the newest of the sciences, with roots nevertheless well anchored in the past. Psychology as such is not an elementary or secondary school subject. Perhaps it need not be.

But somehow the essence of the new knowledge of minds and emotions must be learned, if not in formal schools, then the school of experience. The growing child must acquire some insight into what motivates the conduct

of himself and his fellow inhabitants on the earth.

It is not too much to expect that we shall learn to detect the oily or strident undertones of propaganda in an advertising blurb, a political appeal, or a dictator's pronouncement. It is not too much to expect us to realize that anger or depression may be due to a missed lunch or a slight cold.

Everyone should know the rudiments of psychiatry, enough to know that the chronic complainer of persecutions may need medical attention for a sick mind. Such training will lead to a saner world.

Obviously the schools cannot do it all. The teacher may feel that the complexity is too great and the task too large. There may be a tendency to revert, as a protective measure, to the classical and academic in education. The answer to this is that the world exists in complexity, that science is a major, controlling factor, that one can live without Latin but may die if without medical knowledge. The task of the schools is to build a rational foundation upon which the other educative influences may build with security.

Publications Announced

The Advisory Committee on Education announces the publication of two staff studies, one entitled "Library Service," by Carleton B. Joeckel and the other entitled "The National Youth Administration," by Palmer O. Johnson and O. L. Harvey.

Dr. Joeckel is professor of library science in the Graduate Library School, the University of Chicago. Dr. Johnson is professor of education at the University of Minnesota. Dr. Harvey was formerly research officer in the National Youth Administration. He has been a member of the staff of the Advisory Committee since the end of 1936.

The study by Dr. Joeckel includes a discussion of the problems of Federal relations to libraries. He reports that "the problem of providing complete public library service is essentially a rural problem. Forty million rural people, or 74 percent of the total rural population of 54,000,000, are without public libraries." He concludes that "a system of permanent annual Federal grants-in-aid to libraries is essential to the maintenance of an adequate Nation-wide minimum of library service."

The study by Johnson and Harvey reviews the student-aid, youth work projects, and other programs of the National Youth Administration. In their summary chapter the authors conclude that "through the extension of educational opportunities to the underprivileged, the Youth Administration has uncovered a reservoir of competent youth desirous of continued education for whom almost no provision has been made in the past. It has demonstrated the possibility of providing educational opportunities at small cost which

have proved of considerable advantage to the youth and to the institutions involved. And . . . it has increased school and college enrollments by 300,000 to 400,000 without sacrificing quality to quantity."

It is expected that a total of 19 staff studies will be published by the Advisory Committee on Education. The statements and conclusions contained in the various studies are those of the authors, and do not necessarily conform to those which the Committee has expressed in its own report.

The studies, Library Service and The National Youth Administration, although designated as Staff Studies Nos. 11 and 13, are the first to come from the press. The complete list of studies to be published by the Advisory Committee on Education is announced as follows:

1. Education in the Forty-eight States. Payson Smith, Frank W. Wright, and associates.
2. Organization and Administration of Public Education. Walter D. Cocking and Charles H. Gilmore.
3. State Personnel Administration: With Special Reference to Departments of Education. Katherine A. Frederic.
4. Federal Aid and the Tax Problem. Clarence Heer.
5. Principles and Methods of Distributing Federal Aid for Education. Paul R. Mort, Eugene S. Lawler, and associates.
6. The Extent of Equalization Secured through State School Funds. Newton Edwards and Herman G. Richey.
7. Selected Legal Problems in Providing Federal Aid for Education. Robert R. Hamilton.
8. Vocational Education. John Dale Russell and associates.
9. Vocational Rehabilitation of the Physically Disabled. Lloyd E. Blauch.
10. The Land-Grant Colleges. George A. Works and Barton Morgan.

(Concluded on page 23)

International Conference Report

by Anna Lalor Burdick, Special Agent of Industrial Education¹

★★★ A decentralized system of public education prevails in the United States. No national agency operates to control, by act, the policies of education as a whole. Each of the 48 States and the Territories is autonomous and maintains an independent system of education, assuming and discharging major obligations for financing, determining, and conducting the program of public education. Despite these facts, a certain striking unity of interest results from the voluntary cooperation of educational organizations and agencies, both public and private.

Investigations, studies, and reports of problems in one State are available to all States through published reports. Thus, the utilization of the basic factual material challenges the States to a concerted effort to promote educational experiments which may be compared and exchanged, hence, the same broad consideration operates in every State but not always in the same way.

Elementary Education

Changes in social and economic conditions give the elementary schools new responsibilities. Since more people are living in cities and towns than live on farms, increased numbers of women are employed outside the home; and due to a growing awareness of the needs of children, the schools find it necessary to expand their health services through school lunches, dental and medical care; to offer the supervised use of the school playgrounds, workshops, gymnasiums, libraries, and auditoriums for both children and parents; and to offer guidance in the social and personal behavior of boys and girls beginning in some instances with the preschool child. A close working relationship is being rapidly developed between the school and other agencies concerned with child health, citizenship, religious training, and recreation.

* * * * *

Curricula are placing increasing attention upon children's understanding of the social and industrial life of both city and rural communities in which they live. Between 1934 and 1937 the Office of Education received 1,660 new courses of study developed by State, county, and city school systems. A

commendable degree of leadership in curriculum construction is evident in many of the 48 States where school superintendents, supervisors, classroom teachers, college teachers and often citizens, work as committees in building courses of study. Sixty-one cities, eleven States, and twenty colleges or universities have curriculum laboratories or departments in which courses of study, and books and materials are brought together for the use of such committees.

Secondary Education

* * * * *

With the purpose of providing high-school facilities within the reach of all, large numbers of small schools have been established, especially in the agricultural regions of the great West, in the sections of the South where separate schools are maintained for white and Negro races, and in sparsely settled mountain and desert areas. The number of extremely small high schools is being reduced, but it is still true that not far from half of the high schools in the United States have fewer than 100 pupils enrolled. By contrast, 40 individual high schools have enrollments of from 5,000 to more than 13,000 pupils.

No less significant educationally than the increasingly large number of enrollees is the fact that the young people who enter the secondary schools in this day possess an ever-expanding range of interests, needs, and scholastic abilities. The book-minded are present as they always have been, but the principal interests and the chief abilities of many of those who attend lie in fields and methods not comprehended by an educational program emphasizing languages, mathematics, or social, physical, and biological sciences. In content of the curriculum a notable expansion is taking place to include much more than formerly of homemaking education, trade subjects, commercial studies, agriculture, physical education, fine arts, and student activities of extraclassroom character. Good teachers feel more and more the need of adjusting procedures and pace of learning to the individual pupil, giving pupils of marked scholastic ability opportunity to enrich their educational experiences and at the same time striving to provide much of practice, laboratory work, manipulative activities, summary, and review for those who assimilate information less rapidly. There is a growing emphasis upon the development in pupils of desirable attitudes, ideals, habits, tastes, and apprecia-

tions to take their place beside the traditional objective of scholastic competence.

Higher Education

Enrollments in colleges and universities have continued to increase until now the number of regular full-time students is more than one-eighth of the number of young people 18 to 21 years of age, inclusive, in the country. As aspects of this expansion the following facts may be noted:

First, the increase in enrollments is greater in publicly controlled institutions than in privately controlled institutions. For the first time in the history of higher education in the United States, the number of students attending publicly controlled institutions exceeds the number enrolled in privately controlled institutions. Considering the fact that there is no well-recognized difference between the functions of the privately controlled colleges and universities and of the publicly controlled institutions, this trend presents a very important problem to the privately controlled institutions which depend more largely than do publicly controlled ones, upon student fees for their maintenance.

Second, Federal appropriations to the system of colleges called the land-grant colleges were increased during the current year to more than \$30,000,000. These increased funds are, in part, for the instruction of students on the campuses, but are, in part, also for increased research work in agriculture and for increased adult education work among the rural population.

Third, a marked tendency appeared to broaden the scope of the curricula in the so-called junior colleges. These colleges are for students who have completed a 12-year course of study and they extend for 2 years. Technical and semiprofessional curricula of many kinds are being incorporated into these colleges along with the usual cultural subjects. This change in curricula is important because at present more than one-sixth of all the youth of the country complete their high-school courses and then continue their education for at least 1 or 2 years. In increasing proportions, these students are attending the junior colleges.

Fourth, there has been a noticeable increase in the interest which colleges have taken in adult education. They have cooperated with other educational institutions in providing teachers for adult classes, and have expanded extension services to adults under their own auspices.

¹ The complete report entitled *Educational Developments in the United States for the year 1937-38*, was submitted by Mrs. Burdick to the Seventh International Conference on Public Education called by the International Bureau of Education in Geneva, July 18, 1938.

Vocational Education

Vocational education as a national program supported by Federal grants-in-aid, has completed its twenty-first year. This program in the United States and its Territories, for the current year 1937-38 enrolls approximately 1,750,000 students, employs about 36,000 teachers, and expends about \$50,000,000. Of the total amount, approximately \$19,000,000 is allocated to the States from Federal funds, which includes \$1,778,000 for the training of teachers.

Of the total number enrolled, approximately 475,000 were farm boys and adult farmers pursuing vocational agriculture courses; 720,000 were boys and girls and adult trade and industrial workers taking trade and industrial courses; and 575,000 were women and girls taking homemaking courses.

The recent increased appropriations have provided for an expansion of the program as well as for extension and maintenance of Federal, State, and local leadership in vocational education, including agriculture, distributive occupations, home economics, and trades and industries.

The rise in the age of entrance into employment has resulted in an increased attendance in vocational schools and classes. Students of greater maturity with a better background of fundamental education, and a definitely determined vocational choice, are enrolled. A consequent extension of the program into the junior college level emphasizes technical instruction as well as the development of skills and forces the beginnings of the program into the upper reaches of the regular high school.

Increased opportunities for participation in legitimate practical supervised work experience under actual working conditions and adapted to progressive degrees of skill are being incorporated into the regular program of instruction. In both distributive and industrial occupations much of the training is given through work experiences for which the students are paid.

The federally aided program is only a small part of the total vocational education program in public and private schools in the United States. However, it sets standards and determines techniques and procedures necessary to meet the growth and development of the work.

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Other Items

The emergency organizations have attempted to identify the educational needs of the individuals comprising their respective groups and have sought to provide educational facilities to meet them. In some instances experiments initiated without recourse to tradition, have specifically furthered progress.

A brief summary of some of the major activities follow:

Civilian Conservation Corps.—During the fiscal year 1937-38 the Civilian Conservation Corps was maintained at an average of 1,500 camps and 300,000 enrollment. Over 265,000

of the enrollees were young men, 17 to 23 years of age.

In addition to an educational adviser, there was an average of 14 part-time instructors in each camp. During the fiscal year approximately 10,000 illiterate enrollees were taught to read and write; 50,000 enrollees were trained in elementary subjects; 45,000 in high-school subjects; 2,000 in college courses and over 80 percent of the enrollees were given some vocational training.

Provision was made last year for a school building in each camp. The number of books in camp libraries was brought to over 1,500,000. On a monthly average, 6,000 education films were shown and 8,000 lectures on special subjects were delivered.

National Youth Administration.—The National Youth Administration was created by Executive order June 26, 1935. An executive director, a deputy, and five regional agents constitute the administrative staff. There is a national advisory committee composed of employer, labor, education, and youth representatives. The program operates under the direction of 50 State directors.

Its activities are concerned with providing work on public property or for public institutions for out-of-school young people; maintaining junior employment bureaus in cooperation with State employment services; the preparation of occupational information and making it available through various guidance procedures. In addition to its program for out-of-school youth, the NYA provides part-time jobs to enable young people to continue their studies in colleges or secondary schools.

* * * * *

Works Progress Administration.—The Works Progress Administration education program was created to provide work for unemployed persons who are able to teach; to bring educational opportunities to adults who need them; and to give to small children of low-income families a better chance for a fair start in life. In 5 years, this program has served over 5,000,000 adult students and 150,000 small children in nursery schools. It has given employment to over 100,000 teachers, most of whom have been reestablished in permanent positions in the public schools and elsewhere. Adult illiteracy has been reduced by one-fourth, over a million men and women having been taught the fundamentals of reading, writing, and arithmetic. Workers' education and naturalization classes for aliens have contributed to the improvement of American citizenry. Parent education and instruction in homemaking have strengthened family life in thousands of homes. Some valuable vocational work has been undertaken.

Public Works Administration.—From December 1933 to December 1937 the Federal Emergency Administration of Public Works of the United States Government allotted \$352,731,873 in grants and loans for non-Federal educational building construction of 4,480 projects. The total cost of these projects was \$679,569,102. The bulk of the

Federal grants and loans was allotted to the States for public-school buildings, i. e., \$285,364,759 for 4,044 public-school buildings. The local communities raised for these projects \$279,352,501, making a total estimated cost of \$564,717,260 for the 4,044 projects. As a project often included many school buildings, the actual number of school buildings erected with PWA funds was in excess of the 4,044 projects.

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President's Advisory Committee on Education

The most outstanding current report on public-school education and related services is that of the President's Advisory Committee on Education.² This committee was originally appointed by President Roosevelt in 1936 to study the experience under 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.

In 1937 the President requested the committee to give more extended consideration to the whole subject of Federal relationship to State and local conduct of education. The committee submitted its report to the President, February 18, 1938, in which it recommended the continuation of existing Federal grants and the initiation of new grants to the States for educational purposes, to begin at \$70,000,000 in 1939-40 and to increase to \$199,000,000 in 1944-45.

The grants recommended are to be divided among six major funds: (1) A general aid fund for the current operating and maintenance expense of public elementary and secondary schools; (2) a fund to improve the preparation of teachers and other educational personnel; (3) a fund for the construction of school buildings; (4) a fund for the improved administration of State departments of education; (5) a fund for civic, general, and vocational part-time adult educational activities; and (6) a fund for rural library service.

The committee also recommended a special Federal fund for cooperative educational research, demonstration, and planning, to be administered by the Office of Education. The amounts recommended are \$1,250,000 during the fiscal year 1938-39; \$2,000,000 in 1939-40; and \$3,000,000 during each of the succeeding fiscal years through 1944-45. The fund would be available for expenditure under the direction of public and private nonprofit institutions and agencies approved by the Office of Education, on the basis of cooperative projects jointly agreed upon.

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² The Advisory Committee on Education, Report of the Committee, February 1938. United States Government Printing Office, Washington, D. C. For sale by the Superintendent of Documents, United States Government Printing Office, Washington, D. C., for 35 cents a copy.

Among Office Conferences

Clinical Adjustment of Behavior Problems



Realizing that the adjustment of behavior problems of school children in their incipient stages is the most effective means of preventing later serious difficulty, many school systems throughout the country have developed clinical facilities for this purpose. The Office of Education is conducting a study of the organization of such clinical facilities. In order to help the Office in planning further steps in this study, 14 persons interested in clinical programs were invited to a conference in June. Among them were school administrators, supervisors of instruction, directors of guidance and special education, psychologists and psychiatrists in charge of child guidance programs.

It was agreed by the group that a fourfold clinical service was needed, namely, that represented by psychiatric, psychological, pediatric, and social workers. Emphasis was placed upon the need of helping teachers to understand and to participate in the clinical program through both preservice and in-service training, in order that the mental hygiene principles administered through clinical service might be transferred to classroom procedures. Moreover, the clinical program should have an effect upon the general school objectives and procedures, including guidance, curriculum adjustment, and special facilities for exceptional children. Finally, it was agreed that one of the most important phases of the program was a coordination of the efforts of all agencies concerned, both in the school and in the community, looking toward the best possible adjustment of the problems of every child in the school system.

Elementary Education

A group interested in the field of elementary education met in June at the Office of Education in response to an invitation issued by Commissioner Studebaker to discuss "Problems of Elementary Education Today."

Federal Forum Demonstrations



On July 13, 1938, the sum of \$210,000 was made available to the Office of Education for the administration in Washington (\$10,000) and the operation of a proposed program of forum demonstrations (\$200,000) for the period July 1, 1938, to February 28, 1939 (8 months). The budget of \$200,000 provides for—

(a) Approximately \$170,000 for security wages of workers to be drawn from local relief

Teachers colleges, universities, public schools, and State departments of education were represented in the membership of the conference.

For some time professional groups, public school officials, and groups of laymen have referred to the Office of Education questions relating to school organization, provisions for young children, and the education of teachers at the elementary school level. The work of the conference was therefore based upon discussion of and statements concerning growth and development of children, current points of view in elementary education, issues in curriculum and in teacher education, and desirable changes in school organization, administration, and supervision.

Problems in Residential Schools for Handicapped Children

A group of 15 administrators of residential schools for the blind, the deaf, and socially maladjusted children, came to Washington for 2 days at the invitation of the Office of Education to discuss various educational problems concerned with such schools. Among the topics which were considered, one that demanded special attention, was the desirability of improving the attitude of the public toward residential schools of this type. All too often they are classed as eleemosynary or correctional institutions. The superintendents attending the conference seemed unanimous in their conviction that the educational programs of their schools should be stressed and that every effort should be made to make legislators and other citizens look upon the schools as a part of the educational program of the State. Other problems discussed concerned the greater mutual cooperation between residential schools and other educational agencies; further development of facilities for vocational education in the residential schools; administrative problems concerned with the management of the schools; needed studies looking toward the improvement of the program; and services desired by the schools from the Office of Education.

rolls to assist local educational agencies in the development of forum activities.

(b) Approximately \$24,000 for professional leadership (not certified by the relief agencies).

(c) Approximately \$6,000 for contingent expenses.

This budget will restrict the Office of Education to a program of fewer demonstrations than has been possible in previous years. The demonstration principle employed in the past will be carried forward with the new grant.

During the past several years, three significant new activities have been established by the Office of Education on a Nation-wide experimental and service basis. In the field of educational broadcasting approximately 500 separate programs in eight series have been produced on the air over coast-to-coast radio networks; 140,000 educational scripts were distributed to local educational agencies that maintain producing units which produced some 3,000 local radio programs from the scripts.

From the beginning of the year 1936, 41 forum demonstrations have been conducted in 36 States to assist State and local educational agencies to establish forums through which the adult citizenry may be helped to understand and to keep pace with the profound social and economic changes taking place in the world today. From February 1936 to June 1937, approximately 10,500 meetings were held in 19 demonstration centers, with a total attendance of over a million persons. The statistics from the demonstrations conducted during this year are not yet available.

With the technological advances and economic changes taking place, the problem of vocational adjustment and readjustment is becoming increasingly acute, and is one that the school system of the United States is looked upon to solve. Hence, a professional service is now in process of establishment in the Office of Education to assist the States and local communities in setting up and maintaining programs for furnishing current occupational information and guidance, not only to pupils still enrolled in regular schools, but to out-of-school youth and adults in need of vocational guidance.

Publications Announced

(Concluded from page 20)

11. Library Service. Carleton B. Joeckel.
12. Special Problems of Negro Education. D. A. Wilkerson.
13. The National Youth Administration. Palmer O. Johnson and Oswald L. Harvey.
14. Educational Activities of the Works Progress Administration. Doak S. Campbell, Frederick H. Bair, and Oswald L. Harvey.
15. Public Education in the District of Columbia. Lloyd E. Bauch and J. Orin Powers.
16. Public Education in the Territories and Outlying Possessions. Lloyd E. Bauch.
17. Education of Children on Federal Reservations. Lloyd E. Bauch and William L. Iversen.
18. Educational Service for Indians. Lloyd E. Bauch.
19. Research in the United States Office of Education. Charles H. Judd.

Upon publication copies of the studies may be procured from the Superintendent of Documents, United States Government Printing Office. The Library Service study is priced at 15 cents; the National Youth Administration study at 15 cents. Exact information as to prices of the other studies will not be available in advance of publication. The studies will range in length from about 50 to 300 pages.



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

● Two of a series of nontechnical bulletins of the Bureau of Foreign and Domestic Commerce describing the special physical, mechanical, and chemical properties and uses (see illustration) of various types of American woods are now available, namely, *California Redwood and Its Uses*, Trade Promotion Series No. 171, and *American Hardwoods and Their Uses*, Trade Promotion Series No. 178, which sell for 10 cents and 15 cents, respectively. *American Western Pines*, another in the series, is in press.

● The manufacture and utilization of safety glass is depicted in a new 2-reel silent motion picture film entitled *Safety Glass*—the latest addition to the extensive educational film library of the Bureau of Mines, United States Department of the Interior.

Copies of this film in 16-mm and 35-mm 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.

● For information on *Long-Term Farm Mortgage Loans*, *Short-Term Production Loans*, *Credit for Farmer Cooperatives*, and *Farm Family Credit*, write to the Farm Credit Administration, Washington, D. C.

● Principles of fabric selection and garment design in making children's clothes at home and in buying ready-made garments are outlined in *Fabrics and Designs for Children's Clothes*, Department of Agriculture, Farmers' Bulletin No. 1778, the price of which is 5 cents.

The Bureau of Home Economics itself has no patterns for distribution, but has arranged to lend traveling exhibits of the actual garments described in the bulletin to extension groups, child clinics, and nursery-school centers.

● Each issue of the *Social Security Bulletin*, a new monthly publication of the Social Security Board, will include sections on: Social Security in Review, Unemployment Compensation, Public Assistance, Old-Age Insurance, Financial Data, Special Articles and Notes, and Recent Publications.

The bulletin will serve as a link between the Nation-wide organization of the Board and

the groups of Federal, State, and local agencies directly concerned with administration of the social security program. Price: 20 cents per copy; \$2 a year in the United States, Canada, and Mexico; other countries, \$3.75.



Illustration from *American Hardwoods and Their Uses*.

Folger Memorial Library.

● *When a Woman Buys a Coat*, a pictorial supplement to Department of Agriculture Leaflet No. 116, shows the labels to be found in many coats and the type of information that makes for coat quality both in materials and workmanship. The leaflet costs 10 cents.

● Since its organization in 1902 the Bureau of Reclamation has constructed 138 dams ranging in size from simple, small diversion structures of a few feet in height to gigantic storage dams of unprecedented proportions, and is now engaged in directing the largest construction program in its history. *Dams and Control Works*, a description of representative storage and diversion dams and high-pressure reservoir outlet works constructed by the Bureau of Reclamation, is off the press and available at \$1 per copy.

● The Superintendent of Documents has revised the following price lists of Government publications: *Insects—Bees and Honey*; *Insects Injurious to Man, Animals, Plants, and Crops*, No. 41; *Agricultural Chemistry and Soils and Fertilizers*, No. 46; *American History*

and *Biography*, No. 50; *Health—Diseases, Drugs, and Sanitation*, No. 51; *Mines—Explosives, Fuel, Gas, Gasoline, Petroleum*, No. 58; *Census publications—Statistics of Population, Agriculture, Manufactures, Retail and Wholesale Distribution, Occupations, and Religious Bodies*, No. 70. Free.

● Thousands of farm families in the United States live too far from hospitals for safety. Building committees in the country communities which need hospitals may wish to profit by the experience of communities that have planned, built, and operated hospitals successfully. Information on hospital needs, size, cost, financing, and plans is presented in *Hospitals for Rural Communities*, Department of Agriculture, Farmers' Bulletin No. 1792. Price, 5 cents.

● Names of persons directly engaged in teaching, research, or demonstration in agriculture and home economics are given in Department of Agriculture Miscellaneous Publication No. 299, *Workers in Subjects Pertaining to Agriculture in Land-Grant Colleges and Experiment Stations, 1937-38*, an annual directory issued by the Office of Experiment Stations. Price, 15 cents.

● Dental status and needs of elementary school children, natural and artificial lighting for low-cost housing, principles governing sanitation of isolated dwellings, and length of nursing visits as criterion of nursing service are discussed in the No. 19 and No. 22 issues of *Public Health Reports*, each number of which costs 5 cents.

● Film strips and motion pictures on soil and water conservation are available on a loan basis from the Division of Cooperative Extension and the Division of Motion Pictures, Extension Service, Department of Agriculture, Washington, D. C. For more detailed information write to the Extension Division of the Department.

● The National Park Service has revised and brought up to date bulletins giving the historical, geographical, and geological history of the following national parks: Acadia National Park—Maine; Glacier National Park—Montana; Mesa Verde National Park—Colorado; Yosemite National Park—California; and Zion and Bryce Canyon National Parks—Utah. Free copies are available at the National Park Service, Washington, D. C.

CCC Enrollees Go To College

by Howard W. Oxley, Director of CCC Camp Education

★★★ About 15 of every 100 CCC enrollees have completed high school. Some of these men are now taking college work. Others have discontinued collegiate study because of financial difficulty. Many of these young men are qualified for college entrance and desire to continue their education. Last year 39 colleges and universities granted CCC scholarships, 35 offered NYA assistance and 18 agreed to make their loan funds and self-help jobs available to these men. In addition, college study centers for CCC men, located in nearby camps, were established at Bethel College, Tenn., and at the University of New Mexico. By means of these various forms of assistance several hundred enrollees were enabled to pursue college work for credit during the past year and 39 were able to secure college diplomas.

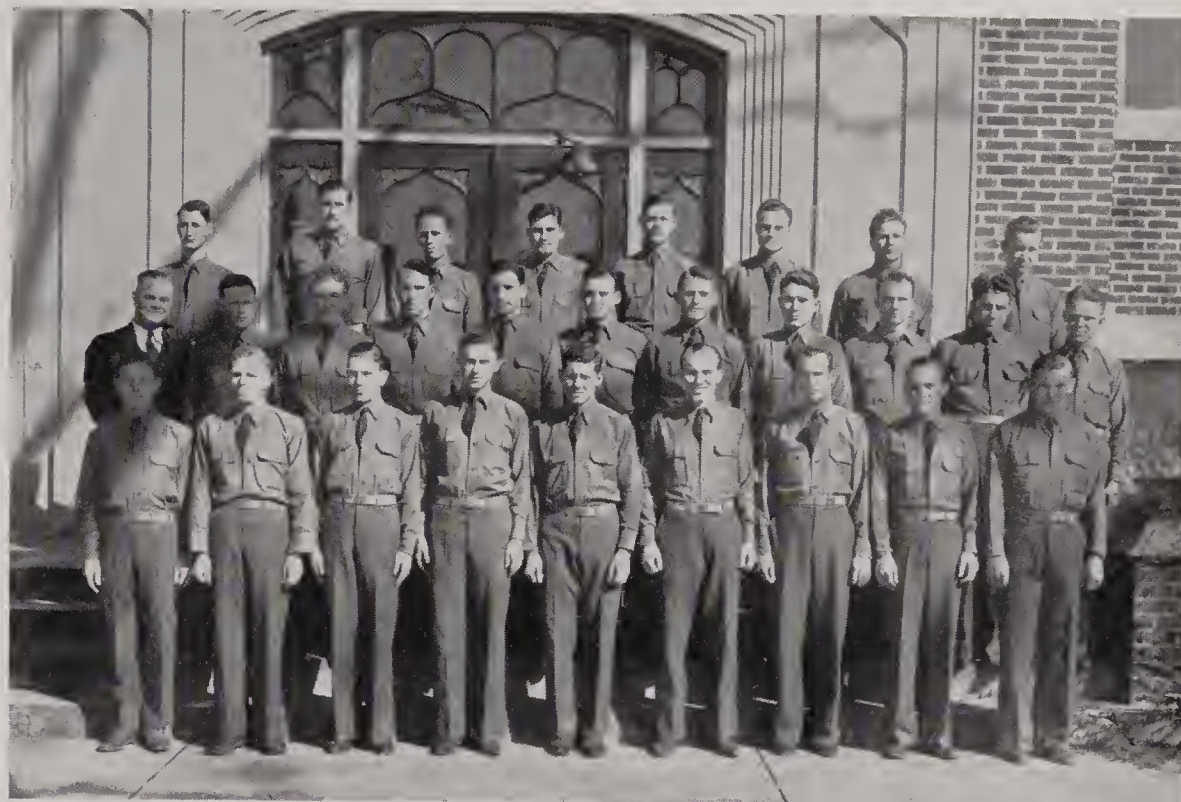
Letter to Presidents

During each of the past 4 years, the Office of Education has contacted the colleges and universities in behalf of enrollees who desire a college education. Each year, the proffers of assistance by these institutions have been referred for follow-up to the educational adviser of the corps area in which the schools are located. In many instances, through the follow-up and study of local conditions, aid was extended beyond original expectations.

In June 1938 a circular letter was sent to all the college presidents of the country, requesting financial aid and facilities for CCC enrollees. Each president was asked, "Will it be possible for your institution during the new school year to extend scholarship aid, NYA assistance, self-help jobs, or any other type of aid to enable qualified CCC enrollees to enter your institution?" The letter also referred to the need of additional instructional materials, instructors and facilities in the following brief statements. "Our camps, of course, are in need of additional reading materials, visual aids, correspondence and extension courses, speakers and instructors. The camps would also welcome the use of educational facilities on your campus, such as libraries, classrooms, shops and laboratories. Wherever it is possible for your institution to help a nearby CCC camp along these or similar lines, I trust you will see fit to do so."

Colleges Interested

Recently President Ray Fife of New Mexico State College of Agriculture and Mechanic Arts stated: "There is an unusually happy relation between the CCC camps and the college in New Mexico and you may be sure that relationship will be continued."



Hundreds of enrollees pursued college work last year.

From Massachusetts State College, Amherst, President Hugh P. Baker writes, "Since the CCC camps began operations here in Massachusetts, we have been very much interested in various phases of educational work in the camps."

Extent of Aid

Last year more than 200 colleges and universities in all parts of the country cooperated directly with the CCC educational program by creating scholarships and giving other financial aid, tendering correspondence and extension work at reduced cost, offering classroom and laboratory space and lending equipment. For the present school year the colleges are increasing the number of scholarships, loan funds, self-help jobs, and NYA assistance available for CCC men. President A. G. Crane writes from Laramie, "The University of Wyoming for several years has granted one scholarship to each CCC camp in Wyoming. In addition to this we have granted a few special scholarships in especially meritorious cases." President Ed Morrison of Panhandle Agricultural and Mechanical College in Oklahoma states, "I am sure you will be interested in knowing that the young men who were sent to us from the CCC camps came through 100 percent without a single exception in grade points, work program, etc." Dean Onthank, writing for President Erb of the University of Oregon

says, "This university is glad to help former CCC men in any way that it can. We have had a considerable number of such students, and have found that they generally do very well. Some of them, indeed, have been quite superior students." Gilbert Cody, chairman of student employment and business manager, Arizona State Teachers College, Tempe, writing for President Grady Gammage, states, "To date we have given work-scholarships to about 8 enrollees each year. We plan to increase this to about 10 . . . Three of the six student assistants in this office are former CCC men. They are the three highest ranking assistants and one is virtually the head accountant."

Instructors, Materials, Facilities

Of particular help to the enrollees has been the special aid given by the colleges and technical institutes in making concessions in correspondence instruction. Special rates have been extended to the enrollees for college and high-school credit courses and especially prepared noncredit courses have been offered free. In this way, hundreds of courses have been brought to an average of 15,805 enrollees per month during the past year. The work of the University of Nebraska, the University of North Dakota, and the University of Oklahoma in this field has been quite outstanding.

Extension classes have been held in some camps and inspirational talks given by college

faculty members have been unique features on weekly "Company Meeting" programs in many of the camps. In the absence of President Elliot of Purdue University, F. C. Hoekema, assistant, writes, "As you no doubt know, one of the CCC camps is located about a mile and a half from Purdue University. . . . We have cooperated with this camp to the fullest extent, and we will be very glad to continue our service, not only with this camp, but with others. We have sent some of our instructors to the camps throughout the State and several of our NYA students to the camp near us to teach courses."

For the 2-year period ending June 30, 1938, the colleges had supplied the camps with an average of 153 NYA instructors per month. There is reason to believe that this type of aid to the camps will increase during the present school year.

Interlibrary loans of books have been made from college to camp libraries. Teaching equipment, such as films, projectors, slides, and museum exhibits have been loaned to camp advisers for instruction purposes.

During the past 4 years the colleges have offered assistance in training the camp educational advisers to do a better job. Last summer, 1938, 24 colleges and universities invited corps area and district advisers to hold training conferences on their campuses. In several instances, such as at Massachusetts State College, Amherst, the school opened to the group every facility of value to the training program and furnished special lecturers and instructors for courses that were conducted at the conference.

In looking back over the past 5 years of CCC education, one is impressed with the great amount of encouragement and definite tangible aid that have been extended to the corps by the institutions of higher learning. The growth of interest in and aid to the program on the part of the colleges indicates the expanding desire of college presidents to aid the forward looking enrollee. Perhaps it would be difficult to find a better testimony of this growing interest in enrollees than the following excerpts from a letter by President James D. Hoskins of the University of Tennessee:

"I am wondering if your office could work out some kind of a cooperative plan for CCC boys whereby these students may attend the university and work in the CCC camps alternately by quarters. Since the university is on the four quarter plan, I believe something along this line could be worked out which would be of value to the CCC boys. By such an arrangement they could attend the university two quarters out of the year and work in the CCC camps two quarters of each year. By grouping them in pairs, you could always have one boy in camp and one boy at the university. . . ."

"I assure you that we are, at all times, glad to cooperate with the offices of the Civilian Conservation Corps in the use of our facilities. Please do not hesitate to call on us when we can be of service to you."

The act, passed June 28, 1937, by the

Standards of Pupil Attainment

by David Segel, Consultant in Tests and Measurements



There is a new type of standard for judging the school work of pupils gradually being developed in the schools of America. The rigid standards so ruthlessly applied to children en masse are gradually being replaced by standards which take into account the interests and abilities of the individual pupil. These rigid standards called for the acquisition of knowledge in specified doses on a regular schedule, with everyone running on the same schedule. If a pupil did not digest the dose on schedule he simply had to take it over again. The graded system of education was founded upon the assumption that all pupils in a grade would be at the same level of learning. Actually it has been found that this distribution of pupils into grades does not result in a uniform progression of learning for all pupils. If any elementary school grade is tested with any standardized test in any subject, the result generally is that the pupils will be found to have a spread of attainment covering at least three grades.

Accepting this fact and having become imbued with the new philosophy of education that individual children should develop in various directions at varying rates intrinsically best for each of them, educators have reacted in a variety of ways. A few have come to the conclusion that there should be complete freedom for each individual child where such requirements as formal class attendance, examinations, etc., should be relegated to the past. Other educators, observing the same facts and having the same philosophy, have come to the conclusion that this freedom to develop means that there is an inherent obligation to furnish an environment which will result in optimum development for each individual. This, they say, can be done only through a carefully worked out school organization which, while it recognizes that the pupil's interests are an important motivating and guiding force, also recognizes that careful planning must be done to nourish such interests, and also that interests are not the only guides for developing a school curriculum. The needs of society and the unrecognized (by the individual pupil) needs of the pupils must be taken care of.

Better Organization Needed

If this responsibility is accepted, it means that the school, instead of becoming less organ-

ized, must become better organized as far as the instructional program is concerned. In the past one lesson prepared by the teacher sufficed for all. Under the new philosophy each individual child must be considered. This means to most educators that the teacher should learn as far as possible the individual pupil's interests, aptitudes, achievements, and social traits. Without this knowledge, individual instruction becomes confusion, and further, this knowledge cannot be acquired without a definite pupil evaluation program. The interests of a pupil cannot be obtained through casual conversation, or by aimless day-by-day contact. His aptitudes and social traits cannot be subjectively evaluated with success. A regular scientific approach to the problem of evaluating a child's personal development through the use of standardized procedures, including testing, questionnaires, and standardized observational practices, is the only method which will insure success to the first step in a child-centered school. The second step in such a program is the adjustment of the instructional method to fit the needs of the various growing children.

Judging Standards

The standard for judging the work of pupils, it seems to the writer, should resolve itself in two directions. First, pupils may be tested for their achievement of the objectives set by the school. But these test results should not be compared with national norms except where it is known that the pupils tested are like the pupils from which the national norms were derived. That is, the attainment of pupils should be judged in relation to their mental and, if possible also, their social status. Second, and probably more important than the first, a school's attainment should be measured by its adherence to a program of individual pupil analysis and diagnosis, and an instructional program to fit the results of individual analyses and diagnoses. These two methods of evaluating the schools should supersede programs of testing in which test results are compared with national norms without reference to the intellectual level of the students concerned. Instead, the school should be judged by its efficiency in instructing the type of pupils it actually has on its rolls and by the provisions it has instituted for analyzing pupils and adjusting the curriculum to individual pupils.

Seventy-fifth Congress provides that in the discretion of the Director continuous service by the enrollee during his period of enrollment shall not be required in any case where the enrollee attends an educational institution

of his choice during his leave of absence. This provision is of particular interest to enrollees who desire to continue their college education. Any number of men are taking advantage of it this fall.



The consolidated school building at New London, Tex.

Is Your School Safe?

by *Walter H. Gaumnitz, Specialist in Rural Education Problems*

★★★ School buildings, school equipment, and school grounds should be most carefully checked over to make sure that everything is in the best possible repair for the school year; that no accident and health hazards to pupils and teachers remain. The calamity which occurred in that attractive consolidated school in Texas, stands as a warning that despite outside appearances, unless all parts of the school plant and its equipment are constantly checked to safeguard life and health "accidents will happen." Here are a few important things to look into:

1. Is the water supply safe? Has it been tested? Is a plentiful supply of good, clean water available without danger of pollution in any way?

2. Is the school building properly heated and ventilated? Are all fire hazards removed? Do doors open outward? Can egress be had by fire escape or window if need be? What about defective boilers, poor oil or gas heating arrangements, inadequate ventilation, dangers of explosions due to careless handling or storage of paints, varnishes, and other inflammable materials? Does your school have fire hazards due to spontaneous combustion of accumulations of oiled rags, debris, etc.

3. Are the playgrounds and their equipment in as safe a condition as they can be made? Is there sufficient play space to avoid congestion? Is it clean and well drained? Has the play apparatus been checked over? Have all necessary repairs been made?

4. Have all vehicles used to transport pupils been placed in best possible repair? Are they clean and safe? Have all routes, drivers, driving regulations, etc., been restudied in the light of last year's experiences to make sure that this part of the school's service is as safe as it can be? What about railroad crossings? Have safeguards been worked out governing approaching or passing cars while loading or discharging pupils?

5. Has all electrical wiring been done or checked over by a qualified electrician? What

about unnecessary or worn extension cords, defective switches, improvised fuses? Has basic instruction been given pupils concerning dangers from electricity when not properly used or when wires are broken or exposed?

Who has the responsibility for checking up on these and other matters relating to health and safety? Who is responsible for getting necessary repairs properly and promptly made? These matters of health and safety are so important that they should be brought to the attention of the proper authorities without delay, and necessary action taken to prevent every possible danger to boys and girls in every community.

*Recommendations for Prevention of Similar Occurrences*¹

The following precautionary measures are recommended for prevention of explosions in

¹ Made by David J. Price, of the United States Department of Agriculture, after investigation of the explosion at the consolidated school, New London, Tex.

schoolhouses, public buildings, and institutions:

1. The use of effective malodorants for detection of escaping combustible gas due to leaking equipment or other causes should be required.

2. Practical methods for the installation of gas indicators centrally located in school buildings and public institutions to detect the presence of escaping combustible gases in concentrations below their lower explosive limits should be developed. This disaster has clearly shown the need for further research on the development of alarm systems and warning devices in connection with the operation of combustible gas indicators as adapted to school buildings and other institutions where large numbers of people are exposed to explosion hazards.

3. Supervision and inspection, by competent authorities, of public buildings and installations of heating and lighting devices and equipment should be required.

4. Approved pressure regulating devices should be properly installed in all gas lines where natural gas is used for heating school buildings and public institutions.

5. All electrical equipment and appliances should be installed in accordance with requirements of the National Electrical Code.

6. Provision should be made for such proper construction of school buildings that will eliminate dead spaces underneath class recitation rooms and similar meeting rooms where dangerous gases can accumulate.

7. Main pipe lines carrying gas to be used for heating purposes should not pass directly under public buildings, but should be located outside the building proper with only the necessary connections entering the main building.

8. Adequate ventilation of all necessary and essential spaces under all occupied sections of public buildings should be required.

9. Adequate ventilation at all times for schoolrooms using gas-heating appliances should be provided.

Ruins of the same building pictured below, after a tragic explosion occurred.





A Well-Balanced Plan

A full quarter or 12 weeks of supervised teaching practice under conditions of normal teaching responsibility is required of all prospective vocational agriculture teachers in the University of Georgia. This practice teaching, which is known as apprenticeship practice, is provided entirely off the campus.

Theoretically, apprenticeship schools may be located anywhere in the State. Actually, however, it is necessary to keep them grouped about convenient centers for effective and economical supervision. There are four groups of schools for training centers—one in the northeastern part of the State, one in the southeastern part, one in the southwestern part, and one in the northwestern area.

In selecting schools last year only those schools which had had departments of agriculture for 5 or more years and in which the teacher's tenure covered a period of 4 years or more were chosen.

Assignments of prospective teachers at the central school range all the way from observing and assisting in all-day classes in agriculture to conducting chapel exercises. Outside assignments include organizing and teaching a day-unit class for the entire apprenticeship period in an adjoining community and conducting at least one evening class in this community.

Student teachers work under an agreement with the proper authorities in both central and outlying schools. Two apprentices are placed in each central school. Seniors assigned to apprenticeship work must have had observation and practice in special methods courses in campus practice schools.

Apprentices receive no salary for practice teaching, although each trainee is allowed \$25 a month to defray community travel expenses, contributed, \$12.50 by the county and \$12.50 by the University of Georgia. They travel commonly in a used car provided by the vocational agriculture teacher at the school, who pays for gas and oil.

Each apprentice is required in advance of his teaching period to make studies of the agricultural, human, and educational resources of the county and community in which he is to teach and to otherwise familiarize himself with local conditions. Local vocational teachers act as supervising teachers for apprentices and become members of the teacher-training staff for the period of practice training.

Regular conferences of apprentices and supervisory teachers are held at the beginning of the training period. A teacher trainer makes a weekly visit to each trainee.

The student gets experience in supervision of farm practice, other supervised work, sequence of jobs and problems arranged for

study, and in selecting materials to be used in solving particular problems. He does "directing teaching" in classes already organized and organizes classes of his own in outlying schools. He engages in work with groups of Future Farmers of America, learns to keep class and project records, and carries on community activities ranging from church work to agricultural service work for farmers.

Hotel Heads Go to School

New Jersey, which has already demonstrated the value of its training program for hotel waitresses, chefs, bellhops, and other hotel employees, has extended this program to include teacher-training courses for hotel department heads.

This teacher-training experiment, started in a large Atlantic City hotel during the past winter and spring, has proved so successful that it will be extended to department heads in other large hotels in Atlantic City and elsewhere or in groups of smaller hotels desiring such service.

Under the general plan followed in the hotel department head training course the leader explains how teacher-training work for foremen and others is carried on in other industries and shows by a series of demonstrations how similar courses apply in the hotel industry.

This is followed by an analysis of the jobs in which hotel employees may appropriately be given training, in the personnel, laundry, housekeeping, food control, and cafeteria departments and in other divisions such as the superintendent's office, the chief baker's department, the chef's department, the house officer's department, and the food control and steward's department.

The object behind these courses is to train department heads so that they will be able in turn to train employees in their respective hotel departments for their duties. Such an employee training program is designed not only to train prospective workers in various departments but also to upgrade workers already on the job.

Because of the importance of the hotel industry in New Jersey, which is dotted with seaside, lake, and mountain resorts, the State Department of Public Instruction has appointed a coordinator who will have charge of training work for hotel department heads.

An Imposing List

Opportunities to earn money are open to home-economics-trained students in many different fields, a compilation of data presented to the Office of Education by State supervisors of home-economics education, shows.

These data indicate that opportunities are open to such students in preparing and

producing foods for sale; preserving foods; planning food budgets, menus, grocery lists, and recipes; consumer-buying; commercial food concerns; assisting in food planning, buying and preparation; managing roadside markets, conducting an information food exchange and setting up home filing system for recipes and household hints; construction, care, laundering, and purchasing of clothing; as employees of various kinds of commercial clothing concerns; in miscellaneous occupations in the clothing field; care and cleaning of houses; renovating furniture and furnishings; refinishing woodwork; rearranging furnishings; acting as home assistant in management of home activities; care of children; organizing and directing community children's activities; planning and equipping child centers; assisting in play or nursery schools; making articles for children; renovating toys, books, playhouses; accompanying children to and from school; coaching children in school work; cleaning and otherwise caring for children's clothing; making craft articles to sell; various services involved in care of sick and aged; planning flower gardens and window boxes; earthing for potted plants and gardens; growing flowers and shrubbery to sell; and various miscellaneous jobs such as acting as hostesses for homemakers; planning and making detailed arrangements for parties; decorating halls and other places for special events; arranging floats for local celebrations.

The list of opportunities prepared by the Office of Education is broken down into more minute detail under each head here enumerated, and represents only such services as have actually been engaged in successfully by home-economics students in various States.

It Doesn't Miss Much

The Office of Education has recently published Vocational Education Bulletin 193, Training for the Painting and Decorating Trade.

As its name implies, this bulletin analyzes the painting and decorating trade and outlines plans which may be followed in training apprentices and workers in the trade. But it does more.

It presents information on the status and importance of the painting and decorating industry. It outlines the qualifications for workers in the trade and the opportunities for employment open to these workers. It gives health and safety hints to be followed by painters and decorators. In addition, it suggests equipment necessary for classes in painting and decorating, gives general and specific information valuable to the painter and decorator, and contains an appendix devoted to a bibliography of reference material of interest and help to those in the paint-



Courtesy National Paint, Lacquer, and Varnish Association.

This apprentice in the painting and decorating trade is receiving practical instruction on the job.

ing and decorating trade and to an exhibit of apprentice plans.

Although intended primarily for teachers of painting and decorating courses, this bulletin contains information on painting and decorating of interest to the general public.

There is, for instance, a section covering the composition of paints and one on preparing and painting surfaces. Another section contains information on paint tests. *Painting Difficulties* is the title of a third section. Composition, mixing, and uses of stains, varnishes, and enamels is treated in a fourth section.

One of the most interesting subjects treated in this bulletin is paint colors. The discussion of this subject is illustrated with colored charts showing primary, binary, tertiary, and

quaternary colors and their combinations. Especially unique is the discussion of color values in which the method of making specific colors is explained. And there is a chapter on figuring painting costs, which should interest the home owner. This Office of Education publication may be obtained from the Superintendent of Documents, Washington, D. C. Its price is 35 cents.

Tangible Results

"A project which is accomplishing great things in rebuilding physically handicapped persons," is the way in which the *Savannah (Ga.) News* characterizes the program of vocational rehabilitation of the disabled carried on in Georgia.

Referring to the report of P. S. Barrett, director of the vocational rehabilitation division in Georgia, the newspaper calls attention to the fact that "270 physically handicapped persons in the State were rehabilitated last year through vocational training to such an extent that their earning capacity was raised from nothing to \$197,000 a year. This was accomplished, too, with the expenditure of \$90,000." Continuing, the editorial states:

"Although the immediate monetary return on the 12-month investment of the rehabilitation program is highly impressive, it really constitutes only a small part of the benefits that will accrue to those 270 Georgians in the years to come. . . . Putting them on a self-sustaining basis removes them from the mounting list of unfortunates that are, or will become, public charges and a continual drain on the taxpayers.

"But perhaps the greatest return from that \$90,000 investment is one that cannot be valued in terms of the dollar. Restoring those persons to a state of independence and equipping them so they can again fill a useful place in society has been approximate to giving life back to them. It is like setting them free in a modern world that after all is a delight to live in if one can 'belong' and be a part of it instead of having to look on from the barred window of physical imprisonment."

Lock the Safe

Lock the Safe is the caption of an appropriate drawing used at the beginning of the plan book on soil conservation for teachers of vocational agriculture, issued recently by the division of vocational education, Wyoming Department of Education. This drawing, which pictures a large open safe framing a farmstead, from which is running a voluminous stream of soil fertility, is a fitting introduction to this soil conservation instruction manual for teachers.

The instruction plans contained in the manual are presented under "job" heads—15 in all—including: Preventing wind erosion, preventing water erosion, contour farming, rotation grazing, dam construction for gully control, making pasture contours, making water spreader ditches and structures, constructing and operating farm level soil and water-conserving machinery, tree windbreaks, strip cropping, terracing, running terrace lines, making terrace outlets and outlet channels, and reorganizing farm for soil conservation.

The instruction plan under each job heading outlines the various topics to be followed in presenting classroom instruction and the objectives and procedures to be followed in laboratory and field work. In connection with the teaching plans for such jobs as dam construction for gully control, making water spreader ditches and structures, and terracing, also, the manual presents drawings showing details of these operations.

C. M. ARTHUR



In Public Schools

Scientific Research Exhibits

More than 1,000 children of junior and high-school age, including New York's most promising young scientists, will take part in exhibits of scientific research at the 1939 New York World's Fair. This has been announced by Harold G. Campbell, superintendent of schools and Robert T. Pollock, president of the American Institute of the City of New York. The exhibit will be a demonstration of the activities of the American Institute's junior science clubs, of which about 5,000 pupils of the city's schools are members. The board of education will cooperate with the American Institute to provide a year-round exhibit of their work at the Fair. In addition to a continuous junior science fair, where products of youthful research will be on view, junior scientists will be seen at work in specially arranged laboratories, under the direction of teachers provided by the board of education, to demonstrate the latest methods of science teaching.

Secondary School Standards

The Cooperative Study of Secondary School Standards is, during this year, planning to conduct an intensive investigation in about 15 high schools of ways by which a school may be evaluated and accredited in terms of its objectives. As this is written the schools are being selected. They will include different types, public and private, large and small, such as college preparatory, vocational, comprehensive, consolidated, military, boarding, and experimental schools.

Social Adjustment Commission

From Hartford, Conn., comes a report that the social adjustment commission, first appointed by the mayor of the city in 1933, and in 1937 becoming by legislative action a permanent commission, has completed its fifth year. The work of this commission represents a coordinated plan on the part of a public-spirited community to carry on guidance, placement, and supervisory service for young people 16 to 21 years of age who have been academically handicapped during their school years and most of whom were enrolled in special classes for retarded children, which in Connecticut are organized for pupils of approximately 45 to 75 I. Q. An appropriation of \$3,500 was made by the city for the year 1937-38 to carry on the necessary field work and clerical duties of the commission. The combined earnings for the same year of 175 young people placed in employment largely through the efforts of the commission were \$46,720.70. As the commission points out, "much good school training is frequently

wasted because of the lack of an adequate community follow-up program covering the after-school years."

Reading Course

The State Department of Education of Virginia has prepared a reading course for teachers for the school year 1938-39. "The reading course is designed primarily to serve teachers by giving material for practical suggestions on everyday classroom problems. The course serves also as one of the bases for the renewal of teachers' certificates."

Kentucky Nursery Schools

There have been 112 nursery units set up in Kentucky, during the past 3 years, according to a circular recently issued by the department of education of that State. These units have served approximately 13,000 children who were in need of food, rest, sleep, medical attention, etc. It is estimated that approximately 1,200,000 lunches have been served to those needy children. Approximately 2,500 of such children have been vaccinated and immunized. Approximately 365 unemployed teachers have been given training in nursery-school procedure.

Parent Education Experiment

"The Toledo Board of Education," according to *Ohio Schools*, "has secured the services of Evelyn Eastman to institute a course in parent education. Miss Eastman has been conducting similar courses in Dallas, Tex., for the past 6 years. The Toledo venture is an experiment suggested by the State Department of education. If the program proves successful in Toledo, the department plans its expansion to include other Ohio cities."

Significant Law

Lester K. Ade, superintendent of public instruction of Pennsylvania, recently stated that one of the most significant laws enacted by the General Assembly of 1937 was the act creating county boards of school directors. This measure, known as Act 157, provides that each county except Philadelphia, where the city school district is coterminous with the county, shall complete the organization of a county board of school directors by July 1, 1938. Such organization has been completed.

In the main, the duties of the county board are of an advisory nature. Among the more important of these duties are the approval or rejection of the county superintendent's nomination of his assistant superintendents, advice in the formulation of annual budgets, assistance in the planning of unified routes of transportation, approval of sites for school building purposes, and formulation of plans for merging school districts.

Under the terms of a companion measure, Act 489, the county board of school directors also becomes the county board of vocational education. This act clothes the board with power to organize the county as a unit for planning vocational programs, county-wide, for districts under county superintendents and of putting to work the machinery for establishing, if deemed desirable, a new school or schools devoted to the furtherance of programs of this nature.

West Virginia Reorganization

School Reorganization in West Virginia is the title of a bulletin issued by W. W. Trent, State superintendent of free schools of that State. The bulletin contains excerpts from out-of-State opinions regarding the reorganization; statistical studies of certain school trends since the reorganization of school finance and local units in the State; and excerpts from addresses and statements concerning school reorganization by the State superintendent of free schools.

Transportation Study

More than one and one-half million dollars a year is expended in transporting approximately 75,000 pupils to and from school in Florida according to a study which was recently made to formulate *Standards and regulations relating to the transportation of pupils to the public schools* in that State. The study was carried on cooperatively by a committee of county superintendents and representatives of the State department of education. The report treats of the important problems encountered in administering pupil transportation systems and gives directions for the assistance of county school officials in promoting economy and safety in conducting this important service.

Library Standards Adopted

The State Board of Education of Tennessee has adopted library standards for county junior and senior high schools which will become effective September 1939. Among the standards adopted are: The minimum number of books in any high-school library shall be 500. When the enrollment exceeds 125 students, there shall be provided sufficient books to average at least 4 books per student. Schools with an enrollment of over 200 shall have a full-time librarian with 30 semester hours training in library science in a library school accredited by the Southern Association of Colleges and Secondary Schools.

In schools having an enrollment of less than 200 there must be either librarians or teachers who have had library training and who must devote not less than one-third of their schedules to the library.

W. S. DEFFENBAUGH



A guided trip through a National Park.

In Colleges

University of Pittsburgh

Addition of a new course in ceramics, effective at the start of the first semester in September, has been announced by the University of Pittsburgh. The course, to be conducted in connection with the university's department of fine arts, will be concerned with the art of ceramics rather than the industrial phase.

Half-Century Mark

The fiftieth anniversary of Goucher College will be celebrated in October. The Baltimore Conference of the Methodist Episcopal Church decided on March 8, 1884, to undertake the founding of a college for women. The institution now known as Goucher College was incorporated, under the statutes of the State of Maryland, by members of the Conference, January 26, 1885. The cornerstone of the first building, Goucher Hall, was laid October 5, 1886. Registration of students took place September 13, 1888. The first inaugural ceremonies were held November 13, 1888.

A competition is now in progress to select a college architect and to prepare through him comprehensive plans for the development of the new educational plant of the college on the Towson campus.

Student Speakers

The speech department of the American University has organized a student speakers' bureau to provide community clubs and organizations with student speakers. These speakers are given preparation to present for discussion informing and vital topics affecting the life of the community and Nation at large. The purposes of this bureau are threefold: First, to cause students and public audiences to think about and discuss important problems of the day; second, to give competent students speech experience before real audiences; third, through this means to make a contribution to the community of which the university is a part.

New Degree Offered

The degree of doctor of education in specialized subject matter fields will be offered by the University of Michigan for the first time in any American university, it was announced recently by the board of regents of the Michigan institution.

Although the doctorate in education is offered by 31 American universities, advanced students are now given opportunity to study toward the degree within special fields in lieu of taking the degree in the fields of school administration and departmental supervision, which are the bases for the doctor of education degree in other universities.

The new degree, as offered in subject fields, will be for students who wish to fit themselves to teach their special subjects up to and including the college level, but not to qualify as directors of research. The degree will be offered in all subjects of graduate instruction recognized by the School of Graduate Studies, and will harmonize a knowledge of the subject matter and literature of these fields with advanced study in the field of education itself.

WALTER J. GREENLEAF



In Other Government Agencies

Office of Indian Affairs

For the fiscal year ending June 30, 1939, the United States Department of the Interior Appropriation Act provides \$10,218,190 for Indian education, an increase of \$149,665 over 1938.

Indian Service summer schools were conducted at Sherman Institute, Riverside, Calif., and Salem Indian School, Chemawa, Oreg.; the former was designed to meet the needs of Indian Service personnel in the United States and the latter to serve those working in Indian

and Eskimo schools in Alaska and those dealing with Indian education in the North and Northwest.

National Youth Administration

Of the more than 93,700 young men and women receiving student aid from the National Youth Administration during the past school year, approximately 75,500 were high-school students and 18,200 were college students, according to latest NYA reports.

NYA student aid, extended to 23,990 high schools and 1,639 colleges, enabled students to earn from \$4 to \$20 per month on jobs assigned to them which included secretarial and clerical work in school and college offices, assistance in libraries and museums, research work for professors, recreational leadership and supervision, improvements of campuses and grounds, and the repair of equipment.

Washington headquarters of the National Youth Administration have been moved from 1340 G Street NW., to 916 G Street NW.

National Park Service

A carefully planned, free educational service is offered by the Government to visitors to the parks and monuments under the jurisdiction of the National Park Service. In most instances trailside exhibits and museums supplement the guided trips (see illustration) and campfire talks by ranger-naturalists.

Junior nature schools were conducted during the summer months in Rocky Mountain National Park, Colo., and Yosemite National Park, Calif., for young visitors from 10 to 16 years of age. Wild flowers, birds, glaciers, trees, insects, rocks, and Indians were some of the subjects included in the curriculum.

Public Works Administration

Of the 31 States receiving PWA grants during the past few weeks for the construction and repair of school buildings, California, Illinois, Iowa, New Jersey, Ohio, and Pennsylvania received funds for five or more projects.

MARGARET F. RYAN

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. 10 cents.
3. Nature and use of the cumulative record. 10 cents.

1937

2. Biennial survey of education, 1934-36.

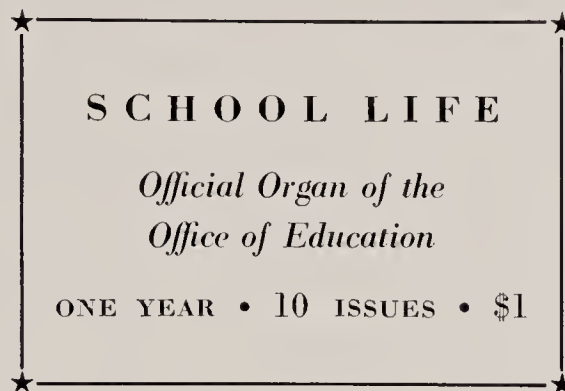
Volume I

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- III. Higher education, 1930-36. 15 cents.
- 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.

Volume II

- III. Statistics of city school systems, 1935-36. 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 5-year bibliography, 1931-35. 10 cents.
9. College salaries. 10 cents.
11. College student mortality. 15 cents.
12. Some factors in the adjustment of college students. 10 cents.
14. Successful practices in the teaching of English to bilingual children in Hawaii. 20 cents.



15. Learning English incidentally: A study of bilingual children. 15 cents.
16. Student interests and needs in regard to hygiene. 10 cents.
17. Opportunities for the preparation of teachers of exceptional children. 10 cents.
19. CCC camp education: Guidance and recreational phases. 10 cents.
20. Education and the civil service in New York City. 15 cents.
21. University unit costs. 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. 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.
30. Occupational experiences for handicapped adolescents in day schools. 15 cents.
31. Part IV. Classified List of Courses of Study, 1934-37. 15 cents.
32. Let Freedom Ring! 13 radio scripts. 60 cents.
33. Let Freedom Ring! Manual. 20 cents.
34. Industrial Arts—Its interpretation in American schools. 15 cents.
35. The School Building Situation and Needs. 10 cents.
36. Guidance Bibliography, 1935. 10 cents.
37. Guidance Bibliography, 1936. 10 cents.

Miscellany No. 1. Choosing Our Way. 35 cents.

Miscellany No. 2. To Promote the Cause of Education. 20 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.
78. State School Taxes and State Funds for Education and Their Apportionment in Seven States, 1934-35. 10 cents.
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November 1938

VOLUME 24

NUMBER 2

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**UNITED STATES
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The Office of Education,
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FOR PUBLISHED

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- Comparative Education
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SCHOOL LIFE

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Volume 24 Number 2



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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, October through July. SCHOOL LIFE provides a national perspective of education in the United States.

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NOVEMBER 1938

On This Month's Cover

SCHOOL LIFE expresses appreciation this month to Cornell University for the illustration used on the cover page. It is the entrance to Baker Tower. And speaking of entrances, more than 1,350,000 students are estimated to be passing through college entrances to their various classes this year.

Special Feature

The special feature presenting Higher Education in the United States (see pp. 34 to 45) is made available to SCHOOL LIFE readers through information supplied for the most part by the Division of Higher Education in the Office of Education.

Among individuals contributing to this feature are: Fred J. Kelly, chief; John H. McNeely, Ben W. Frazier, Walton C. John, Walter J. Greenleaf, and Ella B. Ratcliffe, all of the Higher Education Division; Emery M. Foster, Chief of the Statistical Division; Dr. James Frederick Rogers, Consultant in Hygiene; and Ambrose Caliver, specialist in the Education of Negroes.

The Office of Education acknowledges and appreciates the assistance of the following institutions in their contributions of photographs for use in this special feature:

Berea College, Cornell University, Dartmouth College, University of Iowa, Joliet Township (Illinois) Junior College, University of Pennsylvania, Philadelphia College of

Higher Education in the United States

THE AMERICAN PEOPLE, during peace or war, through prosperity or depression, have enduringly held to their faith in education as the most effective safeguard of liberty. Teachers in the Nation's schools are the embodiment of that faith. Daily their work justifies it.

Colleges and universities throughout the country are the training grounds for teachers in every field of educational endeavor. The responsibility of these institutions cannot be measured. Remarkable progress in the administration of higher education in this country has been made in recent years. It must continue to be made if the people's faith in education is to endure and grow stronger.

In helping to carry out the purpose of the Office of Education "to promote the cause of education", SCHOOL LIFE this month presents a pictorial view of higher education—administration, cost of attending college, teacher education, graduate study, and other information. This special feature is the second in a series begun last month with the 16-page pictorial section dealing with *Public Education in the United States*.

It is hoped that such pictorial presentations will make some contribution toward a better understanding of educational efforts and a fuller faith in educational progress.

J. W. Studebaker
 Commissioner of Education.

Pharmacy, Southwest Missouri State Teachers College, Wellesley College, West Virginia State College and others.

Among the Authors

Two articles this month present material which should be especially valuable in connection with local planning for American Education Week. These articles are: *Developing Strong Bodies and Able Minds*, by JAMES FREDERICK ROGERS, M. D., consultant in hygiene; and *Mastering Skills and Knowledge*, by MARIS M. PROFFITT, specialist in guidance and industrial education. These authors have discussed two of the daily themes set forth for American Education Week, November 6-12.

NORA BEUST, specialist in school libraries, presents helpful suggestions about *Book Week*. She assures teachers that "there is no necessity for spending sleepless nights trying to think of contests that will be bigger and better than last year's contest or will surpass that of a neighboring school or city." She tells of many activities and resources.

ALINA M. LINDEGREN, specialist, western European education, presents an article this month on *Teacher Education in Sweden*. Her discussion deals with the education of elementary and secondary school teachers. Dr.

Lindgren says that "the practical education comprises whole-day attendance at the practical school, group practice teaching, individual teaching of a series of lessons in the same subject, and consideration of questions of method in connection with the practical work." Evidently the one-teacher elementary school still exists in Sweden as this author states, "In remote areas of the north with few inhabitants most children attend a minor or one-teacher elementary school."

A. E. CASGRAIN, of the Federal Forum Demonstration, presents a review of the work and a report on future plans in forums. His article is entitled *Federal Forum Demonstration*. This fall forum demonstrations are being established in 15 States to operate between October 1, 1938, and February 28, 1939. Several of the projects will associate four or more small communities in a cooperative program in which the services of a forum leader will be shared.

GORDON STUDEBAKER, of the Script Exchange, in an article entitled *Promoting School Broadcasts*, gives encouraging information on the success of a number of schools and colleges in the use of radio for educational purposes. Mr. Studebaker gives concrete examples of this success. He also describes the services available through the Script Exchange.

Institutions of Higher Edu



Total Number



Universities, colleges and professional schools



Teachers colleges and normal schools



Junior colleges



Negro colleges

ation in the United States



Higher Education in the United States

★★★ A time-worn college charter states the purposes of one of America's noted institutions to be:

"The advancement of all good literature, arts and sciences.

"The advancement and education of youth in all manner of good literature, arts and sciences.

"All other necessary provisions that may conduce to the education of the English and Indian Youth of this Country in Knowledge; and godliness."

How great the advancement of higher education itself has been in this country cannot of course be measured any more than can the advancement toward the fulfillment of the purposes set forth in that college charter. But a view of higher education in the United States today points to significant progress. Its statistics indicate growth. Its services show wide expansion and the acceptance of new responsibilities.

Administration

Throughout the Nation authority to control a college or university is generally vested in a governing board, known as the board of trustees or regents. A president is usually elected by the governing board. He serves in much the same capacity as the manager of an industrial corporation. The educational policies, the annual budget, the appointment of faculty members, and the fixing of salaries, although originating with the president, must

in most cases be approved by the board before they become effective.

The Nation's higher educational institutions are grouped into two main types, publicly controlled and privately controlled. Publicly controlled institutions comprise those controlled by States, by municipalities, and by local public-school districts. Included among the privately controlled institutions are those administered by private corporations and by religious denominations. Governing boards of State-controlled universities and colleges are: (1) Appointed by the governor either alone or with the consent of the senate; (2) elected by the people; (3) elected by the State legislature; or (4) appointed by the board itself.

Governor Appoints

The large majority of the boards governing such institutions are appointed by the governor. In five States the board is elected by the people. In five other States they are elected by the legislature. In three States board members of particular institutions are appointed by the board, that is, whenever a vacancy occurs the existing members select the successor. The boards governing certain State-controlled institutions in several States are in part appointed by the governor and in part elected by alumni or other agencies.

Institutions controlled by municipalities have two types of governing boards. One type consists of the regular city board of education which controls the city's school system as well as the municipal university or college.

This board in general is elected by the people. The other type is a separate board which is either appointed by the mayor with or without the consent of the council; elected by the people; appointed in whole or in part by the regular city board of education or by other agencies. Practically all of the higher education institutions controlled by local public-school districts are junior colleges.

Ultimate Authority

With respect to the publicly controlled institutions, regardless of the method of selecting their governing boards, the ultimate authority over them, with few exceptions, rests directly or indirectly in the hands of the people who elect the public officials.

Many variations are likewise found in the methods of selecting the boards of privately controlled institutions. Of the institutions of this type which are administered by private corporations, the boards are to a large extent self-perpetuating. When a vacancy occurs a new member is selected by a vote of the remaining members. This method is known as cooption. In the case of some of these institutions, only a certain number of the board membership is coopted. The remaining members are ordinarily elected by the alumni.

There are 47 religious denominations conducting higher education institutions throughout the United States. The governing boards of many of these institutions are selected wholly or partially by State conferences, synods or conventions of the different denominations.

Governing boards of a considerable number of denominationally controlled colleges are elected in part by the alumni.

In the administration of colleges and universities, there are usually in addition to the governing boards and the presidents, such other officers as comptrollers, bursars, business managers, registrars and others. They have charge of one of the Nation's most valuable businesses.



One building is usually designated as the administration building.

In the administration building are found the board of trustees' room, the president's offices, and the general administrative offices for the institution.





Debits and credits play an important role in college and university training.

Cost of Attending College

What does it cost to attend college? This is a question of vital interest to every young man and woman ambitious to obtain a higher education.

The cost naturally involves a number of items. Among them are expenses for tuition fees, room, board, and incidentals. The costs vary among individual universities and colleges. The most expensive item is room and board. On an average, this ranges from \$33 to \$162 for room and from \$150 to \$363 for board annually in the individual institutions. Students going to institutions within their local communities and living at home are relieved of this expense.

Tuition

The amount of tuition which students must pay varies in a large measure according to the type of control of the institution. Publicly controlled institutions in general have a lower tuition rate than privately controlled institutions. Annual tuition in State controlled co-

educational universities and colleges for in-State students averages \$79 annually and for out-of-State students \$128. In State and city teachers colleges the average annual rate of tuition is \$38. Local public junior colleges have an average tuition of \$82.

There are 42 State controlled universities and colleges, 92 State teachers colleges, and 150 local public junior colleges in which no tuition is charged.

Other Items

The other items, fees, and incidentals, comprise a considerable proportion of the cost of attending college. Fees represent charges for matriculation, health service, athletics, library, student activities, gymnasium, and the like. The average amount of fees charged in State controlled coeducational institutions is \$46 annually, in State and city teachers colleges \$35, in privately chartered institutions \$28, in Protestant denominational institutions \$25, and in Roman Catholic institutions \$37.

Incidentals include necessary expenditures for books, supplies, laundry, and other personal expenses. For State controlled coeducational institutions the average amount of incidentals is \$58, for State and city teachers colleges \$31, for privately chartered institutions \$50, for Protestant denominational institutions \$45, and for Roman Catholic institutions \$64.

Wide Range

Consolidating the several items, the typical cost of attending the various types of universities and colleges ranges from \$260 to \$979 annually. In the accompanying tables are presented the amounts for each of them. The figures are for coeducational institutions only. In general, the typical cost for students attending men's colleges is somewhat higher than that for women's colleges, and both are higher than the coeducational institutions.

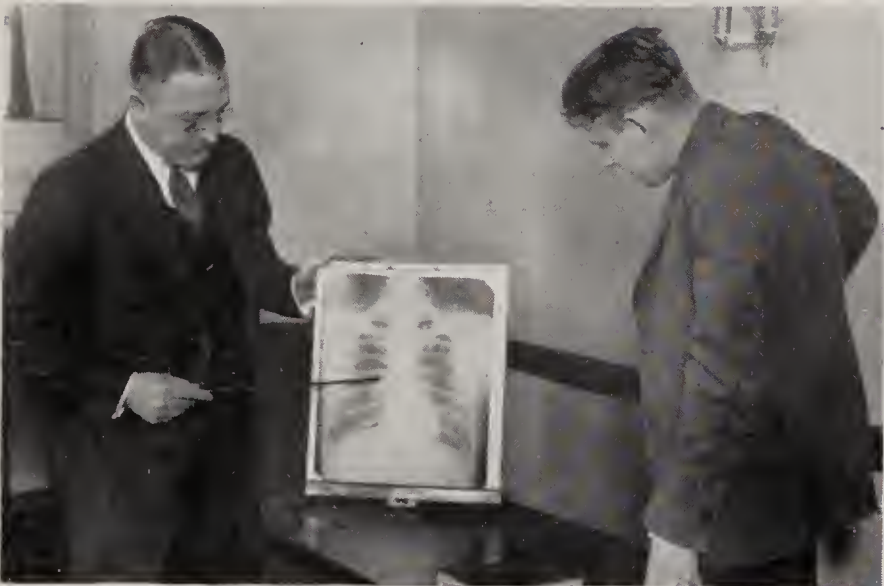
Typical cost of attending different types of coeducational universities and colleges

Privately controlled institutions.....	\$979
Roman Catholic institutions.....	653
Protestant denominational institutions..	480
State-controlled institutions.....	453
State and city teachers colleges.....	314
Negro colleges.....	260

Physical Welfare of Students



Sports of many varieties play important parts in college life.



University student health programs include examinations of all students.



Hikes furnish some outdoor life for many students.

About a century ago some institutions of higher education began to take the physical welfare of their students seriously and to make provision accordingly. The earliest effort in this field was along lines of health instruction. At Harvard, in 1818, there was given "to the undergraduates, a course of seven lectures on hygiene, or the ways of preserving health and prolonging life." The annual report of the president for 1825-26 states "It belongs by law to the faculty of the university to authorize exercises conducive to health and in the month of March 1826, they accepted the offer of two gentlemen to give their services for teaching a system of gymnastick to such members of the society as should choose to practice them." A third of a century later—in 1859—Amherst appointed to its faculty the first college physician and professor of hygiene and combined in this one person the functions of instructor in hygiene, director of physical activities, and medical adviser.

From these beginnings have developed, more or less generally, provisions for the medical examination and advisory service for all students and sometimes care for the sick; facilities, both indoor and out, for physical activities; and courses of study in hygiene.

By far the best developed of these three departments having to do with student welfare are those which at present go under the label of physical education. Practically every institution of higher education makes provision today both of facilities for play and personnel for instruction and supervision. It is true that the institution often has too much in mind the staging of spectacles of prowess in intercollegiate sports but seldom is the average student left altogether out of account and in about 90 percent the pursuit of physical activities, for one or more years, is required.

The development of health services has been rapid and statistics indicate that about 9 out of 10 colleges and universities give a medical examination to all entering students and, in the larger institutions at least, this examination is given by a resident physician. In a considerable proportion of these schools the examination is a thorough one and efforts are made to bring about the removal or treatment of any defects or diseases found.

In the field of instruction in hygiene only about one-third of the colleges and universities require attendance at classes in this subject and such courses vary from a total of 6 to 144 hours.

In the first catalog of Vassar we read, "It is settled, as a maxim, in the administration of the college that the health of the students is not to be sacrificed to any other object whatsoever . . . Great care will be taken in the sanitary regulation and to secure for the students an unexceptionable diet." A large percentage of the colleges do not take adequate precautions against fires and against infections from food or from swimming pools, and there has been slow advance in the assumption of responsibility for conditions in rooming houses.

Teacher Education

Of America's million teachers, nearly 100,000 are newcomers in the classroom each year. The replacement of those lost to the profession, the provision of those for new positions, and the upbuilding of the education of those in service constitute an important educational undertaking in every State.

The average amount of collegiate education attained by elementary teachers now in service is between 2½ and 3 years; and by high-school teachers, 4 years. Increased preparation has resulted to some extent in improved salaries for teachers, and improved salaries in turn have enabled teachers further to increase their education. In the cities salaries now average \$1,818 annually. In rural schools, which usually employ teachers with less training than those in the cities, the average is \$827. Teachers tend to remain in their profession longer when they have undergone an extensive period of preparation. The teaching life of public-school teachers is increasing, and now averages more than 10 years in length. Since 1896, half the States have introduced State-wide teacher tenure and retirement systems.

The education of teachers is undertaken by more than 1,000 higher education institutions. Elementary teachers, who constitute about two-thirds of the entire teaching profession, are prepared chiefly in the teachers colleges and normal schools. These institutions, numbering 250, are located in all but 5 States.

High-school teachers for the most part secure their education in colleges and universities. A total enrollment of about 161,000 students who are preparing to teach is now reported by the colleges and universities.

College teachers secure their graduate work and preparation for research in the universities. Of approximately 70,000 graduate students, more than two-thirds have entered or plan to enter education as a career.

Liberal Courses Emphasized

The modern teachers college, or university school of education, emphasizes not only the mastery of subject matter later to be taught, but also liberal courses designed to give the teacher a well-rounded general education. Health and physical education, music, art, and similar courses are given increasing attention. Typically, about one-sixth of the entire curriculum is given to courses in professional work, such as student teaching, educational psychology, principles and methods of teaching and the like.

Of the strictly professional courses, student teaching is probably the most important for inexperienced teachers. Most States now require student teaching as a prerequisite for the certification of beginners in the classroom. In a well-planned program, observation of regular classroom work starts early in the

Observation of regular classroom work is a part of professional preparation for teaching.



Preparation to teach includes participation in activities.



Teachers in training judge the success of creative work by observing the reactions of children.



period of the student's professional preparation. Usually in his last year of college work he is given responsibility for the instruction and management of pupils, in a campus laboratory or training school, or in a nearby cooperating public school.

The student teacher is assisted by supervising teachers. About one in every four of the staff members in teachers colleges and normal schools is a supervising or critic teacher. Numerous cooperating public school

teachers in addition to regular college staff members also assist in guiding the young student teacher.

Project method, activity program, integration of learning activities and related expressions denote changing emphases in instruction. From the practice of the methods and procedures deemed most effective the teacher seeks to learn those attitudes, habits, and skills best fitted to his own capabilities as an instructor.

Graduate Study

Graduate study and professional education are occupying an increasingly important place in the programs of universities, colleges, and professional schools. Graduate study has greatly increased since 1930. In that year 47,255 were enrolled as graduate students, in 1936 this number reached 78,911. The number of masters degrees granted in 1930 was 14,495; in 1936 the number reached 18,243.

Statistics show the number of doctorates granted over a period of 10 years (1925-26 to 1934-35, inclusive) as follows: At the head of the list is chemistry with 3,565 doctorates, followed by education with 2,646. English studies and economics are paired with 1,166 each. Modern history follows with 1,068 and physics with 1,028. All other subjects fall below 1,000.

For many centuries there were but three generally recognized professions—theology, medicine, and law. Today there are 18 or more that are so classified. These include—in addition to theology, law, and medicine—agriculture, commerce and business, dentistry, engineering, pharmacy, music, the fine arts, veterinary medicine, architecture, forestry, journalism, and library science.

Statistics for 1935-36 show the rank of 11 professions according to students enrolled and the number of degrees conferred.

Profession	Students	Degrees
Teaching.....	212,631	34,224
Commerce and business.....	81,352	8,002
Engineering.....	74,618	11,623
Law.....	36,791	7,893
Medicine.....	24,706	5,793
Agriculture.....	19,840	2,745
Home economics.....	13,571	2,096
Theology.....	11,935	1,673
Pharmacy.....	8,244	1,303
Dentistry.....	7,665	1,772
Nursing.....	6,398	374



Graduation day marks the beginning of graduate study for many students throughout the Nation.



Specially adapted environment facilitates study in highly technical fields.



The laboratory challenges keen minds to make valuable research contributions.

College Libraries

The college library today is indispensable to the educational program of the college. Cooperation of administrators, faculty members, students and librarians is essential in the attainment of this important position.

The staff of the library includes a librarian who has administrative control of the entire library and is responsible only to the administrative head of the college. There are on the staff, librarians trained in administrative and technical duties, and in the capacity of liaison officers who connect instructor and student with library resources. In the modern college, the professional services of librarians

entitle them to salaries and academic rank based upon the same criteria required of members of the instructional staff.

The library has general reference books, standard reference tools useful to specific fields required by students and faculty, books necessary for collateral reading, current and standard books of a readable character, scholarly periodicals and journals, periodicals of general interest and special collections which vary in number and importance according to the interests and resources of the institution.

Library resources bought, obtained on exchange, or donated, are cataloged and made available to faculty and students in a centrally located building through the circulation department, reserve book department, reference department, periodical department, outdoor and indoor reading rooms, open shelves, classroom libraries, seminar rooms, and browsing rooms. Outside of the central building there may be departmental libraries, reading rooms, and dormitory libraries. Restrictions are necessary in the circulation of rare and expensive volumes or books in great demand. The large number of students, especially undergraduates, has made necessary regulations against easy access to books in some institutions, though efforts are being made to remedy the situation through additional personnel and rearrangement of book collections.

Learning to Use Libraries

The library is made more vital to students through instruction in the use of libraries and bibliographical aids, book exhibits, and book lists. There is tutorial counsel and advice regarding books in the major fields of study and an opportunity to discuss reading interests with a competent readers' adviser. Formal and informal talks on books are scheduled to arouse and stimulate interest in books and reading. The building of students' own private libraries is encouraged.

The librarian furnishes the faculty members with news about technical books and periodicals that aid them in making decisions as to requests for additions to the library. Faculty members and graduate students are aided in their research by good reference services, bibliographical apparatus, interlibrary loans, the use of mechanical inventions such as microphotography, suitable carrels in the library stacks, and the purchase of necessary materials.

The college library attempts to continue book service to students after graduation through selected annotated lists on scholarly subjects, current affairs, and books of general interest. In some instances these books are loaned to former students through an extension service. Correspondence and extension classes are supplied with books by the college library. In certain instances, book extension service is available to readers in the surrounding community.



The college library is indispensable to the educational program.

College Dormitories

The evolution of the college dormitory represents an interesting chapter in the history of higher education in the United States. In the erection of the college buildings the dormitory or residence hall providing living quarters for the students was included among the principal structures on the campus. In the case of many of these early colleges due mainly to lack of financial resources, only a single building was constructed. Its upper floors consisted of dormitory rooms for the students while the lower floor included the classrooms for instructing them.

The modern college dormitory may be described as clean and sanitary; the principal articles of furniture are desks with shaded electric lights, bookcases and bookstands containing textbooks, and a lounge with a small table holding a reading lamp. The contents of the dormitory are designed to make the student-occupant comfortable and at the same time to furnish him every convenience for study.

The present day dormitory buildings are fire-resistant while the structures of the old days were frequently fire-traps. Heat for the entire dormitory building is now furnished from a central heating plant on the campus. The dormitory usually has a large and attractive lounging or commons room on the first floor where the students may congregate informally or receive their guests.

Another type of student dormitory found in some of the universities and colleges today is the barracks. This building is constructed on a cheaper scale than the regular dormitories. Space is economized and the rooms are small. The students sleep in double-decked bunks in place of beds.

Still another method recently developed of housing students on the college campus is the cooperative cottage. Under this arrangement the cottages are rented at a low rate to a group of students who manage and operate them on a cost basis.

It is estimated that at the present time approximately 30 percent of all the college students in the United States live in dormitories or residence halls. In a recent study it was found that since 1874, \$54,100,000 has been expended by 94 universities and colleges alone in constructing students' living quarters on their campuses.



These might be views in any modern college dormitory.





Junior colleges are sometimes a part of the public-school system.

The Junior College

A significant recent development in higher education is the junior college. This development began about the opening of the present century. Since then junior colleges have come into existence in 44 States.

In 1900 there were two privately controlled junior colleges with a few hundred students enrolled. At present there are 553 junior colleges enrolling 136,623 students. Over this period of time, such colleges have been established by State governments, by local communities in conjunction with their public-school systems, by 4-year privately controlled colleges reducing their curriculums to a 2-year basis, by academies extending their educational programs to include collegiate courses, and by universities organizing branch junior colleges.

Originally, the academic program of the junior college included only the first 2 years of the regular liberal arts collegiate curriculum so that students could transfer to the 4-year college or university and complete their liberal arts college education. A new development, however, has recently occurred. Many junior colleges have added vocational or semiprofessional training and general curriculums to their programs. These courses are designed to train the students to enter specific occupations or to provide them with cultural knowledge within the 2-year period rather than to prepare them to continue their work in the 4-year college or university.

Junior colleges offering vocational and semiprofessional curriculums have concentrated generally on occupations prevalent in their particular local communities so that students upon completing the training have a better opportunity to find jobs. A wide variety of pursuits is represented in the different colleges located in industrial centers. Among them are courses for the training of aviation designers, wireless operators, cost accountants, advertising solicitors, mechanical specialists, news reporters, policemen, detectives, secretaries, electrical assistants, photographers, statisticians, bank clerks, realtors, surveyors, watchmakers, department-store supervisors, and others.

Higher Education for Negroes

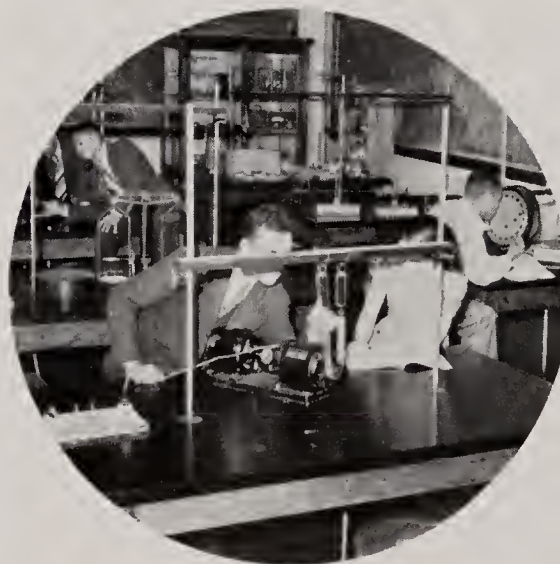
The greatest growth in the higher education of Negroes has taken place since the World War. In 1916, there were less than a dozen Negro institutions that offered college work; collegiate students in most of these institutions constituted not more than 10 percent of the total enrollment. In 1936, 121 institutions of higher learning reported to the Office of Education, approximately 60 of which had accreditation from the State departments of education, regional accrediting associations, or both. Eighteen of these institutions were publicly controlled 4-year colleges; 51, privately controlled 4-year colleges; 17, teacher-training institutions; and 35, junior colleges.

These institutions enrolled 35,000 students of college grade during 1936, and 65 conferred 3,457 collegiate, professional, and graduate degrees. The number of degrees conferred was more than twice the number of Negro students (1,643) pursuing college subjects in 1916. The collegiate enrollment in publicly supported land-grant colleges for Negroes during the 20 years increased from 12 to 11,097. Sixty-three colleges reported an enrollment of 23,878 in their summer sessions in 1936.

The property and equipment of colleges for Negroes are valued today at approximately

65 million dollars, and the annual receipts amount to nearly 14 million dollars. Twenty years previously the property valuation was about 36 million and the annual receipts 4 million dollars. In 1916 these institutions probably had less than 75,000 books in their libraries. In 1936, 90 institutions reported a million bound volumes.

Increased public support and increased opportunity for graduate and professional education are promising factors for the higher education of Negroes. Educational foundations during the past score of years have assisted hundreds of Negro men and women in their pursuit of higher degrees. Public officials are recognizing the responsibility of the State for the graduate and professional education of Negroes and are providing scholarships for such work in other States, or are developing graduate work in their State colleges. The presidents and deans of most of the larger colleges for Negroes have made special studies in administration of personnel work, many having received or completed all residence requirements for the doctorate. At present eight institutions of higher learning have Negro presidents holding the Ph. D. degree.



Increased opportunity for higher education of Negroes is evident today.

Self-Help at Colleges

Not many years ago colleges paid but little attention to securing jobs for students. But as enrollments increased, bringing in many more students of low financial status, the need to provide more work opportunities became imperative. Colleges began to give consideration to the problem and to set up organized student employment services to look systematically after such needs.



Self-help activities available to students at many colleges throughout the United States include not only agriculture, weaving, selling candy, cooperative living (as shown in these pictures) but a wide variety of work.



The effort to find jobs for many more self-supporting students during the depression years led institutions to try to discover other kinds of work than that of the customary type—waiting on tables, dishwashing, firing furnaces, and the like. The Federal student-aid program further increased the need for devising new types of work in order to conform to the stipulation that for institutional participation in the program the work so far as possible should be “educationally significant” to the students. Thus many jobs not hitherto open to them, some of which concern the administrative and academic work of the institution, have become available to students. And so well have they performed these services, with benefits of an intellectual nature to themselves far exceeding the value of the wages, that educators have been led to regard work not simply as a financial aid but as an important element of education itself. Furthermore, some students who do not need to work are seeking jobs for the advantage of the

training and experience they afford. The value of the job does not lie in the nature of the service as apprenticeships for vocations, for few of them have relationship to the contemplated future work of the students, but in the opportunities they offer for contact with real-life situations.

Instituted as a means of helping students who otherwise could not attend college, the work programs of some higher education institutions have come to be regarded as an important part of their educational offerings. In order to provide work for all, some colleges have become practically self-sustaining. They operate with student labor not only the college, but their farms and dairies, and even small factories, which supply the institution and in some cases outside customers as well. The financial stringency of the past few years has

led to the adoption of modifications of this self-supporting plan by several other colleges.

Economic necessity has led also today to another type of students aid important in its possibilities for training for later life, namely student cooperatives. Cooperative living projects started largely as depression expedients, not only because of their lower costs which enabled a larger number of students to attend college, but also because of advantages claimed for this type of living. The experience gained by large groups of students living and working together may serve as valuable training in ability to meet the problems of later life requiring mutual understanding and cooperation.



Junior colleges are sometimes a part of the public-school system.

The Junior College

A significant recent development in higher education is the junior college. This development began about the opening of the present century. Since then junior colleges have come into existence in 44 States.

In 1900 there were two privately controlled junior colleges with a few hundred students enrolled. At present there are 553 junior colleges enrolling 136,623 students. Over this period of time, such colleges have been established by State governments, by local communities in conjunction with their public-school systems, by 4-year privately controlled colleges reducing their curriculums to a 2-year basis, by academies extending their educational programs to include collegiate courses, and by universities organizing branch junior colleges.

Originally, the academic program of the junior college included only the first 2 years of the regular liberal arts collegiate curriculum so that students could transfer to the 4-year college or university and complete their liberal arts college education. A new development, however, has recently occurred. Many junior colleges have added vocational or semiprofessional training and general curriculums to their programs. These courses are designed to train the students to enter specific occupations or to provide them with cultural knowledge within the 2-year period rather than to prepare them to continue their work in the 4-year college or university.

Junior colleges offering vocational and semi-professional curriculums have concentrated generally on occupations prevalent in their particular local communities so that students upon completing the training have a better opportunity to find jobs. A wide variety of pursuits is represented in the different colleges located in industrial centers. Among them are courses for the training of aviation designers, wireless operators, cost accountants, advertising solicitors, mechanical specialists, news reporters, policemen, detectives, secretaries, electrical assistants, photographers, statisticians, bank clerks, realtors, surveyors, watchmakers, department-store supervisors, and others.

Higher Education for Negroes

The greatest growth in the higher education of Negroes has taken place since the World War. In 1916, there were less than a dozen Negro institutions that offered college work; collegiate students in most of these institutions constituted not more than 10 percent of the total enrollment. In 1936, 121 institutions of higher learning reported to the Office of Education, approximately 60 of which had accreditation from the State departments of education, regional accrediting associations, or both. Eighteen of these institutions were publicly controlled 4-year colleges; 51, privately controlled 4-year colleges; 17, teacher-training institutions; and 35, junior colleges.

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Some College Statistics

Students

There are in the United States today about 1,350,000 students enrolled in the colleges and universities. There are four men students to every three women. The proportion of men is rising slowly; in 1931-32 men formed 57.8 percent of the total enrollment; in 1933-34 they numbered 58.3 percent; and in 1935-36 they numbered 58.7 percent.

Students

1935-36

Resident college enrollment:

Regular session:

Men	709, 672
Women	498, 555
Total	1, 208, 227

Summer session:

Men	135, 752
Women	234, 274
Total	370, 026

College students attend public and private colleges in practically equal numbers. This equal division has prevailed since 1931-32, with the public institutions running from 50.2 to 50.8 percent of the total and private schools enrolling from 49.8 to 49.2 percent.

Faculty

It requires the full-time services of more than 110,000 faculty members to carry on the work of the colleges and universities of the country.

These institutions are, of course, of all sizes. Some have fewer than a dozen staff members on their faculty and offer only the standard college courses; others have more than a thousand staff members and offer a wide variety of courses.

The total number of faculty members has fluctuated irregularly since 1931-32. That year it stood at 100,789; in 1933-34 it dropped to 99,935; and in 1935-36 it rose to above 110,000.

Faculty

1935-36

[Reduced to full-time basis]

Faculty:

Men	78, 316
Women	31, 909
Total	110, 225

Degrees

More than 164,000 students received degrees at the universities and colleges in 1936, the latest year for which complete statistics are available. Teacher-training schools, which a generation ago conferred no degrees, gave more than 18,000 bachelors' degrees, more than 600 masters', and 15 doctorates. Seven-eighths of all degrees conferred were baccalaureate or first professional.

Degrees

1935-36

Degrees:

Baccalaureate and first professional:

Men	86, 067
Women	57, 058
Total	143, 125

Masters, including advanced engineering:

Men	11, 503
Women	6, 799
Total	18, 302

Doctors:

Men	2, 370
Women	400
Total	2, 770

College Receipts

Students paid in more than \$158,000,000 for instructional fees at more than 1,500 colleges and universities in 1935-36. More than \$183,000,000 was supplied by the Federal, State, and local governments. Gifts from churches, educational foundations, and individuals amounted to \$37,000,000. Institutional earnings amounted to nearly \$25,000,000.

More than \$47,000,000 was added to the permanent funds of colleges during the year. Most of this amount went to general endowment funds, but a large share went into student aid funds.

The percent of total college receipts which come from students is slowly increasing. In 1925-26 it was 30.3; in 1935-36 it was 32.2. At the same time endowment income is slowly decreasing; it was 14.1 percent of the total in 1925-26, but only 12.2 percent in 1935-36.

Receipts

1935-36

Number of institutions reporting	1, 541
Receipts for educational and general purposes and capital outlays:	
Student fees	\$158, 134, 025
Endowment income	60, 090, 075
Federal government	43, 233, 704
State governments	119, 585, 147
County, city, or district	21, 049, 547
Private gifts and grants	37, 115, 240
Sales and services of organized activities	24, 942, 821
Other (miscellaneous) receipts	26, 954, 992
Total	491, 105, 551
Auxiliary enterprises and activities	106, 479, 162
Receipts for increase of permanent funds	47, 038, 548

Even with half the higher education students in privately controlled institutions, the largest single source of income for all higher education is the public treasury. More than \$183,000,000 came from Federal, State, or local funds. Students provided the next largest amount (more than \$158,000,000). Gifts for current use or income from past gifts came next in importance (more than \$97,000,000), and sales, services, and miscellaneous sources supply the remainder (more than \$51,000,000).

Expenditures

Nearly half a billion dollars was spent by colleges and universities on general activities in 1935-36. More than \$47,000,000 went for expansion of the physical plant and \$26,000,000 for scholarships, student activities, student health, and the like.

The regular educational program cost nearly \$420,000,000. More than half of this cost was for actual instruction work. Administrative overhead cost the colleges 4 million dollars per month the year round.



Expenditures
1935-36

The Educational Directory

by Ella B. Ratcliffe, Educational Assistant, Higher Education

Colleges and Universities

Part III, *Colleges and universities*, includes all institutions of higher education, classified as follows: (1) Colleges and universities, (2) professional and technological schools, (3) teachers colleges, (4) normal schools, (5) Negro institutions, and (6) junior colleges. Each institution in each classification is listed but once, in its proper alphabetical order under the State in which it is located, unless it is affiliated with or is a division of some other institution located at a different place, in which case a cross-reference is made to show the relationship.

For every Institution there is given the following information: (1) Its name and location, followed in parentheses by data relative to its accreditation by a national or regional accrediting association, or by both, indicated by symbols to designate the various associations; the agency by which it is controlled—State, city, county, district, private, or church (shown according to the particular denomination); its student body, i. e., whether composed of men, of women, or of both sexes; (2) the name of its president or other chief executive officer.

For colleges and universities, independently controlled professional schools, and teachers colleges, there follow the names of other administrative officers: Chief business officer, as business manager, treasurer, bursar, etc.; registrar or secretary; dean of men; and dean of women. Following these in the university and college group and in some of the professional group are listed the various schools or departments of the institution, with the names of the deans or directors in charge of each. Accreditation of the schools or departments by their professional associations is indicated by symbols.

The names of all associations by which the higher institutions are accredited are listed in the introductory section of this part of the directory, with the symbols used to designate them; likewise the names of all denominational bodies by which the institutions are controlled are listed with the abbreviations used. There is also a brief statement concerning the bases for listing the different types of institutions in the directory.

(Concluded on page 58)



★★★ The Educational Directory published annually by the Office of Education gives data on four different types of educational organizations, and it is the only directory of its kind published in the United States. *Part I* lists the principal school officers in the State and county offices of education; *part II*, the principal city school officers; *part III*, institutions of higher education; and *part IV*, educational associations and directories. Each of these parts is first issued separately, then later combined and issued in a single publication, *Bulletin No. 1* of the Office's annual series of bulletins.

State and County

Part I, State and county school officers, is preceded by a tabulation showing the organization of the Office of Education, giving names and titles of administrative officers and of the professional staff, the latter listed according to rank under the several broad divisions into which the work of the Office falls. The directory of State and county school officers itself lists first, for each State, the names and official designations of the chief administrative officers, the directors and supervisors in the various fields of education and in research and statistics, and other officers, according to the set-up of the individual State departments. It then lists the names of counties or other similar local divisions in each State and Territory, with the names and addresses of the superintendents in charge.

Cities and Towns

Part II, City school officers, lists the names of the principal school officers in all cities and towns having a population of 2,500 or more. Under each State is given an alphabetical list of the cities and towns, followed in parentheses by the population, and the names of (1) superintendents or supervising principals, or other chief officers; (2) the names of business managers and (3) of research directors, where there are such officers. As a part of this portion of the directory, there is appended a list of the supervising officers of Catholic parochial schools in (1) archdioceses, and (2) in dioceses, with their addresses.

Number of institutions reporting.....	1, 540
Educational and general expenditures:	
General administration and expense.....	\$48, 069, 292
Resident instruction.....	245, 384, 184
Organized research.....	22, 090, 800
Extension.....	29, 426, 534
Libraries.....	15, 530, 878
Physical plant operation and maintenance.....	56, 801, 592
Unitemized expenditures.....	2, 579, 553
Total educational and general.....	419, 882, 833
Auxiliary enterprises and activities.....	95, 331, 995
Other noneducational expenditures.....	26, 175, 774
Capital outlay.....	47, 369, 904

Property

Nearly 4 billion dollars have been invested in permanent assets of universities and colleges. One billion, six hundred million dollars of permanent funds and a similar investment in buildings constitute the major portion of this investment. Campuses, athletic fields, and other grounds are also held to the value of more than 300 million.

Furniture, library volumes (62,000,000 of them), art galleries, and other general equipment represent an investment of nearly 400 million dollars.

More than \$27,000,000 have been given colleges to lend to needy students as a means of helping them through college.

Property
1935-36

Number of institutions reporting.....	1, 362
Value of physical property:	
Grounds.....	\$334, 085, 387
Buildings.....	1, 636, 722, 004
Equipment.....	388, 611, 098
Total physical property.....	2, 359, 418, 489
Permanent funds:	
Endowment funds.....	1, 553, 610, 393
Annuity funds.....	42, 028, 871
Loan funds.....	27, 465, 736
Total funds.....	1, 623, 105, 000
Total property and funds.....	3, 982, 523, 489



Graduate Study in the United States

by Walton C. John, Senior Specialist in Higher Education

★★★ Enrollments in graduate schools and departments fluctuated considerably between 1932 and 1936. In 1932, 75,064 were enrolled as graduate students; in 1934 this number dropped to 69,271; in 1936 it reached 78,911 or 9,641 more than 2 years before and 3,847 more than the high figure of 1932.

Although enrollments on the graduate level have increased during the period mentioned, the number of master's degrees of all types has somewhat decreased. In 1932, 19,339 master's degrees were granted; in 1934 the number dropped to 18,264, but the 1936 figure fell very slightly below the latter figure to 18,243, a difference of only 21.

Likewise, the number receiving the doctorate has declined slightly. In 1932, 2,900 doctor's degrees (Ph.D. or equivalent) were granted; in 1934, 2,815 and in 1936, 2,768.

In the undergraduate fields the total enrollments during this period were as follows: 1932, 850,938; 1934, 920,989; 1936, 1,058,909. The number of first degrees granted these years was: 1932, 138,063; 1934, 136,156; and in 1936, 143,125. The decrease in first degrees, as indicated for 1934, was more than made up in 1936. Thus it appears that undergraduate enrollments as well as degrees have gained during the 4-year period but only graduate enrollments and not degrees have increased during the same time.

Observations on the Master's Degree

A large number of master's degrees have been granted by institutions inadequately prepared to give advanced degrees, according to investigations made by competent authorities.

Dean Homer L. Dodge of the Graduate School of the University of Oklahoma made a study of 37 institutions in 9 States of the Southwest. Of these, 26 were offering graduate work although they were not on the approved list of the Association of American Universities. This implies that these schools have been attempting graduate programs when they are scarcely able to prepare students to go to graduate schools.

C. S. Marsh, vice president of the American Council on Education, also made a study which shows that the principal decrease in the number of master's degrees granted is found in the larger State and privately controlled universities, while an increase in the number of master's degrees granted is shown in a large number of smaller institutions. Dr. Marsh found that in 12 State universities, between 1931-32 and 1933-34, the total number of master's degrees had decreased by 602 or 15 percent; in 12 endowed universities 682 or 11 percent; in 2 of the largest teachers colleges, 471 or 19 percent. But in 12 typical colleges

of liberal arts, he found the number of master's degrees increased by 66 or 28 percent; in 3 Negro universities, 48 degrees or 192 percent; in 12 tax-supported State teachers colleges 110 degrees or 42 percent; and in 32 urban universities, 287 degrees or 6 percent.

Several studies have recently been completed that have a bearing on the master's degree. A survey was made under the direction of President W. A. Brandenburg of Kansas State Teachers College and included 12 State teachers colleges, 13 schools of education in universities and colleges, one private teachers college and one municipal college. It was found that:

"The scope of graduate study in the colleges of this survey differ so widely that it is difficult to give a picture applicable to each. Graduate study in each of the 13 schools of education in universities and colleges is usually under the supervision of and complies with the standards and practices of the graduate school in the institution of which it is a part. Four of the State teachers colleges grant master's degrees from the department of education only and five grant degrees which do not require education as a part of the graduate program.

Attention is called to the important survey of graduate work in teachers colleges made for the committee on standards and surveys of the American Association of Teachers Colleges. Summarized tabulations and interpretations of this survey recently have been made by E. S. Evenden, professor of education, Teachers College, Columbia University, and the committee has reported tentative minimum standards for graduate work leading to the master's degree.

The report contains 10 sections: 1. Nature of Graduate Work in a Teachers College; 2. Admission Requirements; 3. Standards for Graduate Degrees; 4. Preparation of the Graduate Faculty; 5. Teaching Load; 6. Laboratory School Facilities; 7. Graduate Curricula; 8. Student Health and Living Conditions; 9. Library, Laboratory, and Shop Equipment; 10. Financial Support.

One of the most important statements regarding purposes is herewith quoted from the report:

"Each teachers college should show evidence that it has *carefully formulated its objectives* for graduate work and that its program gives promise of their realization. Provision for the continuous evaluation and revision of the objectives should be made."

In the Study of Graduate Work in Engineering completed in 1936 by the United States Department of the Interior, Office of Education, in cooperation with the Society for the Promotion of Engineering Education, the importance of objectives is implied in the following recommendation:

"There is apparent need for clarification of the issue between the extension of the undergraduate program with a fifth year and of the two-stage program of four undergraduate years followed by advanced work of genuine graduate nature."

Teacher opinion of certain phases of graduate work for the master's degree was investigated last year by Prof. Paul W. Stansbury of the University of Toledo. A summary of the findings of this study is found in the proceedings of the Association of Urban Universities for 1937. The inquiry was limited to high-school teachers in large cities who had received the master's degree during the past 10 years. The findings are based upon responses from 4,651 teachers.

Among some of the more interesting observations we find the following:

The demand for part-time and summer school instruction on the graduate level is increasing rapidly. In this group only 22 percent had carried full-time schedules in preparation for the master's degree.

A great majority of teachers, candidates for the master's degrees, are in the public schools.

The two main reasons for taking graduate work were: First, salary increase, promotion, or the meeting of requirements; and, second, interest in a subject in which more work was desired.

The Doctorate

Interest in standards for the doctorate is shown by the activities of a number of organizations and groups that are working for the improvement of the Ph. D. or other doctorates in fields such as engineering, agriculture, home economics, music, art, and business. One of the main problems relates to the distinguishing of research objectives in the several fields from the objectives of teaching. The redefining of the functions of the graduate school in the light of the needs of research as well as teaching is needed in order to lessen the confusion that exists in many schools granting higher degrees.

Graduate Study for Negroes

The rapid growth of elementary and secondary education throughout the South has led to the enlargement and improvement of the teacher-training program. Although a number of Negro colleges have excellent programs leading to the master's degree, the demand for advanced instruction in education, as well as in professional fields, has led a number of States to provide financial aid so that students may attend approved institutions elsewhere. There are at present at least five States that have made such a provision in the interest of equalizing educational opportunities for Negroes. These are Maryland, Missouri, Tennessee, Virginia, and West Virginia.

Book Week

by *Nora E. Beust, Specialist in School Libraries*

★★★ "New Books—New Worlds" is the slogan for the twentieth celebration of Book Week. It was Franklin K. Mathiews, Chief Librarian of Boy Scouts, who first suggested the possibilities of the values of having a time to recognize books. Today, parents, educators, librarians, scout leaders, booksellers and publishers cooperate in a Nation-wide observance of books and reading.

Probably the most important part of Book Week activities is to plan what the week may initiate or motivate. There are many objectives that might be selected as the focal point from which to build with satisfaction to the boys and girls, the audience and the instigator. Suppose, for example, that there is no library in the school. One is needed badly for work and for fun. It will take careful thought and conferences with a small group who are interested, or who may become interested in the needs of a library, to start this undertaking. The librarian of the public library, the elementary supervisor, the principal of the school, the superintendent of the school, the State supervisor of school libraries, and the State library commission are all vitally concerned with the problems of the library in the school. Sometimes, however, a teacher can through the effective use of a few books demonstrate to the children and to their parents the part that books may play in the life of a child.

What One School Did

One small school had only worn-out copies of a few popular books that had torn and missing pages; shelf-worn copies of famous books printed in small type and with unattractive covers; a few unsuitable books given to the school by citizens during housecleaning season or before moving to another town; some mediocre books in series given by children who had read them and loved them because they had had no opportunity to read something better; and a few miscellaneous textbooks given to the principal by publishers.

A teacher in this school wanted to observe Book Week. She had come from a community that had books and trained librarians. Books, and books of the right kind, were necessary to do what she wanted to do. In a neighboring town there was a book store, from which she borrowed books that were interesting and alive. They were books that stimulate the imagination, books that answer questions which children want to know, books with beautiful pictures. These were books that would be read with pleasure and profit. With the assistance of a small committee, a room with a few book shelves was arranged

attractively with the borrowed books, some travel posters, and flowers. In one bookcase were the books that belonged to the school, labeled "Our Library." The children came to see the display. Some of the teachers who had taken time to read the borrowed books, talked to the children about them and looked at the books with the children. The parents came to the school to see the books. Needless to say, they were delighted to see what books they might buy for their children.



Library Resulted

In this particular school, a generous citizen bought the books that had been loaned from the book store, and gave them to the school. Fortunately, there was a teacher in the school who knew how to take care of the books so that everyone had an opportunity to use them because they could be found when they were wanted. The school soon found that they needed a library room, a trained librarian and money to spend throughout the year for books if the children were to have the opportunity to get from books what they should. The citizens of this community got together and organized a library for the children. Now they are talking of getting a library for the whole town. This is what one Book Week celebration started.

If you are interested in starting a library, the American Library Association, 520 N. Michigan Avenue, Chicago, publishes *The Equal Chance: Books help to make it; The Significance of the School Library; The Modern High School and Its Library; Rural Public*

Library Service; The Superintendent Makes a Discovery; The Answer to the Rural School Reading Problem, and other significant pamphlets that are helpful.

After there is a library in the school, the Book Week program can take on other features, although a display of new books, or books that are useful, or books that are favorites or books that may be associated with the slogan of the year—"New Books—New Worlds," is always interesting and important.

A Library Club

The teacher in one grade of a school that had a new library, found that the children were not getting all of the benefits from the library that she thought they should. The books were there and here were the children, and here was the course of study. A library club proved to be the successful solution. A Book Week program was a simple joyous event for this group. During their club periods, the children had discussed favorite books. This led to keeping records of books read. Each child wanted to tell or write about the book that he had been reading so that all of the children would know the attractive features of the volume. Scrapbooks were filled with pictures and book notes that represented the children's ideas of the books that they had read and enjoyed. The parents that were invited to this Book Week party attended a special meeting of the club, at which time the scrapbook that had been completed by the grade was proudly displayed. The parents had an opportunity to hear what the young people were learning and to hear of other plans that were soon to be begun.

Early one fall, a teacher of upper grade boys and girls conceived the idea of letting the youngsters go to the library to select and then read books that they had not read but which they thought children in the lower grades would like. After it was decided what books to tell the lower grade children about, it was fun to decide how to do it. You can imagine when the day came to invite the children of the lower school and the parents, that both the children and the parents felt that it was more than a Book Week performance. The children knew there were many more books in the library that had not been read and that there would be another opportunity to dramatize them.

Some Resources Available

What books have been added to the library recently, is a cue for a Book Week program. The children and parents would all be glad to know how you decide what books to buy for the library, or what printed aids could be used to find the books that are needed in the school library. For example, there are your own State and local book lists. The *Wilson Bulletin* might be shown, with an explanation of how to use it; *The Booklist* of the American Library Association; and the *Horn Book*.

(Concluded on page 54)

Developing Strong Bodies and Able Minds

by James Frederick Rogers, M. D., Consultant in Hygiene

★★★ The subject, Developing Strong Bodies and Able Minds, reads not unlike a much quoted phrase uttered two thousand years ago. Perhaps, however, it is more ambitious than Juvenal's "sound mind in a sound body," for sound minds are not necessarily able minds, nor are sound bodies always very strong. Nor did the Roman poet say anything about developing these desirable conditions, for he was no pedagogue.

Whether or not they have said anything on the subject, educators of all ages have been interested in this dual development of their pupils. Going back no further than the fifteenth century, Vittorina da Feltra, famous teacher of his time, began the development of his pupils with the discipline of their bodies in regard to diet, sleep, clothing, and exercise; Comenius considered first the health of his pupils; and there was that wise Jesuit who, if nameless, is none the less notable in that he saved to the world that genius, Descartes, by permitting him to study in bed and to come to classes as he could. And in our country there were Horace Mann, William Alcott, and Mark Hopkins, to name but a few.

There is ample evidence from Mr. Webster of the inclusiveness of "education" for his dictionary gives as its derivative meaning, "to bring up a child physically or mentally." If we write, in the present century, of this double meaning and double doing we are only rehearsing ideas long ago held and practiced. There is nothing new either in intention or effort except that we know better what we can do and our obligation is the more exacting, if "know" and "do" are to keep company.

On the mental side the twentieth century school runs smoother and does better work than that of any previous time but on the physical side, doing has the difficult task of catching up with knowing what to do. Moreover, in what we do en masse, we too often forget what our foreteachers were always dealing with—the individual.

Problems Changed

It was easier for the educator of a thousand or a hundred years ago to consider strong bodies along with able minds. They did not need to handle pupils wholesale and there were no complicated machinery of sanitation; no problems of medical inspection and of how to get a child's teeth mended or his eyes fitted with glasses when no one concerned seemed to have the wherewithal for so doing. There was no problem of time, and place, and of how to play, for formerly there was time and place and everybody played sensibly and had a good time in so doing.

But we must put behind us the simpler

school of the past centuries and make the most of the child (who is very much the same sort of child) in the school of today.

The school of 1938 will, in many instances, have to see that its pupils arrive at its doors safely—something undreamed of in 1838. The transportation of children to and from the consolidated school is a responsibility which has been made very real by many mishaps. Laws have been laid down to help schools do their best but the laws are only laws and we need to answer "Yes" to the questions. Do we have the safest busses and the safest bus drivers we can obtain? Already the delivered children have been in intimate contact (something which was not known formerly) until they are inside the school. It is fortunate that communicable diseases are less common than formerly, though, with the exception of those for which we have a direct means of protection, we have no assurance that they will remain less common; and illness, damage, and death from this cause are all too frequent.

Of course, parents should keep symptomatic children at home but the school of 1938 can take no chances. The bus driver can hardly stop to note the signs of danger in the passengers he is expected to carry. The school of 1938 will need to teach its parents to keep ailing children at home, for it is late to do anything about it after a pupil has sprayed his fellows with microbes for a half hour. Theoretically we have passed beyond the stage where a cold was "only a cold"; when it was considered healthful to be lousy and when children were expected to have whooping cough and get it over with. We have gone far in our knowledge of epidemiology but our practice is not yet in pace with that knowledge.

Not Born "Equal"

Delivered in the classroom, the educator still cannot afford to take chances and it is the logical thing for the able teacher of 1938 to look over her charges with an eye for signs that they may be ailing and unsafe on their own account as well as that of their fellows.

Granted they are acceptable for the day it seems of next importance that all children be safely and comfortably housed, and in the complicated school plant of 1938 we must depend on an able custodian thoroughly trained in the business of making that plant safe and comfortable and suitable as a place in which to work and play.

Children when they first enter school are not born equally strong or sound of body any more than they are equally able of mind. In physique they may have met with many mishaps in the previous stages of their develop-

ment. Every wise and fully prepared teacher will, on sight, and daily, make a physical as well as mental appraisal of her pupils, but in 1938 the school can go further by making use of specialized members of the staff for determining the bodily resources of its recruits and whether anything can be done for their betterment.

The mere finding of a body which is not so strong as we think it should be, or which is weak in some detail—of eyes, or ears, or other organs—is no benefit to any one. We may fail just here, and more than fail, for we waste our time and money, if nothing is done for the really serious physical faults which we find in our pupils.

Help of Parents

In this business of making better bodies we have to hark back again to the home. We must have the help of the parents, but the school that is concerned with such bodies will have to take this into account. It may need to use its specialized personnel in the way of nurse or visiting teacher.

But granted that the pupil is started on the way to bodily well-being, this does not mean that he will not need daily attention bodily as well as mentally. He may be pronounced ship-shape one week, only to fall the victim of bacterial invasion the next. Out of this experience the child may emerge with damages which we can ill afford to overlook until the time of his next looking over by the school physician.

Eye for Well-being

The school of 1938 may not be as leisurely an institution as that of centuries past. There are many subjects, courses, units, or whatever they may be called; but in this latest year of our Lord, as in every earlier one, the strong and able teacher has an eye daily for the physical well-being of his students; places those who cannot see well, near to things to be seen; those who cannot hear well, near to the source of sound; permits the restless child to work off his energy and encourages the fatigued child to rest.

The educator of 1938 does what he can to teach and to train his pupils how to develop and maintain a strong and sane body. (Why in this century should this use of the word "sane" be labeled rare or obsolete?) There are only a few precepts known for centuries that need to be preached and these must be practiced chiefly out of school. It is the teacher's duty and privilege to see that those that can be carried out in school are so carried out.

(Concluded on page 58)

Teacher Education in Sweden

by *Alina M. Lindegren, specialist, Western European Education*



The elementary school in Sweden beginning with the school year 1948-49 will comprise 7 one-year classes, according to a parliamentary regulation of June 12, 1936. During the transition period until then the elementary school may be regularly either a 6- or 7-year school. The two lower classes constitute the primary school (*småskola*); the remaining 4-5 classes, the elementary school proper (*folkskola*). In remote areas of the North with few inhabitants most children attend a minor or 1-teacher elementary school.

Transfer from the elementary to the secondary school may occur after the completion of the fourth or sixth year of the former. After 4 years of elementary schooling, boys and girls may enter a 4- or 5-year real school; and girls, in addition, a 5- or 7-year school for girls which may be State, communal, or private. After 6 years of elementary schooling, boys and girls may enter a 4-year real school, a 4-year communal middle school, or a lyceum; and girls a 6-year school for girls. Of these, the 5-year real school, the 4-year real school based on 6 years of elementary schooling, and the communal middle school are followed by a 3-year gymnasium; the 4-year real school based on 4 years of elementary schooling and the 5-year school for girls, by a 4-year gymnasium. The gymnasium offers a Latin and a modern (real) line of study, both of which close with the student examination.

The lyceum which came into existence through regulations issued in 1927 has been established in only a few places. It offers a 3-year course which closes with the student examination. Completion of the 6- and 7-year school for girls is marked by a certificate of normal school competence, a certificate somewhat less in value than that obtained after success in the student examination.

State Institutions

Teachers for each of the two divisions of the elementary school receive their education, respectively, at seminaries for the education of primary school teachers and seminaries for the education of elementary school teachers. The seminaries are State institutions and royal regulations now governing them, including their plans of instruction, were issued, for the former, February 17, 1938; for the latter, June 29, 1937.

For both types of institutions the school year, which begins in August and closes in June, comprises a fall semester of 17 weeks and a spring semester of 22 weeks. The school week includes 6 days and each hour of instruction is 45 minutes. No pupil may attend more than 7 classes in 1 day.

The number of students admitted to each class at a seminary is limited regularly to 24. In addition to the specific requirements for admission to each line of study the candidate must be a member of the Swedish church, have good reputation as to conduct, be of good health and free of any ailment that would hinder progress at the seminary or be detrimental later to effective work as a teacher.

The seminaries for the education of primary school teachers are open to women only. They offer a 2-year course which closes with the examination for primary school teachers. In addition, the seminaries at Haparanda and Lycksele offer a 3-year course for the education of assistant teachers at elementary schools and for teachers at minor elementary schools. Attached to each seminary is a practice school. This is coeducational and insofar as circumstances allow aims to be a model school as well as a place for the practical education of the students of the seminary. For the 2-year line, the practice school comprises a primary school and the two lower classes of the upper division of the elementary school.

For admission to the 2-year line the candidate must be at least 17 but less than 28 years of age. The corresponding ages for the 3-year line are 16 and 27 years. Admission to either line requires also at least the final certificate of the elementary school and success in an entrance examination. The examination is written and oral, must be completed within 8 days, and covers most of the subjects of the elementary school curriculum.

Subjects Offered

The subjects of instruction offered at the seminaries with the total number of week hours for the 2-year line are: Christianity, 6; Swedish, 10; mathematics, 3½; history and civics, 4; geography, 3; biology and hygiene, 4; physics and chemistry, 2; psychology and pedagogics, 8; drawing, 6; penmanship, ½; music, 4; gardening, 1¾; sloyd, 6; home economics, 4; gymnastics with play and sports, 7; methods, 2½; practice teaching, 3½.

The seminaries for the education of elementary school teachers offer a 4-year line, a 2-year student line open to one who has passed the student examination, and a 2-year line for teachers of primary schools, each of which closes with the examination for elementary school teachers. The practice school attached to each seminary includes a primary school; an elementary school; and where circumstances permit, a continuation school; and an advanced elementary school comprising a seventh and eighth year. In 1937-38 there were four seminaries for men, three for women, and four for men and women.

The requirements for admission to the 4-year line are practically the same as those for admission to the 2-year line at the seminaries for the education of primary school teachers, except that the limitations as to age are 16 and 26 years.

A summary of the work offered each year in the 4-year line and in the 2-year line, for students as expressed in subjects and number of hours a week is given in the following table:

Curricula for the seminaries for the education of elementary school teachers

Subjects of instruction	Number of hours a week					
	4-year line				2-year line for students	
	I	II	III	IV	I	II
1	2	3	4	5	6	7
Christianity.....	2	3	2	2	2	1½
Swedish.....	5	3	3	3	3	1
Mathematics.....	2½	2	2	2	-----	-----
History and civics.....	3	3	2	3	-----	-----
Political science.....	-----	-----	-----	-----	-----	4
Geography.....	-----	2	2	2	-----	-----
Biology and hygiene.....	2½	2	3	-----	2	-----
Physics.....	2	2½	2	-----	-----	-----
Chemistry.....	2½	2	-----	-----	-----	-----
English.....	4	3	2	-----	-----	-----
Psychology and pedagogics.....	-----	-----	4	4	4	4
Library care.....	½	-----	-----	-----	½	-----
Drawing.....	2	2	2	2	2	1½
Penmanship.....	½	-----	-----	-----	½	-----
Music.....	2	2	2	2	2	2
Gardening.....	1	2	2	-----	2	1½
Sloyd.....	M4 W2	4	2	-----	M5 W2	4
Home economics.....	W4	-----	-----	-----	W4	-----
Gymnastics with play and sports.....	M6 W4	5	5	5	M5 W4	5
Professional education:	-----	-----	-----	-----	-----	-----
Methods.....	-----	½	1	1	4½	3
Practice teaching.....	-----	½	1½	3½	2	3½
Total.....	39½	38½	37½	29½	34½	31

1 M = men; W = women.

According to the plans of study for each of the two types of seminaries the requirements of the various courses are similar to those of corresponding courses for prospective elementary school teachers in other countries. Thus psychology and pedagogics in the 4-year course at the seminaries for the education of elementary school teachers include in:

CLASS III.—General psychology including phases of child psychology. Main elements of logic. History of education in connection with the development of society and general culture. Consideration of the important didactic questions in connection with the instruction in psychology and in practice teaching.

(Concluded on page 56)

Federal Forum Demonstration

by A. E. Casgrain, Field Counselor, Federal Forum Demonstration

★★★ Modern technology has changed the comparatively simple life of the town meeting days when members of the community had an intimate understanding of the local problems. In complicated modern life people must invent and improve vehicles for covering the vast ground of common problems as well as vehicles for spanning great distances. There is no such thing as a person having completed his education.

The forum is at least one method to extend the reach of education into adult life.

The Office of Education has used Federal emergency funds since 1936 to demonstrate the practicability of forums as training centers for clearer thinking on problems of democracy.

In 1936-37 this program was extended to some 19 centers in all sections of the country. These demonstrations attempted to deal with two administrative situations. First, the larger cities divided into forum districts on a basis of neighborhood interests. Second, the county or associated school districts made up of several counties divided into forum districts by towns or community interests.

Cooperative forum demonstrations, as they were called, operated between January and June 1938 with emergency funds in 18 States involving 153 relatively small communities. The duration of these forum demonstrations conducted during this period averaged 10 weeks per center. Twelve forum leaders were engaged in the program during the 5½ months' period, and one for 4 weeks. In the 153 communities during the demonstrations 1,935 forum discussion meetings were conducted by the leaders. These meetings attracted a total attendance of 280,310. These cooperative demonstration centers served from 5 to 10 communities in each area or forum center.

Former Centers Continued

In addition to the cooperative forum demonstration centers, 10 of the 19 centers established in 1936-37 were given the assistance of relief workers to carry forward forum programs, the leadership for which was provided from local resources. These 10 centers conducted a total of 895 meetings which attracted a total attendance of 86,452. The programs of these 10 centers averaged 25 weeks during 1937-38.

Twenty-three communities where demonstrations had not been conducted previously received the assistance of relief workers in the conduct of forum programs or research in the field of adult civic education. These centers reported a total of 1,001 meetings which were attended by 69,345 forum-goers. The average duration of these programs was 15



An adult public forum in action at Colorado Springs, Colo.

weeks. Thus, with the assistance of various kinds made available by the 1937 allocation of funds, a total of 3,827 forum discussions were conducted in 186 community centers in 34 States, attracting a total attendance of 436,107.

The emphasis of this 1937-38 program was placed on the problem of organizing and administering forums in smaller communities with populations of between 1,000 to 25,000. The objective of the demonstration was to plan and administer a program in areas where several independent school systems of limited resources might cooperate and pool their funds to provide educational forums under qualified leadership.

Six communities, on an average, formed a center for the program of one forum leader. During a 12 weeks' demonstration period in the South (as an example of a typical program), a team of three forum leaders exchanged places with one another at the end of a 4-week period. Thus, the leader spending 4 weeks in Louisiana moved to Mississippi to replace the leader who moved to Alabama—and the Alabama leader moved to Louisiana. At the end of the second period they all shifted again. Thus each area had the services of three leaders during the 1937-38 season.

These cooperative forum programs have

sought to demonstrate a practical means by which a leader may be shared by several school districts.

The forum leaders were employed by the Office of Education on a full-time basis for 5½ months from January 1 to June 15, 1938. Due to the fact that the 1938 demonstrations were for short periods, the time of planning so limited, and the administrative problems so difficult, it was impossible to select the forum leaders locally, as should be the policy for such programs. Therefore, a committee composed of 4 school superintendents and 1 forum director selected the 13 forum leaders to be available to the 18 demonstration centers.

Insofar as possible the individual leaders selected by this committee were assigned to centers on the basis of the wishes of the respective cooperating communities.

Local Committees

Local advisory committees were established and usually assisted the local superintendent in selecting the subjects to be discussed which were, of course, within the fields of study of the forum leaders. Such advisory committees made up of representative citizens also helped in promoting interest in the program. In communities where they were effectively or-

Funds Made Available

Approximately \$150,000 of the \$210,000 allocated to the Office of Education, Department of the Interior, from the Emergency Relief Appropriations for the further development of public forums has been made available to these 36 communities. The funds will be used to secure the assistance of certified professional and clerical workers in the development of local forum plans.

It is hoped that this program will have a vital influence in assisting adults to analyze more clearly the conflicting issues which exist today.



State Conferences

Efforts were made to acquaint audiences with pertinent reading material on public affairs. Pamphlet displays were set up and bibliographies were mimeographed and distributed.

State forum conferences conducted last season by the Office of Education brought together educational leaders from the schools, the universities, and the community.

"The purpose of these conferences was to explore the resources, interests, and objectives involved in developing adult civic education through forums" in each State. Thirty-five States held such conferences with a total attendance of 1,552.

In general the conferences revealed an acceptance of the forum idea and a realization of the possibilities and advantages of properly conducted discussions on current problems.

Fifteen States Participating

This season Forum demonstrations involving the employment of qualified forum leaders are being established in 15 States to operate between October 1, 1938, and February 28, 1939. Several of these projects will associate four or more small communities in a cooperative program in which the services of a forum leader will be shared. Local educational authorities in charge of the demonstrations will select the forum leaders and will contribute 27 percent of their compensation from local school budgets or other local resources.

Thirty-six communities at the present time have been designated to receive Federal funds for the employment of relief workers to develop local forum programs. They are: Birmingham, Ala.; Little Rock, Ark.; Long Beach, San Diego, and San Luis Obispo, Calif.; Boulder, Colo.; Atlanta, Ga.; Pocatello, Idaho; Des Moines, Iowa; Holyoke and Revere, Mass.; Kalamazoo, Mich.; Minneapolis and St. Paul, Minn.; Roselle Park and Trenton, N. J.; Santa Fe, N. Mex.; Albany, Auburn, Buffalo, Garden City, Rochester, Syracuse, New Rochelle, Utica, and White Plains, N. Y.; Charlotte and Goldsboro, N. C.; Oklahoma City, Okla.; Portland, Ore.; Columbia, S. C.; Chattanooga, Tenn.; Austin and San Antonio, Tex.; Seattle, Wash.; and Milwaukee, Wis.

FEDERAL FORUM DEMONSTRATIONS

October 1, 1938, to February 28, 1939

The States, key cities, and chairmen of local forum committees are as follows:

State	Key city	Chairman of local forum committee
Minnesota	Minneapolis	Carroll R. Reed, superintendent of schools.
Oregon ¹	Portland	Ralph E. Dugdale, superintendent of schools.
North Dakota ¹	Fargo	F. L. Eversull, president, North Dakota State Agricultural College.
Rhode Island ¹		J. F. Rockett, State director of education.
Washington	Seattle	Worth McClure, superintendent of schools.
California ¹	Santa Ana	F. H. Henderson, superintendent of schools.
South Carolina ¹	Columbia	W. H. Ward, director extension division, University of South Carolina.
Georgia ¹	Atlanta	M. D. Collins, State commissioner of education.
Utah ¹	Ogden	W. Karl Hopkins, superintendent of schools.
New York ¹	Schenectady	W. H. Pillsbury, superintendent of schools.
Michigan ¹	Kalamazoo	Loy Norrix, superintendent of schools.
New Jersey ¹	Trenton	Robert Morrison, director of teacher training.
Wisconsin	Milwaukee	Milton C. Potter, superintendent of schools.
New Mexico ¹	Santa Fe	R. P. Sweeney, superintendent of schools.
Mississippi ¹	Gulfport	B. Frank Brown, superintendent of schools.

¹ Cooperative forum centers involving three or more communities.

Forum Demonstration Centers, 1936-1939



● 1936-7-19
○ 1937-8-22
★ 1938-9-15

Promoting School Broadcasts

by Gordon Studebaker, Radio Script Exchange

★★★ Is radio broadcasting by school students worth while? That question has been debated many times. On the negative side there have been those who believe students are incapable of producing programs of public interest, and that student broadcasting is a waste of radio time which might be used to better advantage. Others question the practicability of radio broadcasting as a regular curricular activity in the schools on the grounds that broadcasting is a novelty which does not fit into generally accepted courses of study. But there is an affirmative side in the debate.

Because of the many requests coming to the Office of Education from schools and colleges for suggestions regarding the use of radio for educational purposes, the Educational Radio Script Exchange was organized 2 years ago under the auspices of the Federal Radio Education Committee to serve as a central clearing house for radio scripts and production suggestions. The records of the Script Exchange throw considerable light on the question of the value of student broadcasting.

Included in a report recently issued by the Script Exchange is the following information: 150,000 copies of scripts have been distributed by the exchange to more than 4,500 educational organizations; 16,000 Radio Manuals, Radio Glossaries and Handbooks of Sound Effects were distributed on request. Follow-up reports have been received regarding approximately 3,000 actual broadcasts by educational groups over the facilities of 230 radio stations in 43 States. The programs were based on continuities received from the Script Exchange. These figures give some indication of the extent to which schools and colleges are interested in radio broadcasting. But let us turn to a few representative stories which help to interpret this factual information. Requests come to the Script Exchange . . . packages go out . . . but what actually happens at the receiving end?

★★★

Behind the Microphone

Time: 7:45 p. m.

Place: Studios of Station WGL, Fort Wayne, Ind.

Music *Fanfare.*

ANNOUNCER *Planning Your Career!*

Music *Theme up few bars; then fade behind.*



Members of a Drake University radio class rehearsing with microphone and sound effects one of the seven hundred programs broadcast by the radio department each year.

ANNOUNCER Today the South Side Players of the Fort Wayne School of the Air bring you the first in a new series of broadcasts. Are you a student or a recent graduate? Are you a young man or woman planning your career? Every week at this time our little dramas of real life will show you how other young people of today are meeting and solving the problems of choosing a career . . .

★★★

That is the opening for the first of a series of vocational guidance programs supplied by the Script Exchange and broadcast by Fort Wayne High School students early this year under direction of Gretchen Smith, director of physical education, and organizer and director of the Fort Wayne School of the Air. A total of 50 programs dealing with such subjects as vocational guidance, literature, science, music, social science, health, speech, safety, and art appreciation were successfully produced on the air. The purpose of the biweekly broadcasts was to acquaint the public with the work

of the public schools and to give as much student participation as possible through performances in dramatic sketches, musical programs, interviews and discussions, and through opportunities for announcing, writing and arranging scripts, and using sound effects.

Behind each broadcast there was a great deal of student activity. Miss Smith reports that the 50 programs involved a total of 5,000 working hours by 350 pupils and 250 hours by 25 teachers, exclusive of the producer's 250 hours. In a newspaper article written by Oscar Eggers, student member of the radio group, he states: "Little did we realize that it takes hours to learn that certain something which makes an educational program worth more than what one gets by tuning the dial to a station carrying a dance orchestra or a 10-star variety show . . . We started rehearsing what turned out to be a mid-winter series of eight dramatic programs entitled 'Planning Your Career' last August a few weeks before school opened. We had to learn dramatics from the basement up. Radio is a lot of work and takes a lot of time, but we are thankful for the training and experience it gives us."

A check on the listening audience among patrons and pupils was made by issuing special

announcements to all children and totaling the number of listeners reported the next morning. On three such tests an average of 5,000 listeners was reported which was doubled for a conservative estimate of all listeners. Fort Wayne has a population of 125,000 and a school enrollment of 27,000.

The expense involved in presenting the 50 programs amounted to approximately \$9, which went largely for paper for production copies of scripts. The services of all teachers and producer, as well as those of the radio station, are voluntary.

The School of the Air was an entirely new venture for Fort Wayne. Its success is briefly summarized in a statement by Miss Smith in which she says: "The interest and enthusiasm among the school children and people of Fort Wayne have been remarkable. Radio has opened up a new avenue of expression for the children and has stimulated an interest in 'good radio' among parents and friends of the performers. The programs attracted many visitors to the local station."

The Radio Workshop

Under the direction of Genieve M. Allen, instructor in English and speech, the Springfield High School radio workshop has become one of the most interesting extra-curricular activities sponsored by the school system, according to reports. Last year more than 200 boys and girls participated directly in the preparation and production of weekly broadcasts over the facilities of station WSPR. Much of the workshop equipment was purchased by the returns from an entertainment and dance sponsored by the members. Enough was earned to pay for a public-address system including microphone and loudspeaker. Biweekly meetings of the entire workshop are being held in Technical High School and rehearsals of broadcast programs take place twice weekly to be auditioned and criticized by a reviewing committee.

Workshop members from the three city high schools have broadcast special programs for the Chamber of Commerce, the Women's Club, the Greater Springfield Safety Council, and the Community Chest.

The aims of the workshop are to acquaint the public with the work of the schools, to give students practice in the technique of broadcasting, to arouse an interest in better speech and to encourage an appreciation of good educational radio programs among the three high schools.

The Springfield radio workshop is one of many such organizations that have been developed in schools throughout the country and which are rendering services of direct value to their communities through cooperation with local broadcasters.

A Radio Club

A year ago several packages enclosing nine series of radio scripts left the Script Exchange

addressed to Lola Berry, Lewiston Senior High School, Lewiston, Idaho. Follow-up reports show that the Lewiston Senior High School Radio Club is one of the most active student broadcasting groups in the country.

The Forensic group of the Lewiston High School has been interested in radio broadcasting for several years. In 1935 its members weathered snow storms, car trouble and various other hardships in order to produce plays, musical programs and debates over station KWCS at Washington State College. By challenging nearby schools to radio debates they popularized the debate phase of broadcasting.

Last October the Forensic class in cooperation with the Lewiston chapter of the National Forensic League shouldered the responsibility of organizing and presenting several weekly broadcasts over the facilities of station KRLC. The school building was wired and three of the five weekly 30-minute programs presented by the students originated within the school building. Sometimes a microphone was set up in the principal's office and a student announcer conducted an interview with the principal designed to inform the public regarding certain rules, regulations, standards, events, latest developments, etc., pertaining to the school and school functions. At other times operetta rehearsals or students giving book reviews in the library class were put on the air. The school is equipped so that it is possible to broadcast from any classroom or office in the building.

To prepare and produce five 30-minute programs each week is a big responsibility. A "planning staff" of 13 Forensic class members, under the guidance of Miss Berry, organize all broadcasts. Let us look at the schedule of programs produced during a typical week—

Tuesday, Room 20, Bengal Varieties 1:30, 2 p. m.

Bengal Varieties is a series of variety shows consisting of various kinds of entertainment. Fifteen minutes of the broadcast are utilized in presenting one of the dramatic scripts entitled "Interviews with the Past" issued by the Script Exchange. The other 15 minutes are devoted to musical numbers, a feature called "odd facts," readings, and short skits of public interest.

The broadcasts provide an opportunity for any student in the school to go on the air and enables the public to become acquainted with school talent which might lead to securing a professional position for a student in his or her line.

Wednesday, Main Studio, Current History, 1:30, 2 p. m.

Current History is a contest program with two teams, each consisting of four students, who match their wits on current history problems. Sometimes it is girls versus the boys, other times selected teams from two schools compete in inter-school competitions. Ques-

tions are stated by the studio announcer and 30 seconds are allowed for the answer. Scores are kept by judges. The students enjoy the broadcasts and since the issues discussed are live and vital, the programs attract large adult audiences. During 16 of these broadcasts 192 students competed.

Wednesday, Main Studio, Answer Me This!, 9-9:30 p. m.

This evening program consists of two "question masters" the announcer and some persons with musical talent. The announcer introduces the question masters who continue by asking questions of social significance and later giving the answers. The audience is directed at the beginning of the program to get pencils and paper out, jot down the answers and test themselves. These programs were furnished by the Script Exchange and are produced with local adaptations.

Thursday, Library, Library Interviews, 1:30-2 p. m.

This program consists of book reviews given by library club members followed by the librarian conducting a library class.

Saturday, High School Auditorium, Local Color 12-12:30 p. m.

The Saturday program is unique as a school broadcast because it is a commercial. The radio club receives \$40 for the entire school year for these broadcasts. The money is used for the purchase of club equipment. On this program outside schools are invited to participate. Hundreds of grade and pre-school children have demonstrated their talents before the radio committee judges and have been given spots on the air.

Thus we have an outline of a typical week's broadcasting by the radio club. Regarding the success of this undertaking, Principal L. L. Carlson states: "Our radio work is designed with a double purpose—to give those students who are interested the practical experience in broadcasting they desire, and to take the Lewiston schools into the Lewiston homes. The proof we have that our dual purpose is being realized is that students love their work and that parents have told us that by listening in on these broadcasts they have a pretty good idea of what's going on about school!"

Universities on the Air

Students leaving high schools who wish to continue their study of the various phases of radio, and who wish to participate in actual broadcasts, find many opportunities in our colleges and universities. A survey conducted by Prof. Waldo Abbot, University of Michigan, shows that 268 institutions were offering either regular courses in radio or extra-curricular instruction. Thirty-four colleges and universities operate radio stations, many of which do from 8 to 14 hours of broadcasting daily. In the early twenties there were nearly 100 university and college stations actively en-

gaged in research, experiments, and demonstrations, the results of which gave great impetus to the development of radio. Since then educational stations have been overshadowed by commercial stations—educational programs did not seem to hold the public interest. Today, popular techniques have been applied to educational programs and the tide seems to be turning; educational broadcasting stations are now making remarkable progress. Many of the universities are maintaining excellent program schedules and are receiving strong public support.

Station WRUF, The Voice of Florida, University of Florida at Gainesville, under the direction of Maj. Garland Powell, is typical of many of the better known university stations. With a plant valued at \$90,000 the 5,000-watt station is on the air an average of 12 hours and 54 minutes daily. The station, in 1937, operated on an annual appropriation of \$32,600. The university uses the radio as a means of taking the results of its activities to the people who support it.

WRUF furnishes many talented students opportunities to express themselves over the air but the station is also a laboratory for those who desire to study and gain experience in the various technical aspects of radio station management and radio art. Carefully organized courses in the various phases of radio are available and many persons now holding good positions in commercial companies received their initial radio training at this institution.

Drake University, Des Moines, Iowa, does not own a radio transmitter, but it is an active center of student participation in radio. The Drake University radio workshop was organized in 1934 and has since become an outstanding radio school under the direction of E. G. Barrett.

Last year Mr. Barrett reported that "more than 50 students have the opportunity to appear on Drake University broadcasts each week. Scores of others are working behind the scenes." Drake programs go on the air almost daily over six Iowa stations—KSO . . . KRNT . . . KMA . . . WMT . . . WOI . . . WHO. Broadcasts of exceptional merit have been carried by the national networks, both NBC and CBS. Radio listeners in every section of the country have heard Drake's students present the opera *Martha* and selections from *Carmen*, *The Messiah*, and *The Church of the Air*.

The Drake department of radio is organized on a plan similar to regular radio stations. A complete student staff, program director to sound effects chief, is fully responsible for the preparation and production of Drake programs. The workshop is more than an experimental laboratory; the actual experience coupled with the theory and education derived from classwork covering every phase of radio makes a veteran radio worker of the graduate.

Through cooperation of the stations over which the broadcasts are released, Drake University reaches a vast audience each week with programs of public interest. The Radio Play-

house, presenting weekly dramas written by student script writers, enacted by radio department actors and embellished with sound and music furnished by students, is a popular feature. Some of the Des Moines Public Forum meetings, in which speakers of national and international fame participate, are released from the university lounge studio by the department of radio. "Micropinions" is the forum idea, with students expressing their opinions on a variety of subjects. The Reviewing Stand brings a dramatic review of important incidents in the Iowa news week with a background of sound and music.

This fall the staff is planning to rebroadcast for the benefit of Iowa listeners the entire series of Let Freedom Ring programs originally produced by the Office of Education, United States Department of the Interior. Realizing the educational value of this series, Drake has made special arrangements with the Des Moines public schools for the organization of regular school listening groups.

So Drake with the assistance of six Iowa stations goes on the air with the belief that "radio has become a powerful force in the social, educational, economic, and recreational life of our people."

The Script Exchange Idea

Questionnaires now being returned to the Script Exchange from radio stations indicating schools, colleges, and universities which have been on the air during the last 6 months, show that hundreds of programs are being produced by educational groups every week in cooperation with commercial broadcasters. Such cooperation is to be expected under the American system of broadcasting which now reaches 82 percent of the homes of the Nation. It is apparent from the reports received at the Script Exchange that most broadcasters are eager to release educational programs if they are of real public interest and are at least reasonably well produced.

About 2 years ago the University of Kentucky prepared and presented a successful series of broadcasts on important discoveries. The scripts were sent to the Script Exchange, rechecked for authenticity and prepared in sufficient quantity for general distribution. The programs have been rebroadcast by schools and colleges in 23 cities with local adaptations. Here is a concrete example of how a good program idea paid greater dividends by being made available through a central clearing house.

During the last 2 years the Script Exchange has shown that a script may be rebroadcast many times before it outlasts its usefulness. Scripts originally presented on the American School of the Air over the Columbia Broadcasting System and made available by the Script Exchange are being reproduced to good advantage in many local communities throughout the country. Six scripts in a series entitled "Interviews with the Past" written for the Script Exchange have been broadcast over more than 115 radio stations.

The Script Exchange is now well organized and on a relatively small budget can facilitate a free exchange of hundreds of program ideas. Through such an organization good scripts will not be lost after their initial presentation but will be harnessed to the task of raising the quality of local educational broadcasting throughout the country. If you have a good educational script send it to the exchange. If you are looking for good educational scripts write for the *3rd edition Script Catalog* now available free of charge which lists 181 radio scripts and several supplementary aids to production. Address your requests to United States Department of the Interior, Office of Education, Educational Radio Script Exchange, Washington, D. C.

And now back to the question, Is radio broadcasting by school students worth while? Perhaps this article will help you to draw some conclusions of your own.

Book Week

(Concluded from page 41)

You could display issues of *New York Herald Tribune Books* that feature children's books and the *New York Times Book Review*. For older books, there is the *Children's Catalog of The H. W. Wilson Co.*, and the *Graded List of Books for Children* of the American Library Association. The children's book number of the *Publishers' Weekly* will show the number of books published each year, from which a possible choice could be made.

Add to this display pictographs that show how many books there are for each child; how many books there are about each subject; what kind of books the children are reading; and how much was spent on each child for books. Then, too, you can show how the children use the books for information needed for the schoolroom; how they find directions for making airplanes; what kind of heroes they became acquainted with in children's books.

You may want to know what others have done for Book Week before you decide upon your program. The *Wilson Bulletin* for October 1937 is filled with suggestions. The *Library Journal* for November 1, 1937, has extensive notes about exhibits and celebrations. The Book Week Committee of the *Publishers' Weekly*, 62 West Forty-fifth Street, New York City, has aids in the form of posters, suggestions for observance, bookmarks, book lists, etc. A book that has proved useful to many teachers and librarians is A. P. Sanford and R. H. Schaffer's *The Magic of Books, An Anthology for Book Week* (Our American Holidays), Dodd, 1929.

There is no necessity for spending sleepless nights trying to think of contests that will be bigger and better than last year's contest or will surpass that of a neighboring school or city. The possibilities of having Book Week programs that grow out of the year's work are endless. Book Week is a time for joyous experiences.—"New Books—New Worlds."

Mastering Skills and Knowledge

by Maris M. Proffitt, Specialist in Guidance and Industrial Education

★ ★ ★ The ability to acquire skills and knowledge is the distinguishing characteristic which differentiates man from the lower animals. Through inherited abilities the lower animals provide themselves with food, homes, and a social order for managing group life. Birds construct nests that rival, for the purposes for which they are used and conditions under which they are used, the craftsmanship of man. They select the proper kinds of foods for their young and secure them by means of remarkable techniques. The life of the bee conforms to a rigid set of regulations establishing and governing all family activities. Yet neither the nest building abilities of birds nor the social-economic order of bees was *learned*. They developed with maturity in accordance with *determiners* implanted in the animal at the time its life began as a new organism. The lower animals are wholly dependent upon inherited abilities for the direction of their life activities. As nothing is *learned*, there is no progress except for slowly made changes effected through the process of evolution. The robin builds its nest today in the same manner practically as it did when man first observed and recorded its behavior. The bee gathers its food, stores it, and lives in a colony in accordance with practices that no doubt obtained at the time of Samson.

Unlimited Opportunities

Not so with man. No person comes into the world equipped through inheritance to perform the activities carried on by his species. On the contrary, he must *acquire* skills and knowledge that were his parents'. He must *learn* the things his forebears knew and *master* the skills they practiced. The present generation must *learn* the arts and sciences of the past generation. However, there is some compensation for the task. The ability to learn and thus acquire better skills and more extensive knowledge has provided man with unlimited opportunities to improve upon present practices. Hence his life is not fixed by inheritance. This differentiation between man and the animals has been the favorite theme of philosophers and poets. Browning put it well when he said:

'. . . progress, man's distinctive mark alone,
Not God's, and not the beasts':
God is, they are;
Man partly is, and wholly hopes to be."

As progress is conditioned by the mastery of skills and knowledge, the selection of skills and knowledge to be mastered is a most important problem in education. Spencer, in his essay on *What Knowledge is of Most Worth?* solved it to his own satisfaction by

saying *Science*. However, his reason for choosing science was not based upon a consideration of science *per se*, but upon certain fundamental human experiences to which science is applied and for the improvement of which he held science could make an essential and important contribution. Like Spencer, leaders in the theory of curriculum construction turn to the major categories of life activities for educational content. The reasons cited by Spencer for naming science as the knowledge of most value will sound strangely familiar to the reader who holds in mind the "seven main objectives of education." Note, for example, that Spencer justifies his selection because of the importance of science for: "The maintenance of life and health;" "gaining a livelihood;" "the due discharge of parental functions;" "that interpretation of national life, past and present, without which the citizen cannot rightly regulate his conduct," etc.

Spencer when he pointed out that consideration should be given to "orders of human activity, and different studies as severally fitting us for them" had a conception of curriculum making that is current in theory today. Although this theory, namely, that the activities included in the school curriculum should represent fundamental human experiences, has obtained for many years, practice still lags behind and at an unreasonable distance.

Theory and Practice

On first thought it would seem a simple matter to make the curriculum reflect very accurately life activities. However, the problems operating to maintain the lag between theory and practice are many and varied. They require careful consideration in attempts to select educational experiences in accordance with generally accepted objectives of education. Among such problems may be mentioned:

First

There is the weight of tradition which tends toward a *status quo* as to skills and knowledge to be included for mastery in the school curriculum. Parents who are proud of the fact that they had certain traditional subjects desire that their children also pursue those subjects as a mark of education. Then, too, school men trained in the traditions of education often have mindsets for the past, and in addition find it easier to carry on the existing order of the curriculum than to put forth the necessary effort to establish a new one. Tradition is still an important factor in determining our conception of a school. In the minds of many, the school continues to be an agency to prepare children for life; it is still too often

regarded as a thing apart from life. Four walls are a circumscribing condition which limit the kinds of educational experiences that can be offered. The break with the traditional type of school building is also slow as witnessed by the efforts of kindergarten and vocational education to obtain housing facilities suitable for their purposes. The tradition to build for *instruction* rather than for pupil activities in life experiences is still strong.

Second

A confused idea of culture in the minds of many has become an educational fetishism which seriously handicaps the efforts to make the curriculum comport with life experiences. The tendency to regard culture as something of the past to be worshipped and reincarnated in a modern civilization is a deterrent to the inclusion in our curriculum of proper and adequate activities which make for the mastery of skills and knowledge desirable for present living. In considering education for cultural purposes emphasis has too frequently been placed upon classical subjects such as foreign languages—both dead and modern—ancient art, and pure mathematics. It is to be remembered that culture is identified with a particular civilization and reflects the life and times of that civilization. Consequently let "The glory that *was* Greece and the grandeur that *was* Rome" be eternal monuments to those two civilizations of the past; but let us not permit the reverence we hold for our cultural inheritance misguide our efforts in educating for modern life. Let us make use of history for inspiration and guidance, always remembering, however, that history is not culture. We *know* history but we *live* culture. We *master* skills for the performance of desirable human activities including cultural ones, and for the modification of such activities in accordance with the needs of the society in which we live. This was true in Greece and Rome. It must also be true in America.

Third

The question of which skills should be the responsibility of the school and which the responsibility of some other agency is in many instances a perplexing one. This is especially true where changes in the home, social institutions, and industry are rapidly occurring. For example, comparatively recent changes in family life make it impossible for the home to provide, as formerly, opportunities for the mastery of skills and knowledge related to food, clothing, and the general maintenance of a home. It is an educational problem to determine what former activities of the home

have been definitely obviated by changes in society and industry, what ones are still needed, and of those needed, what responsibility has the school for them. The same could be said of many activities of social institutions and of industry. The question of the respective responsibilities of private industry and of public schools for vocational education is regularly raised with changing conditions in industry.

Fourth

The question of providing educational opportunities for the mastery of skills and knowledge that best meet the needs of special groups is another perplexing one that makes for delay in bringing into the curriculum more activities than at present which are in accord with educational objectives. The enrollment in high school of 65 percent of the boys and girls of high-school age, including the children of the butcher, the baker, and the electric-light maker, creates a problem of the first magnitude, both in curriculum provisions and in guidance. The demand made by the cosmopolitan character of the high-school student body for increased diversification in the high-school curriculum is adversely affected by the large number of small high schools and by inadequate financial support. These conditions further delay efforts to reduce the lag between educational theory and practice.

Fifth

The question of providing girls with opportunities to master skills and knowledge for the performance of life activities in which they will engage is urgently demanding special attention. Woman's release from many of her former home responsibilities, her entrance upon gainful employment in an ever-widening occupational range, her increasing ownership of property, and her acquisition of the right of suffrage, all point to the need of mastering skills and knowledge for which her previous educational opportunities were inadequate.

Provisions Demanded

The efficient mastery of skills and knowledge demands provisions for: (1) Educational experiences, corresponding to life activities, in which the pupil has opportunity for self-expression that accords with his interest and achievement levels and also with an established order of society, and (2) drill work in accordance with the laws of learning.

Attention has been called to the fact that it has not been very difficult on the basis of experience to set up, and to obtain rather general agreement to, some broadly stated objectives of education, such as citizenship, health, worthy home membership, vocational efficiency, et cetera. But to determine what activities should be included in the school curricu-

lum in order to bring about the realization of these objectives is proving troublesome. Questions upon which unanimity of opinion is lacking and which cannot be satisfactorily answered by empirical methods are: What skills and knowledge are to be mastered, what skills and knowledge are best for particular groups, when in the life of the individual are efforts at mastery to be undertaken, and basic to all these questions, to what kind of a social order is the program of education to be adapted. Progress in American education demands that research studies on these questions be conducted on a broad basis.

Teacher Education in Sweden

(Concluded from page 49)

CLASS IV.—Child and youth psychology. Main elements of child and youth psychopathology. Psychic health care. History of education. Modern pedagogic currents including intensive consideration of actual problems of education and instruction. Aims and means of moral education. Personality of the teacher. School hygiene.

The school system of Sweden with particular stress on the organization and administration of the elementary and continuation school. Social pedagogical arrangements including vocational guidance. Social legislation concerning children and youth. Voluntary work in public education in Sweden. Special theory of instruction in connection with the prescribed plan of instruction for the elementary school of Sweden with special regard to the various types of elementary and continuation schools.

The practical education comprises whole day attendance at the practice school, group practice teaching, individual teaching of a series of lessons in the same subject, and consideration of questions of method in connection with the practical work.

For group practice teaching during the fourth year the students are divided into groups of three or four. Each group is assigned for a number of weeks to about 3½ hours of practice teaching a week in a given subject in one of the classes at the practice school. The members of the group teach in rotation and attend all resulting conferences with the supervising teacher of the practice school. On completion of the work in one subject each group proceeds to another subject and class of the practice school.

Promotion Requirements

In all lines in both groups promotion to the highest class requires in addition to success in the regular subjects a passing grade in practice teaching. Teaching in at least one subject at the practice school is also a required feature of the final examination.

Teachers at secondary schools in Sweden

include lecturers, adjuncts, and teachers of special subjects. Lecturers and adjuncts receive their theoretical education at a university and their professional education later during a year of probation.

To become an adjunct or secondary school teacher of lower rank one must pass at least the professional examination in philosophy. The examination is confined to the subject fields of the secondary school curriculum and requires about seven semesters of university study beyond success in the student examination. Pedagogics may be presented also as a field of study. The candidate for the title of lecturer and eligibility for appointment as teacher at a gymnasium must pass in addition the examination for the degree of licentiate in philosophy and defend successfully a thesis for the doctorate.

After the completion of university study, a probation year is prerequisite for permanent appointment as lecturer or adjunct. The course is offered at seven secondary schools and at two seminaries for the education of elementary school teachers. Application for admission must be made to the Royal Board of Education.

The probation year is completed generally in two semesters. It comprises observation; practice teaching in classes on different secondary school levels in the candidate's two, three, or four fields of work; and attendance at lectures and discussions on pedagogy and methods.

At the seminary for the Education of Elementary School Teachers at Stockholm which is one of the two seminaries with a probation year, the candidate must teach from 8 to 10 series of 10 lessons each during the school year. Each series of lessons is preceded and followed by observation and discussions of method. At least one-half of the lessons are attended by the regular class teacher and some also by the director of the school. The lectures arranged at the school for the probation year 1937-38 included series of lectures on various phases of education, school hygiene, the technique of speech and care of the voice, etc.

In addition to acquiring qualification to teach through university attendance and the probation year, women may attend the Royal Higher Seminary for the Education of Women Teachers and become eligible for appointment to teach at girls' schools, real schools, and in the lower classes of State secondary schools.

Teachers of special subjects receive their education at schools offering work in special fields such as the Academy of Music and the Central Institute of Gymnastics.

The problem of the reorganization of the education of secondary school teachers is now under the consideration of a royal commission. Should a recommendation for reorganization be made, the expectation is that it will include an effort to parallel the theoretical and professional education of teachers, at least in part.

State Vocational Departments Aid CCC Education

by Howard W. Oxley, Director of CCC Camp Education

★★★ The past 5 years have witnessed the gradual transformation of the Civilian Conservation Corps from an emergency agency established primarily to provide for the relief of unemployment to an educational and work agency designed to aid in the conservation of our Nation's material and human resources. The emergence of the camps as a novel development among the country's educational systems was marked by Congress in June 1937, when it extended the life of the CCC for 3 years and emphasized the need for vocational training and general education.

During its period of growth, the corps has received the assistance of a large number of established governmental and private agencies to provide more adequate educational opportunities to the enrollees. Among those which have contributed substantially to the CCC educational program are the vocational divisions of the State departments of education. Particularly during the past school year, in State after State, the forces of vocational education have given an increasing amount of aid to the camps.

Memorandum Issued

The interest of the State departments was encouraged by a memorandum issued by the Office of Education. This memorandum said in part: "The Office of Education as the Federal agency administering Federal funds appropriated for vocational education has always looked with favor upon a State program which would extend to these enrollees as far as possible the facilities of the vocational schools from the standpoint of leadership, teacher training and teaching service.

The memorandum emphasized the fact that "the most urgent need in the extension and improvement of the educational program in the CCC camps is teacher training." It also pointed out that since more than 50 percent of the camp courses are classified as having vocational objectives, "there is a great need in the CCC camps for teachers of trade and industrial and agricultural subjects," and finally stated that "the camps need instructional materials consisting of pamphlets, courses of study, correspondence courses, and publications of all sorts."

Teacher Training

This attitude of cooperation on the part of the Vocational Division in the Office of Education was reflected in the States. In scores of instances, the State vocational education

divisions and local trade schools have joined their forces with the CCC to provide needed facilities and advisory services. These aids have taken a variety of forms.

For example, in Massachusetts and in Georgia the division of vocational education in the State department has established a service to provide teacher-training to CCC



CCC class in blue print reading.

instructors in every camp in the State. In Massachusetts, courses were conducted during the past school year in 25 camps for 2 hours each week over a 5-week period and certificates were awarded by the State department to those who successfully completed the courses. Since that time a number of camps have requested that 100-hour courses be provided during the coming year.

Similar classes were conducted last spring in Michigan and Wisconsin through the cooperation of the University of Michigan and the State vocational training divisions. This work met with such success that plans are now under way to extend it to other States in that area.

The latest reports indicate that the State departments of education in Arizona, Arkansas, California, Illinois, Kansas, Kentucky, Maine, Massachusetts, Michigan, Minnesota, Missouri, New Mexico, Nevada, North Carolina, North Dakota, Ohio, Pennsylvania, Texas, West Virginia and Wisconsin have assigned vocational instructors to the camps or have aided local schools in making their facilities available to enrollees.

In Pennsylvania, enrollees have been given vocational instruction at six trade schools. In Massachusetts, the vocational schools in all communities have been made available to the men. Nineteen high schools and trade schools in Wisconsin have provided occupational

training to hundreds of enrollees. Agricultural training has been the particular emphasis in a number of high schools in Kansas and Missouri which are attended by CCC members.

In other States, due to the isolation of the camps, the attendance of enrollees at nearby trade schools is out of the question. The State of Montana has designated each camp as a technical high school for the accrediting of the vocational training and related work. In Virginia, 14 vocational instructors were assigned to teach in the camps and at one time North Carolina had more than 40 vocational teachers assisting in the CCC program.

A number of local communities in California have opened the doors of their schools to enrollees to provide vocational education. Outstanding among these is the Santa Ynez Union High School which has designated the CCC camp at Los Prietos as a "branch" high school. The commission for vocational education of the State department approved a budget of approximately \$11,000 for the coming year to be used for the education of the enrollees in this camp. This provides for eight instructors working with the technical service during the regular working hours with actual training on the job and other instructors carrying on a program of vocational training and general education in the camp during leisure time.

A similar plan operating under a budget of \$5,000 was established by school officials in the town of Monrovia, Calif., for the local CCC camp.

Work and Education

This brief account indicates the willingness of the vocational training forces of the country to integrate their work with that of the camps. The value of the services of the State vocational boards and local schools to thousands of enrollees is inestimable.

There is now a general realization on the part of the public that the CCC provides an unusual opportunity to combine work and education. The conservation projects in which the enrollees are engaged contribute to the economic resources of the State and community in which the camps are located. On the other hand, the experience gained in the camp jobs, coupled with the vocational training and general education offered during leisure time, compose a program of practical value to any young man who needs to learn how to earn a livelihood.

In order to render its maximum service in the adjustment of youth, the camps will continue to rely upon the aid of the vocational education forces throughout the country.

Developing Strong Bodies and Able Minds

(Concluded from page 48)

Right Feeding

Most fundamental for the making of strong bodies is right feeding, and it was set down in a school book of a century and a half ago that the child needs meat and milk, bread and butter, and fruit and vegetables.

Fortunately, in the year 1938, this important function of right feeding can be developed more than formerly through the lunchroom which has become a necessary part of the machinery of the consolidated school.

The teacher of 1938, who is an educator in the broader sense of the word, assigns only such home work as the child can readily master without loss of sleep and without rendering him less fit for work on the following day.

Given ample food and rest, strong bodies are developed by use. Muscular exercise begins before birth and the vigorous use of the body is part and parcel of early education. This physical education once took care of itself and is still the better for spontaneity and self direction so far as is possible, but we live in a complicated world in which the child needs all too much of direction and supervision. Daily out-of-door activity, such as can be entered into with a maximum of benefit and pleasure, is still, as it has been for ages, a highly essential part of the curriculum for child development.

Education Twofold

This business of education is then a twofold one, but in each of these fields the educator must not only plan and direct his work for the group but the individual is always to be considered. This work of developing strong bodies is again a twofold function in that it depends partly on the classroom teacher and partly on special personnel. Above all there should be some one in general charge who knows what is known about the body and how to keep it well and strong, sane and sound; who knows what the bus man, custodian, physician, nurse, physical educator, and classroom teacher can and should do and how they can best work together to the end desired. We find supervisors of music and of art needful in the development of the pupil in these special fields so there is every reason why the modern school should have on its staff a director or supervisor in the technique of the important art of healthful living.

And will every child turn out strong or sound of body? No. All that we can hope is that he may develop as much as he can under the circumstances. We will have to be content with having done the best we can to that end.

And the matter of able minds? That is another subject. The development of bodily strength does not assure the development of mental ability although it permits the full use of that ability, and that is of great importance.

Fortunately, very able minds may develop in very frail bodies which makes it the more urgent that we do what we can for both body and mind.

Educational Directory

(Concluded from page 45)

In this section also there are three tables. The first table shows the number of (1) colleges and universities, (2) professional schools, (3) teachers colleges, (4) normal schools, (5) junior colleges, and (6) Negro institutions (of all types) in each State and Territory, with totals for each of these divisions and for the institutions of each type for the whole United States and its Territories. The tables for 1939 show that there are 661 colleges and universities, 259 professional schools, 170 teachers colleges, 61 normal schools, 443 junior colleges, and 109 Negro institutions, a total of 1,709 institutions listed in the directory for that year.

The second table shows the number of institutions of each classification publicly controlled, i. e., by State, district, city, or county; privately controlled; controlled by Protestant Churches; and controlled by the Roman Catholic Church.

The third table shows for each classification the number of institutions for men, for women, and the number for both sexes.

Following the main body of the directory are tabulations of the changes in listing for the current year, showing names of institutions added, dropped, reclassified, and listed under new names.

Finally, there is an index listing alphabetically the name of every institution contained in the directory, together with its proper page reference.

Associations

Part IV, *Educational associations and directories*, contains data given under eight divisions as follows: (1) American associations (educational, civic, and learned), (2) educational foundations and boards, (3) church educational organizations, (4) international educational associations and foundations, (5) National Congress of Parents and Teachers with the 48 State branches, (6) executive officers of State library commissions, (7) State library associations, and (8) educational and social directories.

The organizations listed under (1) American associations, are separated into national and sectional. For each association listed there are given its name, the name and address of the president, name and address of the secretary, the place and date of next meeting, and the official publication of the association, with the number of its annual issues. The same type of information is given for all of the organizations except those listed under the caption Educational and Social Directories, in which are given the names and addresses of the agencies publishing such directories, and the nature of the contents of their publications.

There are 813 organizations listed in this part of the directory: 442 national and sec-

tional, 122 State, and 33 international; 48 educational foundations and boards; 33 church boards; the National Congress of Parents and Teachers with its 48 State branches; 38 State library commissions; and 48 State library associations.

How Available

The Office of Education sends to the institutions and organizations listed in the Educational Directory and to other agencies as well a free copy of the several parts. The free editions of all parts are limited, but if desired additional copies may be bought from the Superintendent of Documents, Washington, D. C., at a nominal cost.



American Education Week 1938

THE PROGRAM

General Theme—Education for Tomorrow's America

Sunday, Nov. 6—Achieving the Golden Rule

Monday, Nov. 7—Developing Strong Bodies and Able Minds

Tuesday, Nov. 8—Mastering Skills and Knowledge

Wednesday, Nov. 9—Attaining Values and Standards

Thursday, Nov. 10—Accepting New Civic Responsibilities

Friday, Nov. 11—Holding Fast to Our Ideals of Freedom

Saturday, Nov. 12—Gaining Security for All

American Education Week is sponsored nationally by the National Education Association in cooperation with the American Legion and the Office of Education. It is sponsored locally by hundreds of educational, civic, and other organizations and groups. Its primary purpose is to promote understanding of the work of the schools and to encourage a continually wider interest in their improvement.



Convention Calendar

ASSOCIATION OF AMERICAN UNIVERSITIES. *University of California, Berkeley, and Stanford University, November 10-12.*

ASSOCIATION OF LAND-GRANT COLLEGES AND UNIVERSITIES. *Chicago, Ill., November 14-16.*

CHILD STUDY ASSOCIATION OF AMERICA, INC. *New York, N. Y., November 14 and 15.*

NATIONAL ASSOCIATION OF STATE UNIVERSITIES. *Chicago, Ill., November 9-11.*

NATIONAL COUNCIL OF TEACHERS OF ENGLISH. *St. Louis, Mo., November 24-26.*

SOCIETY FOR RESEARCH IN CHILD DEVELOPMENT, NATIONAL RESEARCH COUNCIL. *Chicago, Ill., November 11-13.*

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

● Traveling exhibits on *How Prints are Made* illustrating the various processes of the graphic arts are maintained by the Division of Graphic Arts of the United States National Museum for the use of schools, colleges, public libraries, museums, and other organizations. (See illustration.)

Each exhibit may be borrowed for a month. The only expense to be borne by the exhibitor is the shipping cost from the previous exhibitor. Further information regarding routing, exhibit dates, etc., will be furnished upon application to the Division of Graphic Arts, United States National Museum, Washington, D. C.

● In *Personal Hygiene* the Public Health Service has consolidated in readily understandable and assimilable form, some important available health facts under the following headings: Sanitary manners, immunization against the infectious diseases of childhood, school hygiene, dental hygiene, the food we eat, good posture, sport for health's sake, care of hair and scalp, first-aid methods for treating the injured, hygienic adjustments throughout life, hygiene and old age, and health rules. Price, 10 cents.

● The *1938 Minerals Yearbook*, prepared by the Bureau of Mines, presents a complete economic and statistical summary of the mineral industry of the United States in 1937 and reviews current trends in production, consumption, and prices as well as technologic progress, world conditions, and foreign trade in nearly 100 metal and mineral commodities. Copies are available at \$2.

● Two additional TVA films are now ready for public circulation: *Scenic Resources of the Tennessee Valley*—a 1-reel, 16- and 35-mm. silent film and *Motion Study Applied to Letter Indexing*—a 1-reel, 16- and 35-mm film of interest to large business firms and governmental agencies. The voice is Milton Cross'. For further information write to the Tennessee Valley Authority, Knoxville, Tenn.

● An increase in the use of the methods described in *Feeding Wildlife in Winter*, Farmers' Bulletin No. 1783, will aid in conserving interesting and useful species of wildlife. *Wildlife Conservation Through Erosion Control in the Piedmont*, Farmers' Bulletin 1788, which shows how gullies, terrace outlets, waterways, eroding field borders, pastures, and woodlands may be protected against erosion through the use of vegetation that will also provide food and cover for wildlife.



Courtesy United States National Museum

Collotype reproduction of four pages of an old Dutch Bible published at Utrecht in 1439.

● The *Public Health Reports*, first published in 1878 under authority of an act of Congress of April 29 of that year, is issued weekly by the United States Public Health Service. It contains (1) Current information regarding the prevalence and geographic distribution of communicable diseases in the United States, insofar as data are obtainable, and of cholera, plague, smallpox, typhus fever, yellow fever, and other important communicable diseases throughout the world; (2) articles relating to the cause, prevention, and control of disease; and (3) other pertinent information regarding sanitation and the conservation of public health.

On pages 1021 and 1032 of No. 25 of the present volume is an article on the *Analysis of data on tooth mortality found in elementary school children*; on pages 1147-1166 of No. 27 is a *Directory of whole-time county health officers for 1938*; and on pages 1408-1428 of No. 32 is a *Directory of State and insular health authorities for 1938 with data as to appropriations and publications*. Each number, 5 cents.

● The State Department has prepared a map of the world (Map Series No. 7, Publication 1137), showing the countries with which trade

agreements have been concluded or with which negotiations are in progress or contemplated as of March 10, 1938. This map, in black and white, 40 by 28 inches, costs 10 cents.

● Copies of *Three Years' Progress Toward Social Security*, a 16-page folder summarizing the hazard, the provisions to meet it prior to the passage of the Social Security Act, and the extent of protection today of: Old-age insurance; job insurance; old-age assistance; aid to dependent children; aid to the blind; and health, welfare, and rehabilitation, are available free from the Social Security Board.

● The Social Security Act, approved by the President August 14, 1935, directed the Children's Bureau to administer the sections of the act providing for grants to the States (including Alaska, Hawaii, and the District of Columbia) to establish, extend, and improve (1) Maternal and child-health services; (2) services for crippled children; and (3) child-welfare services. *Federal and State Cooperation in Maternal and Child-Welfare Services Under the Social Security Act*, Maternal and Child Welfare Bulletin No. 2, gives a summary of what has been done to date. Price, 15 cents.



Mutual Understanding

Agricultural and home-economics teachers in Alabama high schools have embarked upon a joint teaching and supervisory program which is making a distinct contribution to family and community living conditions in the areas which these teachers serve.

Under this plan joint meetings of home economics and agricultural students are held for the purpose of discussing problems common to both groups and devising ways and means by which they can cooperate to their mutual advantage.

In order that these cooperative programs may be carried out systematically and may follow a definite objective, the agricultural and home-economics teachers plan them a year in advance and arrange for conferences with each other at regular intervals during the year.

Agricultural and home-economics teachers alternate with each other to some extent in visiting home projects and in this way correlate the instruction given their students in the classroom. In some instances, also, the teachers confer on project work at the same time they confer on their joint teaching program, to their mutual advantage.

A number of the teachers report that school principals are very favorable to joint programs and have many helpful suggestions to make regarding them.

Principal result of these joint programs, the Alabama State Board for Vocational Education reports, is that they give boys and girls and men and women who participate in them an understanding of their common problems and a realization of the necessity for working together in an effort to solve these problems.

The joint program has resulted further in bringing about better home and community relationships; in planning and carrying on individual and community garden, nursery, hot bed, and orchard plots; in home and community beautification projects; and in encouraging and securing better local library facilities.

Joint agricultural and homemaking programs have an additional advantage, also. They give both agricultural and home-economics instructors an insight into individual, family, and community problems which are helpful to them in planning their individual and joint teaching programs.

Nursing Assistants Train

The New Jersey State Board for Vocational Education, the New Jersey Medical Association, and registered nurses are cooperating in a course for home-nursing assistants. This course, which is in operation in the new vocational school at Elizabeth, is designed to provide nurses for those who cannot af-

ford or do not need a registered nurse. Nursing assistants can be particularly helpful, for instance, in caring for the aged and for those with chronic illnesses or sickness which require only routine care and a minimum of technical knowledge, not only by providing nursing ministrations but also in assuming some responsibility for household work.

Those who complete the nursing assistant course, which is in charge of registered nurses, are employed only under home conditions. None of the training for this work, therefore, is given in hospitals. The course is at least 1 year in length and pupils must be at least 17 years old when they are admitted to the course.

One-half the time of the course is given to training in nursing procedures and to instruction in elementary physiology and anatomy and first aid. The remainder of the time is devoted to instruction and practice in planning and preparing meals, home management, care of children, handiwork, which might be used to occupy children or elderly persons, and the acquiring of a small degree of skill in reading aloud.

Three nursing assistant courses will be in operation this year. Plans are being made to standardize the course requirements and to adopt a uniform which will be worn by both trainees and graduates.

Eleven of Them

Agricultural teachers of Arizona meeting in annual conference during the early summer formulated 11 suggestions to be followed in planning and carrying on part-time instruction for out-of-school farm youth and evening classes for adult farmers. These suggestions are as follows:

1. Ascertain what farm practices were followed during the previous year and the results obtained by each farmer in following these practices.
2. Appoint a member of the class as secretary.
3. Use as much graphic and charted material as possible.
4. Have class meetings when problems arise in community instead of on set dates, if possible.
5. Place typed or mimeographed sheets containing the conclusions of a discussion in the hands of each class member.
6. Follow up an instruction program for the purpose of encouraging and helping individuals to profit by it.
7. Keep complete information on individual community farm problems.
8. Focus class discussion on crucial community problems rather than on a cross section of all problems.

9. Check reports on community problems and conditions.

10. See that each member of the class is on a class committee so that every individual may make a contribution to the program.

11. Determine the results of part-time or evening class instruction by the number of persons enrolled in classes who change their farm practices, and by the permanent community organizations which grow out of the program.

Pittsburgh Store Course

Eighty students, three department stores, and two high schools were involved in a cooperative training program for store employees carried on last year in Pittsburgh, Pa.

This program was started as a result of a survey made by the industrial education division of the Pennsylvania Department of Public Instruction, which showed that most of the stores in the city were interested in obtaining students for training for future positions. Each store cooperating in the program decided what type of job each student should be trained for and the job for which the student seemed best fitted.

Students included in the training group—all of them high-school seniors—were dismissed from school each day in time to arrive at the stores where they were employed by 3 p. m., and worked until 6 p. m. Their employment periods, including Saturdays, averaged 20 hours a week.

The school counselor, rather than the store employment managers, selected the students to be trained. This plan was followed because it was felt that the counselor through his 3-year association with the students is better able to judge their ability to carry on in the face of difficulties, their dependability in doing a job well, their initiative in untried situations, and their emotional response to supervision and direction. The counselor, however, worked in close touch with the employment manager in making the selections and guiding the students in school and employment activities.

A second type of training program, started in Pittsburgh schools is designed for more mature students—high-school graduates only—who can be available to department stores at the peak sales hours—11 a. m. to 2 p. m. It is known as the post-graduate sales course and is held at hours which will permit students to be at the stores when they are most needed. Students selected for this course must have a high personality rating as well as high intelligence. The ultimate objective is to have department stores select a group of superior students each year for this post graduate course, these students to enter

the stores as selective group or promotion material. It is hoped to develop from this group persons whose ambition is to make a career in department store work and who are worthy of aid and instruction.

A third plan to be introduced in the Pittsburgh schools calls for part-time cooperative training on a 2 weeks' alternative basis—2 weeks' instruction and 2 weeks' employment—designed to train leather repair men, upholsterers, alteration hands, fur finishers, and similar workers—the demand for which frequently exceeds the supply.

March of Education

Policemen all over the United States are going to school. Among the subjects in which they must become proficient are the following: Abnormal psychology, Federal laws and procedure, public relations, laws of arrest, search warrants, laws of evidence, ordinances, first aid, jurisdiction, crime prevention, criminal law, and communication systems. There are many other subjects on which they must be posted also, including: Arson, accidents, burglary, counterfeiting, fingerprints, firearms, fires, first aid, homicide, identification, larceny, bootlegging, modern police equipment, witnessing, patrol, narcotics, and police tactics

What is true of policemen with respect to training requirements, also is true of those employed in other forms of public service. Firemen, for instance, are required to learn first aid, the chemistry and physics of fires, principles of salvaging property, proper ventilation of fires, refrigeration, handling different types of fires, and fire strategy.

And consider also what the assessor and building inspector must know. The assessor must know the tax law as it relates to property assessment; must be able to figure depreciation and appreciation, and to prepare tax and land value maps; and must understand assessment reduction. He must be able also to figure the valuation of long, short, and irregular lots and to know corner and alley influence and plottage. It is essential, moreover, that he be familiar with "grievance day" procedures.

The building inspector must know the application of labor laws to the building department and must be familiar with the model housing code, classification of and general requirements for various types of structures, plumbing, sanitation, light and ventilation, and building loads.

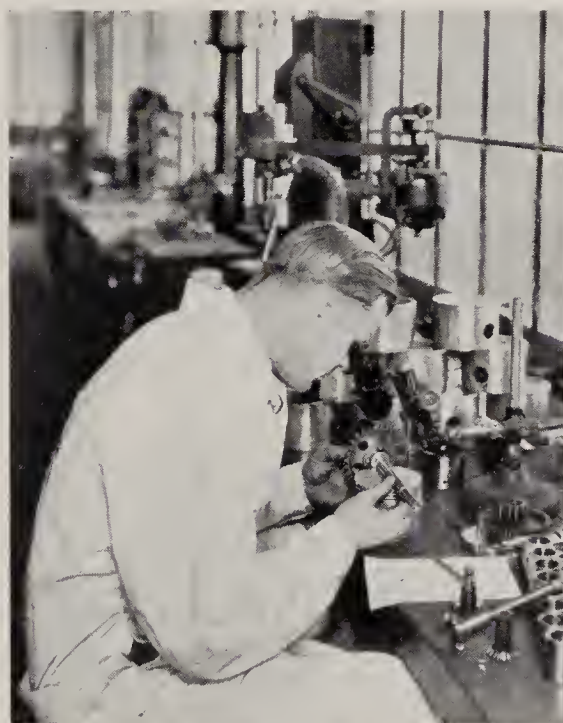
Likewise, village and city clerks; food, milk and dairy inspectors; park workers; sewage works employees; and water plant and custodial workers must know much more than some of the mere mechanics or routine duties of their jobs.

Training programs for such public-service workers, carried on in a number of cities and towns, for a number of years, are being expanded under the George-Deen Act, which became operative July 1, 1937, and which provides specifically for training for public service employees under Federal grants.

Vocational Education Bulletin 192, Training for Public Service Occupations,¹ issued recently by the Office of Education, reviews what has been accomplished in training for public-service occupations; interprets the provisions of the George-Deen Act as they relate to the promotion of training for these occupations; sets up a procedure which may be successfully followed in planning and developing training programs for these occupations, and shows how the services of Federal, State, and local trade and industrial education agencies may be enlisted in the organization of vocational-training programs for public-service occupations.

Aviation Workers Benefit

In Cheyenne, Wyo., 18 classes for employees engaged in airplane servicing and repair are in operation. These classes were established as a result of a study made last fall by a staff member of the Office of Education, of needed



Only a worker who is carefully trained in subjects related to the field of airplane mechanics is fitted to do the accurate, painstaking servicing and repair jobs required in air line shops.

related instruction work for persons employed in Cheyenne shops.

The following subjects are covered in the classes: Aircraft radio, blueprint reading, shop sketching, machine-shop practice, aircraft engines, aircraft instruments, aircraft physics, sheet-metal layout, science of mechanics, acetylene welding, aviation fundamentals, and simple principles of aeronautics.

The survey has convinced foremen and executives in the air line organization in Cheyenne, which employs more than 400 persons,

¹ This bulletin may be obtained from the Superintendent of Documents, Government Printing Office, Washington, D. C., for 20 cents a copy.

that it is important that aircraft personnel be constantly in position to acquire locally, information and instruction which they need from time to time to cope with the increasingly complicated mechanism of larger aircraft.

The Implication Is Plain

"If a program of vocational education in a community is to be basically sound, it must be founded on educational planning which takes into consideration occupational distribution and the changing occupational pattern in that community." P. G. Frasier, research specialist for the Iowa State Board for Vocational Education, who is responsible for this statement, believes that "vocational training is primarily an economic service and consequently the number of persons trained for employment in a given occupation must be based on the need for trained workers in the community."

In a recent study of changes in the occupational trend in Iowa, Mr. Frasier has discovered among other things that the State follows rather closely the general trends of the United States as a whole. Workers engaged in production occupations have decreased 2.8 percent, over a 20-year period; those employed in the distribution occupations have increased 28.6 percent; and those in service occupations 39.2 percent.

In Bulletin 28 of the State Board for Vocational Education, which incorporates his findings concerning the changing occupational pattern in Iowa, Mr. Frasier presents what he feels are the implications for vocational education growing out of the study. He believes that as a result of the information he has uncovered: (1) School pupils should be made aware of occupational distribution and changes; (2) the changing emphasis in vocational education should be based upon occupational changes; (3) prevocational pupils should be given a wide variety of experiences indicative of occupations; (4) the increased demand for workers in public service occupations implies a need for training in that area; (5) the rapid increase in the number and proportion of all gainfully occupied persons in distributive occupations indicates the need for a much more extensive program of training in the retail selling trades; (6) although there is a decreased demand in the State for workers in the production occupations, the fact that more than 56 percent of all gainful workers found employment in these occupations in Iowa in 1930 determines the need for an extension of all programs of vocational education in these occupations; (7) technological progress generated by science and invention is continually changing the character of occupations and developing new occupations; (8) present trends in occupations point to a diminution of the importance of strength and manual ability and an increase in the demand for intelligence, technical understanding, resourcefulness, morale, and the ability to get along with people.

C. M. ARTHUR



In Public Schools

School Budget

The State department of public instruction of Iowa recently issued a 15-page circular on *Organizing the School Budget*. The circular is intended to point the way toward the organization of a budgeting program in every school system in the State of Iowa by calling attention to the following: 1. The meaning and purpose of the budget. 2. Suggestions for setting up a budget where one has not been followed. 3. The content and organization of a budget for a school system.

Aids to Conservation

Sets of the more general types of rocks, ores, and minerals, classified and labeled, have been prepared by the Michigan Department of Conservation, and will be loaned on request to schools in that State. They afford concrete aids for high-school and lower grades in the study of conservation, as well as of other phases of science, natural history and geography.

Praises New Division

"The Division of Safety is our newest division in the State department of education," says T. H. Harris, State superintendent of public education of Louisiana in his eighty-eighth annual report. Commenting upon the work of the division he says: "There is no estimating the value of the division, especially to the country children who are transported to and from school in buses. Bus patrols for children riding on buses have been organized; safety rules and regulations have been set up; school bus drivers have been instructed in their duties; numerous school buses of a better type, some of steel, have been purchased to take the place of unsafe equipment. A system of automobile driving has been organized and is now being extended throughout the State, and this will result ultimately in teaching the great majority of potential automobile drivers the sensible rules that should be observed in handling automobiles on streets and highways."

Public-School Supervision in Connecticut

In a recent report of the State board of education of Connecticut it is stated that "In 1930 there was no uniformity in school supervision. A town at its option might have no superintendent or a part-time superintendent; it might set its own standards for supervision and might grant a certificate to its favored candidate; or as in a majority of cases, it might employ a trained and experienced superintendent. For 6 years now in all

towns, public-school supervision has been a State requirement and all superintendents are full-time educational workers, educated, trained, and experienced. All must have State certificates and although the certificate regulations are still low, the State has profited greatly from a requirement few States have established."

Reading Institutes

Reports have been received from many colleges and universities to the effect that institutes or conferences on the teaching of reading and procedures in diagnostic and remedial instruction have been held during the summer session. Among the institutions from which such reports have been received are Butler University; University of Chicago; University of Wisconsin; and Madison College, Harrisonburg, Va. Specialists, as well as members of the summer faculties, were invited to participate in each of the institutes. Among the topics discussed were the development of reading habits and methods of remedial instruction. Medical, psychological, psychiatric, and social workers made contributions to the analysis of pupils' difficulties; and machines designed to assist in the analysis of reading ability were demonstrated. Exhibits of reading materials were also provided.

Safety Continues

According to a recent report of the State department of education of Delaware, the Delaware Safety Council has continued to serve the schools of the State in the development of sustained safety programs. A representative of the council has visited practically every school building in the State making available personal service in the development of child safety. These four fundamentals have been stressed:

First, placing responsibility for the safety program in the hands of some one person in each school. Second, making certain that an adequate supply of safety teaching materials is available. Third, installing student accident report systems so that facts on the accidents occurring within the school territory may be available. Fourth, developing junior safety councils and other safety activities.

Aberdeen Issues Manual

The Policies, Regulations, and Guiding Principles of the Aberdeen, S. Dak., Public Schools is the title of a publication recently issued by the board of education of that city. The manual is designed to enlighten patrons, to unify the efforts of all departments and units of the system, and to serve as a handbook for administrators, teachers, and other employees.

W. S. DEFFENBAUGH

In Colleges

Placements Reported

University of Kansas graduates are getting jobs according to reports.

The various placement bureaus at the University state that from 50 to 75 percent of all the graduates are on jobs, in a few instances just temporary ones, but in the main leading into regular places.

Sixty-five percent of the graduates of the School of Engineering and Architecture so far have been placed, chiefly with the large employers of engineers. The School of Business, with 104 in its largest graduating class, claims 50 had places by July 1, or had definitely decided to continue study. Three-fourths of the journalism majors had positions and one has purchased a paper of his own.

Cornell Conference

"Facing the Problems of Youth" was the subject of the fifth annual summer session conference held at Cornell University in August with the Graduate School of Education of Cornell University and the New York State department of education cooperating.

The conference considered such youth problems as earning a living, preparing for future citizenship, satisfying proper social and recreational desires, making and maintaining a home. The conference was concerned with two major problems. First, a more complete understanding of the problems confronting youth today, and second, concrete suggestion and initiation of policies and programs of action appropriate to meeting the needs of the young people of the State.

Grades and Jobs

The belief that college students who get the grades are the ones who get the jobs, was substantiated recently by the director of placement at Lehigh University, when he revealed that but 7 of 46 honor graduates of the Lehigh class of '38 are seeking employment. Of the 232 nonhonors men, 128 are still seeking work. Included in both groups as employed are those students who have indicated that they will continue with graduate work.

The director said, "Good scholarship has never kept any man from getting a job, and there are some jobs that you can't get without it. My biggest problem in placing students who have an excellent scholarship record is that occasionally they have failed to develop a personality that is pleasing to prospective employers. These men are practically barred from sales work and other work requiring personal contacts. In their case, extracurricular work which would have developed their personality would have been a profitable investment."

Junior College Study

From 60 to 70 percent of all the junior college transfers to the University of California, at Berkeley and Los Angeles, continue on until graduation on the campus to which they have been admitted. This is stated in a book entitled *The Functioning of the California Junior College*, by Merton E. Hill, director of admissions at the University of California. The study shows that in 1937-38, 21 public junior colleges in the State enrolled 11,994 adults in their educational programs. Fifty-four percent of the former students in 31 public junior colleges are engaged in positions for which the junior colleges prepared them. The greatest number of these students were found in about 20 different lines of work for which the junior colleges are particularly qualified to train them.

Botanical Expedition

One of the greatest expeditions of its kind in botanical history is about to set forth to gather rare, exotic flowers for the gardens of America and for the Golden Gate International Exposition under the direction of the director of the botanical gardens of the University of California; the expedition will cover a wide sweep of southern South America.

WALTER J. GREENLEAF



In Libraries

Tri-Parish Plan Continued

So satisfactory has been the Tri-Parish Library experiment initiated by the Louisiana State Library Commission, that the State has appropriated enough money not only to continue the demonstration another year but also to launch an additional one. By means of these larger units of service, it is possible to extend good library service to the rural population, both adults and children.

"The School Library Is"

The objectives, functions, and importance of school libraries have been set forth concisely in the leaflet, *The School Library is . . .*, prepared by Anna Clark Kennedy for the joint committee of the National Education Association and the American Library Association, 1937-38. This thumbnail sketch points out that the school library is a service agency functioning to further the school's objectives, a teaching agency with active teaching functions, a book center, and a reading center.

Bookmobile for Arkansas

Arkansas has just put in operation its first bookmobile. This library on wheels will be the means of extending library service to the rural population of Pulaski County.

Micro-Copying

Librarians in research libraries are becoming increasingly interested in the possibilities of micro-copying as applied to card catalogs.

The union catalogs in Cleveland and in Philadelphia have demonstrated the practicability of copying cards on 16-mm film at 17-1 or 20-1 diameter reduction and then reading back on a reading machine.

Illinois Reports 75 Percent

Statistics for 1937 from Illinois show a total of 297 public libraries in that State as compared with 288 in 1935. The total expenditures for the 290 libraries reporting is \$3,287,099; the total number of volumes in these libraries is 6,355,394; and 75 percent of the total population has access to public libraries. For 1937, the circulation per card holder was 16.1 volumes.

Library Development Survey

A comprehensive survey of library development in the United States, recently completed by Dean L. R. Wilson of the University of Chicago, shows many glaring inequalities in the availability, resources, and support of libraries. These facts have social significance to the educator and to the sociologist, for print continues to be one of the important media for cultural and intellectual progress, and libraries are one of the important agencies for providing printed material. In his *Geography of Reading*, published by the American Library Association and the University of Chicago Press, Dean Wilson points out not only the problems involved in our library development but also what should be done about them.

RALPH M. DUNBAR



In the Office of Education

Degrees

Commissioner Studebaker recently received his second doctor of laws honorary degree. The degree was conferred by Muhlenberg College, in Allentown, Pa.

Benjamin W. Frazier, specialist in teacher training, recently received the degree of doctor of education at George Washington University.

The degree of doctor of letters was conferred at the commencement of the School of Education, Rutgers University, upon Mrs. Anna Lalor Burdick, special agent of Industrial Education. The conferring of this honorary degree preceded Mrs. Burdick's trip to Europe where she submitted a report on educational developments in the United States for the year 1937-38 to the Seventh International Conference on Public Education. This conference was called by the International Bureau of Education in Geneva. Mrs. Burdick also attended the International Conference on Technical Education and the International Conference on Business Education held at Berlin, July 25-29.

Radio

During the summer months William Dow Boutwell, director of the Educational Radio Project, directed the radio workshop at the National Music Camp, Interlochen, Mich. Rudolf R. A. Schramm, project music director, instructed at the music camp in production, acting, and music for radio programs. Philip A. Cohen, production director of the project and manager of the New York unit, spent several weeks in England studying with the British Broadcasting Corporation.

JOHN H. LLOYD



In Other Government Agencies

Bureau of Mines

The Bureau of Mines, in cooperation with the Tennessee Valley Authority, has set up a temporary experiment station at Norris, Tenn., to conduct experiments and investigations in the utilization of nonmetallic mineral resources, such as ball clays and kaolins, quartz, feldspar, spodumene, mica, kyanite, and others which are found in the Tennessee Valley area.

An advisory committee will be appointed, consisting of representatives of universities and other public agencies concerned with the development of the resources of the region, to assist in formulating a program which may be the basis for the establishment and maintenance of a permanent experiment station.

Works Progress Administration

Approximately 15,000 teachers employed on WPA educational projects attended summer training conferences of from 3 to 5 weeks' duration in an effort to become better teachers and to improve their chances of being reabsorbed in the regular educational systems of the country, according to L. R. Alderman, Director of the Educational Division of WPA.

The training conferences were held in conjunction with universities and colleges and State departments of education. In a number of cases regular academic credits toward a degree or teaching certificate were given for successful completion of the work.

National Youth Administration

Of the \$21,750,000 allotted to finance the student-aid program of the NYA for the current fiscal year 1938-39, \$9,836,407 will go to high-school student aid and \$11,913,593 to college and graduate aid.

Participating in the program are more than 1,600 colleges and universities and approximately 24,000 high schools. The funds will provide part-time jobs for more than 350,000 needy students of both sexes who otherwise would be unable to enter or remain in school.

MARGARET F. RYAN

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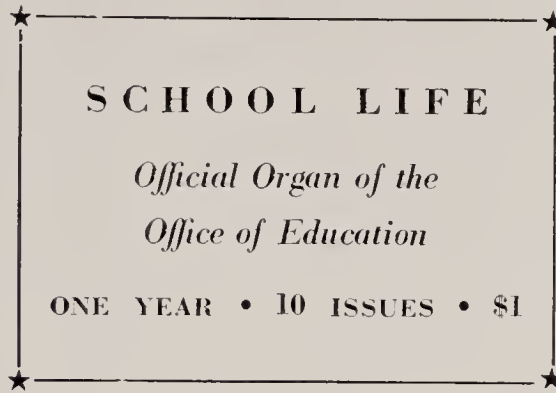
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33. Let Freedom Ring! Manual. 20 cents.
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35. The school building situation and needs. 10 cents.
36. Guidance bibliography, 1935. 10 cents.
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December 1938

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SCHOOL LIFE



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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, October through July. SCHOOL LIFE provides a national perspective of education in the United States.

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SCHOOL LIFE

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DECEMBER 1938

On This Month's Cover

The cover page illustration this month shows a student working at silversmithing in the Meriden Trade School, Meriden, Conn. SCHOOL LIFE appreciates the fine illustration which was furnished by G. A. McGarvey, agent, trade and industrial education, of the Vocational Education Division, Office of Education.

Vocational Feature

This month the pictorial feature in SCHOOL LIFE gives a brief bird's-eye view of vocational education throughout the schools of the United States. (See pp. 67 to 78.)

Information and materials for this special feature were made available by the Vocational Division of the Office of Education, under direction of J. C. Wright, assistant commissioner for vocational education.

Among those chiefly responsible for contributions are: C. M. Arthur, research specialist; J. A. Linke, chief, agricultural education service; James R. Coxen, agent in charge, trade and industrial education service; Edna P. Amidon, chief, home economics education service; J. A. Kratz, chief, vocational rehabilitation service, and acting chief, business education service. The following additional staff members also made contributions: R. W. Hambrook, special agent, trade and

Vocational Education in the United States

I AM CONVINCED that proper vocational education is a direct aid in eliminating crime throughout the country. I am also convinced that such education goes a long way toward creating a contentment for which every normal human being longs.

Does not the kind of education which equips young men and women to work honorably and to be self-reliant, also enable them to be self-respecting citizens? I believe you will agree with me that it unquestionably does. What can do more toward reducing crime than the development of self-respecting citizens? I think there is nothing.

A pictorial bird's-eye view of some of the vocational education activities throughout the Nation is presented in this month's issue of SCHOOL LIFE in the hope that it may serve to inspire an even deeper interest in what our American schools can do to promote still wider opportunities for all of our youth to become self-reliant and self-respecting citizens.

J. W. Studebaker
 Commissioner of Education.

industrial education; James H. Pearson, agent, agricultural education; Ata Lee, agent for special groups, home economics education; Amanda Ebersole, research specialist in home economics education; B. Frank Kyker, special agent, research in commercial education; and Walter F. Shaw, special agent for distributive education.

To the following schools SCHOOL LIFE wishes to express appreciation for some fine pictures made available: Meriden Trade School, Meriden, Conn.; Philadelphia Public Schools; Textile High School, New York City; Industrial High School (Negro), Birmingham, Ala.; Frank Wiggins Trade School, Los Angeles, Calif.; Lancaster Vocational School, Lancaster, Pa.; Boys' Vocational School, Baltimore, Md.; Radnor Township High School, Wayne, Pa.; Fort Hill High School, Cumberland, Md.; Davidson County Central High School, Nashville, Tenn.; Detroit Building Trade Apprentice School, Detroit, Mich., and others.

EDITOR

Among the Authors

RALPH M. DUNBAR, chief, Library Service Division of the Office of Education, describes the main objectives and work of the new division. Mr. Dunbar states, "It is the purpose of the Library Service Division through its research, its publications, its field of activities and its cooperation with State and local units and professional associations to assist in mak-

ing adequate library service available not to one-third, but to three-thirds of our population."

WALTER H. GAUMNITZ, specialist in rural education problems, discusses *Rural School Enrollments*. Dr. Gaumnitz shows the distribution of these enrollments by size of schools. He states that taking the Nation as a whole, it was found in 1936 that just about one-half of the 26,000,000 children in the public schools of the country were attending schools located in centers with a population of 2,500 or fewer.

AMBROSE CALIVER, specialist in the education of Negroes, gives a condensed report of *The Survey of Vocational Education and Guidance of Negroes*. The complete report will later be available as a bulletin of the Office of Education. Dr. Caliver sums up the report by stating that "on the whole the study should go far in clarifying issues respecting the vocational education of Negroes, in creating new attitudes, and in suggesting methods of attack."

DAVID T. BLOSE, Associate Statistician, discusses *Population and School Enrollment* in this month's issue and presents an interesting chart covering a 30-year period. Mr. Blose states that "under present conditions we may predict a 600,000 increase over the 1936 enrollment of 5,974,537 before a probable decrease in enrollments during the late forties."

Convention Calendar

AMERICAN ASSOCIATION FOR THE ADVANCEMENT OF SCIENCE. Richmond, Va., December 27-31.

AMERICAN ASSOCIATION OF SCHOOLS AND DEPARTMENTS OF JOURNALISM. Topeka, Kans., December 27-29.

AMERICAN ASSOCIATION OF TEACHERS OF GERMAN. New York, N. Y., December 27.

AMERICAN ASSOCIATION OF TEACHERS OF JOURNALISM. Topeka, Kans., December 27-29.

AMERICAN ASSOCIATION OF TEACHERS OF SPANISH. New York, N. Y., December 30-31.

AMERICAN ASSOCIATION OF UNIVERSITY PROFESSORS. Chicago, Ill., December 27 and 28.

AMERICAN CATHOLIC HISTORICAL ASSOCIATION. Chicago, Ill., December 28-30.

AMERICAN CATHOLIC PHILOSOPHICAL ASSOCIATION. Cincinnati, Ohio, December 28 and 29.

AMERICAN ECONOMICS ASSOCIATION. Detroit Mich., December 28-30.

AMERICAN PHILOLOGICAL ASSOCIATION. Providence, R. I., December 28-30.

AMERICAN PHILOSOPHICAL ASSOCIATION. Middletown, Conn., December 28-30.

AMERICAN POLITICAL SCIENCE ASSOCIATION. Columbus, Ohio, December 28-30.

AMERICAN SOCIETY OF MECHANICAL ENGINEERS. New York, N. Y., December 5-9.

AMERICAN SOCIOLOGICAL SOCIETY. Detroit, Mich., December 28-30.

AMERICAN STATISTICAL ASSOCIATION. Detroit, Mich., December 27-30.

AMERICAN STUDENT HEALTH ASSOCIATION. New York, N. Y., December 28-30.

AMERICAN VOCATIONAL ASSOCIATION, INC. St. Louis, Mo., November 30-December 3.

ASSOCIATION OF AMERICAN GEOGRAPHERS. Cambridge, Mass., December 27-29.

BOTANICAL SOCIETY OF AMERICA. Richmond, Va., December 27-31.

COLLEGE PHYSICAL EDUCATION ASSOCIATION. Chicago, Ill., December 29-30.

GEOLOGICAL SOCIETY OF AMERICA. New York, N. Y., December 28-30.

LINGUISTIC SOCIETY OF AMERICA. New York, N. Y., December 27-29.

MUSIC TEACHERS NATIONAL ASSOCIATION. Washington, D. C., December 28-30.

NATIONAL ASSOCIATION OF TEACHERS OF SPEECH. Cleveland, Ohio, December 27-30.

NATIONAL COLLEGIATE ATHLETIC ASSOCIATION. New York, N. Y., December 29 and 30.

NATIONAL COUNCIL OF GEOGRAPHY TEACHERS. Cambridge, Mass., December 27 and 28.

NATIONAL FEDERATION OF MODERN LANGUAGE TEACHERS. New York, N. Y., December 26.

Office of Education Conferences

State Directors and Supervisors of Special Education

by *Elise H. Martens, Specialist in the Education of Exceptional Children*

★★★ For the first time in the education of exceptional children, State officials appointed to direct and supervise such a program on a State-wide basis came to Washington at the call of the Commissioner of Education, for a conference which was held on September 26 and 27. The States represented were: California, Connecticut, Delaware, Kentucky, Maryland, Massachusetts, Michigan, Minnesota, New York, Ohio, Pennsylvania, Wisconsin, and Wyoming. These 13 States are to date the only ones in which the education of exceptional children is directed by one or more persons specifically designated for this purpose. In a number of other States the responsibility has been carried by supervisors whose major functions are recognized as in other fields of service.

Problems Considered

Problems considered by the conference related to the place and the scope of special education in a modern educational program; the most feasible ways in which to meet the needs of exceptional children in rural areas; the types of legislative provisions needed; the preparation of teachers; and important matters of organization and administration. The groups of exceptional children deemed as in need of special educational facilities include the blind and the partially seeing, the crippled, the deaf and the hard of hearing, the speech defective, children with organic physical defects, the mentally retarded, the mentally gifted, and children with serious emotional or behavior disturbances.

Special Classes Approved

The conference reaffirmed belief in the essential soundness of the principle of providing special schools and classes for exceptional children. This should be combined, however, with the provision of opportunity for all types of exceptional children to participate with children in regular classes in those activities in which they can do so without handicap. The excess cost of the special educational program should be met through the participation of the State in meeting the expenditures incurred.

Rural Problem

In rural areas many children needing special educational facilities go without them because

the local community *cannot* and the State *does not* provide them. For districts in which the number of exceptional children is too small to warrant the organization of special groups within the district, the conference recommended several possible procedures: (1) Establishment of traveling clinical units for the diagnosis of pupil needs; (2) employment of traveling teachers who might serve the schools of an entire county or instruct home-bound children in their homes; (3) daily transportation of exceptional pupils to a larger center; (4) housing of exceptional pupils in boarding homes in larger centers. It was pointed out, however, that no one of these procedures can be successfully carried on unless State and county (or district) cooperate in the support and supervision of the program.

State Organization

Members of the conference agreed that the needs of exceptional children cannot be met effectively on a State-wide basis unless there is in the State education department a separate and distinct division or bureau charged with the responsibility. Since the education of exceptional children is so closely related to the problems of elementary education, any assignment of responsibility for them to divisions of the State education department not primarily concerned with educational adjustments for *children* was discouraged. If there must be a combination of functions in the State department, the director or supervisor of elementary education should be best fitted to undertake the task of making necessary classroom adjustments for the handicapped. Such an arrangement, however, can never fully take the place of the appointment of a full-time director or supervisor for the education of exceptional children.

Planned Cooperation

The conference called attention to the desirability of placing in the appropriate division of the State education department the responsibility for the supervision of instruction in residential schools for all types of exceptional children and to the importance of maintaining equally high standards of teacher preparation and instruction in residential and day schools alike. This should lead to the proper integration and coordination of all

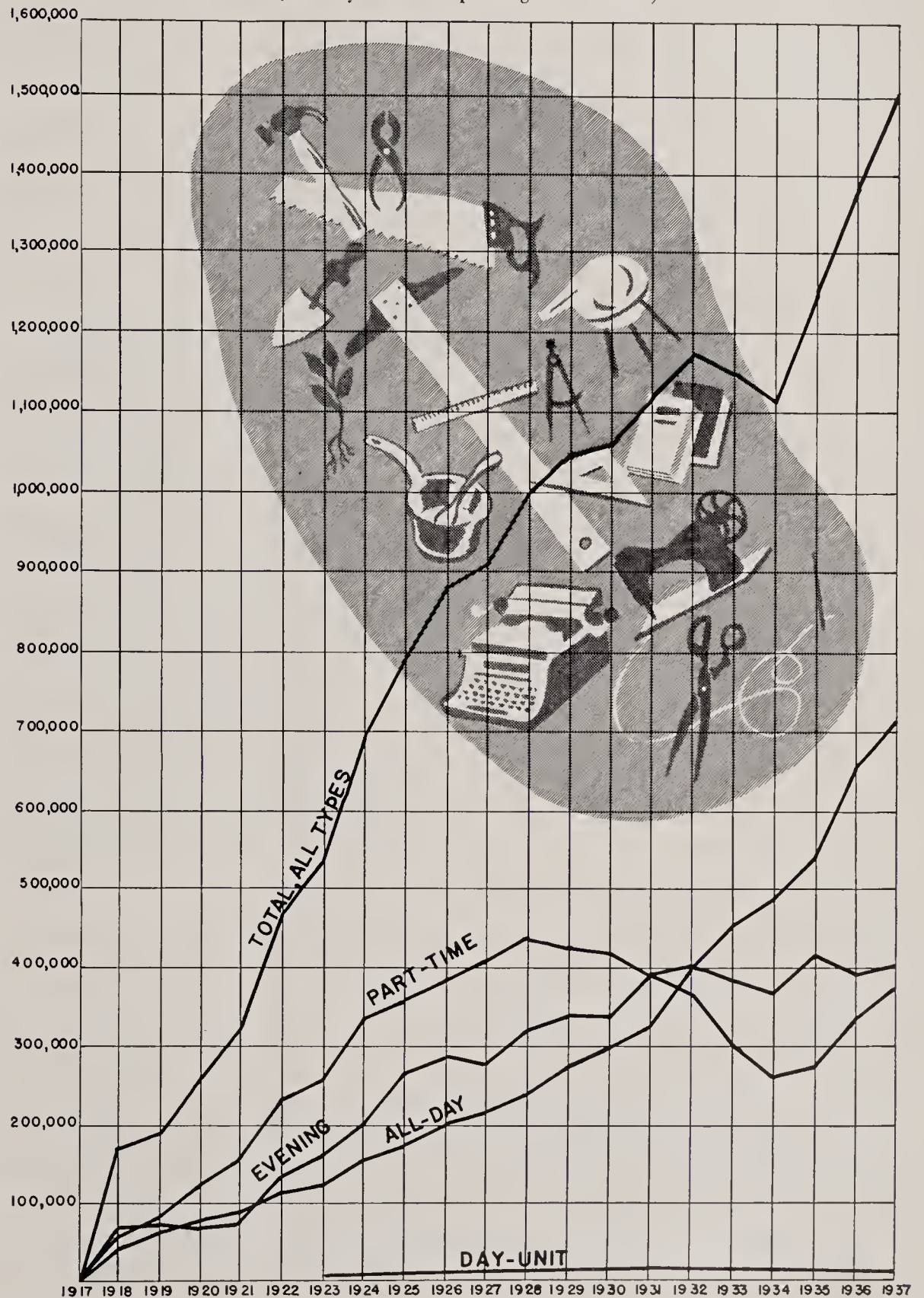
(Concluded on page 78)

Vocational Education in the United States

Enrollments

Enrollment in All Schools Operated Under State Plans, Including Federally Aided and Non-Federally Aided, by Years, 1918-37

(Latest year for complete figures available)



Comparison of Figures

The growth in the vocational education program as measured by the steadily progressive increase in enrollment from year to year may be shown in another way—that is, by a comparison of the growth figures in the different fields of vocational education.

For example, the number of persons enrolled in vocational education in agriculture at the end of the fiscal year 1918 was 15,450 as compared with more than 394,000 for the year 1937. In the same period, also, the number of agricultural schools grew from 609 to 2,431; the number of teachers of agriculture from 895 to 7,076; the number of institutions training vocational agriculture teachers, from 10 to 102; the number of teacher trainers in these institutions from 116 to 146; and the number of students enrolled in these teacher-training institutions from 1,534 to 5,823.

The enrollment in vocational classes in home economics has grown from 30,799 to 96,225; the number of home economics schools or departments from 323 to 5,357; the number of teachers from 1,086 to 7,287; the number of home economics teacher-training institutions from 60 to 129; and the number of students enrolled in these teacher-training institutions from 3,319 to 8,359.

Similarly, the growth of the vocational training program in the trade and industrial

field may be told statistically. In the same period enrollments in schools or classes in this field increased from 117,934 to 606,212; the number of teachers from 3,276 to 15,664; the number of teacher-training institutions from 45 to 94; and the number of students enrolled in these institutions from 1,091 to 9,196.

However unsatisfactory enrollment figures may be in measuring advances in the vocation-

education program carried on in secondary schools they may surely be taken as a more or less authentic indication of the popularity and value of the program.

A significant fact which emerges from a study of the records is the consistency with which the enrollment in vocational education has increased each year since the federally aided program was started.

by Congress and approved by President Wilson in 1917. It would take note of the fact that such organizations as the American Federation of Labor, the National Association of Manufacturers, the National Education Association, and the Association of Land-grant Colleges and Universities cooperated in the drive which resulted in Federal support for vocational education.

Finally, an account of the development of the vocational educational movement in this country would point out that when the Smith-Hughes Act was introduced into Congress, it received the support of both major political parties, of organized labor, of chambers of commerce, and of public officials, and influential citizens.

Publicly supported vocational education had been carried on by several States or municipalities before the passage of the Smith-Hughes Act. Within a few months after the Federal Board for Vocational Education designated as the Federal administrative agency under the new Smith-Hughes Act had been established, every State had accepted the provisions of the act and had started or was preparing to start a program of vocational education.

Developments and Trends

The development of the vocational education movement from days of the old apprenticeship system, when a prospective worker was taught his trade by one already engaged in the trade, up to the present time, is a fascinating one.

The apprenticeship system in the early days did not apply to the manual crafts alone but was the method used to prepare youth for all forms of industrial and professional employment. With the breaking down of this system which accompanied the revolutionary changes brought about by the introduction of machinery, new processes, and new methods, the worker was forced to depend largely upon the pick-up method of securing training. Systematic training ceased to be recognized as a responsibility of employers, and did not immediately become the responsibility of the public schools. For a period of years, providing education and training for apprentices in the skilled trades appeared to be nobody's business.

Object of Movement

What was known as the manual labor education movement was organized in the United States as early as 1820. The object of this movement was to introduce organized trade instruction into certain schools. The usual plan advanced provided that students in these schools should engage in practical work under school auspices for approximately half of the school day and receive academic instruction during the remaining half.

Partly because public sentiment was not yet prepared for what seemed to many a radical innovation, this movement did not get very far. By the third quarter of the last century, however, a change of sentiment became evident, and business men, manufacturers, engineers, and educators came to look more favorably upon types of instruction that were not entirely academic.

An adequate account of the events of the past 50 years or more which contributed to the establishment of the present system of publicly supported and publicly controlled vocational training would take into consideration the efforts of the Knights of Labor as far back as 1885 to get the States "to provide industrial education to pupils in the day schools, and evening classes for those employed, so that the workers and children of workers may be

more effectively trained in the public schools and better prepared to cope with the struggle of life." It would tell of the efforts of the American Federation of Labor, which succeeded the Knights of Labor, to obtain support for organized industrial education and the action of its constituent trade unions in organizing evening trade classes with journey-men workers as teachers, and in establishing vocational schools of their own. It would record the findings of the Massachusetts



Enrollments in vocational schools and classes show a constantly upward trend.

Commission on Industrial and Technical Education appointed by Governor Douglas in 1905 to "investigate the need for education in the different grades of skill and responsibility in the different industries." It would present the activities of the National Society for the Promotion of Industrial Education in its campaign in cooperation with other agencies to secure the appointment of the Commission on National Aid to Vocational Education. It would include a statement concerning the findings and recommendations of this commission and concerning the proposed bill which, with some modifications, was enacted

Recent Federal Legislation

Outstanding among new developments in vocational education fields, are those which have resulted from recent Federal legislation providing vocational training for those engaged in the distributive occupations and those engaged in public-service occupations.

The most significant development during the year in the field of vocational education in agriculture, perhaps, was the expansion in the number of all-day, part-time, and evening schools. The greatest increase was in part-time schools for out-of-school rural youth 16 to 25 years of age. Another development was the employment of an increased number of teachers to teach agriculture only instead of dividing their time between agriculture and other subjects. Teachers thus employed have been in a better position to organize and carry on much-needed part-time and evening programs in vocational agriculture.

Committees composed of representatives of employers and workers, whose function is to cooperate with vocational education officials in planning, setting up, and operating training courses, particularly in the field of trade and industry, have been used to a greater or less degree in States and in local communities ever since the vocational education program under public control was started. These committees help to safeguard the interests of employers and workers—the two groups most concerned in the vocational program—and hence to make the program more efficient and more effective than it would otherwise be.

The school mortality among girls 16 to 18 years of age, many of whom have found it necessary to drop out of school and become

wage earners or aids in their own homes, has been high.

In many localities these girls have been gathered together in part-time classes for periods of 4 to 8 hours a week. An attempt is made in these classes to capitalize their vocational interests by stressing personal and home problems in relation to preservation of health, the economical budgeting of meager resources, and the various aspects involved in providing food and clothing for themselves and the members of their families. Instruction has been provided, also, in baking,

canning, candy-making, making clothing accessories, and handicraft work of various kinds, the products of which may be sold at a profit.

Those in charge of vocational education are assuming increased responsibility in placing as far as possible those who complete vocational courses. Vocational schools offering trade and industrial training have in many instances set up special employment bureaus and are cooperating with local industries and business establishments, labor organizations, and public employment offices in placement activities.

cation; and provide an increased number of persons with an incentive to work for advanced degrees in agricultural education.

Home Problems Considered

In the early days of education for homemaking it was the custom to present various units of home economics instruction—foods, clothing and house furnishings, child care, home management, and similar subjects—strictly as units, rather than integral parts of the family situation as a whole.

Today, however, home economics instruction is so arranged that home problems are considered from the point of view of the family situation. Such instruction takes into account the fact that there is need not only for training in fields formerly covered in homemaking education, but also in housing, consumer buying, home management, and parenthood.

Taking account of this new trend in home economics education, therefore, teacher-training institutions are preparing teachers to cope with problems of different age levels and for future contacts with the pre-school, elementary and secondary, out-of-school, and adult groups.

Experience for prospective teachers in working with these various groups is provided by actual contact with specific family situations. In some instances this is done by setting up work centers in homes of families of different income levels. Prospective teachers are also given experience in coping with family problems by using their experiences as residents of cooperative houses, or as members of a particular family group. Experience in living with a group and in making social adjustment is emphasized. Students gain preliminary experience in situations with which they will be confronted in their future teaching activities, also, by experience as residents of a home-management house at the teacher-training institution; participation in responsibility for pre-school children in the nursery school or home-management house; and student teaching in elementary and secondary schools.

Teacher Education



Learning to care for children is part of the training for prospective teachers of homemaking.

Every vocational education law passed by Congress has provided for preparatory training for prospective teachers of vocational education and in-service training of teachers already employed in this branch of education, in the field of agriculture, trade and industry, and home economics. The George-Deen Act goes a step further in that it provides for training for teachers of vocational courses in the distributive occupations.

Improving Programs

Surveys of agricultural teacher-training institutions sponsored by the Office of Education in the past few years have brought out helpful information. The facts obtained in these surveys, made in 59 institutions in 39 States, are being used in a considerable number of teacher-training institutions in the country as a whole, as the basis for developing and improving their programs.

Among policies being emphasized in agricultural teacher-training institutions are:

The necessity of giving prospective teachers of agriculture experience in actually teaching part-time and evening classes in vocational agriculture in high-school agricultural departments.

The advisability of providing cadet teaching which will include the placing of student teachers in communities for protracted periods so that they may secure teaching experience as well as experience in contacting families of agricultural students, making farm and community surveys, participating in community life, and in meeting situations which the regular teacher is obliged to meet from time to time both in and out of the schoolroom.

The advisability of taking trainees to agricultural schools in advance of opening to acquaint them with the problems of the teacher of agriculture.

The necessity of providing short, intensive technical and professional training courses of from 2 to 4 weeks' duration to keep teachers in constant contact with new developments in agriculture.

The necessity for establishing courses to train specialists in the development of subject matter which may be used by vocational agriculture teachers in preparing teaching material.

The necessity for organizing the teacher-training curriculum so that it will give the prospective teacher a balanced course of study in agriculture.

The necessity for emphasis by teacher-training institutions upon research which will bring out basic facts for use in improving State programs; provide training for prospective research workers in agricultural edu-

Living in home management houses provides experiences in management and social life.



Many teacher-training institutions arrange to have student teachers live in a particular community and thus gain experience not only in classroom teaching but also in studying community problems and conditions; in making contacts with homes, business houses, churches, parent-teacher associations, and similar organizations; in participating in community and civic movements; in getting an understanding of school policies and standards; and in assuming responsibility for the general management of a school home economics department.

Every effort is made to give the prospective teacher experience in carrying on a family life program of instruction which will reach both youth and adults.

Technical Courses

Within the last few years those in charge of State programs of industrial education have increasingly realized the necessity of offering technical courses for teachers employed in this field, to keep them abreast of new developments brought about as the result of rapid

technological changes. Special centers are provided for classes in these courses.

Coordinators, whose function is to bring into closer relation the instruction given in trade and industrial schools and the work done by employed persons on the job, are also receiving special attention in teacher-training programs in a number of States.

Teacher training in the trade and industrial field is carried on largely through extension classes. Much of this training is set up under special programs sponsored by State boards for vocational education. This form of training is made necessary largely because teachers in this field are selected from those who are competent and experienced in the trades they are appointed to teach, and who have not had the advantage of preliminary training for teaching activities. Extension teacher training, carried on either in schools or other convenient meeting points after daily working hours or on Saturdays, has been found to be the most practical form of teacher training for instructors in the trade and industrial field, who must of necessity be trained chiefly on an in-service basis.

Agricultural Education

Not long ago a representative of the Office of Education noticed a series of maps hanging on the walls in the office of a teacher of vocational agriculture. They contained information which was invaluable to this teacher in

formulating and carrying on his teaching program.

On one map thumb tacks were used to show the exact location of the home farm of every farm boy enrolled in his day-school classes,

every young man enrolled in his part-time classes, and every adult farmer attending his evening classes.

Another map indicated the types of farming followed in various sections of the area served by the high school. This map interpreted the principal enterprises on individual farms for all students enrolled in the vocational agriculture department of the high school, and indicated the crops and enterprises which should be combined in the farming activities of the school area.

A third map was drawn up to show the soil types, croded areas, and similar data for the school area.

And even as the visitor looked over these informative maps, the teacher made a few changes in the data presented with his glass pins, so that his visual records would coincide with new information he had recently acquired in driving around his community and visiting the farms of individual students.

In these three maps, then, the agricultural teacher had a concise record: (1) Of the individuals in his community being served by systematic instruction in agriculture; (2) of the types of farming upon which to base his instruction program; and (3) of the relation which should exist between the agricultural instruction provided in the local school and a soil conservation program for the area.

The map-visualization plan of keeping informed on actual up-to-the-minute conditions in a community and keeping tab on conditions and changes in a school service area, is followed by many vocational agriculture teachers. In addition, these teachers keep a card-index record of the background and activities of every student who enrolls for a vocational agriculture course. This record is continued when the student completes the course, also, and is discontinued only if he is lost sight of through removal from the community or transfers to employment outside the field of agriculture.

Students who enroll for courses in agriculture in the various schools get an all-round training, since they are required to pursue the regular academic subjects, also. This entitles them to receive the high-school diploma at the end of the 4-year course and in the event that they decide to enter a college or university to do so on the same basis as graduates of the regular high-school courses.

State Statistics

Statistics compiled by State boards for vocational education show that farm boys attending vocational agriculture departments in rural high schools are learning valuable lessons in farming through their supervised farm practice. Agricultural projects are set up with the cooperation of the teacher, the student, and the student's parents or guardians. They are based, as has already been explained, on the farming enterprises best suited to agricultural conditions not only on the home farm of the student but also upon

Agriculture students get practical instruction on the job in pruning.



the farms of the community as a whole. Furthermore, they are planned on a long-time basis and in such a way that they will fit into the permanent farming activities of the student. In many instances the supervised practice work of agricultural students has been instrumental in influencing their parents to adopt improved practices on their farms and to take their boys into partnership or set them up on farms of their own. It is a common thing for a student to earn through his supervised practice projects, enough money to become started on a profitable line of farming and eventually to buy a farm of his own.

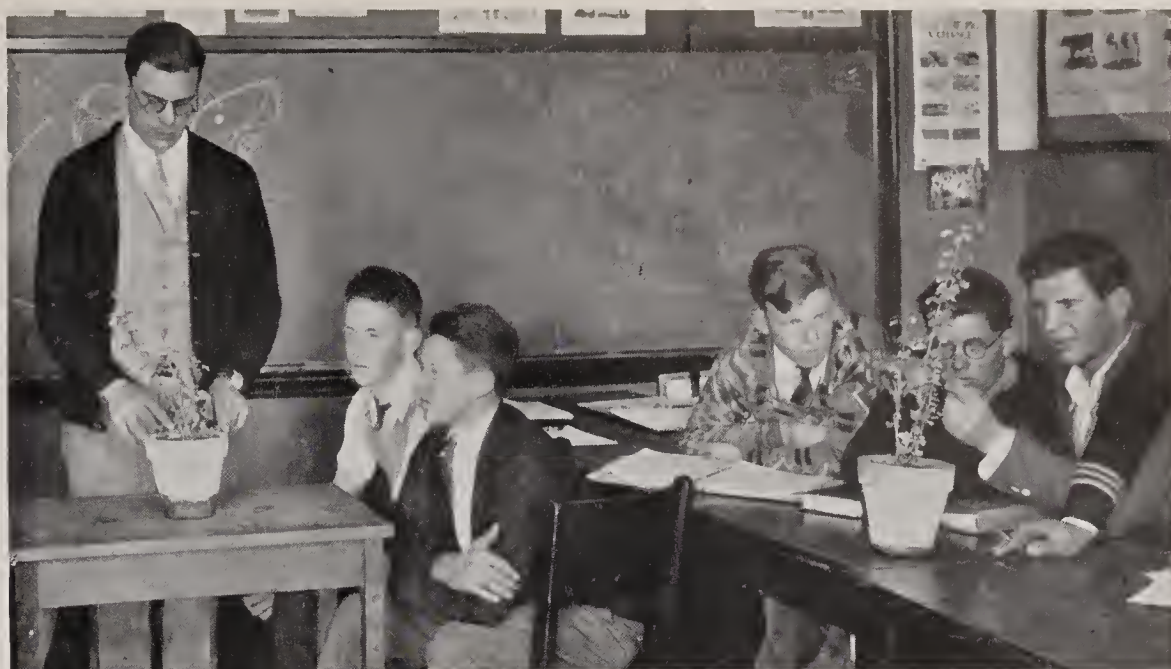
The supervised practice projects are valuable in another way, also, in that they enable the teacher, through his visits to a student's home for the purpose of advising with him, to become better acquainted with parents and to secure their cooperation in carrying on the vocational agriculture program.

Examples Cited

Perhaps the best way to illustrate the value of vocational agriculture training in day, part-time, and evening schools is to show what has resulted in individual cases.

The example may be cited of a full-time, day school student in one of the vocational agriculture departments. With the help of the teacher and the cooperation of the student's father, this boy had made a survey of his home farm to determine soil types and the types of farming enterprises followed, and had analyzed the market demands for the crops raised as well as the method of getting them to market. His supervised practice work was then planned on the basis of the facts revealed by the analysis. Inasmuch as hog raising was the major farm enterprise, the student started his practice program with a sow and litter project. So successful was he with this project that he was able to produce a ton litter each year for 4 years. The farm survey indicated that he should have a feed crop. He selected the raising of corn, which is an economical feed crop and adapted to soil and climatic conditions in his area, as his second project. Other enterprises—beef cattle, sheep, oats, and wheat production—became a part of a well-planned and balanced supervised practice program carried on by this young man. Eventually, he purchased 100 acres of land of his own and formed a partnership with his father in the operation of the 140-acre home farm and of 60 acres of additional land. This young farmer, whose program of instruction in vocational agriculture—both theoretical and practical—was based on actual conditions on his home farm and on community farms, has won wide recognition in the markets to which he sends his products as an outstanding producer of hogs and other farm products.

The second example presented is that of a student in a part-time vocational agriculture class for 3 years. When he started his part-time class instruction this young man was



In thousands of schools vocational agriculture students such as these study the various phases of plant life.



Future farmers learn how to select stock for cattle raising projects.

living at home with his parents. Gradually, he accumulated enough tools and equipment to branch out for himself on his own farm. As the result of his study of hybrid corn in the classroom, he undertook as one of his supervised practice enterprises the production of hybrid corn. In a class in farm management he learned that he could produce more barley than oats on the same amount of ground. He made the change in crops. Starting with a young heifer calf, he is today building up a herd of registered cattle.

Direct Result

Most of the improvements he has made in his farming enterprises are the direct result, according to his statement, of instruction in the part-time class. The interesting fact about this young fellow's success is that he had had no agricultural instruction in high school, and in fact had dropped out of school on completion of the eighth grade. Without the part-time vocational agriculture program he would have been unable to secure the instruction which set him on the road to success.

The instruction given in an evening school for farmers in one area led to the development of a highly specialized poultry-production program on the farms of the community. The school carried two classes—one for beginners in poultry raising and one for advanced students.

One farmer moved to the community from a locality a considerable distance away because, as he explained it, he wanted to take advantage of the instruction given in the evening class in the local school. He had developed an outstanding poultry farm and had large laying flocks. And he was still a regular attendant at the evening school where feeding, housing, marketing, disease control, and other poultry-raising problems were discussed.

Agricultural instruction in rural high schools is not confined to problems involved in raising crops and livestock. Through the vocational agriculture departments students are learning how to market crops to the best advantage. In some instances this is done through cooperative associations organized by students with the assistance of the agricultural teacher, or through marketing organizations already

on a going basis. Students help to organize and operate community hatcheries, canning plants, sawmills, cooperative buying associations, and other organizations. They learn group cooperation and action. They get experience in leadership by carrying on community and school activities and activities in many other fields which will be of value to them.

Over 171,000 vocational agriculture students enrolled in 5,648 chapters of the Future Farmers of America, national organization of white vocational agriculture students, and 19,721 members of the New Farmers of America, composed of Negro vocational agriculture students, are acquiring leadership ability through chapter and community activities sponsored by their organizations. They are

learning valuable savings and thrift habit—through their own thrift banks; they are acquiring the principles of parliamentary procedure, and are taking part in public-speaking contests which teach them to speak on the public platform. Through these activities and many others, and through the instruction in the vocational agriculture classes, they are developing into competent and successful farmers and are acquiring attributes of character and citizenship which will enable them to take their place eventually as substantial members of society in general and of their communities in particular. It must be remembered that this is being brought about through the vocational agriculture departments in the rural high schools, which last year enrolled 394,400 youth and adults.

farm commodities from the producer to the consumer—has increased more rapidly than the number in any other major occupational field.

One of every eight workers in the Nation gainfully employed is in a distributive occupation. In 1935, according to the census of business, 8,597,274 persons were employed in five major fields of distribution. Each year 150,000 youths 18 to 19 years of age find their first employment in the distributive occupations and 130,000 workers between the ages of 20 and 24 enter the distributive occupations from other occupations.

Vocational training for those entering and employed in the distributive occupations has long been neglected. The need for such training seems obvious when one considers the number of workers engaged in these occupations, the number entering them each year, the large turn-over of distributive workers, the rate of failures among retailers, and the mounting operating costs of distributive businesses.

Business Education

Education for commercial pursuits in the United States has become a conspicuous part of secondary school and college courses. Most of the instruction in this field, however, has been limited to prospective clerical

workers, such as secretaries, bookkeepers, and accountants. And this in the face of the fact that the number of workers employed in the distributive phases of business—those phases involved in getting manufactured and

Good Beginning

A good beginning has now been made in vocational training in the distributive occupations. This has been made possible through the George-Deen Act, which provides the sum of \$1,200,000 annually to be allotted to the States and Territories for part-time and evening classes for distributive workers.

Notable progress in many communities has been made during the year in establishing and operating classes in the distributive field. This progress is the more striking, because, this is the first time Federal aid has been available for this type of training; few of the States had previously carried on any activities in this field and they had, therefore, no background of experience from which to draw in formulating plans; and there were but few trained personnel who could be used immediately for supervisory and teaching services.

Retail Workers' Classes

Much of the emphasis in distributive occupation classes throughout the country has been placed upon instruction for workers in retail establishments. In one high school, for instance, a part-time program of training has been established in cooperation with a number of merchants. Classes are set up for a group of about 30 seniors interested in training for sales work. The teacher responsible for the training counsels with the students in an attempt to guide them in a suitable choice of work. Students indicate choices of occupation and an attempt is made in cooperation with a merchant's committee to place them in employment of their own choice. After preliminary instruction in the classroom, students are placed upon a week-about instruction and employment basis—1 week of instruction and 1 week of employment—for a period of 36 weeks. They receive full time credit for their practical work and are paid



Above: There are sales laboratories in some of the vocational schools. These students are studying a sample window display.

Below: A class in business education.



Occupational Guidance

for the time spent in employment. Classroom instruction under this plan is given in subjects related to students' employment, such as, business English, business arithmetic, economics, commercial geography, salesmanship, and merchandising.

Universities Start Classes

Evening classes in distributive education have been started at some of the universities this year. Buying, retailing, personnel, salesmanship, advertising, and merchandising are among the subjects explored in such courses which are open to all persons employed in the distributive trades. Faculty members advise with students concerning the courses which will be most appropriate for their background and job experience. Classes of this type are intended for junior executives, small store owners, persons associated with advertising activities, buyers, clerks, supervisors, stylists, and those engaged in merchandising, costuming, decorating, and window-dressing activities.

Figures recently compiled from reports received by the Office of Education indicate that approximately 500 centers serving 1,450 evening class groups composed of 25,000 workers in various distributive occupations have already been established in the 48 States. In addition it is estimated that approximately 220 schools are carrying on part-time cooperative classes serving about 9,500 high-school students.

Increasing Variety

As the program of vocational education for the distributive occupations expands it will provide training for an increasing variety of positions available in the distributive field. It will include, for instance, training for: Managers and operators of all kinds of stores, shops, and other distributive businesses; sales managers of all kinds of businesses; branch managers, and local representatives; department heads, supervisors, and similar workers; purchasing agents and buyers; salespeople, sales agents, canvassers and demonstrators; store service workers who come in contact with customers; dairymen or driver salesmen; and other miscellaneous workers who come in contact with customers.

It is significant that during the first year of the operation of the act providing Federal funds for vocational training in the distributive occupations, State divisions of vocational education have given major attention to the selection of properly qualified supervising, teacher training, and teaching personnel and to the development of a sound and constructive program, rather than to organizing numerous classes with large enrollment.

Especially encouraging are the reports from the States that distributive workers and trade associations composed of various distributive groups are cooperating actively in the new vocational training program.



In some schools today testing programs, including various manipulative tests, are carried on as a part of the guidance activity. Increasing numbers of educational institutions are recognizing that young people in choosing vocational courses must have not only information about possible employment opportunities in given fields but they need assistance in discovering their own general and particular qualifications. These are important tasks for the schools.

Vocational high schools throughout the United States are increasingly using tests of many kinds to help young people determine their aptitudes and achievements. While such tests do not necessarily indicate the vocation that a student should follow, they are valuable in introducing to him fields of employment in which he is likely to succeed.

Many industrial concerns are also utilizing batteries of tests in the selection of employees. Applicants are given a series of such tests, which aid the employer in determining who of a number of people applying for work are most likely to give the most satisfactory results.

The schools and colleges are assuming increased responsibility not only for the education of young people, but for the guidance of these individuals in many directions with reference to occupations, health, adjustment, and getting along with people. It is becoming more and more a function of the school to offer guidance not only on "how to live," but also on "how to make a living." To

this end many school systems employ counselors, guidance officers, psychologists, doctors, nurses, and others who advise with students in an effort to assist them in every possible way with their personal problems.

The better a school is equipped to help students answer such questions as *How shall I choose my vocation? What can I do best? Which vocations are less crowded?* the more likely are the students to become useful workers and valuable citizens.

New Service

During the year, and as a result of widespread demands for a national service in the field of occupational information and guidance, there has been organized in the Office of Education a new division known as the Occupational Information and Guidance Service. The new service will work through and depend upon the cooperation of State and local educational authorities.



Textile high schools offer courses in costume designing.

Trade and Industrial Education

Vocational education in trade and industry, like vocational training in other fields, is carried on in the United States in three types of educational classes—full-time classes for those who have chosen an occupation and desire training in it; part-time training for employed persons who can devote part of their time to training in subjects which are supplementary to their regular employment; and evening classes for employed adults who need additional training to improve their efficiency and keep them abreast of new developments in their occupations.

A study of the variety and diversity of trades or occupations in which vocational training is given in the public schools in the States and Territories is most interesting.

Reports from State boards for vocational education for the year ended June 30, 1937, for instance, revealed that vocational education was being provided in more than 175 different fields ranging from air-conditioning to wireless operation. Among other fields represented were: Aircraft construction, assaying, auto mechanics, baking, boat building, bookbinding, cafeteria management, carpentry, cosmetology, designing of clothing, Diesel engine operation and repair, drafting, electrical equipment, installation and repair, electroplating, firefighting, forging, fur cutting and construction, granite cutting, glove manufacturing, hosiery manufacturing, hotel service, instrument making, jewelry manufacturing and repair, knitted goods manufacturing, landscaping, laundry work, millinery, ma-

chine-shop work, metal mining, nursing, oil burner installation and repair, painting, pattern making, printing, refrigeration, radio work, sail making, sheet-metal work, silversmithing, tailoring, taxidermy, tile setting, watchmaking, weaving, and welding.

It is a comparatively simple matter to set up practical vocational training programs in trade and industrial centers where apprenticeship programs can be arranged and where graduates of training courses may find employment. The problem is more difficult, however, in smaller communities where regular trade school programs are impossible and

Some trades require skill in handling delicate mechanisms.



where apprenticeship in the major trades does not seem feasible. In many smaller communities the vocational training problem has been partially solved by setting up what are known as diversified occupations courses.

Briefly, a program of diversified occupations as found in the schools today is one under which high-school students of employable age spend half of each school day in bona fide employment in a trade or occupation for the purpose of securing organized occupational experience on a modified apprenticeship basis and the remainder of the day in directed or supervised study of technical and related subjects pertinent to the trades or occupations in which the students are engaged, such as health, safety, work habits and attitudes, trade science, trade mathematics, and economics, and of regular high-school academic subjects. Under this plan students may not only be given training for work in a specific field but may also graduate from high school with the necessary college entrance credits.

In some instances the program is set up on the basis of a week or 2 weeks in school followed by a similar period in practical employment.

The diversified occupations plan is on a systematic basis. An agreement or plan of training is made out for each student who is accepted for training. This must be signed by the employer, a parent or guardian of the student, and a representative of the school system; and it contains a schedule of related and technical subjects to be taught in the school and of the processes to be learned on the job.

This type of training program lends itself to a wide range of occupations, such as baking, sheet metal work, work in the electrical field, plumbing, photography, meat cutting, telegraphy, and radio servicing.

Particularly interesting are reports from the States on new fields of vocational training which have come to the front in the past few years. Among these may be listed courses in air-conditioning work; in the servicing of household appliances such as refrigerators, vacuum cleaners, radios, and washing machines; in hotel service work and in aviation.

Aviation has offered new fields for vocational education training.



With the establishment of air transportation as a recognized means of travel has come a demand for training in various phases of the aircraft industry and schools for training in the field of aviation have been established in a number of different centers.

Excellent work has been done in a number of centers in vocational classes designed to fit men for servicing and repairing electrical equipment such as refrigerators, radios, vacuum cleaners, oil burners, and washing machines, trained workers in which fields are at a premium in many cities. In one school, for example, an excellent laboratory has been equipped with testing and similar apparatus where boys learn to repair and service various machines sent to the school for this purpose. So great is the need for service people in this field that boys who complete the course are in demand and have little difficulty in finding employment, some as employees of servicing and repair businesses already established, and some as proprietors of their own businesses.

Training courses for hotel and restaurant work are being emphasized in some cities. Teacher-training courses for hotel department heads are of particular importance. These department chiefs are taught how to analyze jobs in which hotel employees may be given training including laundry work, housekeeping, cafeteria work, baking, and other activities, and how to train prospective workers for jobs and to aid workers already employed for better jobs than they now hold.

No explanation of the practicality and achievements of trade and industrial training would be complete without a brief reference to the "opportunity" type of schools.

"Opportunity" schools, as the name implies, are schools in which those who desire training either on a long or short time, intensive basis are assisted in getting such training. They have been described as "the most unusual and successful experiment in adult education to be found anywhere in the world."

Students may enter this type of school at almost any time, secure training in a few hours, days, weeks, or months, as their cir-



Many a plasterer learns his trade in vocational schools.

cumstances may require, and pass on to jobs which are awaiting them.

Policemen, weights and measures inspectors, assessors, highway maintenance workers, street repair workers, public health officials, sanitary engineers, and employees in a myriad other fields, including employees of electric, water, gas, street railway, and similar public utilities, are now or soon will be receiving training under the provisions of the George-Deen Act, which permits reimbursement for "public and other service occupations." It is estimated that approximately 15,000 persons in such occupations will receive training during the current year.

The speed with which training programs of this type are multiplying and the variety of subjects in which they are providing training is evidence of the need for them.

Among the wide fields in which training is given to girls and women are the following: Household service, garment making, food trades, laundry trades, store jobs, jobs in the novelty trades, and cosmetology. In centers where factory occupations absorb the largest number of women workers, mechanical and manufacturing classes are set up for training in such work as winding armatures, operating drill and punch presses, light and heavy soldering, assembling of spark plugs, and inspection.

For example, in some schools, girls are taught drill press operation in its various phases, bench lathe operating, spot welding, floor girl or stockroom work, inspecting, testing, and assorting leather goods, bench work and finishing, power sewing in leather goods, and a number of other mechanical jobs. There are food departments which present courses in all types of work involved in the food trades—table service, meal planning, plain and fancy cooking, preparation of box lunches, use and care of kitchen and other equipment. Training in novelty work of various kinds—hemstitching, bead stringing, quilting, bag mounting, lamp-shade making, and similar work is sometimes provided. Store work, laundry work, and many other occupations for girls are covered in the training program of these institutions. And each girl who enrolls for a practical course is given training in related subjects which will be an asset to her on the job.

It has been possible to cover in this discussion only a few of the highlights of the training program in the trade and industrial classes provided in vocational schools throughout the country in which approximately 700,000 persons—youths and adults—were enrolled during the past year.

Apprentice schools train students for building trades.



Vocational education girls learn the art of hairdressing.





Adult groups study problems of the homemaker in home economics training programs.

Home Economics Education

In the total program of home economics education throughout the United States, attention is particularly focused upon education for intelligent participation in family life.

Approximately two-thirds of the high schools in the Nation offer instruction in home economics. Vocational funds have made possible in many schools a more comprehensive program in homemaking education through providing time for teachers to do home visiting, supervision of home experiences, and through the employment of teachers for adult and part-time classes.

Effective Program

An effective homemaking education program in any community reaches family members of the various ages through the elementary and secondary schools and in instruction for out-of-school youth and adults.

The home-life experiences and needs of the secondary school group are used to determine

the emphasis in the schools in different communities. Problems of pupils and their families in relation to foods, clothing, housing, home furnishings and home management, care of children, health of the family, and relationships between different family members are woven into the program in accordance with apparent needs. These problems are studied through pupils carrying real activities in school and at home.

Home visits provide opportunity for the teacher to direct learning experiences within the home and to tie the school program to the home situations. This fact is evidenced by the following remarks quoted from teachers after having visited homes of pupils:

"After visiting Jane's home I realized why she always says she doesn't have time when asked to participate in any additional school activity. She is responsible for most of the housework. I need to give her help in organizing her work and planning for better use of her time in order that she may have more leisure.

Group work in planning, preparing, and serving meals is an essential part of home economics training.



"Now that I see how the mother constantly reminds Mary that she can't do anything well I understand why her clothing work is so inferior and she is always the last one in class to finish her dress.

"I realize my meal planning units have been impractical. My pupils cannot attain the standard I have set in class."

Home experiences which are more often called home projects are a definitely planned part of the homemaking course. The teacher guides pupils in choosing home experiences that will meet their individual needs and properly supplement and strengthen classroom activities. The pupils keep such records and reports as will help them to determine progress and accomplishment. The following projects indicate the types of home projects reported throughout the country by high-school pupils:

Preparing vegetables in a variety of ways and serving them attractively in order to help my family eat more vegetables.

Making my bedroom more attractive, comfortable, and convenient without spending any money.

Cleaning, repairing, and remodeling my last summer's garments and selecting new ones to complete my wardrobe.

Providing some leisure time for my mother one day each week through planning, preparing, and serving one meal and attempting each time to have better meals with the expenditure of less time and money.

Planning a place for children's toys and belongings and helping the children to learn to put them away.

Using the flowers which grow in our garden to make attractive arrangements for different rooms in our house.

Trying out different methods of cleaning aluminum ware to determine which is the best method for use in our kitchen.

Schools are equipped to provide for study of all types of home responsibilities. Facilities vary in different communities: In some the

Home economics "Grooming Clinics" encourage cleanliness and neatness of dress



home economics program is carried out in a one-room department; some departments use a number of rooms; some communities center the home economics work in a cottage; in many communities the home is used extensively. The same problems can be studied in all of these situations provided homelike conditions are maintained.

The types of projects undertaken by adult groups are as varied as the problems of the families in the community. Parent education groups in some communities give major attention to family living and bringing the two generations together. In such classes there has been a steady increase in the number of fathers participating; radio courses for adults in some localities have been well received. Adult classes studying home improvement have occasionally centered the study around a house which is typical in size and appearance of those in that community and have transformed the house into a livable place at a minimum cost.

Further steps in the development of such community programs are better home gardens, cleaning up yards and planting shrubs, a health program in the school, nature study for recreation, and organization of clubs for the youth. Other agencies and organizations cooperate in such programs.

In many rural communities, homemaking and agriculture classes work together in planning for farm families. These joint projects sometimes called "Live at Home Programs" often include planning for home conveniences and for a food supply that offers variety. The men study equipment needed, procedure, and cost for piping water into the house while the women study good working heights for sinks, convenient location in the kitchen, types desirable, and cost. They have joint meetings to pool their ideas and exchange points of view. It is through this working together of boys and girls and men and women that working conditions and the appearance of homes are improved as well as many other projects undertaken, including sanitation, nutrition, and family relationships.

Vocational home economics students learn how to judge garments.



The ultimate goal of vocational rehabilitation is occupational placement that brings remuneration and contentment. These handicapped individuals are self-supporting—one as an optometrist and one as a radiotrician.

Vocational Rehabilitation

Vocational rehabilitation is a service provided by State departments of vocational education whereby persons disabled through accident, disease, or congenital causes, are restored physically as far as possible, given training either in the school or in a business establishment when this is necessary, placed in employment, and followed up in this employment until their success is assured. The rehabilitation of disabled persons may involve all four of those steps. In other cases only one step may be required. In any event the ultimate goal is the placement of the disabled person in remunerative employment consistent with his capacities in a vocation in which he can engage despite his physical handicap.

Figures covering the rehabilitation of disabled persons are likely to be disappointing until it is remembered that rehabilitation cannot be conducted on a mass basis but must be done on an individual basis. Incidentally, the time involved—depending upon the degree and variety of service necessary—may range from a few days to a year or more.

Since the national program of vocational rehabilitation was started in 1920, over 100,000 persons have been rehabilitated and returned to self-supporting employment.

Reports for the year ended June 30, 1937, show that 11,091 disabled persons were physically restored and placed in remunerative employment in the 47 States cooperating in the vocational rehabilitation program under Federal grants. These reports show further that at the close of this same period 45,096 disabled persons were in process of rehabilitation and were being carried on rehabilitation rolls.

Studies made by States and by the Office of Education show that frequently a disabled person is able in the first year after rehabilitation to increase his former earning capacity

by an amount equal to the cost of his rehabilitation. These studies show, among other things, that more than 80 percent of rehabilitated persons are earning no wages when they come to the attention of the rehabilitation service. The average weekly wage of rehabilitated persons, on the other hand, is \$16.50, and many of them, of course, earn considerably more. The average age of rehabilitated persons is 27. These statistics take on new interest, furthermore, in view of the fact that the average cost of rehabilitating a disabled individual is \$300, divided equally between expenditures from Federal and State funds, whereas the annual cost of maintaining a disabled person at public expense is between \$300 and \$500.

Distress of all types follows rapidly in the path of accident and disease—the two principal disabling agents. As the result of disablement of one individual, entire families are without breadwinners and without means of support. Children must be taken from school and wives and mothers must find remunerative work outside the home in order to provide support for the family.

A few examples may show more clearly the value of rehabilitation service for the disabled:

A laborer, for illustration, was disabled, losing 85 percent of the use of his left leg, as the result of an industrial accident. His weekly income on his former job was \$26, and when contacted by the rehabilitation service he had no income.

Training provided through the rehabilitation service during a period of 1½ months enabled him to take a job as a stone driller, at wages of \$27 a week.

A 24-year-old man, brought to the attention of the rehabilitation service, had an

Office of Education Conferences

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underdeveloped right arm and hand resulting from infantile paralysis. He had not previously been engaged in any employment, except an occasional odd job. Through training arranged by the rehabilitation service he was given training for 6 months in selling real estate. Today he is earning commissions averaging \$10 a week in this field of work.

Another individual in a northern city, disabled as a result of multiple injuries which produced neurosis and who had received a weekly wage of \$37.50 a week as an oil salesman previous to disablement, was assisted by the rehabilitation service to set himself up in self-operating bowling alleys, where his weekly earnings now total \$40.

A girl, who had previously been employed in nursing work, was forced to give up this employment when she contracted tuberculosis. The rehabilitation service arranged for treatment which arrested the disease, put her through a course in dressmaking, and assisted her in setting up as a dressmaker. Her weekly earnings in her present work amount to \$18.

These examples of rehabilitation service, picked at random, may be multiplied many times.

New Service to Blind

A special rehabilitation service has been established during the past year under the Randolph-Sheppard Act which provides for the licensing and establishing of blind persons as operators of vending stands in public and other buildings. In addition arrangements have been made by State rehabilitation divisions to find employment openings for blind persons, not only as vending stand operators but also as employees in industrial plants and business houses and also in small businesses of their own.

During the year, arrangements have been made to place blind persons in 180 stands in Federal buildings and in 300 stands in non-Federal buildings. Preliminary estimates place the earnings from these stands at \$900 a year each or approximately \$450,000 for all stands.

The rehabilitation services in the States have a third responsibility, under the Social Security Act, for pre-rehabilitation service to crippled children. Under the crippled-children program, which is administered by the Children's Bureau of the United States Department of Labor, crippled boys and girls are provided with medical restoration as far as possible by such agencies as the State department of health, public welfare bureau, or other similar agency. As its part in the crippled-children program, the rehabilitation service undertakes to provide a pre-vocational service in the form of vocational guidance. Later, when the crippled child is old enough to come under the provisions of the vocational rehabilitation act covering rehabilitation of disabled adults, the rehabilitation service becomes responsible for his induction into self-supporting employment.

forces in the State directly concerned with the education of the handicapped.

Whatever organization plan is in effect in the State education department, it was emphasized that planned cooperation among all divisions touching upon the problem of special education is essential. Health and psychological services must be available for diagnosis and recommendations, curriculum specialists can contribute toward making proper curricular adjustments, school architects can assist in planning buildings and equipment. Vocational education must be brought into the plan of education for the handicapped, and vocational rehabilitation is of particular value to the physically handicapped young person of employable age. When all of these contribute to the educational welfare of exceptional children, each in accordance with its own sphere of activity, the program of special education will become a recognized power in the State as a means of capitalizing the assets of handicapped children for wholesome citizenship in the community.

Teachers' Preparation

Minimum requirements were recommended by the conference for all teachers of exceptional children. These included a regular State elementary school certificate and at least 12 semester hours of training in approved courses in the field of specialization, such training to be secured either during the course leading to the teacher's certificate or subsequent thereto. It was recognized that the amount of needed specialized training varies materially with different types of exceptional children. It was further recognized that experience in the instruction of normal children previous to the assumption of responsibility for exceptional children is a desirable factor in the preparation of special-class teachers. No less important than training, however, is the personality of the prospective teacher. The conference recommended a careful selection of all teachers permitted to take work for credit leading to special certification on the basis of personality, health, interest in the work, and promise of ability to handle exceptional children.

Finally, the conference recognized that the educational needs of exceptional children cannot be fully met until *all* teachers, those of regular classes as well as of special classes, have developed a sympathetic understanding of child nature. Such an understanding can best be secured through basic courses in child psychology and mental hygiene and through orientation courses in special education, these courses to be offered both to teachers in training and teachers in service.

The conference closed with a consideration of the desirable functions to be assumed by

the Office of Education in relation to the program of special education. It made suggestions for research studies, advisory services, and publication of materials. It expressed the hope that a conference of State directors and supervisors of special education might be held annually in order to promote the mutual stimulation and assistance that result from such opportunities to think through together some of the important problems facing all. The Office of Education likewise found the conference exceedingly helpful and is looking forward to the possibilities of others like it.

Visiting Members of the Conference

A. B. Caldwell, Deputy Commissioner of Education, State Department of Education, St. Paul, Minn.

Philip G. Cashman, Supervisor of Special Schools and Classes, State Department of Education, Boston, Mass.

Wana S. Clay, State Director of Special Education, State Department of Public Instruction, Cheyenne, Wyo.

Philip A. Cowen, Research Assistant, The State Education Department, Albany, N. Y.

Joseph Endres, Chief, Bureau of Physically Handicapped Children, The State Education Department, Albany, N. Y.

Lillian B. Hill, Chief of Bureau of Mental Hygiene, State Department of Public Instruction, Sacramento, Calif.

Marguerite L. Ingram, Supervisor, Crippled Children Division, State Department of Public Instruction, Madison, Wis.

Maud Keator, Senior Supervisor of Special Education, State Department of Education, Hartford, Conn.

Hazel C. McIntire, Supervisor of Special Classes, State Department of Education, Columbus, Ohio.

T. Ernest Newland, Chief, Special Education, State Department of Public Instruction, Harrisburg, Pa.

Homer W. Nichols, Director of Special Education, State Department of Public Instruction, Frankfort, Ky.

Henrietta V. Race, Supervisor, Schools for Exceptional Children, State Department of Public Instruction, Madison, Wis.

R. C. Thompson, Supervisor of Special Education, State Department of Education, Baltimore, Md.

J. E. Wallin, Director of Special Education and Mental Hygiene, State Department of Public Instruction, Wilmington, Del.

Harley Z. Wooden, Assistant Superintendent, State Department of Public Instruction, Lansing, Mich.

State Elementary Education Supervisors

by *Helen K. Mackintosh, Specialist in Elementary Education*

★★★ Problems of elementary education as they are met by State departments of education were discussed at a recent conference called by the Commissioner of Education and held at the Office of Education in Washington. As an outgrowth of the conference the group organized informally for the purpose of bringing together those responsible for the direction of elementary education in each of the 48 States. Under the guidance of Ernest Harding of New Jersey and Helen Heffernan of California, tentative plans are now under way for such a meeting in February at Cleveland, Ohio.

The purpose in bringing together this group of people who represented nearly 150,000 teachers and more than one-fourth of the Nation's elementary school population of 22,000,000 children, was to provide an opportunity to discuss common problems; to secure a picture of the extent to which elementary supervisors in State departments of education are responsible for guiding learning in elementary schools, or have assistance from specialists in health, music, art, physical education, research, parent education, and other fields; and to indicate to the Office of Education in what ways it may be more helpful to elementary school supervisors in State departments.

The results of the conference indicate that although there are many individual problems, questions common to the group cover a wide range including the organization of a primary unit, records and reports, articulation of elementary and secondary schools, teacher education both pre-service and in-service, and curriculum improvement.

The more specific results of the conference are found in three committee reports which grew out of the discussions. The first of these deals with the question, What is a desirable plan for the organization of a State department of education in relation to elementary education? The second attempts to answer the question, What makes a good elementary school? The third is a list of services which it was suggested the Office of Education might provide for supervisors of elementary education in State departments.

One session of the conference gave opportunity to each representative to describe briefly some accomplishments in elementary education and some unsolved problems in his State. The following brief sketches from the reports indicate the variety of material, and some one important feature in each person's contribution to the picture of elementary education.

Chloe Baldrige, Nebraska.—That this State is largely rural is shown by the more than 6,000 one-room schools. In spite of the fact

that education is still feeling the depression financially, the State department has developed a State-wide curriculum program. A citizen of Nebraska has said that the schools are the one "bright spot" in the midst of dust storms, drouth, and economic difficulties.

Hazel Peterson, South Dakota.—The effects of the depression are still evident in this State which for a period of years produced grasshoppers and crop failures. Even with low salaries, teachers have continued to face their problems with a highly professional attitude, and to meet the varied needs of different sections of the State.

Phila Griffin, New Hampshire.—Education in this State is organized somewhat on a family basis because of the comparatively small number of teachers and superintendents concerned with elementary schools. An important part of the yearly program centers in the fall institutes for teachers under the direction of the elementary school agent.

Jewell Simpson, Maryland.—There is no State-wide adopted curriculum. Baltimore works separately on its own problems and each of the 23 counties works individually on curriculum materials. Each is kept in touch with the others through bulletins issued from the State department. Most of all, teachers need help in knowing how to keep well balanced in the midst of conflicting theories of education.

Helen Heffernan, California.—Here the State has underwritten 80 percent of the support of elementary schools. Among the activities of the State department division for elementary and rural schools are the publication of a series of guides to child development; a demonstration summer session school carried on with the cooperation of the University of California; 40 issues, over a 5-year period, of a science guide; work with elementary school principals, with supervisors, and with superintendents in regional or State conferences; and the publication of the quarterly, *California Journal of Elementary Education*.

Minnie Bean, Idaho.—Teacher education is being given special consideration, since at present there is a preparation requirement of only 2 years for teachers in elementary schools. Study guides are being developed in certain subject fields, and district organizations in the form of study groups are furthering curriculum revision as a means of improving teachers in service.

W. F. Hall, Arkansas.—The State has few local units through which the State department of education can carry on a supervisory program. To meet this situation the State

department through a curriculum worker has produced guidance materials for local schools. Its work has been aided by a curriculum laboratory at the State university to which staff members from each of the teacher-training institutions are sent.

Daisy Parton, Alabama.—In this State a basic-term school of 7 months is guaranteed by a minimum State program. As one means of solving the problems related to a short school year and overcrowded classrooms, the State department of education in cooperation with the State Teachers Association has produced curriculum bulletins such as an orientation bulletin for community surveys, and a teacher's guide to the study of children.

Hattie Parrott, North Carolina.—This State has an 8-month minimum term in each of its 100 counties. But in one-third of the cities, boards of education have voted extra taxes for an extended school term, salary increases, added teachers, and special teachers. An outstanding problem has to do with the basis for determining State aid. Average daily attendance is now the measure used.

Ernest Harding, New Jersey.—Because of general interest in child growth and development, the State department has been issuing in cooperation with teachers a series of bulletins which include character education, mental hygiene, and guidance. Teachers and principals need to know their children better as individuals, and should be able to use their best energy with children rather than on routine matters.

O. E. Pore, Ohio.—Supervision of elementary education in this State is carried on through the division of instruction which includes supervisors of high schools and special classes. Cooperative services are available for elementary education from directors of health and physical education, libraries, and music. Conferences of State supervisors with county supervisors as in the field of music, have proved a helpful means of keeping in touch with local problems.

H. K. Baer, West Virginia.—In this State an elementary school teacher with 4 years of training receives the same salary whether she teaches in a mountain school or in the State capital. But even with equalization of salaries the question of the 3,557 one-room schools still remains. The problem is to reorganize education to fit the needs of boys and girls in these rural schools.

The conference discussions consistently mentioned certain problems such as teacher education, which is rapidly moving toward a 4-year preparation requirement for teachers in elementary schools; and curriculum for which each State has some type of program. A number of the conference members brought copies of recent publications for distribution to the group. Throughout the sessions the fact was emphasized that State leadership in elementary education faces the challenge to reach out into every classroom in every part of the country, in order to improve teaching and learning for each child as an individual.

Early Educational Statistics

By Edith A. Wright, Research and Reference Librarian



A recent correspondent had experienced great difficulty in locating statistics on colleges and universities in the United States previous to 1870, which was the first year they were issued by the Office of Education. He wrote the Library about his problem. The search for information brought forth interesting facts.

Just 100 years ago, in 1838, Henry Barnard, then secretary of the Connecticut State Board of Education, who later became the first Commissioner of Education, traveled to Washington, D. C., to solicit the aid of President Van Buren toward the inclusion of educational statistics in the sixth decennial census, which was about to be taken. Shortly after this, the President, in his second annual message to Congress, December 3, 1838, suggested that the scope of the census be extended to include additional statistics. In section 13 of the act of Congress approved March 3, 1839, provision was made for the collection of certain statistics concerning schools and colleges. Consequently in 1840, for the first time in the history of the country, statistics on education were included in the national census.

In a written statement made to William Torrey Harris¹ a few months before Dr. Barnard died, he told of his connection with the introduction of education into the Census of 1840. He said that in 1838 he visited Washington in order to discover what school statistics and educational documents existed in the Library of Congress and in the departments of the Government. He conferred with F. A. Packard and Francis Lieber, who had previously issued a pamphlet on census returns, and then was referred by John Forsyth, of Georgia, Secretary of State in charge of the census, to the chief clerk, Mr. Hunter, who had in hand the schedules for 1840. Mr. Hunter told Dr. Barnard that nothing had been done regarding educational statistics. After consultation, a memorandum was given to Mr. Hunter, indicating the points that were thought desirable for inclusion in the census. The schedules, as finally issued, included the main items suggested, and the returns were subsequently obtained, tabulated, and published.

First Statistics Significant

The form was made up to include the number of universities and colleges, academies, grammar schools, and primary schools, and the number of students in attendance in each group. It also included the number of persons educated at public expense and made provision for illiteracy statistics for white persons over 20 years of age. While these first statistics on education gathered by the Federal Government were not very comprehensive,

nevertheless they were significant, inasmuch as their collection in 1840 marked the inauguration of the practice of including educational information in the national census.

Previous to 1840 there had been attempts to collect figures for individual States by some of the State commissioners of education and information on colleges and professional schools had been gathered by the American Education Society. In the *Quarterly Journal* of this organization for April 1828, statistics of colleges in the United States, obtained by special correspondence, were tabulated. For a number of years the *Quarterly Journal* continued the practice of publishing figures on the number of colleges, the number of professors and students, and gave similar information for theological schools. The *American Almanac and Repository of Useful Knowledge*, which was issued annually from 1829 to 1861, was also publishing at this time statistics on colleges and professional schools, but there was no available information showing the condition of elementary and secondary schools throughout the Nation.

Memorial to Congress

Apparently the need for this information was keenly felt by men engaged in educational work. In April 1836, Francis Lieber, professor of history and political economy in South Carolina College (now the University of South Carolina), had presented a lengthy memorial to Congress,² outlining suggestions for a statistical survey of the United States. Section VII of his memorial was devoted to education. In it he suggested that information be obtained for schools at all levels, including common or primary, high schools and academies, colleges, other institutions of instruction and learned societies promoting knowledge, these statistics to cover laws, finances, numbers of students and teachers, support, and textbooks used.

Society Organized

In November 1839 the American Statistical Society was organized for the purpose of collecting and diffusing statistical information. The results of the 1840 census had proved to be so disappointing that, as soon as they were made public there was criticism from many sources. Memorials were presented to Congress by organizations taking exception to the statistics as published. In the memorial of the American Statistical Society, presented to Congress in 1844,³ it was stated that the number of colleges reported in the census was almost twice as large as the actual number in existence and that there was a similar misstatement of the number of students. A comparison of the 1840 figures with those

collected previously by the American Education Society indicates that there may have been justification for this criticism.

	American Education Society		U. S. census
	1828	1835	1840
Number of colleges.....	36	82	173
Number of instructors.....	202	620	.....
Number of students.....	2,590	6,081	16,233

The American Statistical Society likewise found striking errors in the figures for the common schools. These criticisms, as often happens, proved beneficial in the long run. The errors of the 1840 census having been brought to the attention of Congress, the House committee reported that the errors were an argument in favor of a Bureau of Statistics and the Senate committee proposed legislation to insure the accuracy of the next census (1850).

In the census of 1840, questions concerning schools were limited and were contained in the "Population" schedule; later the schedule was expanded to include questions on school finances. In the census of 1850, 1860, and 1870, the educational questions appeared in the schedule for "Social Statistics."

Useful as the census figures became to educators, they were gathered only once in 10 years and there was a need for more frequent reports on educational conditions throughout the Nation. Finally, on March 2, 1867, a department of education was established for the purpose of collecting and disseminating

¹ U. S. Department of the Interior, Bureau of Education Report, 1902, Ch. 22.

² Senate Doc. 314, 24th Congress, 1st sess., Vol. 4.

³ House Doc. 580, 28th Congress, 1st sess., Vol. 3.

(Concluded on page 82)

Answering Questions

Every day many requests for information are received by the library of the Office of Education. Questions come by personal calls at the desk and by mail. Finding the answer often involves intensive search through books and periodicals which may not be available in any other library in the United States.

As many of these requests would seem to have general interest the Library will this year present a series of SCHOOL LIFE articles, based upon the results of some of its most interesting "searches" for information requested. The article entitled, "Early Educational Statistics" is the first in the series.

The Library Service Division

by *Ralph M. Dunbar, Chief, Library Service Division*

★★★ The Library Service Division, a new unit in the Office of Education, was established to assist library development throughout the Nation. Its creation was the result of a clearly revealed need, for surveys showed that great as has been library progress in the United States, nevertheless many inequalities still exist.

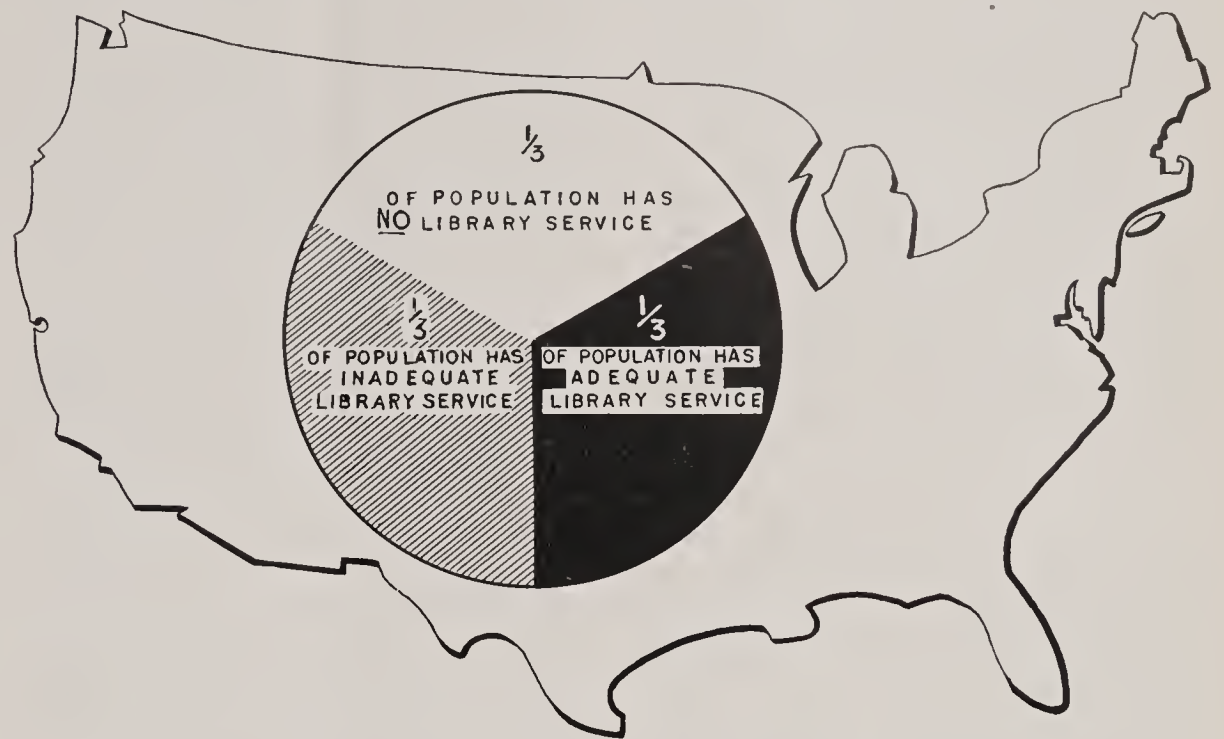
These inventories of the library situation disclosed that in the United States approximately 45 million persons, 89 percent of whom are in rural areas, are still without access to public library service; that hundreds of thousands of school children do not have adequate school library facilities, so indispensable for an effective educational program; that educational projects for adults are being conducted under the handicap of woefully insufficient supplies of needed reading material; and that the valuable collections in the scholarly and scientific libraries, so important for research, are largely concentrated in a few sections of the country, with only a beginning at cooperative arrangements in making this material readily available for scholars elsewhere.

The problem which faces the Library Service Division, therefore, is a vast one, for it is concerned with all types of libraries—public, school, college, university, and special libraries. It is interested in seeing that adequate library facilities for the general reader, the student, and the scholar are available to all—children, young people, and adults—and in all parts of the country.

Duties Charged

In its attack on the problem, the Division will be supplementing, not in any sense superseding or encroaching upon, the activities of the State and local library agencies and of the professional library associations, which have accomplished much despite heavy odds. Its relation to the local units is advisory not supervisory or administrative. As set forth in the law, the Library Service Division is charged with these duties:

1. Making studies, surveys, and reports on public, school, and college libraries.
2. Fostering cooperation between libraries and between public libraries and schools.
3. Furthering library participation in the adult education movement.
4. Promoting library participation in Federal educational projects.
5. Encouraging library interstate cooperative agreements.
6. Fostering the coordination of research material in the scholarly libraries.
7. Promoting library development generally.



Present Status of Library Service in the United States

In attaining these objectives, one of the major functions of the Division is that of fact-finding and research. This is an important role.

As a unit in the Office of Education, the Library Service Division is in an especially strategic position to aid in obtaining these fundamental data so important as a basis for sound library development. More than sentiment or personal opinion is needed to handle a plea such as this from a town in the mountainous section of a far western State:

“In this community of 300 persons, we have a good school, but no library, the nearest one being 75 miles away. Since we are in urgent need of reading materials for our children and adults, please suggest a line of action for us.”

This request requires facts and figures on the cost of library service, on the efficiency of larger units of library service, on library legislation, on library coverage, on effective library methods, on possible administrative relationships between schools and public libraries.

Setting Up Studies

With such practical problems as these in view, the Library Service Division is concerning itself with the collection and interpretation at periodic intervals of comprehensive statistics on all types of libraries. It is planned to make this agency an important source of reliable library data. In addition to this systematic gathering of library statistics, in which activity the Office of Education has

long been engaged, the new division is now undertaking a program of research studies.

In the public library field, it is setting up studies to obtain exact data on the cost of administering larger units of service. The fact that 50 percent of the 6,200 public libraries are operating on annual incomes of \$1,000 or less is an indication of the importance of obtaining and disseminating information on the efficiency of county and regional service. Current practices of public libraries in adult education are being studied, for adequate libraries are indispensable instruments in this program. Other investigations have to do with financial support of libraries, trends in public library use, and progress in the extension of library service.

School Library Field

In the field of school libraries, the 270,000 elementary and secondary schools present numerous problems. To aid in their solution, the Library Service Division is making a study of the best 50 school libraries contained in the Cooperative Study of Secondary Schools. The findings should be helpful to administrators and to school librarians in showing desirable and attainable practices in book and periodical selection, budgetary and service problems.

The training of school librarians is another study that is included in the program. Still another field of endeavor is unit costs of school library service, upon which subject little is

available as yet. The financial support of school libraries and the administrative relationships between public libraries and the schools are also studies on the program.

Research is also planned on the reading of children and young people. In the case of the latter, it is a matter of growing concern that so many who as children read considerably, but as adolescents fail to use libraries. This problem offers a particularly promising field for investigation. It concerns both the schools and the public libraries.

In view of the increasing importance of school libraries in the educational program, many problems of development involve legislation. To assist in this, the Library Service Division is now working on a digest of school library laws, with particular attention being paid to the legal provisions for establishment and support, training required of school librarians, and administration.

Public Library Field

For the public library field, an effort is being made to cooperate in keeping up-to-date the digest of laws, which was originally carried on by private endeavor. Library expansion to new areas involves careful consideration of legal problems.

Although the Library Service Division does not have at present a specialist in college libraries, attention is being given to the problems of that group of libraries. Studies on the support, use, and administration of college libraries are on the program. There is also to be considered the important problem of the effect of curricular changes upon the use of the college library. Preparations are being made for a periodic collection of basic data from the libraries of the institutions of higher education, so that comparable statistics will be available in published form.

The research and fact-finding fields are not being pursued as ends in themselves, but as means to an end; namely, the complete coverage of the United States with adequate library service. The results of the research and studies in the field of librarianship will be made available to the profession through publications, consultative work and active participation in conferences and meetings of library and education associations.

Preparation of needed book lists and bibliographies is being undertaken in order to meet the demands for such material. One list containing references on the housing and equipment of school libraries has already appeared and another on the administration of school libraries is under way. Work has been commenced on a list of 500 selected books for the elementary school library. Others on the program to be undertaken include lists for units of study, for the child's home library, children's books for reading aloud, etc. Similar lists and bibliographies will be compiled and published for the other library fields.

Under the law creating it, the Library Service Division is charged with fostering

library participation in the adult education movement. Many libraries are already doing much in the field but there is still much to be done, for the task is a large one. According to one authority, in 1936 the number enrolled in some form of adult education was estimated at 22,000,000 adults. Practically all of these programs require library service, in order to be effective. The Federal educational projects, such as the public forums, the CCC, the Cooperative Agricultural Extension Service, and others need reading material on cultural as well as vocational subjects. Yet one survey revealed that of 2,900 counties in which one of these programs was being carried on, only 9 percent had complete library service; 53 percent had partial library service and 38 percent had no public library service whatever. One of the important problems of the Library Service Division is to assist in the attack on this handicap to adult education.

In its resources of scholarly and scientific printed material, this country has made notable advances. This material, however, has been collected by individual institutions without concerted planning except in a few cases. The result has been a concentration of the printed material for research in a few areas with a corresponding scarcity in other sections. Efforts are being made by librarians to take careful stock of these valuable resources, to promote cooperative agreements among libraries, and to make scholarly and research materials more readily accessible to all. In Denver, progress has been made in establishing a bibliographical center for that region, embracing a number of States; Philadelphia and Cleveland have developed union catalogs to facilitate the use of the book resources in the libraries of their respective areas; the Library of Congress has developed bibliographical apparatus to aid greatly in the cooperative movement among libraries. These are some instances of a beginning at coordinating the collections of printed material, and in this activity the Library Service Division plans to assist.

Along with stating what the new service has been created to do, it may be well to mention also some activities which do not fall within its scope. It does not, for instance, compile special bibliographies for an individual; its lists must meet a general need. Neither is the Library Service Division a book-lending agency, for it has no central collection of books to lend to individuals or to libraries. However, the Office of Education Library, a unit distinct from the Library Service Division, does make its specialized collection available through interlibrary loans to other libraries for the aid of students in the field of education. The Library Service Division is not to function as a sort of superreference library, answering all kinds of general factual questions in the arts and sciences, but it will undertake to answer inquiries regarding libraries, librarianship, and library development.

The all important objective of the Division is that of extending library service of all types

to areas now without it and of improving it in areas where now only inadequate service exists. According to estimates of the American Library Association, nearly one-third of the population in the United States has adequate library service; another third has only service of an inadequate character; and the final third has no library service whatsoever. Yet, as Carleton B. Joeckel writes in a recent monograph:

"Libraries are indispensable instruments in all levels of formal education, in adult education, in recreation and the wise use of leisure, in supplying information necessary for the complex requirements of modern life, and in research."

It is with such facts as these in mind that librarians and library committees have been talking about State plans for libraries and about a national plan which would marshal, on a voluntary basis and in no sense a coercive one, all the library resources of the country for an effective library program. It is the purpose of the Library Service Division through its research, its publications, its field activities, and its cooperation with State and local units and professional associations to assist in making adequate library service available not to one-third, but to three-thirds of our population.

Early Educational Statistics

(Concluded from page 80)

information on schools and school systems. The first statistical report issued by the newly created office was in 1870, with the decennial census as the chief source of information. Since then, statistics have been collected and published regularly on all phases of education.

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- American almanac and repository of useful knowledge, 1829-61. Boston.
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- TUCKER, GEORGE. Progress of the United States in population and wealth in fifty years. New York, Press of Hunt's Merchant's Magazine, 1843. 211 p.
- WRIGHT, CARROLL D. and HUNT, WILLIAM C. History and growth of the United States Census, 1790-1890. Washington, Government Printing Office, 1900. 967 p.

Family Life Conference

A conference on education for family life was held on October 31 in the Office of Education. Among those present to discuss community programs for family life education were State supervisors of home economics, State superintendents, adult and parent education workers, local supervisors of home economics, and others in allied fields.

Edna P. Amidon, newly appointed chief of the Office of Education home economics service, arranged for the family life education conference.

Rural School Enrollments

By *Walter H. Gaumnitz, Specialist in Rural Education Problems*

★★★ It seems to be generally assumed that the passing of the small rural schools, especially those employing but a single teacher, is the all-important need in educational progress. So much has this point of view dominated the school policy of many of the States that serious effort to improve the 130,000 one-teacher schools and the 25,000 two-teacher schools still serving our rural communities has lagged.

The reasoning has often seemed to run thus: These schools are now comparatively few; the total number of children involved is small; the work done is of less significance than in the larger schools; and since these schools seem destined to pass out of the picture soon anyway, it is better to concentrate upon ways and means of speeding their departure and of replacing them with larger and more adequate schools, than to spend time and energy on the problem of making them function as effectively as they can while they are in existence.

Fact Overlooked

Such a line of thought and the school administrative policies emanating from it have overlooked the fact that it is not really schools that are involved in this situation, but boys and girls whose educational development cannot wait until larger schools promising improved opportunities can displace the small schools. Such reasoning appears to lose sight of the fact that one- and two-teacher schools still largely control the educational destinies of some 4,500,000 American children, and that for each of these children the quality of instruction provided by these schools is an all-important matter. It is in these small schools that rural children make their educational beginnings and the nature of these beginnings largely controls their future development.

The table herewith presented shows the proportion of rural children who still attend the smaller rural schools. Taking the Nation as a whole, it was found in 1936 that just about one-half of the 26,000,000 children in the public schools of the country were attending schools located in centers with a population of 2,500 or fewer. From this number should be taken for purposes of this tabulation about two and a half million children who attend the larger rural schools which operate independently of county and other rural superintendents. That is to say, the percentages here presented to show the distribution of the rural school children by the number of teachers employed in each school, were based upon the 10½ million children who attend the schools which come directly under the supervision of rural superintendents.

It will be seen that nearly 28 percent of these 10½ million children were attending the

one-teacher schools, 13 percent were in the two-teacher schools, about 22 percent were in schools employing three to six teachers, and the remaining 37 percent were in rural schools of seven or more teachers. Thus, nearly 4½ million rural children are still dependent upon the one- and two-teacher schools.

One-Teacher Schools

In several States—Minnesota, South Dakota, Iowa, Missouri, Nebraska, Wisconsin, and Michigan—fully half of the children attending the rural schools are still to be found in schools employing but a single teacher. All of these States are in the northern half of the agricultural midwest, where the winters are severe and where transportation problems are by that fact multiplied. If to these percentages were added those for children attending two-teacher schools, six other States—Kentucky, Arkansas, Oklahoma, North Dakota, Vermont, and Maine—would have to be added to those in which more than half of the rural children are attending the smaller schools. In the seven States first named, additions of children attending two-teacher schools would bring the proportion of rural children attending these smaller schools to more than three in five.

On the other hand, 13 of the States have developed their programs of school consolidation, transportation, and centralization to such a point that fewer than 25 percent of the rural children are attending one- and two-teacher schools. In a few States, notably Utah, practically all rural children are now transported to the larger, centrally located schools.

Effective Efforts Needed

Since it is evident that large percentages of rural children are thus dependent for their educational development upon these smaller schools, more effective efforts should be made to place in them a high-grade, permanent, and well-paid staff of teachers; to increase the length of school terms; and to provide healthful, safe, and properly equipped school buildings to the end that these boys and girls may be more adequately prepared for a happy and effective life in a democracy.



Chapter V of Volume I of Office of Education Bulletin 1937, No. 2, gives a "Review of Conditions and Developments in Education in Rural and Other Sparsely Settled Areas." Price 10 cents. Order from Superintendent of Documents, Washington, D. C.

Approximate percentages of children attending rural schools of various sizes, classified by number of teachers employed in each

States	Percent in all rural schools ¹	Percentage of rural school ² enrollment, by size of school			
		In 1-teacher schools	In 2-teacher schools	In schools of 3 to 6 teachers	In schools of 7 teachers or more
(1)	(2)	(3)	(4)	(5)	(6)
Continental United States.....	49.7	27.7	12.9	22.1	37.3
Alabama.....	79.6	23.0	17.0	25.1	34.9
Arizona.....	55.2	10.2	11.9	25.6	52.3
Arkansas.....	75.1	32.7	15.2	20.9	31.2
California.....	23.8	13.0	10.8	30.5	45.7
Colorado.....	49.5	20.0	10.8	25.8	43.4
Connecticut.....	28.5	15.2	7.6	26.0	51.2
Delaware.....	50.6	13.7	7.9	15.6	62.8
District of Columbia.....					
Florida.....	54.6	10.6	12.5	26.0	50.9
Georgia.....	80.2	23.3	18.1	26.1	32.5
Idaho.....	62.8	16.1	20.1	24.5	39.3
Illinois.....	33.1	40.4	5.0	14.8	39.8
Indiana.....	47.8	12.9	7.3	18.0	61.8
Iowa.....	60.2	58.5	2.2	4.0	35.3
Kansas.....	57.8	39.3	6.3	23.3	31.1
Kentucky.....	76.2	44.9	17.2	18.4	19.5
Louisiana.....	82.1	16.4	11.7	13.4	58.5
Maine.....	61.2	35.5	17.1	32.7	14.7
Maryland.....	57.2	13.1	11.7	75.2	
Massachusetts.....	11.9	7.9	11.2	39.1	41.8
Michigan.....	32.9	50.1	10.9	13.6	25.4
Minnesota.....	52.7	78.2	8.4	8.8	4.6
Mississippi.....	86.4	15.8	17.7	26.0	40.5
Missouri.....	55.6	58.3	6.7	10.1	24.9
Montana.....	67.8	40.9	6.1	12.4	40.6
Nebraska.....	64.1	53.9	6.6	13.5	26.0
Nevada.....	51.1	27.4	8.2	34.8	29.6
New Hampshire.....	48.0	21.4	16.8	29.5	32.3
New Jersey.....	18.3	9.4	9.2	33.9	47.5
New Mexico.....	69.3	23.3	18.3	34.6	23.8
New York.....	20.5	24.5	6.2	7.0	62.3
North Carolina.....	75.8	10.2	13.9	23.3	52.6
North Dakota.....	84.4	49.6	5.0	26.5	18.9
Ohio.....	34.5	13.7	5.4	16.2	64.7
Oklahoma.....	68.1	31.5	25.5	19.2	23.8
Oregon.....	47.2	19.3	13.0	23.0	44.7
Pennsylvania.....	37.2	29.7	7.9	19.4	43.0
Rhode Island.....	10.0	20.4	4.9	31.5	43.2
South Carolina.....	75.3	15.2	18.4	26.1	40.3
South Dakota.....	79.1	68.4	3.0	11.4	17.2
Tennessee.....	71.8	19.8	25.1	32.2	22.9
Texas.....	58.9	15.9	24.4	44.4	15.3
Utah.....	62.1	1.7	4.3	32.8	61.2
Vermont.....	70.6	40.1	13.1	21.7	25.1
Virginia.....	74.6	19.2	15.2	19.2	46.3
Washington.....	43.9	10.0	10.6	18.8	60.6
West Virginia.....	76.5	33.9	11.7	18.9	35.5
Wisconsin.....	49.7	52.3	10.4	14.4	22.9
Wyoming.....	67.3	35.1	5.6	16.9	42.4

¹ The figures in this column represent the percentage of the total school population of the United States which is enrolled in rural schools, including all schools in centers of 2,500 or less population, both those under the rural school superintendents and those operating independently.

² Includes only those schools located in centers of 2,500 or less population which are under the supervision of county and other rural superintendents; rural independent school districts are excluded.

The Survey of Vocational Education and Guidance of Negroes

by Ambrose Caliver, Specialist in the Education of Negroes

★★★ The report of the National Survey of Vocational Education and Guidance of Negroes which has been conducted by the Office of Education during the past 2 years will soon be ready for distribution. The Survey was made possible by a grant of \$235,000 from Emergency funds, operated in approximately 200 communities of 33 States and the District of Columbia, and put to work 500 Negroes on relief.

The Survey had its inception in the realization of serious occupational maladjustments among Negroes. In view of the social and economic trends in our country, these maladjustments, which have been in process of development for many years, were inevitable. The World War and its aftermath witnessed the beginning of this lack of adaptation, and the depression brought it into sharp focus. The lack of balance between material progress and social advance, between technological change and intellectual growth, between the evolution of objective science and the evolution of ideas and attitudes has created tensions in our group and personal lives, which have been accentuated in the case of Negroes.

The occupational situation among Negroes today is characterized by several major problems, among them the following: (1) Their lack of integration into the new occupations growing out of the technological advance; (2) a decrease in their numbers engaged in occupations which they traditionally held; (3) inadequate educational opportunities to prepare them effectively to cope with the situation; (4) the reluctance of most of the employers on the one hand to open up occupational opportunities to them, and of the white employees on the other hand to recognize the right of Negroes to enjoy the full benefits of the American labor movement; and (5) a pathetic complacency on the part of Negroes themselves to the growing seriousness of their plight.

Its Purpose

The purpose of this Survey was to make an approach to the solution of these problems through a Nation-wide study of the facilities for vocational education and guidance of Negroes, and to evaluate the implications of the findings for a revised educational program in terms of their interests and needs.

The study concerned itself with the following: (1) Number of schools and courses, (2) curriculum offerings, (3) curriculum enrollments, (4) students, (5) teachers, (6) methods

of teaching and equipment, (7) guidance, (8) college programs, and (9) Federally aided programs.

In an attempt to determine the relationship of education to occupational adjustment, and to provide a basis for suggestions concerning needed educational revision, consideration is given to certain conditions and trends among

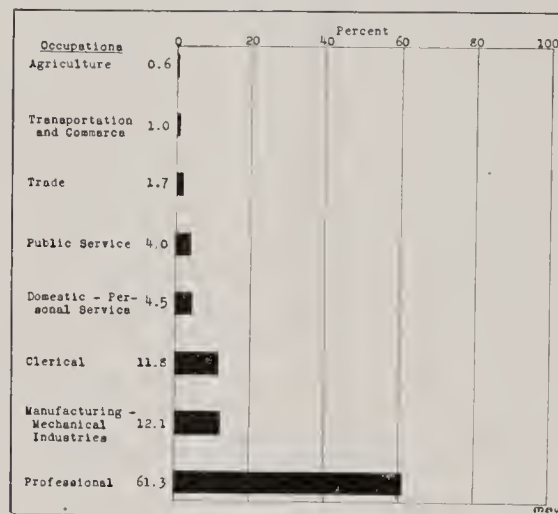


Figure 1.—Percent of Negro high-school pupils indicating occupational choice.

Negroes in the occupational world. This was done through: (1) An analysis of certain census data on occupations of Negroes, (2) a study of 2,500 evening school students, (3) a study of 20,260 high-school graduates and drop-outs during the 10-year period from 1926 to 1935, inclusive, (4) occupational case studies, and (5) attitudes of leaders concerning the vocational education problems of Negroes.

Its Operation

General administrative matters were handled by a director, an associate director, and four regional directors. Detailed administrative and supervisory activities were handled by State supervisors and project managers. Most of these State officers, who were non-relief workers, had research, teaching, and administrative experience. They were nominated, and in most cases loaned to the Survey by educational institutions and their appointments were approved by the State departments of education. A technical advisory committee composed of the president or secretary of the national educational, professional, business, social welfare, and labor organizations among Negroes gave valuable assistance in group conferences, through personal interviews, and by correspondence.

Its Findings

Many important findings on various aspects of the educational and occupational situation among Negroes resulted from the Survey. One aspect of each of three problems studied will be discussed briefly here in order to illustrate the nature of the various findings.

An investigation was made of the characteristics of 27,984 Negro high-school pupils. Detailed information was collected concerning 53 items relating to the social and economic backgrounds, school interests and activities, and occupational choices of the pupils. A discussion of occupational choices will serve to illustrate the type of treatment given the other items.

Figure 1 shows the percentage of pupils who expressed a desire to enter given groups of occupations. The significant thing to note about this figure is the small percentage of pupils expressing an interest in some of the occupations which have entered a period of great expansion. The implications of the data are that occupational opportunities for Negroes should be widened; that progressive programs of guidance should be established in the schools; and that teachers and parents of Negro youth should liberalize their attitudes toward the various occupations and become familiar with modern principles and practices of guidance.

The occupational choices of pupils were correlated with the following: (1) Sex, (2) States, (3) size of communities, (4) educational level of pupils, (5) influencing factors, (6) hobbies, (7) fathers' occupations, and (8) fathers' and mothers' education. This particular investigation was made on the assumption that the facts revealed would have value in improving curriculums (both general and vocational) and teaching methods, and in developing programs of guidance.

A study was made of the relation of certain educational experiences to some aspects of occupational adjustment of 20,260 persons who had graduated from high school or who had dropped out before graduating during the period from 1926 to 1935 inclusive. Detailed information was collected concerning 75 items relating to their general characteristics, their interests and activities while in school, and their interests and activities since leaving school.

The item of "curriculums pursued" will be used as the example here. The percentages of graduates who were registered in academic, trade and industrial, and commercial curriculums during their high school careers, accord-

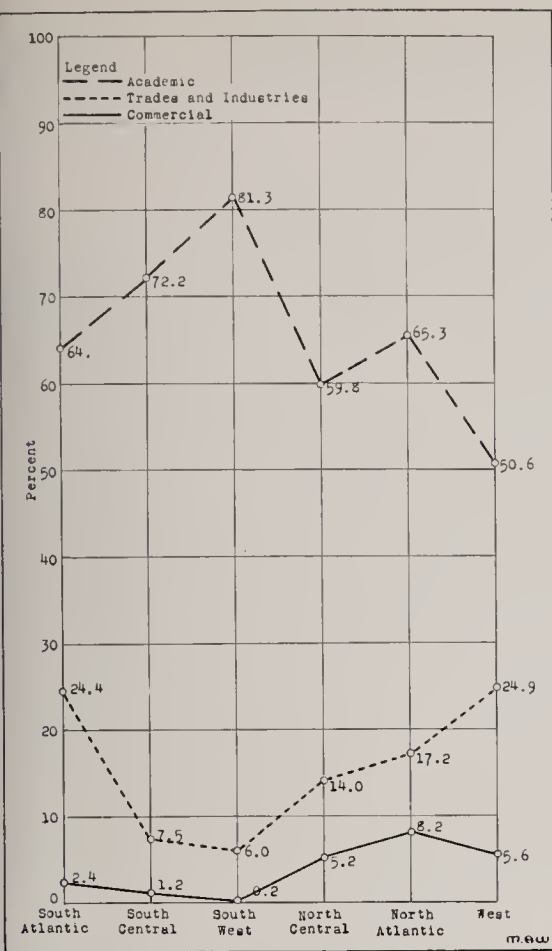


Figure 2.—Percent of persons who pursued given curriculums in high school, according to geographical regions.

ing to the geographical region in which they attended school, are shown in Figure 2. The high percentage of persons who pursued academic curriculums is an indication of a rather general practice. If curriculums pursued by pupils have an influence on their occupational choices, the excessive enrollment of Negro pupils generally in academic curriculums may have some relation to the large percentage of pupils in this study who express a desire to enter the professions, as shown in Figure 1.

The Federally aided vocational education programs were studied as an important source of information concerning the availability of vocational educational opportunity to Negroes. These are cooperative programs; therefore, the extent to which Federal funds are used is dependent on the initiative and activity of the States and local communities. It would be advantageous to have information concerning State and local expenditures, but because of the difficulty of obtaining it, and because such facts are reflected somewhat in the Federal program, data concerning the latter only were collected. The items studied are: (1) Enrollments, (2) teachers, (3) courses, and (4) expenditures. Information on these items were collected for each of the following subject-matter fields: Agriculture, home economics, trades and industries, and teacher training for the two races, in each of the 18 States having separate schools for the Negro and white races, for a 7-year period from 1928 to 1935.

The composite picture is shown in Figure 3. Here is given the percentage increase or decrease in courses, teachers, enrollments, and expenditures in Federally aided vocational work for Negroes, for each year from 1929-30 to 1934-35 compared with 1928-29, in the 18 States combined. These facts and others revealed by the Survey have special significance when viewed in light of the increased Federal aid made possible through the George-Deen Act, recently passed by Congress.

Its Uses

How best can the Survey be made effective and useful to the largest number of persons? This has been a question for serious consideration and it had much to do with the plan of organization of the Survey. From the outset, cooperation of colleges, school officials, teachers, and social workers was generously given. These organizations and persons advised, gave workers and supervision to the project, and donated space, equipment, and time. While the Office of Education directed the Survey, it really is the people's Survey. So, what happens to it, how the information will be disseminated and diffused, how the results will be used, and the extent to which they will effect changes in educational pro-

grams will depend on the people. Certain steps in the direction of making the Survey effective are contemplated.

The major part of the Survey material will be published as an Office of Education bulletin. Certain original statistical data will be included in this report, computations, analyses, and interpretations of which may be made by the interested reader. This publication should be of use to libraries, students, research workers, teachers, counselors and others; and should serve as a basis for further studies and for articles.

As a part of a follow-up program of the Survey, the publication of a series of small pamphlets is contemplated. These pamphlets will be based on survey and other related data, and will deal with specific topics of interest to particular groups.

Regional conferences have been planned for the purpose of focusing attention of State and local groups on vocational education and guidance problems of Negroes and of studying the national trends revealed by the Survey in relation to State and local situations. It is hoped and expected that the agencies that have shown an interest in and cooperated with the Survey will take a leading part in the projection and conduct of such regional conferences. The nature of the problems and the extent to which they will be considered will be governed by the needs of the particular region in which the conference is held. The Office of Education is ready to cooperate with interested groups in organizing and conducting such conferences.

In addition to the special conferences, it is expected that information will be disseminated, and thought and action provoked, through the regular meetings of various educational and other associations. During the initial stages of the Survey, all the national educational organizations among Negroes and many State and local ones emphasized the subject of vocational education and guidance. Now that the facts are available, a review of the whole question by these associations in light of those facts seems to be timely and essential.

Clarifying Issues

Many of the forms and procedures used in the Survey should prove helpful as suggestions and guides in the conduct of State and local studies and the national picture revealed should be of assistance in providing criteria with which local situations may be compared.

On the whole the study should go far in clarifying issues respecting the vocational education of Negroes, in creating new attitudes, and in suggesting methods of attack. It is hoped, therefore, that the influence of this Survey will not end with the publication of the report, but that it will be the beginning of a movement that will awaken Negroes to their possibilities and needs, and arouse the Nation to appreciate and use this source of constructive power for the development of more effective citizenship.

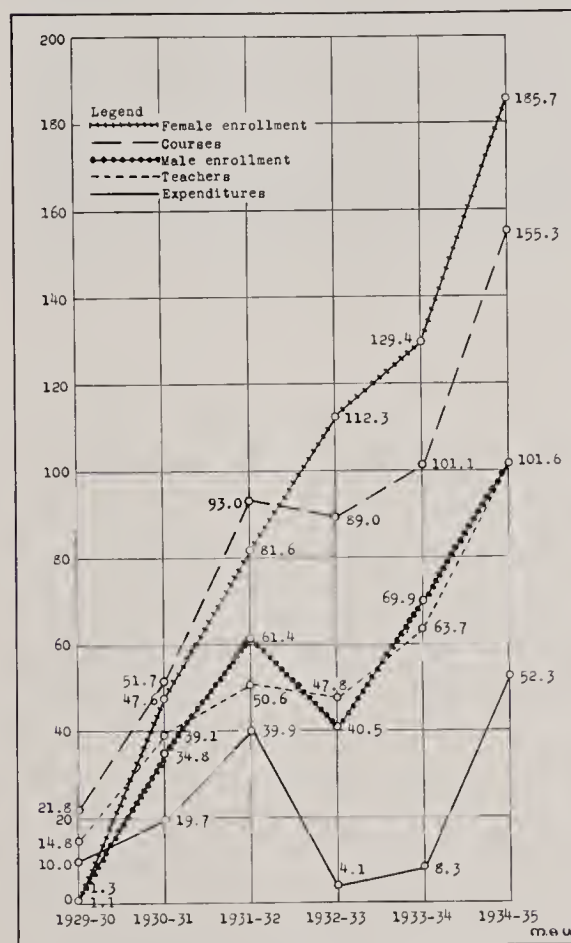


Figure 3.—Percent of increase or decrease in courses, teachers, enrollment, and expenditures in federally aided vocational work for Negroes, for each year from 1929-30 to 1934-35, inclusive, compared with 1928-29, in 18 States.



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



Amphitheater, Yellowstone National Park.

● Structural designs of hotels, lodges, museums, outdoor theaters (see illustration), picnic shelters, trail steps, fireplaces, and other park facilities are included in the well-illustrated bulletin *Park and Recreation Structures* issued by the National Park Service. The material included in the bulletin is treated under the following three headings: I. Administration and basic facilities—structures identified with boundary, access and circulation, and supervision and maintenance; II. Recreational and cultural facilities—structures for the facilitation of picnicking, recreational and cultural pursuits representative of the day use of a park area; and III. Overnight and organized camp facilities—structures showing the range of individual overnight accommodations and dependencies from tent camp sites to hotels, together with the full complement of structures that make up an organized camp. Copies of the paper-bound volume sell for \$2.25; bound in buckram they sell for \$4.50.

● *Naturalization, Citizenship, and Expatriation*

tion Laws, a 20-cent publication of the Immigration and Naturalization Service, quotes the constitutional and general statutory provisions for naturalization, citizenship, and expatriation, including among others those for military and naval service, women, children, and inhabitants of territories and insular possessions. Provisions for the repatriation of persons who lost United States citizenship by becoming naturalized under the laws of a foreign country and for the protection of citizens abroad are included as well as an outline of requirements for citizenship by naturalization.

● Organized in July 1918 as a war service and made a permanent bureau in June 1920, the Women's Bureau of the United States Department of Labor formulates standards and policies for wage-earning women to promote their welfare, efficiency, working conditions, and employment opportunities. For further details ask for a free copy of folder 11 entitled *The Women's Bureau—What it is, What it does,*

and What it publishes. Also ask for a free copy of *The High Cost of Low Wages.*

● When a public-health nurse goes into a home it is expected that she will not only give the nursing care or health instruction which occasioned her visit, but that she will also obtain an estimate of the health needs of the entire family and work out a constructive health plan for its several members. *The Family Unit as a Unit for Nursing Service*, Public Health Service Reprint No. 1893 (5 cents), gives the results of a study of the degree to which nurses in actual practice broaden the scope of their visits to include members of the family other than the specific individual whose condition initiated the home call.

● How is business? For the answer read *Survey of Current Business*, a monthly publication of the Bureau of Foreign and Domestic Commerce, consisting of 52 pages of interpretive text, charts, and statistics affording a comprehensive review of business trends. Each issue gives facts and figures concerning major fields of economic activity, as well as data on individual industries. A four-page supplement provides a weekly review of business, weekly data in statistical and graphic form, and advance monthly statistics. An added feature is the series of special articles which appear at least one each month, on a variety of subjects of vital interest to the business community. Domestic rate, \$2 a year; foreign rate, \$3.50 a year.

● A series of lantern slides in color entitled *Practical Use of Soil and Water*, presenting in picture and graphic form recent information on soil and water management, has been prepared by the Bureau of Reclamation.

The slides are available without cost, except for the payment of express charges, to irrigation superintendents, county agents, schools, agricultural groups, and civic organizations. Requests for the loan of the slides should include information as to the dates they are desired and where they will be shown, and should be addressed to the Commissioner of Reclamation, Washington, D. C.

● The Superintendent of Documents has revised the following free price lists: Government periodicals, No. 36; Forestry—Tree planting, wood, and lumber industries, No. 43; Navy—Marine Corps and Coast Guard, No. 63; and Foreign Relations of the United States, No. 65.

A New Element in Teacher Training

By Ellen C. Lombard, Specialist in Parent Education

★★★ A new element for the orientation of young teachers in the principles, programs, and techniques of good home-school cooperation was discussed at the first Parent-Teacher Seminar of the National Congress of Parents and Teachers held in Washington, in July. Representatives of teacher-training departments in colleges and universities were invited to meet national leaders of parents' groups. Representatives of at least 12 teacher-training departments of colleges and universities, 2 State departments of education, and parent-teacher leaders, came from 5 States: Alabama, Nebraska, Oklahoma, Tennessee, and Mississippi.

The seminar was the outcome of a growing sentiment among leaders of parents' groups that young teachers need increased preparation for community contacts and for the new relationships which will be met in connection with their school work.

In some teacher-training institutions, such as Teachers College, Columbia University; State teachers colleges in Texas and Tennessee; and other institutions, courses in home and school cooperation have already been offered but for the most part it may be said that teachers as well as parents for a long time have received their training for parent-teacher cooperation by the trial and error method.

At first many of the teachers who had been long in service were critical of the ineffective programs of untrained leaders and their criticisms were often no doubt justified. The parent-teacher association was a new and untried field. It came into existence in response to a need and the leaders were generally parents untrained in the art of leadership, in parliamentary procedure, and in program making. But with the spread of the movement and the improvement of methods in parent-teacher associations, teachers, school administrators and students of education became aware of a new force which could be used to correct some of the weaknesses of school programs and to develop a solidarity between home and school. Many school people have become more sympathetic and understanding as they learned of the purposes of parents' groups.

However, leaders and educators both have for a long time realized that teachers, especially those just out of training schools, could make a better contribution in home-school cooperation if they understood some of the basic principles, functions, and practices of parent-teacher work.

"It was to try to discover with educators some of the essential elements of training that young teachers need for successful cooperation with parent-teacher associations, that the program of the Parent-Teacher Seminar was

organized," said Mrs. J. K. Pettengill, president, National Congress of Parents and Teachers, in opening the Seminar.

Leading the panel discussion on program planning, Bess Goodykoontz, Assistant Commissioner of Education, analyzed the functions of a local parent-teacher association. She divided the program into four parts: First, making the organization function; second, providing the intellectual program; third, putting plans and program into action; and fourth, providing the social element of the program. Dr. Goodykoontz presented questions that young teachers might ask and that the National Congress should be able to answer. They are as follows:

1. The purposes of each part of the program. How do the purposes of the social program differ from those of the intellectual program? Is the social program "sugar" which draws the crowd, or is it an actual training program in the manipulation of social activity? What is the purpose of the business program? Should it be a major activity of the organization? Is the running of the organization one of the principal purposes? What is the purpose of the intellectual program? Is it only to inform the group about what is going on in the school? Is it to bring in persons who attract crowds? Is its purpose to urge to action, or is it a definite program? What is the purpose of the program of action?

2. Who is going to be in charge of the program? Somebody has to be responsible, in the final analysis, for moving each part along. Is the president? Are the chairmen of different committees? Is the principal of the school? On whom can you legitimately and properly rest the responsibility?

3. What resources do we have in hand or does the association have in hand? What resources from the national organization? from the State organization? from the local community? within its own group?

4. What kinds of activities are appropriate to each particular function? Speeches, round tables, etc., card parties, parties?

5. How does each one of these four coordinate with the others?

Some Needed Changes

Careful interpretations were made at the Seminar by experienced workers in the philosophy, structure, functions, and program of the National Congress and of local units of which the Congress is constituted. Ample opportunity was given for questions.

After discussing the recent social trends, the effect of the changes that are going on, especially upon the children, Supt. O. G. Pratt, Spokane, Wash., pointed out some needed changes in education. These changes related

to the development of social relationships for children, the need of education for the use of leisure time, and for home relationships, and the need to shift the emphasis of education to the behavior side.

Elmer Scott Holbeck in discussing research in the parent-teacher field described his method of approach to the problem and restated the recommendations he made as follows:

1. A relationship must be established between the activities, functions, and purposes of the association if the work is to go on.

2. Schools must give more study to parent-teacher associations and admit them into the educational processes. . . .

3. Some assistance should be given by the board of education. . . . We must set up the scientific relationship between the parent-teacher association and the school . . .

4. The principal should develop parent education with professional and lay workers. . . . He ought to make available research work that has been done.

President Frank Kingdon, University of Newark, Newark, N. J., declared that there are two advantages of the democratic community, "(1) It affords opportunity for the discovery of resources and talent in all groups of people, thus enlarging the base of leadership resources. We need to keep our community so active that wherever a leader is he will have a chance to assert himself and emerge when the time is ripe for his leadership. (2) Democracy allows for free expression of minority opinion. We need to find the common bases of cooperative endeavor for all groups in order to have effective work. . . . The only method of cooperation is to find areas of shared opinion and shared objectives and work for them. . . . Finding common bases of cooperation involves the whole art of living together and may be defined as an aesthetic experience. All professional people need to get a broad view of the social implications of their work."

Must Explore

William H. Bristow, in summarizing the Seminar, said, "The problem of relationships between parents and teachers is the heart of the whole (P. T. A.) movement. . . . Parent-teacher associations that are effective are establishing programs of cooperative endeavors, but a great many schools of education have not accepted such work as an appropriate function of the parent-teacher association. . . . To provide a set course would be disastrous because if some professor used it who knew nothing about the parent-teacher movement, its vital implications would be lost. We must explore, even as we have in this Seminar."



New Books and Pamphlets

Geography

The National Geographic Society, Washington, D. C., announces that the publication of its illustrated Geographic News Bulletins for teachers was resumed early in October. They are obtainable only by teachers, librarians, and college and normal school students. Each application should be accompanied by 25 cents (50 cents in Canada) to cover mailing cost of the bulletins for the school year. Issued weekly, five bulletins to the weekly set, for 30 weeks of the school year.

Geographical Cross Word Puzzles, Supplementing Activities in Geography, George J. Miller, ed. Bloomington, Ill., McKnight & McKnight, Publishers, 1938. 24 p. Single copies, 15 cents. Answers—single copies, 5 cents.

School Lighting

American Recommended Practice of School Lighting. Approved February 17, 1938, by American Standards Association. Prepared under the joint sponsorship of Illuminating Engineering Society and the American Institute of Architects. New York, 1938. 60 p. illus. 25 cents. (From American Standards Association, 29 West 39th St., New York, N. Y.)

Establishes criteria of good illumination for the guidance of architects, engineers, school officials, and others interested in the conservation of vision and the efficiency of pupils and teachers.

High Schools

Ways to Better High Schools, the Place of Testing in the Supervisory Program. Urbana, issued by the High School Visitor, University of Illinois, 1938. 34 p. (University of Illinois bulletin, vol. 35, no. 89. July 5, 1938.)

Practical suggestions for high school administrators and teachers in the use of tests and test results.

The Study Hall in Junior and Senior High Schools, by Hannah Logasa. New York, The Macmillan Co., 1938. 190 p.

Discusses the organization, equipment, and management of the high-school study hall.

Administration

The Structure and Administration of Education in American Democracy, by American Policies Commission. Washington, D. C., National Education Association of the United States and the American Association of School Administrators, 1938. 128 p. 50 cents.

A statement on certain major questions of administrative policy, including articulation of various units in the public-school system, the relation of public to private schools, the participation of teachers in the formulation of educational policy, etc.

Manners

Manners for Moderns, by Kathleen Black. Boston, Allyn and Bacon, 1938. 117 p. illus. 60 cents.

Written especially for young men. For use in classroom or out; treats the problems of manners for "everyday people and their everyday doings."

The Activity Movement

The Activity Concept; an Interpretation, by Lois Coffey Mossman. New York, The Macmillan Co., 1938. 197 p.

An interpretation which gives guidance and help to prospective and active teachers as they study the activity concept as a general basis for educational procedures.

Exceptional Children

Schools and Classes for Exceptional Children; the Child with a Problem. Los Angeles, Calif., Los Angeles City School District, Division of Instruction and Curriculum, 1938. 24 p. (School Publication no. 315.)

Describes the provisions made in the Los Angeles public schools for the education of exceptional children.

Choice of Toys

The Wise Choice of Toys, by Ethel Kawin. Chicago, Ill., The University of Chicago Press, 1938. 154 p. illus. \$1.50.

Discusses developmental periods in relation to play patterns and play materials; includes lists of toys appropriate for each age level and for children with special needs.

Remedial Reading

The Improvement of Reading, with Special Reference to Remedial Instruction, by Luella Cole. New York, Farrar & Rinehart, Inc., 1938. 338 p. \$1.75.

A variety of procedures for the classroom teacher, with numerous sample exercises that apply to everyday reading problems.

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.

BECK, KARL H. A socio-educational study of the Chinese people. Master's, 1936. Pennsylvania State College. 173 p. ms.

BERKHEIMER, FRANK E. Scale for the evaluation of school administrators' letters of recommendation for teachers. Master's, 1936. Pennsylvania State College. 45 p. ms.

BEU, FRANK A. Legal basis for the organization and administration of the publicly supported normal schools and teachers colleges in the territory of the North Central Association. Doctor's, 1936. University of Chicago. 99 p.

BUTRUM, LENA H. Determination of the effect on speed and accuracy of the length of words in typewriting material. Master's, 1938. George Washington University. 33 p. ms.

CLARK, ROBERT W. Genesis of the Philadelphia high school for girls. Doctor's, 1935. Temple University. 150 p.

COFFINDAFFER, WADE H. Proposed plan for the reorganization of public schools in Section 3, Harrison County, West Virginia. Master's, 1937. West Virginia University. 71 p. ms.

ECKERT, RUTH E. Stability of differences in academic performance. Doctor's, 1937. Harvard University. 309 p. ms.

FAULKNER, ISAAC D. Study of the high school achievement of a group of 225 Negro boys and girls admitted at the end of the first term of the eighth grade as compared with the high school achievement of a group of pupils admitted at the end of the second term of the eighth grade during 1933-36, inclusive, in the Booker T. Washington High School, Norfolk, Va. Master's, 1937. Hampton Institute. 76 p. ms.

FOSS, GERTRUDE M. Language comprehension skills of mentally retarded children. Master's, 1938. Boston University. 40 p. ms.

GALLUP, GLADYS G. Participation in home economics extension and effectiveness of the program: a study of 171 rural families in Franklin County, Massachusetts, 1936. Master's, 1937. George Washington University. 39 p. ms.

GAMBRELL, MARY L. Ministerial training in eighteenth century New England. Doctor's, 1937. Columbia University. 171 p.

GRIMSRUD, T. S. Survey of the schools in Towner County, North Dakota. Master's, 1936. University of North Dakota. 56 p. ms.

HEIL, MARGARET E. Value of the IQ and teachers' marks in certain high-school subjects for predicting teachers' marks in stenography. Master's, 1936. University of Louisville. 95 p. ms.

HENNEN, LOUISE R. Study of the effect on children's choices of adding color to illustrations. Master's, 1936. West Virginia University. 141 p. ms.

HIMLER, ROSETTA M. Comparative illumination survey of selected college buildings. Master's, 1938. Syracuse University. 137 p. ms.

HOPKINS, MERRITT J. Reasons for adolescents leaving school: a study of reasons given by continuation school students for leaving full time school. Master's, 1937. Syracuse University. 97 p. ms.

HUNCKLER, ADELE. Seventh grade arithmetic textbooks and modern educational thought. Master's, 1937. University of Louisville. 148 p. ms.

HUNN, FRANK L. Insurance program for the Atchison County community high school. Master's, 1938. University of Kansas. 69 p. ms.

LABARRE, EMMA D. Measure of the extent to which scores on the Bernreuter personality inventory are influenced by reticence. Master's, 1936. Pennsylvania State College. 26 p. ms.

MCGAVRAN, DONALD A. Education and the beliefs of popular Hinduism: a study of the beliefs of secondary school boys in central provinces, India, in regard to 19 major beliefs of popular Hinduism. Doctor's, 1932. Teachers College, Columbia University. 179 p.

MANN, GILBERT C. Administering a corrective reading program in ninth grade English classes of a small high school. Master's, 1938. Boston University. 195 p. ms.

MILES, GEORGE L. Trends in curricula elections and subject offerings in New Jersey high schools, 1929-33. Master's, 1936. New Jersey State Teachers College, Upper Montclair. 121 p. ms.

NESTVOLD, O. E. Supervised study in a small high school. Master's, 1936. University of North Dakota. 29 p. ms.

PRATT, WILLIS W. Comparative honesty of urban and rural children. Master's, 1936. Pennsylvania State College. 46 p. ms.

SECOR, HERBERT W. Legal jurisdiction of the school over the pupil off the school grounds and outside of school hours. Master's, 1937. Syracuse University. 47 p. ms.

RUTH A. GRAY

Education in the 1937-38 Corps

by Howard W. Oxley, Director of CCC Camp Education

★★★ The educational program in the Civilian Conservation Corps was conceived and exists for the purpose of meeting the specific training needs of an exceptional group. This group, for the fiscal year 1937-38 which is also the school year in the corps, consisted of approximately 260,000 young men, aged 17 to 23, inclusive. Nearly half of this group were 19 years of age and younger. Three out of each one hundred could not read and write when enrolled. Thirty-eight percent were on the elementary level, 48 percent on high-school level, and 11 percent were of college level. The average level attained was eighth grade.

Eighty-six and nine-tenths percent of the enrollees in the corps received training in the educational program during the year 1937-38. This represents only a fractional deviation from the previous year when 87.5 percent were enrolled. There was exhibited, however, a pronounced tendency toward more intensive participation in the program on the part of the individual enrollee. During the school year 1936-37, the average enrollee carried 3.6 class hours of work per week. During the year ended June 30, 1938, this figure had increased to 5.8 class hours per man per week, which represents an increase of 62 percent.

This substantial increase in participation on the basis of amount of work carried by the individual has made it necessary to augment the physical facilities of the camps. During the last quarter of the year 1937-38 and the first quarter of 1938-39, funds were made available and a construction program initiated which will increase present available educational space in the camps to a minimum of 2,600 square feet per camp. This increase will make it possible for each camp to have an educational office, a library and reading room, and five or more classrooms, and necessary space for vocational shops.

Teaching Staff

The average camp at the close of the school year had a library of approximately 1,100 volumes of fiction, reference, general, and pamphlet material. Accessions during the year averaged nearly 300 volumes per camp. Included in these additions was a specially selected reference library of 100 volumes. This material was carefully arranged for the purpose of providing the camp educational adviser and the supervisory personnel of the camps with a compact bibliography in vocational guidance. This material also serves as a basis for guided reading by enrollees. An average of almost 50 selected magazines per camp along with 3 to 5 representative daily newspapers continued to be furnished as in previous years.



Better facilities such as this school building erected by five enrollees working during their spare time at Company 3782, CCC, Heber Springs, Ark., make possible better educational programs.

During the year, each camp had available a teaching staff of slightly more than 15 instructors, on the average. This staff consisted of camp advisers, military and technical personnel, enrollees, WPA and NYA teachers, or regular instructors from the public schools. More than 23,000 individuals taught classes in the corps during the year. In addition, many local schools and colleges extended their facilities to the camps. Six thousand enrollees attended classes in such nearby schools. As a supplement to the classes in the camps and nearby schools, correspondence instruction was extended to more than 15,000 men each month. This is an average of 10 men per camp.

Visual Aids

During the year, 3,517 men received elementary school diplomas, 634 received high-school diplomas, and 13 were awarded college diplomas as the result of work carried on while in camp or the schools and colleges acting in cooperation with the camps. Eight thousand eight hundred and seventeen illiterates were taught to read and write and thus graduated to higher levels of instruction.

Facilities for providing visual aids were greatly expanded during the year. Seven of the nine corps areas in the country created film distribution centers for furnishing educational and recreational films to the camps. In addition, film and film-strip libraries were set up at many district headquarters. Eight hundred and forty-two of the 1,500 camps owned motion-picture projectors by the end of the year. The program of visual education has been broadened to include the production of teaching film in the camps.

A substantial augmentation of facilities for vocational training was effected during the year. Separate buildings for shop use were

erected in many camps, and additional equipment added. Instruction on the job is combined with courses in related subjects during leisure time. During the year, 54 percent of the men in the camps received training of this type compared with 50 percent during the previous year. In addition to job training and related subjects, 41 percent of the enrollees participated in prevocational or vocational subjects during leisure time.

The regulations for the Civilian Conservation Corps permit the enrollee to take leave without pay for the purpose of resuming his studies. During the year, 1,388 men took advantage of this permission. In addition, 4,995 enrollees received outright discharges for the purpose of returning to school. A number of these men were provided with scholarships and other aid through the cooperation of the colleges of the country. Seventy-three colleges and universities granted scholarships, NYA aid, and self-help jobs especially for enrollees of the Civilian Conservation Corps.

Forward Step

Near the close of the year 1937-38, an important forward step in the improvement of the tenure of camp advisers was made. In July 1938, all educational personnel in the camps, including camp advisers, district and corps area advisers, and assistants were given field service classifications under Civil Service regulations.

During the year 1937-38, the improvement of physical facilities, the strengthening of instruction methods, and the extended cooperation of all the services, military and technical, along with the aid of outside educational organizations enabled the enrollee to receive a far more valuable and important type of training than ever before.



THE VOCATIONAL SUMMARY



A. V. A. at St. Louis

Methods of meeting the rapidly growing demand throughout the country for an adequate program of vocational guidance and occupational training will be one of the principal themes for discussion at the Thirty-second Annual Convention of the American Vocational Association to be held at St. Louis, Mo., November 30 to December 3, inclusive.

Discussions will cover the entire process involved in providing occupational guidance, vocational training, placement, follow-up, and retraining as a part of the vocational education program carried on in the public schools.

Leaders of industry, business, labor, farm, and home groups will participate in sessions devoted to the development of an occupational information and guidance service for American youth. Considerable attention will be given to the problems incident to assisting farm boys in getting started in the business of farming. A large number of commercial firms have been assigned space for exhibits showing recent developments in tools, machinery, and other equipment, and of publications helpful to a program of occupational information and instruction.

Training for public service, one of the new fields of vocational education provided for under the George-Deen Act, will also receive attention at the convention.

Convention headquarters have been established at the Hotel Jefferson. Convention meetings will be held in three hotels—Hotel Jefferson, Hotel Statler, and De Soto Hotel.

A Case of Using Them

Teachers of adult classes in homemaking should learn to make use of school, community, and individual resources at their command, Mary S. Lyle, assistant professor of home economics, Iowa State College, suggests. She cites examples to drive home her suggestion.

Each member of a group studying kitchen equipment was asked to bring the most useful and the poorest piece of equipment she had purchased. Knives, pans, strainers, egg beaters, small convenient gadgets, and even a Dutch oven appeared; each woman told why she thought her article was a poor or good buy; and teacher and class drew up a summary of principles to be observed in selecting kitchenware.

One teacher elicited the help of adult class members in collecting needed information on brands and labeling of canned goods, and on the differences between Saturday and mid-week prices for a selected list of foods which could be held constant in quality.

An adult class in home furnishing met at the local furniture store to examine mattresses and springs, and a group interested in curtain materials studied these materials in a local dry-goods store.

A service club in one community provides the lunch served at evening school for adult homemakers and a budget for meeting the needs of the evening class for materials and supplies.

It is not always easy, Miss Lyle brings out, to find funds for the purchase of reference materials. The reference material that must be purchased can be raised by collecting a few pennies from class members or by giving a special money-making dinner. Such agencies also, as the State college, the United States Department of Agriculture, the United States Public Health Service, and business and industrial houses have publications available for distribution free or at small cost.

Local lawyers, ministers, physicians, or bankers may be persuaded to present their points of view on the family problem. The lawyer might discuss laws affecting family relations and inheritance or the legal aspects of some consumer problem such as price fixing. The banker may present principles of credit buying or of savings. All four might consent to a panel discussion on divorce and its effect on the family.

Teachers in other fields than homemaking may be pressed into service. The first- or second-grade teacher might explain the principles of developing independence and reliance in small children; the English teacher might discuss choice of poor and good magazines; the athletic coach might discuss the problem of the physical development of adolescent boys or the food needs of athletes; and the social science teachers may help in solving problems of consumption economics.

The home economics teacher who takes the trouble to ferret them out will find that she has at her command through the school, the community, and individuals—time, money, energy, and talent.

Special Teacher Plan

Special instructors to assist regular agricultural instructors in presenting courses for young farmers and adult farmers were provided by the Ohio State Board for Vocational Education last year.

Twenty-nine such instructors, given special training in methods, taught 124 courses. The regular instructors assumed responsibility for making preliminary arrangements, getting young farmers and adult farmers to attend, and for following up the supervised practice undertakings of students after the classroom instruction had been completed.

Special instructors conducted courses in addition to those already being given by the regular instructor as well as courses in special fields which the regular instructor was not qualified to teach.

Approximately 4,000 persons were enrolled in these courses for young farmers and adult farmers last year.

New Training Body Created

A bureau of public-service training has been established by the Department of Education in the State of New York, which will be responsible for the development and coordination of in-service training programs for State and local public employees. Set up under the provision of the George-Deen Act authorizing training for "public service and other service occupations," this bureau has cooperated in the operation of training schools for city and village assessors, sewage-disposal-plant operators, waterworks officials, and justices of the peace, with a total attendance of 969.

A council composed of representatives of the public and of governmental interests will be created to serve in an advisory capacity to the new bureau. It is expected that the first task of this council will be to make an immediate appraisal of all in-service training facilities now being provided for State, county, city, town, village, and special district and authority employees; and from the information thus obtained to determine the major lines of bureau activity. "The magnitude of the problem is apparent," a report of the State department of education indicates, "when it is realized that State and local public services embrace about every known human occupation."

The bureau will cooperate with, and when possible, aid financially public agencies which are now providing sound in-service training for State and local public employees. According to the report of the New York Department of Education, the bureau will probably place major emphasis for the time being on the training of municipal employees. This policy will be followed, the report points out, "because the effectiveness of all governmental administration rests basically upon a healthy local Government and because widely developed municipal training programs need and are equipped to make immediate use of the services and assistance of the new bureau."

It has been demonstrated, the New York Department of Education states, that public in-service training can be administered at little cost through the cooperative utilization of rich existing training facilities and resources at the State and local level. The bureau is pledged to "keep before it a primary obliga-

tion to coordinate all in-service training to prevent overlapping and duplicating of effort and to promote economy in all training programs through the full utilization of existing training resources."

"Public in-service training at the local level in New York State presents a number of problems peculiar to it," the State department of education points out. "Small communities generally are too small to provide effective training for their own employees. There are too few employees to train and too little technical skill and money available with which to train them. Cities, villages, and towns have, therefore, pooled their financial and technical resources and established schools operated by municipal associations. Even in large communities, the training of certain classes of administrators such as park officials, police chiefs, and water superintendents can be accomplished more satisfactorily through the cooperation of a number of municipalities. The experience of New York State in the training of county, city, village, and town officials demonstrates that for most groups of local employees' programs of training to be maximally effective must be administered on a district basis. Such central administration does not, however, preclude the actual operation of public in-service training schools on a regional or a local basis."

An "Over-age" Program

"Over-age" girls—those 14 years of age and older who for various reasons are still in the fifth, sixth, and seventh grades in school—are receiving special attention in homemaking classes in Virginia.

Girls in this group in one center were enrolled for homemaking instruction in a separate class from the regular home-economics group. Instruction was carried on largely on an individual basis. The teacher visited each pupil in her home in order to observe conditions upon which to base continued instruction. She also solicited the cooperation of the girls themselves and of the elementary grade teachers, in planning the instruction program. The girls showed a particular liking for handcraft work. Other subjects covered in the course included care of the home, personal hygiene, making articles of clothing, planning, preparing and serving simple, healthful meals, and principles underlying social behavior. The group members were also encouraged to carry out simple home projects in care of clothing, caring for bedroom, making underclothing, and cooking meals.

As a result of the work done for the over-age group in this particular center, several of the girls decided to remain in school another year, mothers expressed gratification over what had been done for their daughters, and improved conditions in the homes of the girls were noticeable.

A similar group was gathered into another Virginia center. This group learned in the

beginning weeks of their course period to work together in a homemaking cottage, to use and care for the equipment, and to share responsibility. Later they worked on problems concerned with care of the home, hygiene and personal appearance, simple serving and clothing care, planning and cooking healthful meals, and entertaining. Each girl made three dresses for herself, cooked and served three meals apiece, and helped to entertain the mothers of the girls in the group. They washed, ironed, darned, mended, and made over clothes which they brought from home, some of which were in very bad condition.

In still another center largely composed of girls whose parents go to work before the children arise and often do not return until they are in bed, instruction was given in sharing homemaking activities; planning, preparing and serving simple meals for the family, buying food; personal health and cleanliness; making clothing; care of the home; and caring for younger brothers and sisters.

Delaware Distributive Plan

The attention given by the various States to programs of training for the distributive occupations during the past year lends special interest to a 2-year distributive education course for high schools set up by the State board for vocational education in Delaware.

These courses, the Delaware board explains, are for those who are employed in the distributive field, and cover training which is valuable to salesmen, merchandise buyers, sales promotion executives, stock control operators and executives, store managers and assistants, personnel managers, sales managers, warehouse superintendents, and display managers.

Subjects to be taught in this course include English, 4 credits per year; related subjects, 1 credit per year; and vocational subjects, 2 credits per year. In addition to these subjects, the student enrolled in this course will be required to spend at least 20 hours a week in actual employment.

The English course will place particular emphasis upon the employment requirements in the distributive fields. Related subjects, courses in economics, business and government, economic geography and business law, will be organized specifically for the distributive group. Vocational subjects in the course will include salesmanship; store organization and management and junior business training; sales promotion; merchandise studies, advertising; window trimming and store display; and show card writing.

The cooperative part-time-and-employment plan will be followed. Each week of training will consist of not less than 40 hours, 20 hours of which will be spent in school and at least 20 hours in employment, which will serve as a laboratory in which pupils will apply the principles and practices taught in the classroom. During his work period the student will be under the supervision of the instructor.

They're Group Conscious

Individual farm practice such as is required of every student in a rural high school reimbursed from Federal funds is of inestimable value. It provides the medium through which farm youth receive the practical experience they need in farm operations and through which they acquire a perspective of the possibilities of farming as a business or profession.

According to G. F. Ekstrom, supervisor of agricultural education for Iowa, however, supervised farm practice is "too often approached from the standpoint of the individual only, without recognition of the possibilities for cooperative action. Many of our Iowa vocational agriculture teachers," Mr. Ekstrom states, "are making excellent use of the opportunity to teach cooperation by providing situations whereby students may cooperate in the development of farming experiences. The organization of livestock breeders' associations, the cooperative purchase of seed stock, the management of small hatcheries and laying flocks, the growing of nursery stock and truck crops, the production of hybrid seed corn, and the operation of orchards and even small farms are illustrations of cooperative undertakings centered around individual student projects involving the production of plants and animals. In many instances, such group activities which emphasize farm improvement projects, supplementary farm practices, and eventual placement of vocational agriculture graduates in farming, are carried on through the local chapter of the Future Farmers of America."

To show how this plan works out, Mr. Ekstrom lists cooperative project experiences, which have been provided for vocational agriculture student groups in Iowa high schools. He cites a cooperative sheep improvement association organized for agricultural boys at Chariton High School, through which these boys are learning that sheep are particularly well adapted for Iowa rough land, that they provide a rapid turn-over in capital, and that a sheep project may be easily financed on short-term loans. He refers to a plot project at Sibley where a 13-acre school tract is being used by the local F. F. A. group for a corn yield and potato variety test. He points to a wheat production demonstration at College Springs, in which the agricultural extension department at Iowa State College cooperated with the F. F. A. chapter; and to a pure-bred dairy project at Lamoni, as a part of which a dairy calf club project financed by the Lamoni Cooperative Creamery was organized for agricultural students and through which boys produced Jersey calves from herds of 350 pounds of butterfat production per animal yearly.

Summing up the group activity plan followed in Iowa, Mr. Ekstrom says: "Aside from the experiences in cooperation provided by such activities, they result in invaluable services and suggestions to individual farmers and farm youth in connection with their specific farm enterprises."

C. M. ARTHUR

Population and School Enrollment

by David T. Blose, Associate Statistician,
Statistical Division

★★★ The trend of the population in the younger ages in continental United States is downward, due to a lower birth rate. This is affecting enrollments in the elementary schools and will affect high-school enrollments in the near future as shown by the accompanying graph.

The Scripps Foundation has estimated for each age and for each year the population 5 to 19 years of age (both inclusive) from 1900 to 1950 and by 5-year groups and 5-year periods for all ages from 1930 to 1980. Only the 1920 to 1950 estimates are used in this study. The accompanying graph compares these estimates with the public-school enrollments in elementary grades, high schools, and junior colleges. The kindergarten-elementary and high-school enrollments have been furnished by the various States when reporting to the Office of Education. The public junior-college data were furnished by the American Association of Junior Colleges. The nine ages 5 to 13 have been used as the kindergarten-elementary ages; 14 to 17 as the high-school ages; and 18 to 19 as the junior-college ages. Only publicly supported schools have been considered in this study.

The graph shows an increasing spread between population and elementary kindergarten curves in the late twenties and early thirties. This is mostly accounted for by the increased enrollment in private schools and the adoption of better accounting methods in States so that fewer duplicates are included in their enrollments. The tendency at present is for enrollments and population curves to get closer together due chiefly to better enforcement of attendance laws.

The population of ages 5 to 13 has been estimated for both medium and low fertility. If an effective means cannot be brought about to arrest the present rapid rate of decline in the birth rate, the population curve of low fertility may more nearly show the tendency than the medium fertility curve.

The 14-17 ages curve, which approximates the traditional high-school grades, shows the population supply in its relation to the actual enrollment in public high schools. In 1920, when the high-school population was 7,773,000, there was an enrollment of 2,200,389 pupils or 28.3 percent and in 1936, with an estimated population of 9,565,000, there was a public high-school enrollment of 5,974,537 or 62.5 percent.

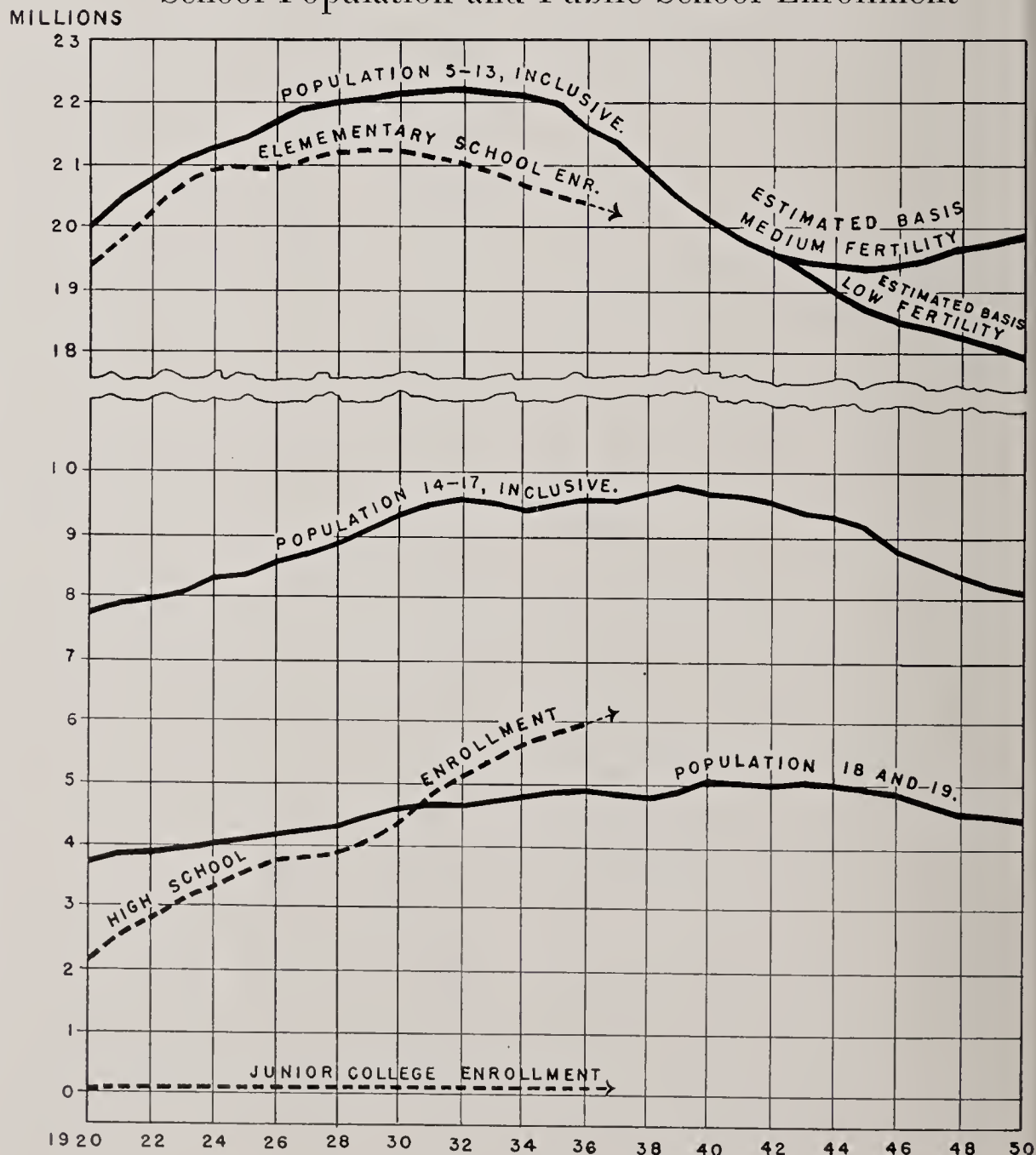
The public junior college, which appeared the first part of the present century, about 80 years later than the public high school, has

made a greater numerical progress in 30 years than the public high school did in 50 years. The American Association of Junior Colleges reports 33 States as having junior colleges.

We may estimate that the elementary school population will be about 3,000,000 less in 1950 than in 1932 when it was the highest; high-school population, 1,600,000 less in 1950 than in 1939; and junior college population, 600,000 less in 1950 than in 1940. Many factors may enter into population conditions that could radically change estimates.

The effect of falling population will be felt especially in the enrollments in the elementary grades, as these enrollments have about reached the saturation point. During the period 1930 to 1936 the enrollment in the first eight grades dropped 887,000 and a further drop of over 2,000,000 may be expected, if birth rates continue to decline as at present. Too many factors enter into high-school and junior college enrollments to estimate with any degree of accuracy, as the enrollments lack several millions of reaching the saturation point. Under present conditions we may predict a 600,000 increase over the 1936 enrollment of 5,974,537 before a probable decrease in enrollments during the late forties. We may expect the public junior college with enrollment in 1936 of 90,000 to increase rapidly, especially with the addition of terminal and trade courses. A major war, a business boom, the creation of a larger standing army, and many other conditions would tend to draw pupils from school.

School Population and Public School Enrollment



In Public Schools

New Speech Centers

The State superintendent of schools of Missouri recently announced the establishment of 23 new State speech centers for the 1938-39 school year. The program of the speech-education division was inaugurated in the fall of 1937 to stimulate speech education in Missouri. During the 1937-38 school year, over 3,000 elementary boys and girls of defective speech were examined and were given remedial recommendations; 33 demonstration meetings for teachers, 689 teachers' conferences, and 528 individual parents' conferences were held.

Statistics Given

For purposes of supervision of elementary schools, the New York State Department of Education works through 60 city superintendents, 95 village superintendents, and 203 district superintendents. Under the three groups of superintendents there are employed approximately 620 elementary school principals in New York City; 810 elementary school principals in other cities and village superintendencies; 275 elementary school principals in the supervisory districts; 640 principals who have both elementary and secondary grade; 100 assistant superintendents, grade supervisors, and directors of instruction charged with the general supervision of elementary schools. Most of these are employed in the city and larger village school systems and do not include special subject supervisors and directors of instruction.

Guidance Program Reversed

A guidance program beginning with the kindergarten or first-grade level is in operation in the schools of Glencoe, Ill. The following is a quotation from a statement made by Superintendent Paul J. Misner, of the Glencoe schools, regarding the program:

"Glencoe has reversed the usual guidance program. In most schools guidance counsellors begin to study the child when he has become a problem in the school. Or, in some advanced school systems guidance begins when the pupil enters the junior high or the senior high school.

"When Miss Kawin, Director of Guidance, organized the guidance program of the Glencoe schools in the autumn of 1934, she originated a unique program in which the school begins to study every child as he enters the school system at the kindergarten or the first-grade level. Not only the pupil's mental ability, but also his personality traits and his behavior are made the subjects of very careful observation and study.

"The point of view in the Glencoe program is that any comprehensive guidance service must have two main aspects: First, integrating mental hygiene principles into the whole educational program; second, the guidance and adjustment of individual pupils. The classroom teacher is regarded as the key person in Glencoe's guidance program and all specialists serve as counsellors to the classroom teachers."

Research Titles

The Pennsylvania State Department of Public Instruction has issued a circular suggesting research titles pertaining to education in Pennsylvania. To prevent duplication of effort the department is requesting the various graduate schools and research groups of the State to notify the child accounting and research division as soon as one of the titles or modifications of it has been selected (1) by the graduate student and approved by the dean of the particular institution; or (2) by the member of the research organization approved by its president.

Montana Finance Study

The results of a State-wide study of school finance of more than usual interest are reported in the September 1938 issue of *Montana Education*. This study, which required 3 years to complete, analyzes the financial resources and expenditures of each school district in the State, reports the facts by counties, and supplies the basis for proposed legislation looking toward provisions for redistricting the school areas of the State.

Special Emphasis

The State superintendent of public instruction of Iowa announces that certain subjects of the school curriculum have been selected for special emphasis during 1938-39 and plans of attack have been outlined in literature which has been distributed to each city and county school superintendent. Among the subjects selected are speech education, traffic safety, work-type reading, and elementary science. The importance of school libraries will also be emphasized.

Boxing Resolution

The Society of State Directors of Physical and Health Education at its twelfth annual meeting, Atlanta, Ga., April 1938, passed the following resolution regarding interscholastic boxing: "That the Society of State Directors of Physical and Health Education disavow all intention to give support to this development and recommend that school officials in positions to control boxing matches between school teams eliminate this activity from their

athletic programs; that this society encourage the National Federation of High School Athletic Associations to establish an official policy disapproving boxing as an interscholastic sport."

Five-Year Report

The board of education of the city of New York recently issued a 5-year report of its bureau of child guidance. The report contains an account of the development and accomplishments of the bureau and a description of those experiences out of which evolved the mental hygiene and child guidance movements.

Kentucky Reports

The State superintendent of public instruction of Kentucky reported in a circular as of September 1938: "Already staff members of the State department of education have begun this year's school visitations in the counties. One of the gratifying observations of these men is: One-room schools are rapidly being discontinued. Indications are that far more small schools have been discontinued during the past 2 years than during any similar period in the history of Kentucky's public-school system."

Public-Housing Course

Lincoln High School students in Evansville, Ind., have this year a new supplementary course of study—public housing. The course deals with Lincoln Gardens, the slum-clearance and low-rent rehousing project of the United States Housing Authority, located directly across the street from the high school. Consisting of 16 study units, the course is offered first to students in the eighth grade and extends through the eleventh.

Designed to inculcate the principles of better living and to teach resident students and others the fullest use of the Government-financed project, the course was worked out by Charles E. Rochelle, Lincoln teacher, in cooperation with Ralph Irons, superintendent of schools; Harold Spears, director of research and secondary education; and William E. Best, principal of Lincoln High School. Commenting upon the course of study, Mr. Irons said: "We hope through these units, which teach proper health, safety, budgeting, and family relations methods, residents can get the most from the use of the new apartments."

Dental Care

To help Minneapolis parents safeguard their children's teeth, according to a recent issue of the *School Bulletin* of that city, the Minneapolis District Dental Society is inaugurating a city-wide educational campaign on best

methods of dental care. Cooperating with the society is the oral hygiene division of the public schools and the council of parent-teacher associations of that city. A speakers' bureau of 15 selected and especially trained members of the dental society has been organized to address meetings of Minneapolis parent-teacher associations and other interested organizations on various topics related to the care of the teeth.

W. S. DEFFENBAUGH



In Colleges

Adult-Education Program

Wayne University, Detroit, Mich., has announced a program of evening courses and Saturday morning courses in various departments of the College of Liberal Arts, in fields of professional education and in engineering.

In addition to college credit work, four curricula for employed adults are offered in cooperation with the State board of control for vocational education. These are distributive occupations classes for executives, clerks, salesmen, and others in similar work; homemaking courses for heads of families; foremanship conference groups for plant foremen; and in-service public employee courses for workers in governmental service.

Co-op Dormitories

Some 275 students at the University of Iowa in 1938-39 will cook their meals and do the housework in 11 cooperative dormitories, thereby solving economic problems which otherwise might bar them from an education. A survey of the university's plans for *co-op* dormitories this fall showed that 200 men would live in 8 dormitories and that the other 3 dormitories would house about 75 women. Most of the houses are remodeled private homes.

Cooperative College

Bradley Polytechnic Institute, Peoria, Ill., has set up a program based upon the cooperative plan of education. A group of 20 to 40 high-grade students will be chosen from this year's incoming freshman class. These students will spend the next 4 years in alternate semesters of work and college. The combined program leading to 124 credit-hours covers 5 years.

The Peoria Manufacturers and Merchants Association has approved the plan and a list of 10 large Peoria firms has already been secured to cooperate. This is expected to reduce materially the number of unemployed well-trained college men and women.

Study of Music Appreciation

President Robert E. Doherty, of the Car-

negie Institute of Technology, has announced the sponsorship by the institute of a music appreciation course in cooperation with Duquesne University, Mount Mercy College, Pennsylvania College for Women, the University of Pittsburgh, and the Pittsburgh Symphony Society. The class will be conducted by John Erskine, in conjunction with the Pittsburgh Symphony Orchestra under direction of Fritz Reiner.

The course will be an elective subject in the curriculum of Carnegie Institute of Technology, entitling each student who registers to 1 semester hour of college credit. The students of all 5 colleges may enroll for the course during the coming registration weeks at the institution where the student is in attendance, and the original credit for the course given by Carnegie Tech will be transferred to and accepted by all the other colleges. There will be 16 lecture-concerts in the series.

College of Fine Arts

The new college of fine arts at the University of Texas has issued its first catalog of courses to be offered during 1938-39. Objectives of the college, as outlined in the bulletin are: To offer instruction in the fine arts accompanied by or based upon a broad and thorough general education; to develop talent to the highest degree of artistic capability; to train teachers of the arts; and to offer the opportunity for university students to develop discriminating standards of taste through courses about the arts, through art exhibitions, concerts, plays, and through contact with artists of high rank in the several fields.

Biological Research

Another unit in the expansion program of the University of Southern California was recently realized with the ground breaking for the new Allan Hancock Foundation building, a gift of Allan Hancock for biological research.

To cost \$500,000, the three-story structure will contain over 100 laboratories for scientific research activities in zoology, botany, and related fields. Said to be one of the most complete of its kind, private quarters will be provided for scientists who come to the University of Southern California for independent study as well as for students and graduate workers. Included in the university's collection are several thousand specimens gathered on the seven Hancock Pacific expeditions to equatorial waters and the Galapagos Islands, many of which have hitherto been unknown to scientists.

Features of the building will be two auditoriums seating 450 and 150 persons each, radio broadcasting rooms connecting all buildings of the campus, X-ray rooms, machine and wood shops, and special laboratories.

WALTON C. JOHN



In Libraries

Who Uses the Public Library?

In order to find out who uses the New York Public Library and why, a carefully planned study of 20,000 patrons was made. The results showed that men outnumbered women in the use of public libraries in New York City, 55 percent of the branch patrons and over 80 percent of the main reference department users being men. Students comprised the largest single group using the branch libraries, but professional people ranked highest in numbers using the reference department at Forty-second Street. Clerks and stenographers were the second largest group of patrons in both branches and reference department. Significant interpretations of this survey have been made by William C. Haygood in *Who Uses the Public Library*.

Plans Laid

At the New Hampshire Library Association meeting recently held plans were laid for the better utilization of the book resources through the making of a union catalog, a combined record of the holdings of the public and college libraries of the State.

New England Meeting

Over 80 librarians in service attended the New England Library Institute on Adult Education, September 12-16, sponsored by the Simmons College School of Library Science and Planning Board of the Massachusetts Library Association. In a series of lectures, Harry A. Overstreet and Jennie M. Flexner, readers' adviser, New York Public Library, pointed out the active part which the public library is fitted to play in adult education. Professor Overstreet described the role of the public librarian as that of "host," an introducer of people to books.

RALPH M. DUNBAR



In the Office of Education

Visitor from Warsaw

Oscar Halceki, professor of history at the University of Warsaw, and lecturer of international renown who is on tour in the United States under the auspices of the Kosciuszko Foundation, addressed the professional staff of the Office of Education on October 7. He spoke of the organization of education prevailing in Poland, and of the educational questions which seemed most perplexing to his people at the time he left Poland.

Czechoslovakia

An Office of Education publication that has been attracting more than usual interest

during the past month or two is a bulletin entitled "Education in Czechoslovakia."

Severin K. Turosienski, Office of Education Specialist in Comparative Education, visited Czechoslovakia in 1935 to obtain first-hand information for the bulletin. He studied the various types of schools, interviewed school authorities, and reviewed official reports and documents to supplement his own observations. His findings, in detail, are recorded in the 181-page publication, a few copies of which are still available from the Superintendent of Documents, Government Printing Office, Washington, D. C., price 25 cents.

Crisis for Discussion

"Bring the world crisis into the classroom" suggested Commissioner Studebaker during the recent period when all eyes were focused upon Europe. "What is happening today is grist for the mill of the teachers of psychology, sociology, civics and history. There is nothing in the textbooks to compare with it," said Dr. Studebaker.

"This crisis is a starting point for an investigation into the historic struggles of people of different races in Europe. It furnishes striking illustrations of opposing forms of government at work, as a basis for class discussion on democracy and other political systems. The broadcasts and the newspaper accounts ought to be 'homework' for students, and much class time should be devoted to a careful discussion of the meaning of it all. I hope," said the Commissioner, "millions of our youth experience an acceleration in learning by being stimulated to think and study about today's exciting and thought-provoking pronouncements and events.

"It is worth any trouble it takes to rearrange and organize the high-school or college schedule these days to enable the students to hear first hand the most important pronouncements being made by history-making leaders . . . Certainly if radio broadcasters can interrupt profit-making schedules to substitute numerous noncommercial news releases portraying up-to-the-minute changes in world history," continued the Commissioner, "and if newspaper representatives can stand by in the four corners of the earth during every hour of the day and night to supply accounts of personal observation of swift-moving world events, those of us in organized education who have not already done so should be able to adapt our traditional schedules to the most vital influences available for educational uses."

Following up his statement on the crisis, released to newspapers and educational journals throughout the United States, Dr. Studebaker delivered an address, Can Discussion Muzzle the Guns? over radio station WJSV, Washington, D. C., and the Columbia Broadcasting System network. Copies of this address are available from the Office of Education.

Star Farmer Judges

A former Commissioner of Education,

George F. Zook, now president of the American Council on Education recently helped select the Star American Farmer for 1938-39. The other judges were Sherman E. Johnson, Bureau of Agricultural Economics, Department of Agriculture, and S. G. McAllister, president, International Harvester Co.

The Star Farmer is chosen each year from a competitive list of students of vocational agriculture in high schools throughout the Nation.

Personnel

Cyril F. Klinefelter, Administrative Assistant to the Commissioner of Education, has been appointed Assistant to the Commissioner.

Ronald V. Billington, formerly trade and industrial education agent in the central region for the Office of Education, has been promoted to the position of Executive Assistant in Vocational Education.

Marie E. Schutt has been appointed Chief Clerk of the Office. The position of chief clerk, held for many years by Lewis A. Kalbach, had not been officially filled since Mr. Kalbach's retirement in 1935.

Birdie B. Hill has been made assistant chief clerk.

The successor to John Lang as special assistant to the Director of CCC Camp Education is Ralph Comer Michael Flynt. Mr. Flynt was CCC educational adviser in Alabama, and a district educational adviser in Alabama and Georgia. Mr. Lang left his Office of Education post to become director of the National Youth Administration in the State of North Carolina.

JOHN H. LLOYD



In Other Government Agencies

National Park Service

A series of 26 half-hour broadcasts *America's Hours of Destiny*, relating historically accurate stories of the national parks, was prepared



Making sound effects for National Park Service broadcast *Hours of Destiny*.

by the National Park Service and presented over approximately 25 broadcasting stations throughout the country during the past fiscal year.

The second installment in the series, inaugurated over Station WNYC on October 3, to continue for 13 weeks, will tell the colorful stories back of the Salem Maritime National Historic Site, Crater Lake National Park, Pinnacles National Monument, Grand Canyon National Park, Boulder Dam Recreational Area, the Lee Mansion, the proposed Saratoga National Military Park, Tumacacori National Monument, King's Mountain National Military Park, Vicksburg, Fort Laramie, and other areas of our country important enough to be preserved as national parks and monuments.

National Youth Administration

Of the \$75,000,000 appropriated by Congress for the NYA for the fiscal year 1938-39—an increase of \$20,000,000 over last year's appropriation—\$53,000,000 will be spent on the works program and \$22,000,000 on student aid, according to the executive director of the NYA.

From June 26, 1935, to June 30, 1938, a total of \$159,749,089 was allocated to the NYA of which amount \$87,658,340 was expended on works projects for out-of-school youth and \$72,090,749 on student aid.

One-room schoolhouses have been constructed in the rural regions of Arkansas, Florida, and Tennessee, and other schools have been built in 17 States with NYA assistance, according to Mary H. P. Hayes, NYA Director of Guidance and Placement.

More than 4,400 young men are now at work building 132 vocational shops and home economics cottages in 23 States, mostly in the South. Sixteen cooperative dormitories are being built on college campuses in 7 States and 22 teacherages are being constructed. In 11 States where there are consolidated schools, NYA boys have built school bus shelters. In 24 States construction of recreational facilities is progressing on 29 gymnasiums or auditoriums and 61 recreational buildings, Boy Scout huts, or 4-H clubhouses.

Public Works Administration

Forty-two percent of the 13,749 non-Federal projects of the PWA program from 1933 through 1937 were for educational buildings constructed with the aid of PWA grants amounting to \$392,751,272 and loans of \$89,683,445. Colleges and universities, teachers colleges, State normal schools, junior colleges, vocational schools, and schools for the deaf, in practically every State, shared in the construction program. For 1938 the Public Works Administration has approved projects to date representing approximately 2,100 additional new buildings that will, when completed, provide 11,000 classrooms for 470,000 students.

MARGARET F. RYAN

Some **CURRENT PUBLICATIONS** of the **OFFICE OF EDUCATION**

BULLETINS

1939

1. Educational directory, 1939. (4 parts.)
- Part*
2. City school officers. 5 cents.

1938

1. Educational directory, 1938. (4 parts.)
 1. State and county school officers. 10 cents.
 4. Educational associations and directories. 10 cents.
2. The school custodian. 10 cents.
3. Nature and use of the cumulative record. 10 cents.
7. Curriculum laboratories and divisions. 10 cents.

1937

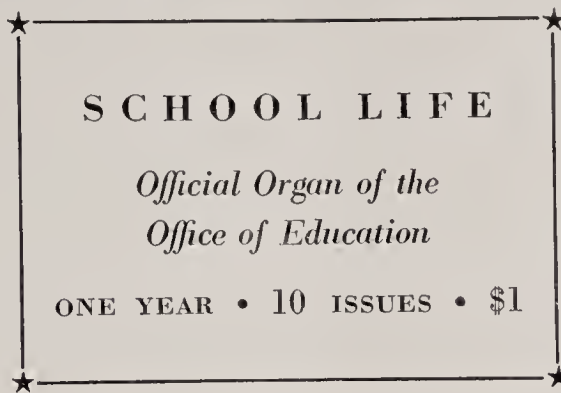
2. Biennial survey of education, 1934-36.

Volume I

- Chapter*
- II. Trends in secondary education. 10 cents.
 - III. Higher education, 1930-36. 15 cents.
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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 5-year bibliography, 1931-35. 10 cents.



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15. Learning English incidentally: A study of bilingual children. 15 cents.
16. Student interests and needs in regard to hygiene. 10 cents.
17. Opportunities for the preparation of teachers of exceptional children. 10 cents.
18. Preparation for elementary school supervision. 15 cents.
19. CCC camp education: Guidance and recreational phases. 10 cents.
20. Education and the civil service in New York City. 15 cents.
21. University unit costs. 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. 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.
30. Occupational experiences for handicapped adolescents in day schools. 15 cents.
31. Part IV. Classified List of Courses of Study, 1934-37. 15 cents.
32. Let Freedom Ring! 13 radio scripts. 60 cents.
33. Let Freedom Ring! Manual. 20 cents.
34. Industrial Arts—Its interpretation in American schools. 15 cents.
35. The School Building Situation and Needs. 10 cents.
36. Guidance Bibliography, 1935. 10 cents.
37. Guidance Bibliography, 1936. 10 cents.

MISCELLANY

1. Choosing Our Way. 35 cents.
2. To Promote the Cause of Education. 20 cents.

PAMPHLETS

77. Opportunities for the Preparation of Teachers of Children of Native and Minority Groups. 5 cents.
78. State School Taxes and State Funds for Education and Their Apportionment in Seven States, 1934-35. 10 cents.
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83. Handbook for compiling age-grade-progress statistics. 10 cents.
84. Safety and sanitation in institutions of higher education. 10 cents.

LEAFLETS

30. Federal Aid for Education, 1935-36 and 1936-37. 10 cents.
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

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 cents.
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.

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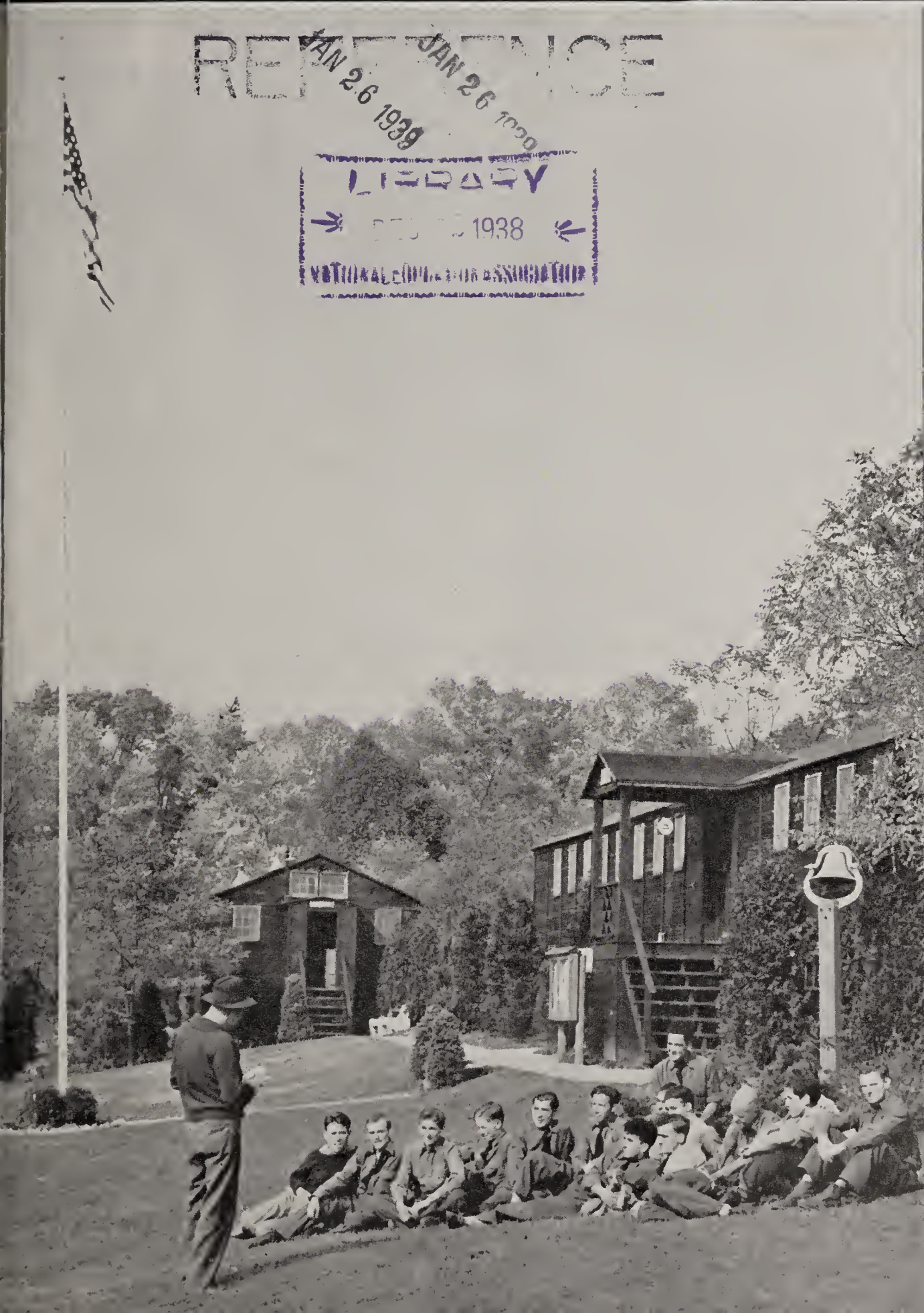
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January 1939

VOLUME 24

NUMBER 4



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



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Volume 24 Number 4

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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, October through July. 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.



SCHOOL LIFE

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JANUARY 1939

On This Month's Cover

Company 211, Camp P-109, Elmsford, N. Y., contributed the picture used on this month's cover page of SCHOOL LIFE. The picture shows the camp superintendent conducting a course in safety.

Acknowledgment

The special pictorial feature presenting Education in the Civilian Conservation Corps camps in the United States (see pp. 103 to 109) is made available to SCHOOL LIFE readers through information and material supplied by the office of Civilian Conservation Corps Camp Education in the Office of Education. Among the individuals contributing to this feature are: Howard W. Oxley, Director; Ralph C. M. Flynt, Special Assistant to the Director; and Homer T. Rosenberger, Research Assistant; of the staff of the office of CCC Camp Education.

The photographs used in this special feature were contributed by the Signal Corps, United States Army, and by the various corps area and district headquarters of the CCC. The fine cooperation given to the development of the feature is greatly appreciated.

Education in the CCC Camps

AS AN AGENCY for conservation of material resources, the CCC camps have dramatized for the country the urgency of the conservation problem.

As an agency for developing young men, these same camps have made this country more conscious of the need of an educational program wider in scope and more flexible than has so far been supplied generally by the public schools and colleges.

The CCC camps have furnished another demonstration of the educational value of a "wholesome way of life"; of study associated with genuine productive labor; of courses built upon the needs and interests of the individuals; and above all, of individual counseling through which youth are led to analyze their own aptitudes and abilities and to plan their own lives in the light of self-examination.

This month, in another pictorial section, SCHOOL LIFE takes you for a little visit to the educational activities of the camps. This special feature is one of the series of pictorial presentations designed to help "promote the cause of education" by increasing understanding of some of the effective educational work that is being carried on throughout the Nation.

Commissioner of Education.

Among the Authors

HON. NORMAN H. DAVIS, chairman of the American Red Cross, in an article in this month's issue of SCHOOL LIFE, emphasizes the need for perpetual peace. "May the time soon come," urges Mr. Davis, "when representatives of Red Cross societies of all countries shall gather around council tables, not to discuss preparedness plans for possible world conflict, but to compare notes on advancing campaigns for better health, safer homes, more abundant lives for all." Mr. Davis succeeded the late Admiral Cary T. Grayson as Red Cross chairman. He has served on international missions under three Presidents of the United States.

WARD W. KEESECKER, specialist in school legislation, Office of Education, discusses some of the State laws requiring the *Teaching of Citizenship* and of American Government in the public schools. He also presents a table showing a summary of such laws.

BENJAMIN W. FRAZIER, specialist in teacher training, indicates some of the *Trends in Certification of Teachers*. Among such trends Dr. Frazier points out: A steady rise in minimum scholastic requirements for certi-

ficates; increase in specialization of certificates by subjects, grade levels, and fields of work; centralization of certification in the State board or department of education; and others.

JOHN H. MCNEELY, specialist in higher education, gives a report on *Why Students Leave College*. Among the most common causes found, according to Mr. McNeely, were: Dismissal for failure in academic work, financial difficulties, lack of interest, and death or sickness.

Convention Calendar

- AMERICAN CAMPING ASSOCIATION. *St. Louis, Mo., February 2-4.*
- AMERICAN INSTITUTE OF ELECTRICAL ENGINEERS. *New York, N. Y., January 23-27.*
- AMERICAN MEDICAL ASSOCIATION. *Chicago, Ill., February 13-14.*
- AMERICAN SOCIETY OF CIVIL ENGINEERS. *New York, N. Y., January 18-20.*
- ASSOCIATION OF AMERICAN COLLEGES. *Louisville, Ky., January 12-13.*
- EDUCATIONAL ASSOCIATION OF THE METHODIST EPISCOPAL CHURCH. *Louisville, Ky., January 10.*



R. V. BILLINGTON
Executive Assistant in
Vocational Education



FRANK CUSHMAN
Recently appointed Consultant
in Vocational Education



EDNA P. AMIDON
Recently appointed Chief
of the Home Economics
Education Service,
Office of Education



HARRY A. JAGER
Chief, Occupational
Information and
Guidance Service,
Office of Education



CHARLES N. FULLERTON
Consultant in Employee-
Employer Relations



DR. LYMAN S. MOORE
Consultant, Public
Service Training,
Office of Education

Vocational Division

New Services and Appointments

by J. W. Stuebaker, Commissioner of Education

★★★ New problems and new needs are constantly arising in the administration of a program of vocational education. When the Smith-Hughes Act was passed in 1917, the training of some 6,000,000 persons employed in what are now called distributive occupations and of some 3,000,000 employed in public-service occupations was receiving but little attention. While some consideration was being given to the need for occupational information and guidance, not much was being done about that either.

The George-Deen Act, passed in 1936, authorized additional funds for administration and for allotment to the States for the further development of the vocational program, and made specific provision for the use of these funds in giving training to those employed in distributive occupations and in public service. Under a new policy, Federal funds appropriated for the training of teachers may now be used by the States for the employment of qualified supervisors of occupational information and guidance.

Funds appropriated for the administration of the act have made it possible for the Office of Education to establish a service to the States in the field of occupational information and guidance. In addition, a number of new positions have been created, some of which provide for consultants in special fields, and others for additional professional and clerical employees in services already established.

New Services

The organization of a new permanent service requires time and careful effort, in order that it may be properly established. The function of the service and the duties and qualifications of members of its staff must be formulated and presented to the United States Civil Service Commission for approval

before any aid can be rendered to the States.

During the past year, many conferences called by the Commissioner of Education, and attended by representatives of groups and by individuals having special contributions to make in the fields of distributive occupations, public service, and occupational information and guidance, gave valuable counsel to the Office of Education. With the help of such counsel, the following new services are being added to the Vocational Division of the Office:

Business Education Service

The name of the Commercial Education Service was recently changed to Business Education Service, as a result of the enlarged activities in this field. In addition to administering the program of distributive education under the provisions of the George-Deen Act, the Business Education Service will continue to render advisory service and to conduct studies and investigations in all phases of business education, as provided by the Smith-Hughes Act.

"Business education" includes such courses as secretarial service, accounting, business law, business management, general business, business education for the consumer, and business economics, as well as retailing, merchandising, salesmanship, and other subjects having to do with the field of the distributive occupations.

The staff of the Business Education Service as formerly organized consisted of a chief and secretary. The staff has been enlarged and now includes the following personnel: John A. Kratz, acting chief; B. Frank Kyker, special agent, Research; Walter F. Shaw, special agent, western region; Kenneth B. Haas, special agent, North Atlantic region; John Blakely Pope, special agent, southern region; and G. Henry Richert, special agent, North Central region.

Mr. Kyker was formerly head of the department of commerce and secretarial training and director of commercial teacher training at the Woman's College, University of North Carolina. Prior to that he served as director of the department of business, Berea College, and as professor of graduate courses in business education in summer sessions of the University of Tennessee, University of Iowa, and the Ohio State University. He has been on the editorial staff of the Journal of Business Education; the High School Journal; and the Business Education Quarterly. His business experience includes banking, accounting, office management, and sales management work.

Mr. Kyker's professional training was obtained at Berea, the University of Virginia, the University of Tennessee, George Peabody College for Teachers, and Iowa State University.

Mr. Shaw, who holds the bachelor of arts and master of arts degrees from Ohio Wesleyan University, was formerly State Director for Vocational Education in Ohio. He served as a teacher-trainer on the faculties of the Bowling Green State Normal College and of the Ohio State University, and has had experience in the field of education as a high-school principal, city school superintendent, State high-school inspector, college instructor, and college president. His experience also includes 5 years' service in vocational rehabilitation as a State and Federal officer.

For several years Mr. Shaw was actively engaged in trade association work. He is the author of numerous articles and bulletins on sales management, market surveys, advertising techniques, research problems, merchandising studies, and conference objectives.

Dr. Haas comes to the Office of Education with broad experience in the business field; as secretary-treasurer for a wholesale establishment, and as proprietor of a retail establish-

ment in Pittsburgh. He holds the bachelor of science degree from the School of Business Administration, and the master of arts degree from the School of Education, University of Pittsburgh, and the degree of doctor of education from New York University. He has taught and supervised courses in such fields as salesmanship, retailing, marketing, consumer education, advertising, and purchasing, in high schools and colleges of commerce. Dr. Haas is known in the field of business education as a contributor to leading publications in this and other fields and as the author of various texts and bulletins relating to consumer and distributive education.

Mr. Riebert has for the past 8 years served as instructor in retailing and supervisor of the cooperative training program in the Senior High School, Rockford, Ill., in which position he organized adult extension classes in salesmanship and related subjects.

He holds the bachelor of education degree from Illinois State Normal University and the degree of master of business administration from Northwestern University. He has had 13 years of business experience—4 years as office manager and purchasing agent, 5 years in selling, advertising and sales management, and 4 years as the educational director of a department store in Rockford, Ill. He is the author of the recently published text—*Retailing, Principles and Practices*.

Mr. Pope holds the degree of bachelor of science from the Southern Methodist University and of master of business administration from Harvard University. He comes to the Office of Education from Texas where for the last year he has been State supervisor of distributive education. His experience in the business field was gained as sales manager, trainer of sales agents, retail lumber yard manager, salesman, and warehouse manager for industrial organizations. He is author of numerous papers devoted to the improvement of teaching practices in business and in the distributive occupations.

Occupational Information and Guidance

Young people are greatly in need of information about different kinds of work at which people earn their living. They also need information about schools and school programs which will give them the best preparation for entering upon a given job regardless of whether the job is of a professional, skilled, or semiskilled character.

As a result of widespread demands for a

national service in this field the Occupational Information and Guidance Service has been set up in the Office of Education as a new activity. These three main functions have been assigned to the service:

Securing, compiling, and making available to the States and schools comprehensive and up-to-date information about occupations;

Making studies and investigations relating to tests, measurements, and personnel records necessary in programs of guidance;

Furnishing a consultation and field service to the States in the promotion and organization of programs of guidance.

A permanent, professional staff consisting of a chief of service, two specialists in occupational information, one specialist in tests, measurements, and personnel records, one specialist for consultation in field service, and one specialist for occupations for girls and women has been provided for. The Office of Education has had the generous cooperation of the National Occupational Conference in the setting up of this new service. Many other groups and individuals have also given valuable assistance.

The service will work through and depend upon the cooperation of State and local educational authorities in efforts to have occupational information and guidance function in the education of boys and girls, youth and adults throughout the Nation.

The staff members already appointed or assigned on a full-time basis are: Harry A. Jager, chief; David Segel, specialist in tests and measurements; Walter J. Greenleaf, specialist in occupational information. The other permanent staff members will be appointed as soon as possible.

In addition, the following nationally known leaders in the field are serving for different periods of time as special consultants: Richard D. Allen; Walter V. Bingham; Paul W. Chapman; Layton S. Hawkins; G. M. Ruch.

Mr. Jager has for 20 years been a co-worker with Dr. Allen in organizing and supervising the plan of guidance set up in the elementary and secondary schools of Providence, R. I. He had charge of initiating and administering the guidance program for day-school students in one of the Providence high schools. He also set up in Providence one of the first counseling systems established in evening schools in this country. In addition to his educational work Mr. Jager has had business experiences including 3 years of service with a New England manufacturing plant as super-

intendent and manager in charge of personnel and production. He holds the degrees of bachelor of science and master of arts from Brown University.

Dr. Segel has been associated with the Office of Education since 1931 as specialist in tests and measurements. He is a graduate of the University of California, from which he received the bachelor of science degree and holds the master of arts degree from Teachers College, Columbia University, and the degree of doctor of philosophy from Stanford University. Before joining the Office of Education he was for 7 years assistant director, department of research in guidance in the Long Beach (Calif.) public schools. Dr. Segel developed the differential prognosis method of predicting scholastic success.

Dr. Greenleaf is a graduate of Bowdoin College. He holds the degree of master of arts from Princeton University and the degree of doctor of philosophy from George Washington University. His experience includes 4 years as a science teacher in Maine and New Jersey high schools; 5 years as supervisor of advisement and training with the Veterans' Administration; and 14 years with the Office of Education as specialist in higher education. During his service with the Veterans' Administration Dr. Greenleaf gave guidance counsel to more than 15,000 men and women.

Dr. Allen, Chief Consultant for the service, is known not only for his work as assistant superintendent of schools in charge of guidance research in Providence, R. I., but as the author of *Organization, Supervision and Guidance in Public Education*. He has been associated at various times as a lecturer with the Rhode Island College of Education, and with Brown and Harvard Universities. He was for several years a member of the board of editors of the *Vocational Guidance Magazine* and president of the Vocational Guidance Association. Dr. Allen, who did his undergraduate work at Brown University, also holds the graduate degrees, master of arts and doctor of philosophy from that institution.

Dr. Bingham, professor of psychology at Stevens Institute of Technology, has for many years been a contributor to the field of guidance through his addresses and writings and as director of the Personnel Research Federation, Inc., as president of Psychological Corporation, and as editor of *Personnel Journal*. A graduate of Beloit College, with a master of arts degree from Harvard, and the doctor of philosophy degree from the

F. HENRY RIEBERT
Special Agent for
Distributive Education,
North Central Region

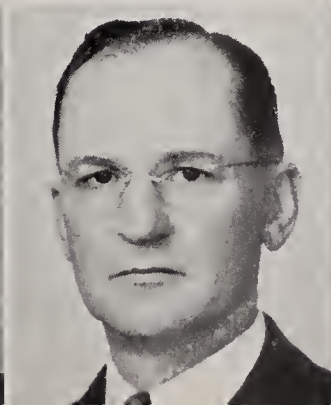
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JOHN B. POPE
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B. FRANK KYKER
Special Agent,
Research in Business
Education

ATA LEE
Agent in Home Economics
Education for
Special Groups

WALTER F. SHAW
Special Agent for
Distributive Education,
Western Region



University of Chicago, Dr. Bingham has been associated in the field of psychology at different times with the University of Chicago, Teachers College, Columbia University, Dartmouth College, and Carnegie Institute of Technology. During the World War he was executive secretary of the committee on classification of personnel in the Army and lieutenant colonel, personnel branch of the Army. Dr. Bingham is author of the book, *Aptitudes and Aptitude Training*, and joint author of *Procedures in Employment Psychology*.

Mr. Hawkins, who was associated with the Federal Board for Vocational Education in its early years, has had long and varied experiences in the field of vocational education; in personnel work in industry and more recently in research work with the Adult Adjustment Service and as supervisor of adult education in New York City for the Works Progress Administration. He has served as specialist in agriculture for the Department of Education and as director of vocational education in New York State and as a teacher in Cornell, Columbia, Chicago, and New York Universities, and Kansas State Agricultural College. As director of the department of education of the National Typothetae and managing director of the Lithographic Technical Foundation, also, Mr. Hawkins had an opportunity to study occupations at first hand. He is a graduate of Amherst College and holds the degrees of bachelor of arts and master of arts from that institution.

Mr. Chapman is dean of the college of agriculture, University of Georgia. Prior to assuming that position, he was successively teacher of vocational agriculture and science; school superintendent; supervisor of agricultural education for two different States—Missouri and Georgia; and State director of vocational education in Georgia. He is a past president of the American Vocational Association, the National Association of State Directors of Vocational Education, and of the vocational education section, National Education Association. At the present time he is chairman of the teaching section, Association of Land-Grant Colleges and Universities. Mr. Chapman is the author of *Occupational Guidance and Workbook in Occupational Guidance* and of other books. He is a graduate of the University of Missouri, from which he received the degree of bachelor of science in agriculture. He holds two other degrees—master of science in agriculture from the University of Georgia and the honorary doctor of science degree from Clemson College.

Dr. Ruch came to Washington from the position of editor of educational textbooks for a Chicago publishing house. As a teacher in the field of tests and measurements, statistics, and educational psychology he has served on the faculties of Oregon, Stanford, Chicago, California, Iowa, and Harvard Universities. He is the author of several textbooks on tests and measurements and of a number of standard tests. He is co-author

of the Stanford achievement test. He is also co-author of a series of textbooks on mathematics for elementary and high-school grades. Dr. Ruch took his undergraduate work for the bachelor of arts degree at the University of Oregon and received the doctor of philosophy degree from Stanford University.

Consultants Appointed

The position of consultant in vocational education in the Office of Education has been filled by the appointment of *Frank Cushman*, who for 16 years was chief of the trade and industrial education service.

As educational consultant Mr. Cushman is conducting investigations and research in the field of vocational education and assisting the technical services of the Office in planning, organizing, and conducting investigations in original research, in the preparation of manuscripts resulting from research, in the development and formulation of standards in vocational education, and in the formulation of programs in their respective fields. Mr. Cushman has been devoting considerable time to rendering assistance to several branches of the Government in organizing and conducting training for personnel groups.

Lyman S. Moore, assistant director of the Institute for Training in Municipal Administration sponsored by the International City Managers Association, has been appointed consultant in public-service training.

One of the principal developments made possible through the provisions of the George-Deen Act is the organization of training on a much broader basis than had hitherto been possible for those employed in "public and other service occupations."

Dr. Moore holds A. B. and M. A. degrees from the University of Wisconsin and the Ph. D. degree from Northwestern University. He has had varied experiences in public-service fields of Cook County, Illinois, and in his association with the Institute for Training in Municipal Administration, he was responsible for the development of a program of correspondence in-service training for municipal administrators involving the preparation of complete reference volumes in such fields as personnel, finance, public works, and fire and police service. He was associate editor of *Public Management*, official organ of the institute, and of its municipal yearbook.

In his position with the Office of Education, Dr. Moore will plan, organize, and conduct studies and investigations in the field of public-service occupations. He will be available to State school officers, to directors and State supervisors of vocational education, to colleges and universities, and to other organizations interested in promoting the further development of vocational education, for assistance in promoting or improving programs of training in public-service occupations.

Charles N. Fullerton, for many years connected with the Baltimore & Ohio Railroad Co.,

has been appointed consultant in employee-employer relations.

In addition to serving as consultant to the Office of Education, to State boards for vocational education, to State advisory committees and to the Federal Committee on Apprentice Training on problems relating to employee-employer relations, Mr. Fullerton will make studies and investigations of problems arising from the use of Federal funds in connection with vocational training in industrial plants. He will study programs involving vocational education sponsored by other Government agencies and will check training programs against special standards in order to safeguard the interests of workers and the use of public funds.

Mr. Fullerton was president of the Federated Railway Shop Crafts from 1918 to 1921, and general chairman of District No. 29, International Association of Machinists from 1921 to 1926. As supervisor of apprentice training for the Baltimore & Ohio Railroad Co. for many years he was responsible for the technical training given thousands of apprentices for freight and passenger car-inspector positions. Since 1933 he has been promoting personnel work and soliciting traffic as a special inspector for the company.

Curriculum Research

One of the functions of the Office of Education is to make studies and conduct investigations for the purpose of making available to the States source material which will strengthen the programs of vocational education in agriculture, trades and industries, home economics, and in business education, including the program of training for the distributive occupations.

For several years the Office has recognized the need for the services of a specialist in the field of curriculum problems who could serve as a consultant not only to the staff of the Office of Education but also to State boards for vocational education and institutions training teachers of vocational education; initiate and conduct research in curricular organization and evaluation, and prepare findings for publication; and cooperate with Office of Education staff members and representatives of State boards for vocational education in planning and conducting curriculum studies and in the interpretation and publication of the results.

Arrangements have now been made to create within the Office of Education a position to be known as Educational and Technical Consultant in Curriculum Problems. No appointment has yet been made.

Executive Assistant

Because of the expanding program of vocational education and the consequent increase in the volume and complexity of administrative problems, it has been necessary to create a new position—Executive Assistant in Vocational Education.

R. V. Billington, a member of the staff of the Office of Education, has been appointed to this position in which he will act as executive assistant to the Assistant Commissioner for Vocational Education. Mr. Billington, who came to Washington in 1925 as special agent in trade and industrial education for the Vocational Rehabilitation Service and who for more than 8 years served as regional agent for the trade and industrial service, has been discharging the duties of his new position on a temporary basis for the past 2 years.

New Service for the Blind

A special section known as the Service for the Blind was established last year in the Vocational Rehabilitation Division of the Office to administer the Randolph-Sheppard Act, approved June 20, 1936. This act provides for the licensing and establishing of blind persons as operators in vending stands in public and other buildings. The function of this service is to cooperate with State commissions for the blind or other State agencies in carrying out the provisions of the act. One of the activities of the service will be to find employment openings for blind persons, not only as vending stand operators but also as employees in industrial plants and business houses and in small businesses of their own.

The Service for the Blind, which is headed by John A. Kratz, Chief of the Vocational Rehabilitation Division of the Office, is composed of the following persons who were appointed some time ago: Jos. F. Clunk, supervisor, Maurice I. Tynan, field agent, Leonard A. Robinson, assistant to the supervisor.

Since the establishment of this service, its representatives have visited 30 States for the purpose of giving advice and assistance to the agencies designated to promote the activities authorized under the act. Public agencies have been designated in 35 States to place and administer 180 stands for the blind in Federal buildings. Approximately 300 stands have been established in non-Federal buildings by various public and private agencies for the blind as a result of the impetus given by Federal activity in this field. Preliminary reports indicate that average earnings from these refreshment stands are about \$900 a year, or approximately \$450,000 for all stands.

New Positions Added to Already Established Services

No account of recent changes made in the organization of the Vocational Division to increase its efficiency and to make available services demanded in various fields would be complete without a brief statement concerning the recent changes and additions in staff personnel in previously established services.

Agricultural Education

The Agricultural Education Service is made up at the present time of a chief, four regional agents, an agent for special groups, a research

specialist, a specialist in subject matter, a specialist in teacher training, and a specialist in part-time and evening schools.

Plans have now been completed for the following additions to this service: A special agent in agricultural education whose duties shall be to prepare subject matter and professional material to be used by teachers and supervisors of vocational agriculture, teachers and teacher trainers; a statistical clerk, who will be responsible for organizing, compiling, and summarizing statistical data developed in reports on vocational agriculture from the various States and in surveys and studies conducted by the agricultural service.

Home Economics Education

Several changes have taken place recently in the Home Economics Education Service.

Florence Fallgatter, Chief of the Home Economics Service, resigned in September to become head of the Home Economics Education Department at Iowa State College.

Edna P. Amidon, who has been associated with the Home Economics Education Service for 9 years was appointed chief to fill the vacancy.

During this period Miss Amidon had frequently served as acting chief and had participated in establishing policies of the service. Previously she had been associated with the University of Minnesota and the University of Missouri and had been connected with the secondary schools of Minnesota. She holds a master's degree from the University of Minnesota.

For the past 3 years the program of the Home Economics Service has expanded to

include assistance throughout the field of home economics education and all matters relating to home economics education are referred to the service.

Ata Lee has been appointed to the position of agent in home economics education for special groups. Miss Lee, who was State supervisor of home economics education in Kentucky for 9 years and holds the degree of bachelor of science from Georgetown College, Georgetown, Ky., and master of science from the University of Kentucky, has had experience as a teacher of home economics in secondary schools in Kentucky, as supervisor of student teaching in home economics education at the University of Kentucky, and more recently as State supervisor of home economics education for Kentucky.

Present plans call for the appointment of an agent to take the place of Miss Amidon in the North Atlantic region; an additional agent to act as consultant in the further development of home economics education programs for home and family life; a statistical and editorial assistant, whose duties shall be to make useful summaries of data from State reports on home economics education and to assist field agents in the preparation of bulletins and other publications and materials.

Under present plans it will also be possible to make some expansions and improvements in services in trade and industry, vocational rehabilitation, research and statistics, and in other fields.

It is hoped that the assistance of all the new or expanded services will be available to the States in the very near future.



A panorama from the *Animals of the Bible* (Stokes) illustrated by Dorothy P. Lathrop, to whom the first Caldecott Medal was awarded by a section of the American Library Association for the most distinguished picture book of the year. Many have long wanted to honor the makers of fine picture books. The annual award of the Caldecott Medal provides a means of stimulating interest in beautifully illustrated children's books

The School Dollar

by Emery M. Foster, Chief, Statistical Division

★ ★ ★ Material from studies made by the Office of Education on school costs in small cities, in school systems combining urban and rural territory, in systems having rural territory only, in city school systems and in State school systems, make it possible to present the percentage distribution of the school current expense dollar separately for each of five groups of cities, urban-rural districts, rural school districts, and for the total United States. All expenditures except those for capital outlay (new grounds, buildings, and equipment) and for debt service (interest and payment of debts) are included in current expense.

Interesting Points

Some interesting points of the accompanying table are: (1) The small percentage of the total spent for general control and for operation and the large percentage for instruction by the large school administrative units embracing both urban and rural territory within their boundaries (column 7). (2) The small proportion which is spent for instruction by the rural districts with the same proportion for general control as in the largest cities (column 8). Auxiliary agencies and coordinate activities (to a considerable extent expenditures for transportation) take a large share of the expenditures by rural districts and seem to effect the share available for instruction (column 8). In the urban-rural districts, however, a comparatively large proportion expended for auxiliary agencies and coordinate activities does not seem to unduly diminish the proportion available for instruction (column 7). (3) The high proportion spent for general control by the smallest cities (column 6) and the relatively high proportion for operation and the relatively low proportion for instruction.

Financial Advantages

In general, the table seems to show the financial advantages of the large unit including urban and rural territory within its boundaries and the disadvantages of the small city unit and the entirely rural unit.

★ ★ ★

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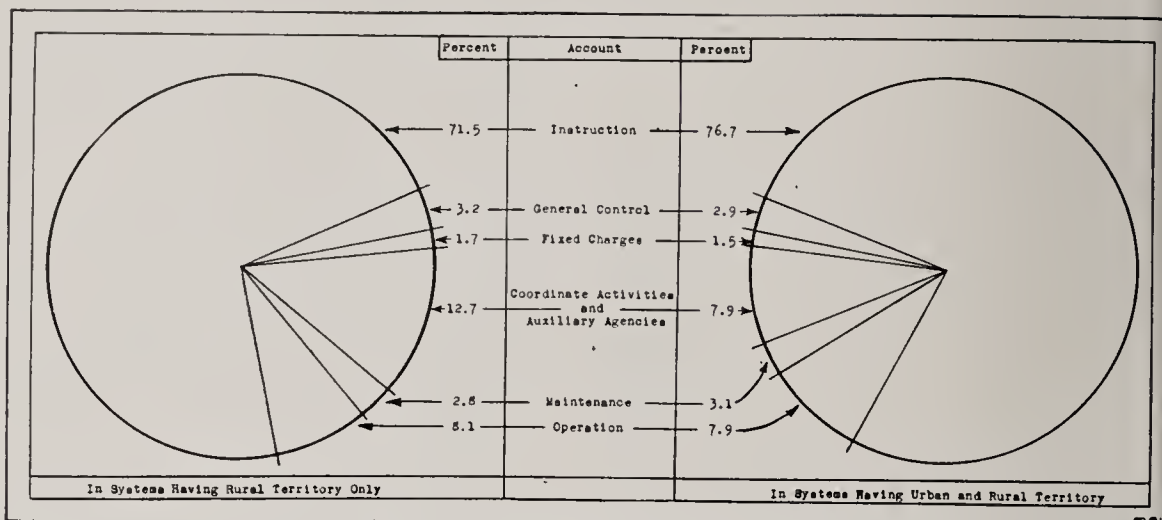


Figure 1.—Percentage distribution of the school dollar.

Percentage of current expense dollar used for various school functions in different types of school administrative units¹

Items of expenditure	Urban territory only					Urban and rural territory	Rural territory only	Total United States
	Group I—100,000 population or more	Group II—30,000 to 99,999 population	Group III—10,000 to 29,999 population	Group IV—5,000 to 9,999 population	Group V—2,500 to 4,999 population			
1	2	3	4	5	6	7	8	9
General control.....	3.2	3.2	3.9	5.5	7.1	2.9	3.2	4.1
Instruction.....	77.5	77.3	75.1	74.4	72.4	76.7	71.5	73.3
Operation.....	9.2	11.3	12.5	12.0	10.6	7.9	8.1	10.2
Maintenance.....	3.7	3.5	3.7	3.1	2.7	3.1	2.8	3.9
Coordinate activities and auxiliary agencies.....	2.5	2.7	2.8	3.3	5.6	7.9	12.7	5.9
Fixed charges.....	3.9	2.0	2.0	1.7	1.6	1.5	1.7	2.6
Total current expense...	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0

¹ Data in columns 2, 3, 4, and 9 are calculated from basic data for 1935-36, in columns 7 and 8 from 1933-34 and in columns 5 and 6 from 1931-32. For showing the general trend, the variation in dates makes no material difference in the percentage analysis except for maintenance. The proportion for the total United States for 1936 (3.9) being greater than for the larger cities for the same date, indicates that the 1932 and 1934 proportions for maintenance were lower than they were in 1936. Distributions of data are not available from which all percentages can be derived for the same year.

Federal Relations

Two recent publications of the advisory committee on education discuss phases of Federal relations to educational activities.

Vocational Rehabilitation of the Physically Disabled, by Lloyd E. Blanch, is a study of the administration of Federal and State funds appropriated for the rehabilitation of about 11,000 disabled persons every year. These persons are trained for remunerative employment at an average cost of about \$300 per client. Although the program has grown since its inception 18 years ago, further expansion seems necessary to provide for the return to work of the 150,000 persons who

acquire permanent physical disabilities in the United States every year.

Public Education in the District of Columbia, by Lloyd E. Blanch and J. Orin Powers, surveys the educational work of the Government in a smaller area, where the Congress of the United States, which appropriates all funds for the public schools of the District, largely directs public education.

These studies are available through the Superintendent of Documents, Washington, D. C. Staff Study No. 9, Vocational Rehabilitation of the Physically Disabled, is priced at 15 cents, and Staff Study No. 15, Public Education in the District of Columbia, at 20 cents.

Education in the CCC Camps

Objectives of the Program



Left: The school building in each CCC camp is the center of educational activities.



Right: Bird's-eye view of one of the camps.

man better to meet his employment problems when he leaves camp; and to develop an appreciation of nature and of country life.

The specific steps which must be taken for the fulfillment of these dominant aims are to: Eliminate illiteracy; raise the level of enrollees deficient in school subjects; provide instruction on camp work jobs and projects; provide vocational training; provide training in constructive and worth-while use of leisure time; provide cultural and general education; provide training in health, first aid, and safety; provide character and citizenship training; and assist enrollees in finding employment.

Basic Approach

The program of education organized in any given camp must be based upon the problems and interests of the men of that camp. The basic approach, therefore, in planning an educational program is the ascertainment of the problems and interests of the men relative to:

Plans for reconnecting themselves with the normal order of society. These relate to vocational interests, connections and opportunities for employment, and reestablishment of family and home relationships.

Present interests and problems. These are problems of the camp for which there is a cooperative responsibility on the part of the men with the camp officers for living and working in the camp.

Problems of an individual and personal character, the solutions of which are important to the individual's future.

Individual interests and needs for educational work.

★★★ The dominant aims of the educational program in the Civilian Conservation Corps camps are: To develop in each man his powers of self-expression, self-entertainment, and self-culture; to develop pride and satisfaction in cooperative endeavor; to develop as far as practicable an understanding of the prevailing social and economic conditions, to the end that each individual may cooperate intelligently in improving these conditions; to preserve and strengthen good habits of health and of mental development; by such vocational training as is feasible, but particularly by vocational counseling and adjustment activities, to assist each

Educational advisers of the corps areas find it helpful to meet for interchange of ideas.





A lesson in handwriting; one of the important steps toward elimination of illiteracy in each CCC camp.

The Curriculum

The handbook for Educational Advisers in the Civilian Conservation Corps camps, prepared in 1934 by the United States Department of the Interior, Office of Education, and approved and published by the Secretary of War, outlines the essential and fundamental objectives of the program of instruction for the camps. It is stated in this handbook that the program "—will comprise such instruction suited to the needs of any particular camps as may be practicable, it being recognized that conditions as regards intelligence, aptitude, and receptability of enrollees, and many other factors, will vary not only in nine corps areas but in 1,500 camps, each having its own problem. The basic thought in providing a pro-

gram of instruction and in imparting instruction will be that of returning to the normal work-a-day world, upon completion of the emergency relief project, citizens better equipped mentally and morally for their duties as such and with a better knowledge of the Government under which they live, and of all that that Government means."

In order to meet the needs of a group of 200 young men, ranging in age from 17 to 23, and in educational achievement from illiteracy to fourth year college, a curriculum covering a broad range and variety of subjects has needed to be organized. The curriculum of the CCC camp is divided into the following classification: Academic, prevocational, and voca-

A knowledge of typewriting will help these and other enrollees to find a place in the business world.



tional; job training and related subjects; informal activities, miscellaneous; professional; and general.

The more general academic courses include courses in the removal of illiteracy, removal of common-school deficiencies, and in equivalent work. Courses in the usual secondary school subjects are also given.

The most common prevocational and vocational subjects are: The commercial courses; the building trades; electrical work; agriculture; auto mechanics; and in the Negro companies, domestic service.

Organized training on the job is carried on in connection with the work projects by the supervising personnel. Classes in work related to this training are held in camp.



Not all CCC classes are held within four walls.



First-aid training is required of all CCC rated personnel.

Informal activities include arts and crafts, dramatics, and music.

Miscellaneous Courses

Under miscellaneous courses are grouped first aid, health and hygiene, safety, life-saving, and citizenship training courses. The American Red Cross standard first-aid course is required of all rated personnel. Under the camp surgeons, classes are conducted in health and hygiene. Each camp has a safety council, and weekly safety meetings are held. An organized safety plan is followed in all camps. Each summer, two enrollees are sent from

each company to American Red Cross aquatic schools. Upon their return, they are utilized to conduct training in the camp in lifesaving and waterfront activities. Citizenship training is conducted both formally and informally.

Professional work includes teacher training, foreman training, and leader training.

Under general activities are listed lectures by outside speakers, educational and entertainment film showings, guidance activities, and organized library activities.

The camp curriculum is thus grouped to meet as fully as possible the needs of the special camp group. The foregoing divisions are used for classification purposes. Within the framework of these classifications sufficient flexibility is possible to meet the special needs of any enrollee or group of enrollees in the camp.

A Sample Program

Some excerpts from the catalog of courses of one of the camps illustrate a sample camp program:

Academic and vocational

Elementary subjects.....	Adviser Bender.
Journalism.....	Adviser Bender.
Mathematics, applied.....	Foreman Meyer.
Occupations.....	Adviser Bender.
Speech: Public-speaking and debate.....	Technical Assistant Houlihan.
Psychology and reading.....	Adviser Bender.
Agriculture.....	Agronomist Hartschen.
Blue print reading.....	Foreman Reynolds.
Bookkeeping and accounting.....	Captain Kemman.
Concrete construction.....	Foreman McAdon.
Forestry.....	Project Forester Poshusta.
Librarianship.....	Librarian Howell and assistant.
Motion-picture projection.....	Assistant Educational Adviser Dorweiler.
Mechanical drawing.....	Engineer Donnan.
Soil conservation.....	Foreman Byars.
Surveying.....	Engineer Whelan.

Analysis Made

Job Instruction. "All enrollees receive instruction on the job—a job analysis is made prior to instruction. Also, there is supplementary classroom instruction to the job instruction, and the groups usually meet in the morning, on a selected day of each week, just before work call, for an hour."

Informal courses

Beadwork.....	Leader Reynolds.
Geology club.....	Engineer Donnan.
Leathercraft.....	(1).
Photography.....	(1).
Taxidermy.....	Leader Reynolds.
Wood working.....	(1).

¹ Instructors not decided upon.

Miscellaneous courses

Physiology and pathology.....	Lieutenant Tanous.
First aid.....	Lieutenant Tanous.
Safety.....	Superintendent White.

Professional training courses

Foreman training.....	Superintendent White.
Leader training.....	Captain Kemman.
Teacher training.....	Adviser Bender.

Enrollees show great interest in the vocational training courses provided in the camps.



Vocational interests are also encouraged and developed.



Instructional Staff

"Teachers should be selected from among the men, the officers, the camp technical staffs, voluntary teachers from local educational institutions, and unemployed teachers where available under the emergency relief program for education. In some instances men can take advantage of educational programs of the vicinity. *Only persons interested in the men and their problems should be used as teachers.*" Thus reads the *Handbook for Educational Advisers*.

In accordance with these basic instructions, camp educational advisers and later the camp committees on education attempted to select from the camp staff qualified enrollees and available emergency education program teachers, a corps of instructors who would be able to present in a concise and methodical way the courses for which the enrollees had a need and an interest.

A Manual for Instructors in Civilian Conservation Corps Camps was prepared some 3 years ago, by the Vocational Division of the Office of Education. This 95-page manual suited to the camp teaching situation has become the guide for instructors in the corps and the basis of a number of camp teacher-training courses. It stresses the responsibilities of camp instructors and suggests a number of methods and devices for efficient teaching.

Training Emphasized

During the 5 years of CCC education, professional training of both the camp adviser and the corps of instructors in each camp has been emphasized. Corps area and district training conferences for the advisers and camp teacher-training courses for the camp instruc-

Education for Veterans

Of the 279,693 enrollees in the Civilian Conservation Corps on August 31, 1938, 25,973 were war veterans, serving in 136 companies made up exclusively of veterans.

While the general objectives of the CCC educational program are emphasized in junior and veteran companies alike, certain problems are greatly intensified in the veterans' camps and require special attention. Illiteracy and common-school deficiencies are problems common to both juniors and veterans. Every effort is made to eradicate illiteracy among the veterans and to give those who require it command of the tool subjects.

However, the age of the veterans precludes to a great extent their reabsorption into industry or into the occupations for which many have been trained. Thus, the most important problem of education in the veterans' camps becomes that of occupational rehabilitation and readjustment. Effort is made to retrain and reestablish the veteran in the occupation for which he has been trained. In cases, the veteran is guided into an allied vocation or occupation where he may enjoy a better chance of securing employment. In many cases, veterans have been trained for entirely new occupations.

A further phase of training for veterans has been the program of training the men to set up and operate small farms and small businesses which may afford them an adequate income. Many veterans utilized their adjusted service payments for this purpose. Many veterans have learned crafts such as pottery, rug weaving, bedspread weaving, basket making, wood carving, and cabinet making. The sale of these products from roadside stands near their homes has netted a fairly comfortable living for many veterans after their discharge from the Civilian Conservation Corps.

The problem of the veteran in the Civilian Conservation Corps is a special one and special efforts will continue to be made to solve this problem in keeping with the needs and interests of the veteran enrollees.



Interest in outdoor life in CCC camps leads many enrollees to study vocational agriculture in its various phases. Lower right: A soil conservation project.

tional staff have resulted in an integrated program and more effective, purposeful teaching.

In addition to the leisure-time instruction, technical service personnel in February 1938, gave 1,393,568 man-hours of job-training instruction to 157,250 enrollees comprising 7,799 instruction groups on the work project. By August of 1938, these figures had risen to 1,649,002 man-hours of instruction given to 169,791 enrollees in 8,541 instruction groups.

As of August 1938, there were 21,762 camp instructors giving leisure-time instruction; 1,427 of these were camp educational advisers, 1,306 assistants to the camp educational advisers; 2,828 Army officers; 9,277 technical personnel; 4,597 enrollees; 1,510 emergency education program teachers; 15 National Youth Administration teachers; 238 regular teachers; and 564 "others." The following table shows the number of leisure-time instructors and subjects per company as of

February 1938 and August 1938:

Item	Number of instructors per company		Number of subjects per instructor		Number of subjects per company	
	February 1938	August 1938	February 1938	August 1938	February 1938	August 1938
Educational advisers.....	1.0	0.95	5.0	4.3	4.9	4.06
Assistant educational advisers.....	.9	.87	2.2	2.2	2.0	1.9
Military staff.....	2.0	1.88	1.5	1.4	2.8	2.7
Technical staff.....	6.8	6.17	1.2	1.3	8.3	8.0
Enrollees.....	2.9	3.06	1.1	1.1	3.2	3.5
E. E. P. teachers.....	.9	1.00	3.1	3.0	2.9	3.0
N. Y. A. teachers.....	.1	.09	1.7	1.6	.1	.16
Regular teachers.....	.9	.16	1.3	1.5	1.1	.24
Others.....	.6	.37	1.4	1.3	.8	.49
					February 1938	August 1938
Total number of instructors per company.....					16	14.4
Total number of subjects per instructor.....					1.7	1.6



Negro Education

Thousands of Negro youth have received educational opportunities in the Civilian Conservation Corps since its inception in March 1933. Negro enrollment in the camps usually averages between 9 and 10 percent of the total enrollment.

Negroes enrolling in the corps are in great need of educational and occupational training. For the most part, they come from underprivileged homes and communities which offer few opportunities. According to a recent survey of the Office of Education, 7.6 percent of the Negro enrollees are illiterate at the time they enter camp, and 53.7 percent are on the elementary-school level. The average age of these young men is nearly 19, which fact indicates the extent to which their educational preparation has been retarded. About 33.5 percent of the Negro enrollees are on the high-school level, and 5.2 percent have either completed high school or entered college. The majority of these young men have never had systematic vocational training or occupational guidance.

Must Understand Problems

In the successful operation of a plan of individualized education, it is essential that the advisory personnel be of the highest caliber. Negro advisers are chosen on the basis of their training, experience, and sympathetic understanding of Negro problems. Every Negro adviser has a bachelor's degree, and 13.2 percent have the master's. Seventy percent of this group have had previous teaching or school administrative experience.

The elimination of illiteracy has been one of the major objectives of the camp educational

program. Illiteracy among Negro enrollees has been almost three times as great as among the white enrollees. Over 90 percent of the illiterate Negro enrollees are regularly enrolled in organized literacy training. Literacy training for Negro enrollees is based largely on an individualized approach.

Deficiencies in common-school subjects constitute another grave problem of Negro CCC members. As previously indicated, 53 percent of the entire Negro enrollment are found on the elementary level although the average age is only 19. More than 52 percent of Negro enrollees on the elementary level were pursuing elementary-school courses during January 1938, as compared with 40 percent of the total CCC enrollment on this level who were taking elementary-school subjects.

Occupational Needs

Vocational courses have been widely organized in the camps to meet the occupational needs of Negro enrollees. Courses in cooking, table-waiting, mess management, shoe repairing, barbering, laundering, tailoring, and store management are among the occupational subjects most frequently taken.

Every Negro camp adviser is confronted with the task of helping his enrollees locate satisfactory employment. In general, this problem is the same as those in white camps. However, certain problems are found to an intense degree among Negro enrollees. Their extensive common-school deficiencies and lack of vocational training are real handicaps. Furthermore, relative wage scales tend to render continuation as a CCC enrollee attractive to the Negro member of the CCC.

The Civilian Conservation Corps is in a position to render invaluable service to thousands of Negro youth each year, supplying

the type of preparation and experience which modern times will demand of them. Toward achieving the maximum service in this respect, the educational program in each camp will continue to strive.

Use of Visual Aids

Probably no school unit has progressed further in the use of visual aids in a similar length of time than has the Civilian Conservation Corps. Beginning in 1933, the corps soon began to adopt the use of charts, maps, specimens, models, and motion-picture projectors.

Today each corps area has a central film library which makes available to all the camps a large assortment of sound and silent motion-picture films and film strips. In a number of instances, explanatory material for the use of the instructor is furnished with the films and film strips. This material points out the teachable content and suggests best practices of presentation.

Entertainment films reach most of the camps. One corps area distributes these films through its film library and attempts to develop an appreciation of high-type films by means of a careful selection of subjects.

Film Strips Produced

The film strip is being used extensively in class work to illustrate subject matter and bring out details. Complicated diagrams, maps, and still scenes, such as one of the Grand Canyon, are admirably presented to small groups by this visual aid. The motion picture is used in company and class groups to illustrate motions, reproduce sounds, and show in summary fashion a complete process, such as the manufacture of steel rail from ore pit to the finished product. Enrollee groups in a number of camps have already produced film strips and motion pictures for their own use.

Other Equipment

In addition to the film and film strips, camp advisers have introduced the use of lantern slide machines and opaque projectors. They have also stressed the use of wall maps, posters, charts and blackboards; have recommended and supervised the purchase of globes, various types of models in the fields of biology and mechanics; and have helped instructors and enrollees to build up botanical, zoological, and mineralogical collections. Each of these types of visual aids has been relied upon considerably in the CCC and has produced excellent results in creating and maintaining the interest of enrollees, many of whom could not perhaps have been attracted to instruction groups by any other means.

Achievement of reading ability gives new meaning to the printed page. There are approximately 30,000 Negroes enrolled in CCC educational classes.





The average CCC camp now has a permanent library containing more than 1,000 volumes.

Library Facilities

Library and general reading facilities in the camps have been constantly expanded during the 5 years since the inauguration of the Civilian Conservation Corps. Accessions have been made by centralized and local purchase and by donations. Reading rooms have been improved and increased in size. Each camp now has a comfortable, well lighted, and attractive reading room. The library and reading needs of the enrollees in the camps are met by the provision of books, magazines, and newspapers.

The books of the camp library are divided into two classifications: Permanent library and traveling library. The permanent library remains in the camp and consists of fiction, biography, reference books, technical books, pamphlets, and the like. The average camp permanent library now contains more than 1,000 volumes. The CCC traveling library consists of 100 volumes of modern fiction and biography, along with many other books of current interest. This library is circulated among the camps of a district or corps area on a regularly scheduled basis. The most

commonly used schedule permits a traveling library to be retained 60 days in each camp.

Leisure-time activities include many talented musical groups.



A total of 51 magazines is furnished each camp by centralized purchase.

Newspapers are purchased by the individual camps from funds available to them. Generally, from five to eight daily papers from cities and towns to which the enrollees of the camp are native are on the lists. Frequently, small-town weeklies are subscribed to also.

In addition to the facilities provided in each camp, small loan libraries are sometimes established at district or corps area headquarters. Borrowing privileges are frequently extended to the enrollees by adjacent public and school libraries.

Constant effort is being made to expand and amplify the camp libraries to the end that they may increasingly serve the needs and interests of the enrollees.

Awarding of Certificates

Through the cooperation of local public schools, State departments of education, and colleges and universities, arrangements have been made in many camps for the carrying on of work leading to the awarding of eighth grade diplomas, high-school diplomas, and college degrees to enrollees in the corps. Often the work is carried on in camp by qualified teachers of courses meeting the prescribed standards of the cooperating State department or school. When the necessary class work has been completed, the enrollee is required to sustain satisfactorily an examination set by the cooperating agency. The diplomas are then granted by the State department or local school. In many other instances enrollees from the camps attend classes held in nearby local schools or colleges for which credit is given.

During the fiscal year 1937-38, 3,517 men received elementary school certificates or diplomas, 634 received high-school diplomas and 13 were awarded college degrees as the result of work carried on while in camp or in schools and colleges acting in cooperation with the camps.

Three types of special certificates are granted in the camps. The unit certificate is granted to the enrollee upon the satisfactory completion of one quarter of work in a single subject. The educational certificate is granted upon the satisfactory completion of 12 quarterly unit courses selected on a planned basis with the approval of the camp educational committee. The enrollee must also sustain satisfactory comprehensive oral and written examination before the certificate can be granted. The proficiency certificate is granted to the enrollee who demonstrates satisfactory skill in certain special jobs in accordance with pre-

scribed standards. The granting of the proficiency certificate must receive the prior approval of the appropriate district headquarters.

Research in CCC Education

American graduate schools are taking an increasing interest in CCC education. Six doctoral dissertations and 22 master's theses have been completed in this field. These studies by graduate students analyze various phases of the educational work carried on in the camps, marshal detailed findings and offer concise recommendations. The 28 completed studies were made in graduate schools located in 17 States distributed throughout the 9 corps

areas. Three of the studies concerned the educational program of a particular corps area, three were devoted to guidance features of camp education, one concerned vocational education, and the remainder treated the educational programs of one State or district.

In addition to independent studies made by graduate students, four universities, Boston, Columbia, Ohio State, and the University of Washington, united their efforts in preparing a study of the guidance and recreational phases of CCC camp education, which appeared as Office of Education Bulletin 1937, No. 19, entitled "CCC Camp Education: Guidance and Recreational Phases."

The interest of graduate students and graduate schools in CCC education is most heartening, and the findings and constructive suggestions coming from this source are of much help to the program.

One of the three types of certificates awarded CCC enrollees for educational achievement.

Educational Certificate No 98049

CIVILIAN CONSERVATION CORPS

Educational



Certificate

This Certificate has been Awarded to:

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Upon honorable completion of the number of hours of instruction shown in the following subjects: _____

This award is made at _____ this _____ day of _____
 193____ by the officials of Company _____

_____ Project Superintendent. _____ Company Commander.

_____ Camp Educational Adviser.

U. S. GOVERNMENT PRINTING OFFICE 6-9672



New Books and Pamphlets

School Programs

The Curtain Rises, Plays to Produce. A collection of nonroyalty plays with complete production notes on staging, directing, and acting, designed especially for high school and amateur dramatic groups. By Robert W. Masters and Lillian Decker Masters. Boston, D. C. Heath & Co., 1938. 362 p. illus. \$1.80.

Describes the methods found most effective in the authors' experience in school dramatics.

Creative Ways for Children's Programs. By Josephine Murray and Effie G. Bathurst. New York, Silver Burdett Co., 1938. 396 p. illus. \$2.40

Discusses the materials and techniques which are being used in progressive schools to help children build creative programs. A pictorial summary and many references are included.

Libraries

A. L. A. Catalog 1932-36. Edited by Marion Horton. Chicago, American Library Association, 1938. 357 p. \$5.

An annotated list of approximately 4,000 titles published during the 5-year period of 1932-36. The books were selected by the editor after tentative lists had been checked by experts in each field.

Who Uses the Public Library. By William Converse Haygood. Chicago, University of Chicago Press, 1938. 137 p. \$2.

The author presents in familiar terms for lay readers the results of a statistical survey made by the New York Public Library in January of 1936.

1938-39 Debate Material

British American Alliance, edited by E. C. Buchler. New York City, Noble and Noble, Publishers, Inc., 1938. 389 p. (Annual Debater's Help Book, Vol. 5.) \$2.

Anglo-American Agreement. New York, The H. W. Wilson Co., 1938. \$1.25. (The Reference Shelf, Vol. 12, no. 1.)

Both books are devoted to the National University Extension Association debate topic for 1938-39.

Visual Education

Catalogue of Visual Aids for Classroom Use. Sound films, silent films, lantern slides, exhibits. Iowa City, Ia., The University, 1938. 58 p. illus. (University of Iowa Extension Bulletin, no. 443.)

A descriptive list of lantern slides and motion picture films intended for systematic use in the classroom.

Book Selection

The Text Book Guide, 1938-1939. New York, Baker and Taylor Co., 1938. 152 p. 25 cents.

A descriptive guide to school and college textbooks to assist the buyer in selection.

Books recommended for Rural and Urban School Libraries, by the Nebraska State Reading Circle, a department of the Nebraska State Teachers Association. Lincoln, Nebr., The Nebraska State Reading Circle, 1938. 34 p.

Books are classified into three groups—Primary, Intermediate, and Upper Grades. Each book is further rated as being easy, average, or difficult within its group.

Safety Education

Instructional Units on Efficiency of Movement in Traffic and Automobile Operation. Issued by Iowa Department of Public Instruction. Prepared by Teacher Training Class, Iowa State Teachers College. Des Moines, Printed by Iowa Motor Vehicle Department, 1938. 118 p. illus.

Units developed for high schools for use with Sportsman-like Driving Series, tests and references included.

Parent-Teacher Associations

Parent-Teacher Activities at Lincoln School, by Edith Roszbach. New York, Bureau of Publications, Teachers College, Columbia University, 1938. 41 p. 50 cents.

A history of the Lincoln School Association, a pioneer in many activities, which will be of interest to other Parent-teacher associations.

School Transportation

School Transportation, by Asael C. Lambert. Stanford University, Calif., Stanford University Press, 1938. 124 p. \$3.

A study of school transportation, of value to school officials and students of school administration.

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.

ATKINSON, CARROLL. *Education by radio in American schools.* Doctor's, 1938. George Peabody College for Teachers. 126 p.

CANTY, LAURA M. *Twenty-five case studies of outstanding successes and failures in French classes.* Master's, 1935. New Jersey State Teachers College, Upper Montclair. 62 p. ms.

CHAPMAN, FLORENCE J. *Use of biography in junior high school American history.* Master's, 1935. New Jersey State Teachers College, Upper Montclair. 81 p. ms.

COWSILL, CATHERINE M. *Survey of educational facilities for physically handicapped children in the public schools of the District of Columbia.* Master's, 1937. George Washington University. 63 p. ms.

GASSERT, M. ELIZABETH. *Study of the characteristics of individuals with strong, pleasing personalities.* Master's, 1936. Pennsylvania State College. 63 p. ms.

GOBBEL, LUTHER L. *Church-State relationships in education in North Carolina since 1776.* Doctor's, 1934. Yale University. 251 p.

HILDRETH, GLENN W. *The graduate-patron and his school: a study of the attitudes toward the public school held by the graduates of Fremont, Nebr., senior high school of the odd year classes 1913 to 1931, inclusive.* Doctor's, 1935. University of Nebraska. 124 p. ms.

KEPHART, EDWIN G. *Legal vocabulary for school administrators.* Master's, 1937. Pennsylvania State College. 51 p. ms.

KETCHAM, M. KATHLEEN. *Functional analysis of supervision: the application of scientific procedure to a program of supervision over a 3-year period in grades 1 through 6 in the five elementary schools of a city in western New York.* Master's, 1938. Syracuse University. 157 p. ms.

KING, BETTINA. *A method of discovering interests and experiences of junior high school pupils as a basis for informational problem solving units in arithmetic.* Master's, 1938. Boston University. 212 p. ms.

LAMBERT, ASAEEL C. *School transportation.* Doctor's, 1936. Stanford University. 124 p.

PAYSON, VERNA M. *Analysis of the teaching of consumer education in vocational homemaking schools of Massachusetts.* Master's, 1938. Boston University. 122 p. ms.

PRICE, RAY A. *The use of activities in social studies: a critical study of the effectiveness of 52-pupil activities as judged by teachers and students.* Doctor's, 1938. Harvard University. 306 p. ms.

PURVIS, ALBERT W. *An analysis of the abilities of different intelligence levels of secondary school pupils.* Doctor's, 1938. Harvard University. 596 p. ms.

RICH, MATEEL. *An attempt to predict scholastic achievement.* Master's, 1938. University of Kansas. 52 p. ms.

RIDDLE, JOHN I. *The 6-year rural high school: a comparative study of small and large units in Alabama.* Doctor's, 1937. Teachers College, Columbia University. 101 p.

RIED, HAROLD O. *Cooperative institutional in-service training for teachers: an experimental investigation with selected Nebraska secondary school teachers.* Doctor's, 1938. University of Nebraska. 158 p. ms.

SCHLEGEL, ALBERT G. W. *An experiment to determine the relative effectiveness of two different types of supplementary reading materials in the intermediate grades.* Doctor's, 1935. Pennsylvania State College. 42 p.

SELLERS, JOHN M. *Taxation and support of education in Indiana.* Doctor's, 1937. University of Chicago. 151 p.

STEIN, PAULINE K. *An evaluation of the Louisville course of study in chemistry in relation to the educational and vocational interests of girls as discovered among pupils of the Louisville public schools from September 1935 to February 1937.* Master's, 1937. University of Louisville. 117 p. ms.

TISINGER, RICHARD M. *A uniform system of cost accounting of school transportation.* Doctor's, 1938. Cornell University. 201 p. ms.

TORREGROSA, FELICIO M. *Study of certain phases of physical education for boys in the public high schools of Puerto Rico.* Master's, 1938. Syracuse University. 77 p. ms.

VAN SCOY, WILLIAM B. *The social, professional, and economic status of the elementary teacher in West Virginia.* Master's, 1934. West Virginia University. 102 p. ms.

WEITZEL, HENRY I. *Curriculum classification of junior college students.* Doctor's, 1933. University of Southern California. 526 p. ms.

WHITNEY, BITHA J. *Causative factors in the maladjustment of children.* Master's, 1937. Syracuse University. 181 p. ms.

RUTH A. GRAY

Education for Peace

by Norman H. Davis, Chairman, American Red Cross

★★★ A queer thing happened once in a little Belgian town soon after the Great War. It was a smoky little place, and had been left so desolate by bombs and cannon that the only game its children knew how to play was to slide down a slag heap on a piece of wood. Not an exciting pastime, even by childish standards.

But soon even this was taken away. A high board fence went up around the slag heap. Most mysterious hammering noises came from behind the fence; crates and boxes were brought to its door and vanished within, and from somewhere beyond the barricade came a delightful smell of varnish and fresh paint.

A Magic City

At last, when the children had reached the very bursting point with curiosity and suspense, down came the fence, and behold, a magic city! There were chair swings and sand boxes for little children; baseball, tennis, and volleyball courts for bigger boys and girls, and, best of all, there were trained playground directors to teach the youngsters to play.

A network of similar playgrounds spread across Europe. The old gray battlements of Paris, which have resounded to many a battle cry in days gone by, now echoed to shrill cries of "Slide, keed, slide!" as a French boy stole a base in a real game of baseball.

The European boys, who had almost forgotten how to hold any kind of ball, took to baseball quite naturally, and their sisters found plenty of exercise and amusement in basketball, gymnasium, and sewing classes. France is a nation of farmers, and soon farm schools were flourishing where boys were taught scientific farming. In Italy schools were assisted where girls were taught to farm and cook and sew.

Orphans' homes, children's libraries and playgrounds sprang up in Italy, sewing schools in Belgium, sanitariums and industrial schools in Rumania, vocational schools in Albania, schools in Bulgaria, and Latvia and Finland; all of these institutions, along with millions of gifts, were miracles to children who had forgotten there was anything beautiful in life. "Where are all these things coming from?" they were asking everywhere, and the answer was: "From American school children."

"But how can children do so much?" was a natural question that followed. The American Junior Red Cross was the answer.

An International Conference

A few weeks ago I was in London attending the Sixteenth International Red Cross Conference. Responsible representatives of some 50 countries met around the council tables to

discuss such questions as more humane treatment of prisoners of war, the establishment of neutral zones for noncombatants, the protection of women and children against suffering resulting from armed conflict. This, however, was a remarkable thing:

While we sat talking, armed forces of some countries represented in that group were marching against each other. But under the Red Cross flag, those of us attending that conference had only one purpose before us—to relieve human suffering, and to do what we could to heal the breaks that existed between nations of different faiths, creeds, and colors.

Such a demonstration of international ability to discuss irritating differences dispassionately is proof enough that some degree of sanity remains in the make-up of belligerent mankind. Why is it that so many efforts toward international conciliation have apparently failed since 1918? We believed very firmly, when smoke had cleared away, that off those battlefields came ideas for perpetual peace, that international bodies would settle vexing problems and navies could be scrapped. But we learned quickly enough that although sons and fathers and homes and churches were gone, we had nothing of value in return. Today it looks as though childlike humanity has forgotten how its fingers were burned. We are playing with fire again.

Efforts for Peace

Why are efforts to preserve peace among men ending in obvious futility? Why are men once more facing each other across frontiers bristling with guns, ready to spring into action at the slightest provocation? Could it be that world education is at fault, or at least in large measure to blame?

Quite possibly it is.

Those same French and Italian and Bulgarian and Austrian children who learned to yell "Slide, keed, slide!" while playing with American baseballs 18 years ago are the young men now ready to spring out of opposing trenches today. They've grown up and now control the destinies of nations by their bodily power coupled with mechanical instruments of destruction. They spent their young days in schools—some of them built with American money—yet it seems that one thing they failed to absorb, along with mathematics, spelling, and their respective national grammars, was the spirit of humility and concern for others implied in the motto of the Junior Red Cross: *I Serve*.

But perhaps I am not placing the blame on the right generation. It is the fathers of these young soldiers who are sitting in legislative halls and at the wheels of ships of state; so

we must admit that those boys, most of them, are in dugouts and trenches now through no fault of their own, motivated by no personal thirst for blood or destruction.

Theirs was not the privilege of deciding their own fate. There were few opportunities for them to apply the principles motivating the Junior Red Cross.

And so we met in London, Red Cross delegates accredited by the governments of 50 civilized nations, to find that the most important items on the conference agenda were not those concerned with nursing services for backward communities or the chasing of death from our highways; rather, we spent much time discussing plans for evacuating refugees from war zones, planes for transporting war-wounded, the relief of starving mothers and children.

How are we to change all this?

A Common Goal

Granting that, as Wordsworth claimed, the child is father to the man, we must also grant this: That the shaping of the future lies, not with fathers and mothers and counselors of youth, but in the hands of those very boys and girls we father and teach.

"I confess," said Sir Philip Gibbs in 1920, "that when I look around the world and see the misery in so many peoples, the hatreds and jealousies between nations, the lack of any kind of charity in international relations, I am often tempted to despair of human progress . . . but through such organizations as the Junior Red Cross we must entertain hope and work for good results."

For many years I have been interested in the relationships between large and small nations of this complex world. At the same time I have seen enough of the average man—whether he be an American, Parisian, German, Londoner—to know that at the base of all his wants lies the wish for peace and contentment, a home to which he may retire surrounded by love and trust, a calm, serene passing through this life with time for both his work and his play. Our very natures from childhood lead us toward such desires. Why cannot we inject the best that is in us as individuals into our relationships with each other as nations, rather than letting mob lust rule?

Sir Philip Gibbs still believes that one of the greatest hopes for permanent international peace comes from those Junior Red Cross boys and girls, as well as the other youthful millions throughout the world now engaged in learning anything from spelling to mastering the intricacies of specialized economics. I agree with him that the task facing us all, teachers, preachers, statesmen, molders of

public opinion and leaders of our national thinking, is to instill in the youth of our lands and all other lands the sincere desire for truth and justice in international dealings just as we expect it in our dealings with one another.

Walt Whitman, seeking to explain his "Leaves of Grass" to a dubious public in 1855, in that forceful way of his declared that: "Men and women and the earth and all upon it are simply to be taken as they are, and the investigation of their past and future shall be unintermitted and shall be done with perfect candor."

State Laws Requiring

Teaching of Citizenship in the Schools

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

According to Woodrow Wilson, "No more vital truth was ever uttered than that freedom and free institutions cannot long be maintained by any people who do not understand the nature of their own government"

★★★ It has often been expressed in various ways that those things which are deemed desirable in the future life of a nation should be taught in its schools. This idea has been generally approved and practiced as a fundamental principle in public education throughout the world. The public schools in the United States have long emphasized the importance of having future citizens trained in the principles of health, honesty, morality, respect for law, and in the ideals and principles of American democracy. These things have been regarded among the essential elements of an education for American life, and they have been deemed desirable to the future life of the Nation.

The laws of the commonwealths of this Union point unmistakably to the conclusion that the American people and their respective State legislators have had an abiding faith in the merits of constitutional democracy and that they have sought to perpetuate the ideals and principles of that form of government in this country. The legislative enactments of practically all of the States expressly require the teaching of American government, especially the Constitution of the United States, and a majority of them make it the express duty of public-school teachers to give instruction concerning the nature, ideals, and principles of American democracy. (See accompanying table.)

As examples: A Florida statute requires that instruction on the Constitution "include a study and devotion to American institutions and ideals." Nevada has a similar

We are trying to do this on both a section and international scale in the Junior Red Cross. Through the League of Red Cross Societies, representing organizations in 61 countries, Junior Red Cross members are being introduced in schoolrooms through revealing correspondence; through the exchange of gifts sent with sincere desires for friendly results; and through the instigation of a natural curiosity to see and know the youth of other countries who have the same hopes and desires our own American children have.

statute. Mississippi requires instruction on "duties and obligations of citizenship, patriotism, Americanism, and respect and obedience to law." Montana requires instruction in patriotism, principles of free government, true comprehension of rights, duties, and dignity of American citizenship. A North Carolina statute requires instruction in Americanism which shall include respect for law and order, character and ideals of the founders of our country and the duties of good citizenship. The legislature of Oklahoma has declared that "the instilling . . . of an understanding of the United States and a love of country and devotion to the principles of American government shall be the primary object of . . . instruction" in American history.

In recent years there has been a tendency to emphasize the rights—especially academic rights—of teachers without attaching adequate significance to their corresponding duties. Public teachers are public servants and, along with their rights, they have certain important duties to perform.

For example, a teacher of English is ex-

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"The Constitution of the United States of America," printed in a pocket-size edition, may be obtained at 5 cents each from the Superintendent of Documents, United States Government Printing Office, Washington, D. C. On orders for 100 copies or more, the Superintendent of Documents will allow a discount of 25 percent.

May the time soon come when representatives of Red Cross societies of all countries shall gather around council tables, not to discuss preparedness plans for possible world conflict, but to confer and to compare notes on advancing campaigns for better health, safer homes, more abundant lives for all.

Those engaged in molding the minds of American youth can be of inestimable help in bringing this day about. I am sure we are all working toward such a common goal. Let us not forget that there is much work to be done.

pected to teach the generally approved and accepted methods of English expression; and under the government of the American commonwealths it is difficult to support the claim that academic freedom includes the right to advocate ideas which are contrary to our accepted and established system of government. Self-preservation is the first law of any government. Abraham Lincoln said: "No government proper ever had a provision in its organic law for its own termination." (For discussion of Rights and Duties of Academic Freedom, see *The Journal of the National Education Association*, November 1936, p. 238.)

From the character of the statutes, regulations, and courses of study in practically all of the States, concerning the teaching of American government, it is obvious that they were designed to inculcate not merely a knowledge of, but also respect for and devotion to those ideals and principles which have constituted the basis of American democracy. Thus the legislative and regulatory mandates among the several States clearly manifest and sanction the following philosophy (again quoting Lincoln):

"Let reverence for the law be breathed by every American mother to her lisping babe that prattles on her lap; let it be taught in the schools; in the seminaries; in colleges; let it be written in primers, spelling books, and almanacs; let it be preached from the pulpit, proclaimed in legislative halls, and enforced in courts of justice. And, in short, let it become the political religion of the Nation."

(Summary of State laws on next page)

A summary of State laws requiring the teaching of American government, history, and citizenship in public schools

State	Constitutional government		History			Duties of citizenship, etc.	Instruction required in ideals and principles of American democracy, patriotism, etc.	Express restrictions against teaching partisan or political views ¹	State	Constitutional government		History			Duties of citizenship, etc.	Instruction required in ideals and principles of American democracy, patriotism, etc.	Express restrictions against teaching partisan or political views ¹
	United States Constitution	State Constitution	United States	State	Civil government					United States Constitution	State Constitution	United States	State	Civil government			
1	2	3	4	5	6	7	8	9	1	2	3	4	5	6	7	8	9
Ala.	X		X	X			Economics, American political history and government, institutions and ideals.		N. Mex.	X	X	X	X	X		Patriotism ⁵	5 X
Ariz.	X	X					Understanding of United States, love of country, and devotion to principles of American government shall be the primary object of instruction in American history.		N. Y.	X	X	X	X	X		"Americanism"—to include respect for law and order, character and ideals of the founders of our country, duties of good citizenship, respect for national anthem and the flag, a standard of good government, and State and national constitutions.	
Ark.			X	X	X		American institutions and ideals.	2 X	N. C.	X	X	X	X				
Calif.	X		X	X			Study of town, State, and Federal Government.		N. Dak.	X		X		X		American Government.	
Colo.	X	X					Instruction on Constitution must include a study and devotion to American institutions and ideals.	3 X	Ohio	X	X	X		X		Oklahoma history may be substituted for American history. "The instilling into the hearts of the various pupils of an understanding of the United States and a love of country and devotion to the principles of American government shall be the primary object of such instruction, which shall avoid, as far as possible, being a mere recital of dates."	
Conn.			X	X			do.		Okla.	X						Textbooks on American history and civil government must stress the services rendered by men who achieved our national independence, who established our form of constitutional government, and who preserved our Federal Union.	
D. C.	X	X					"American patriotism and the principles of representative government as enunciated in the American Declaration of Independence, the Constitution of the United States of America and the Constitution of the State of Illinois," shall be taught in all public schools of the State and in "all other" partially or wholly State-supported educational institutions of the State.		Oreg.	X		X		X		Civics to include "loyalty to the State and National Government." ⁷	6 X
Del.	X						History, political, and philosophical aspects of Federal and State Constitutions.	X	Pa.	X		X	X			Principles of popular and representative government as enunciated in State and Federal Constitutions.	
Fla.	X						Principles of American Government.		R. I.	X	X	X	X			"Principles of State and Federal Constitutions" in elementary schools; "essentials of the United States Constitution, including the study and devotion to American institutions and ideals" in State-supported high schools, colleges, and universities.	
Ga.	X	X	X	X	X		"Government and institutions of the United States."		S. C.	X	X	X	X			The daily program of every public school shall include at least 10 minutes for the teaching of "intelligent patriotism, including the needs of the State and Federal Governments, the duty of the citizen to the State, and the obligation of the State to the citizen."	X
Idaho	X	X					"American history and civil government shall be required for graduation from all grammar schools, both public and private."		S. Dak.	X	X	X	X	X		(1) "A superintendent, principal, or teacher in a public school, or a professor, instructor, or teacher in a university, college, or normal school, or other educational institution, public or private, shall so organize, administer, and conduct his school as most effectively will promote ethical character, good citizenship, and patriotic loyalty to the United States and its Constitution and laws."	X
Ill.	X	X					(1) Civics required for graduation from public high schools. (2) "In all public, private, parochial, and denominational schools within the State . . . there shall be given regular courses of instruction in" State and Federal Constitutions, and in the history and present form of civil government of the United States and of Michigan and its political subdivisions and municipalities.		Tenn.	X	X	X	X			(2) Teaching of principles of government of Vermont shall include instruction in proper marking of ballots.	
Ind.	X	X	X		X		Declaration of Independence and United States Constitution required to be taught in the 8th grade and public high-school grades, "and in corresponding grades in all other schools within the State . . . and in the educational departments of State and municipal institutions."		Tex.	X	X	X	X			Course in civics and history in elementary and high schools shall include and required to be taught the Declaration of Independence, the Virginia Statute of Religious Freedom, the Virginia Bill of Rights, and Section 58 of the Virginia Constitution; and an outline of the United States Constitution, the principles of which shall be carefully explained.	
Iowa	X	X	X	X	X		"Duties and obligations of citizenship, patriotism, Americanism, and respect and obedience to law."	X	Utah	X		X		X		Patriotism and "American government"	
Kans.	X	X	X	X	X		Patriotism, principles of free government, true comprehension of rights, duties, and dignity of American citizenship.	X	Vt.			X		X		Ideals, principles, and spirit of Americanism and knowledge of the machinery and government of the United States and of the State of West Virginia.	
Ky.	X	X	X	X	X		All public and private schools shall give in proper grades in elementary and high schools American history and civil government, including a study of Federal and State Constitutions, as will give the pupils a thorough knowledge of the history of our country and its institutions and of our form of government.	X	Wash.	X	X	X		X		Civil government—State and National.	
La.	X	X	X	X	X		All public and private schools shall give "instruction in the essentials of the" Federal and State Constitutions, including the origin and history of the same, "and the study of and devotion to American institutions and ideals."	X	W. Va.	X	X	X		X		Study and devotion to American institutions and ideals.	
Maine	X	X	X	X	X		"Community civics" in elementary grades; problems in American democracy in high schools.	X	Wis.			X	X	X			
Md.	X	X	X	X	X				Wyo.	X	X			X			
Mass.	X	X	X	X	X												
Mich.	X	X	X	X	X												
Minn.	X																
Miss.			X	X	X												
Mo.	X	X	X	X	X												
Mont.			X	X													
Nebr.	X	X	X	X	X												
Nev.	X	X	X	X	X												
N. H.	X	X	X	X	X												
N. J.	X				X												

¹ As a general rule teachers in public schools are without authority to teach partisan political views even in the absence of express statutory restrictions.
² Teachers are forbidden to make seditious utterances or to be members in organizations advocating acts of criminal syndicalism.
³ The advocacy of "communism" is prohibited.
⁴ State constitution requires "instruction upon the constitutional system of State and national government and the duties of citizenship."
⁵ Textbooks must not "contain any matter or statements" which are "seditious in character, disloyal to United States, or favorable to the cause of any foreign country with which the United States" might be at war.

⁶ "No textbook shall be used in our schools which speaks slightly of the founders of the republic, or of the men who preserved the union, or which belittles or undervalues their work."
⁷ In order to be approved private schools must provide instruction in "principles of popular and representative government as enunciated in the State and United States Constitutions." High schools must include history and government of Rhode Island, State and United States Constitutions, and State and United States government.
⁸ Teachers in public and private schools and colleges "shall not indulge in, give or permit . . . any instruction, propaganda, or activity in connection with such school . . . contrary to or subversive of the Constitution and laws of the United States or of the State of Vermont."

Policies for American Education

by H. C. Hutchins, Assistant Secretary, Educational Policies Commission

★★★ That the people of America believe in democracy as a way of life is unquestioned. That they understand and conduct themselves according to principles which tend to preserve the democratic tradition, is, however, less generally true. Public education acknowledges responsibility for perpetuating and transmitting to growing generations the ideals of the democratic form of government. Realizing that a changing society requires periodic reinterpretations of the nature of this responsibility, the educational profession looks to its leadership for guidance in adapting the school program to contemporary social needs.

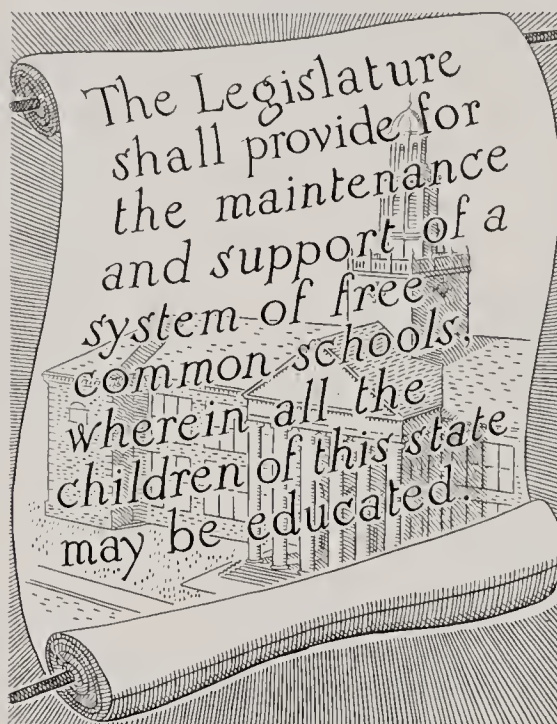
Three years ago the National Education Association and American Association of School Administrators created an Educational Policies Commission to define guiding policies for the schools. Charged with the task of appraising existing conditions and bringing about desirable changes in the method and content of education, this commission has been active in stimulating long-term planning by the profession and general public. Chief among its contributions are three documents of a series on "Education in American Democracy." The first of these, published more than a year ago and widely publicized, is briefly reviewed here; the other two volumes, published during recent months, are reviewed in greater detail.

*The Unique Function of Education in American Democracy*¹

The commission declares that education has a unique function among the public services by virtue of the fact that it underlies and sustains other aspects of civilization. The professions, arts, sciences, and the processes of homemaking and of government are dependent upon education for successful execution. The nature of this service makes it imperative that education be accorded freedoms consonant with its important obligations to society.

Beginning with a description of educational development throughout the history of America and a delineation of attitudes toward the growth of the school as a public enterprise, the document portrays the inherent nature and obligations of public education today. "Wielding no weapons of sheer power, claiming no pomp and circumstance of State, education nourishes the underlying values upon which State and Society depend for their existence—values which outlast transformations in the working rules of government and economy, and offer promises of humane re-

¹ See *Education in American Democracy*, SCHOOL LIFE 22: 7, March 1937; pp. 198-9.



construction in times of crisis and threatened dissolution." It must keep alive memories, kindle and feed the imagination, foster aspiration, cherish beauty, and encourage the use of knowledge and creative ability for ethical purposes. "On these considerations education has no monopoly, to be sure, but its intrinsic obligations fall within the broad field thus laid out."

Because of these responsibilities educational authorities insist on measures of law and other safeguards designed to ensure an autonomy in which they can best discharge their obligations. "Whether it is a question of budget making, the keeping of accounts, the selection of personnel, the purchase of supplies, or the design and construction of school buildings, the indubitable requirements of education call for fiscal and administrative distinctions fully adapted to the care and training of youth." And again, "the removal of educational administration some degree from periodical turnovers in regular legislative and executive offices is no accident . . . it is, at least in a large measure, the result of deliberate policy, adopted with reference to the broad purposes of education and defended on positive grounds."

The Structure and Administration of Education in American Democracy

The administrative policy of a school system necessarily reflects the social function which it purports to discharge. Following the general pattern set forth in the *Unique Function of Education in American Democracy*, this document presents policies relative

to the structure of education and relationship of local, State, and Federal authorities which have a bearing on the equalization of educational opportunities.

Extension of the public-school program both above and below its present levels, as well as in terms of the variety of offering, is sound educational policy. Basing their recommendations on needs that are not adequately met by the traditional program, the commission advocates a tripartite division of the school system. These might include nursery school, kindergarten, and the first six grades as a first unit, a 4-year program of continued general education as a second unit, and a final 4-year program of secondary education differentiated according to the outlook of the students enrolled. For youth in secondary schools it is proposed "that those opportunities which have often been called vocational should be made equally available to those who are to continue their general education and to those who may enter terminal courses leading to a particular and limited vocation."

The fact that education is a State function delegated to local boards for administration clearly distinguishes the educational function from the public services rendered by municipalities. However, "general municipal officers tend to forget that they have no inherent power over education and that without legislative sanction they have no more right of control over schools than school boards have over cities." Full responsibility of the State is not discharged in delegating obligations to local boards of education. The legislature determines the general content of the school program and renders financial assistance to the communities; State school authorities certify teachers, establish standards of good practice with regard to school programs, buildings and equipment and fiscal procedures, conduct research, and enforce the mandates of the legislature. In short, the State discharges its proper function by outlining a broad minimum program for local school systems and encouraging communities to exceed this minimum wherever possible.

Although the several States carry the major responsibilities of public education, the Federal Government has a stake in the provision of good schools. Because incomes derived in one State are frequently taxed in another, and because of internal migrations of the population, it is manifest that "the economic and social development of every section of the country is dependent upon the provision made for education in each of the several States."

"Any church group has the right to organize schools in which its particular doctrine is taught, provided only that since these schools

(Concluded on page 118)

Why Students Leave College

by John H. McNeely, Specialist in Higher Education

★★★ Of vital concern to higher education in the United States is why students leave college prior to graduation.

The premature withdrawal of the students generally results in financial waste not only to the universities and colleges which they leave, but also to the students. Several other questions affecting the efficiency of the administration of the institutions are involved. Should the students have been admitted in the first place? Do the educational programs including the methods of instruction lack the essential appeal so that students lose interest and leave the institutions? Are the collegiate environmental conditions such as to make adjustment too difficult for them? The discovery of the particular causes responsible for the students dropping out of college throws light on these problems.

Checking Causes

Through a study on college student mortality¹ recently conducted by the Office of Education in cooperation with 24 universities scattered throughout the country, an effort was made to collect information on the reasons why students left these institutions along with other factual data concerning this general subject. The plan of the study consisted of checking as far as possible the causes responsible for withdrawals of 9,305 students from the institutions between 1930-31 and 1934-35, inclusive. Of this total 6,652 were men and 2,653 women students. The universities included 14 under public control and 10 under private control. Students leaving the publicly controlled universities numbered 5,872 and the privately controlled 3,433.

Most Common Causes

Many causes were found for students leaving the universities, some of which were intangible in character. The most common causes were dismissal for failure in academic work, financial difficulties, lack of interest, and death or sickness. In addition were various miscellaneous causes, such as dismissal for disciplinary reasons, student needed at home, student obtained job, student transferred to some other institution, student's family moved from community in which university is located, marriage, indulgence in too many extra-curricular activities, inadequate high-school preparation, inability to

¹ McNeely, John H. College Student Mortality. United States Department of the Interior, Office of Education Bulletin 1937, No. 11, Washington, United States Government Printing Office.

concentrate on work, failure to coordinate efforts, and the like.

One of the unexpected findings of the study was the large number of students leaving for unknown causes and concerning whom the universities possessed no knowledge as to why they left the institution. This was due partially to the fact that many students left at the end of one academic year and failed to return at the opening of the following fall term without notifying the universities as to their reasons for not returning. Another difficulty was that the student and personnel records of some of the universities made no provision for recording the causes of student withdrawals.

Unknown Causes Highest

Of the 9,305 students, the results of the study showed that 18.4 percent left the universities because of dismissal for failure in academic work, 12.4 percent because of financial difficulties, 6.1 percent because of lack of interest, 4.0 percent because of sickness or death, 14.1 percent because of various miscellaneous causes, and 45.0 percent because of unknown causes. One of the striking disclosures was that a larger proportion of the students left the universities as a result of dismissal for failure in academic work than for any other known cause. About one out of every six students was dismissed for such reason. This would tend to indicate that the withdrawal of many of the students was compulsory rather than voluntary.

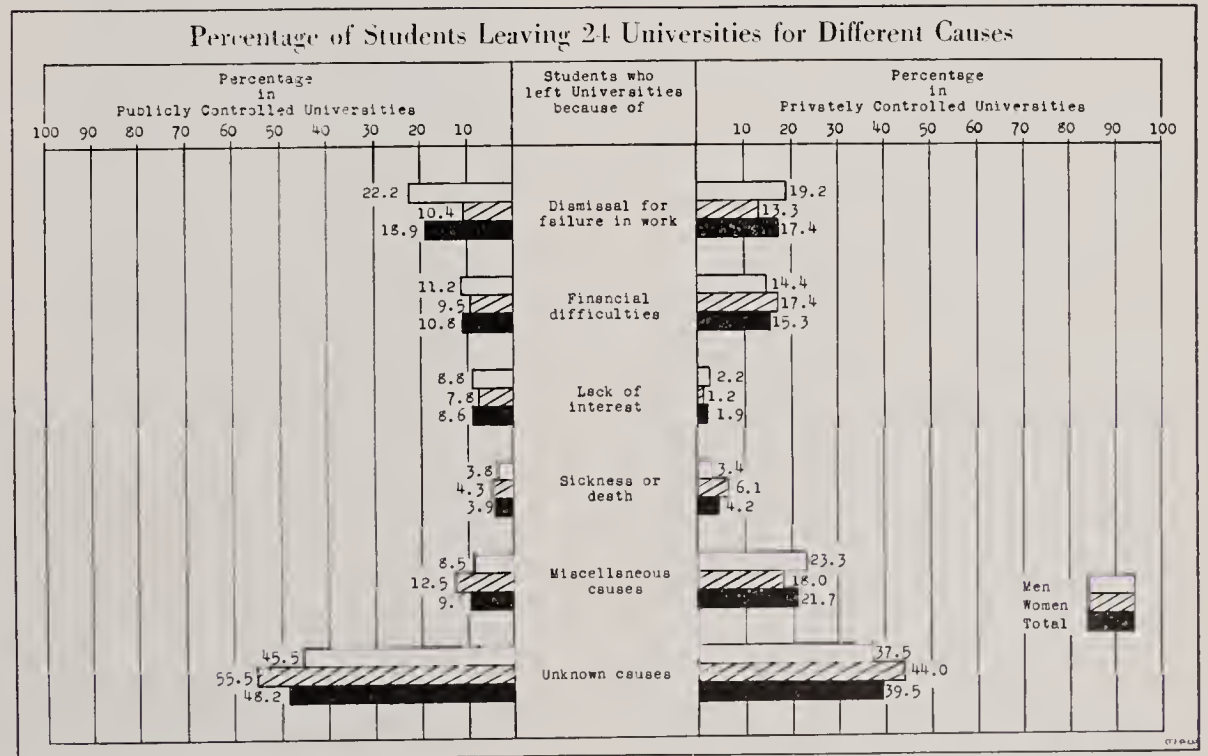
Significant information on other aspects of the subject are of special interest. One relates to the causes of students leaving the publicly controlled as compared with the privately controlled universities. Another concerns the differences in the cause of men and women students leaving the institutions. In the accompanying chart are presented graphically these differences on a percentage basis.

Dismissed for Failures

The percentage of students dismissed for failure in academic work in the publicly controlled universities exceeded that for the privately controlled universities. About one of every five students left the former institutions due to this cause in contrast with one of every six for the latter. In the publicly controlled universities a higher percentage of men students were dismissed for failure in academic work than in the privately controlled. On the other hand, the privately controlled universities had a higher percentage of women students leaving on this account than the publicly controlled.

Financial Difficulties

Financial difficulties caused larger proportions of students regardless of sex to leave the privately controlled than the publicly controlled universities. In the case of women students the percentage leaving privately controlled universities was especially high, being almost twice that of the publicly controlled universities. Responsibility for this



situation probably may be traced to the fact that the expenses of attending publicly controlled universities were relatively low while higher tuition rates in general prevailed at the privately controlled institutions.

Lack of Interest

Lack of interest was responsible for a greater percentage of students of both sexes leaving the publicly controlled than the privately controlled universities. The excess was approximately 6.7 percent. A far larger proportion of students regardless of sex left the privately controlled than the publicly controlled universities for miscellaneous causes. The privately controlled universities apparently possessed greater knowledge of why their students left, since higher percentages of students leaving for unknown causes were found in the case of the publicly controlled universities.

Interesting Discovery

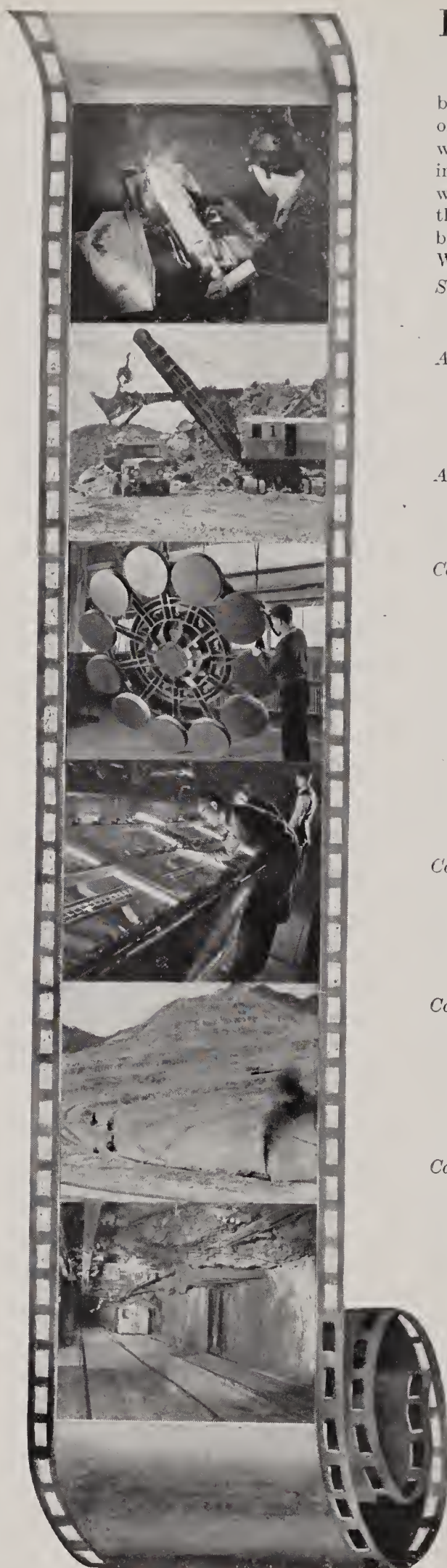
In the study separate data were collected on the causes for students leaving the several professional colleges or schools conducted by the universities. An interesting discovery was that the percentage of law students dismissed for failure in academic work was more than twice that of arts and sciences students. Conversely, the percentage of law students leaving because of financial difficulties was from approximately one-third to one-half less than that of students in other colleges or schools, such as arts and sciences, agriculture, education, home economics, or commerce and business. A larger proportion of home economics students than other types left because they were needed at home, the most plausible explanation being that all of them were women students.



Washington Headquarters

Reorganization of the American Association of Junior Colleges, now in its nineteenth year, has just been effected, according to recent announcement by the Association.

The reorganization provides for a national headquarters which was opened September 1, 1938, at 744 Jackson Place, Washington, D. C. Walter Crosby Eells has accepted appointment as the first executive secretary of the reorganized Association. Dr. Eells for the past 10 years has been professor of education at Stanford University. For the past 3 years he has been on leave of absence to act as coordinator of the Cooperative Study of Secondary School Standards at Washington.



Bureau of Mines Films

Seven new silent motion-picture films have been added to the film library of the Bureau of Mines, now consisting of about 4,000 reels which are used extensively by educational institutions. The films, in either 16- or 35-mm width, may be borrowed free of cost, excepting that for transportation. Applications should be sent to the United States Bureau of Mines, Washington, D. C.

Safety Glass—a 2-reel film portraying the manufacture of safety glass and its role in the prevention of accidents and injuries.

Aluminum: Mine to Metal—a 2-reel film showing the mining and preparation of bauxite ore, the making of alumina, and the conversion of alumina by electrolysis into the pure white metal aluminum.

Aluminum Fabricating Processes—a 2-reel picture showing the manufacture of sheets, bars, wire, cables, and the many and varied shapes used in industry and the home.

Copper Mining in Arizona—a 3-reel film showing open-pit mining methods at Morenci, Ajo, and Jerome, and underground mining at Bisbee. The open-pit methods depicted include diamond drilling, air drilling and blasting, removal of waste, churn drilling and blasting, and transportation of ore. Underground methods include tunnel driving, sinking winzes and shafts with a rotary drill, scraping ore into chutes, transportation to ore pockets at the shaft, hoisting to the surface, and transportation to the smelter.

Copper Leaching and Concentration—a 1-reel film illustrating operations in the preparation of copper ore for the smelter. Crushers, ball mills, belt conveyors, classifiers, and the operation of flotation cells are graphically shown.

Copper Smelting—a 1-reel film showing the conversion of ore and concentrates into metallic copper, including scenes depicting crushing, roasting, smelting in reverberatory furnaces, removal of impurities in converters and anode furnaces, and casting of the metal into anodes.

Copper Refining—a 1-reel film showing the conversion of anodes into chemically pure copper by the electrolytic process in a large refinery that treats 8,000 tons of anodes each month.



A COMPLETE LIST of the Bureau's films may be obtained upon request to Bureau of Mines, United States Department of the Interior, Washington, D. C.

“Wings for the Martins”

The Story So Far

★ ★ ★ “That’s my rock collection, in that bag. It’s valuable. . . . I hate school. They can’t get me to go back there any more . . . poetry and grammar and all about the Pilgrims . . . of course I’ll visit my family sometime . . . when I get to be a geologist . . . but I must start on now, Mr. North. Thank you for the breakfast, Mrs. North.”

Thus Jimmy Martin at the age of 12 tries his wings and shows that he considers the business of knowing more about rocks so important that he must leave school and home and devote himself entirely to it at once.

Is something wrong with Jimmy’s school that he thinks he must leave it to pursue an compelling interest? Have Mr. and Mrs. Martin made mistakes, that a boy so young should run away from home? As a matter of fact, Jimmy’s school is a good school and Jimmy’s parents are like any other parents who go about the more pressing duties of life, leaving to the teachers this perplexing matter of “education” save when emergencies such as this one call them into action.

The crux of the situation is that red-haired, freckled Jimmy, generous and honest, is more than just a being to be educated. He is a lively, growing boy. His interests and disposition are different from those of the other children with whom his school and home have had to deal. His initiative, imagination, and energy lead him out of the bounds unconsciously established by his teachers and parents through their experience with other children.

Jimmy might be any boy in any high school. Not all children run away. However, those whose needs are not met sometimes react in ways just as dangerous to their wholesome development. Teachers and parents continuously are faced with the problem of giving guidance in time to forestall harmful reactions. When emergencies such as Jimmy’s occur, they should be handled in a way to prevent undesirable results.

In order to get Jimmy “straightened out”, Mr. and Mrs. Martin go to school to seek professional advice. They learn that the principal and teachers, aroused by their new knowledge of Jimmy’s distress regarding school, already have made plans to help him. Instead of asking Jimmy to give up collecting rocks, the principal will help him develop this hobby, and use it as an approach to subjects he now finds uninteresting. He arranges for Jimmy to take trips with the senior high school geology club to locate fresh sources of rocks. The science teacher plans to give several children interested in rocks an opportunity to consult Jimmy about such things.

The school librarian prepares to refer him to new books on rocks. The history teacher plans to help him study the relation of geology to history and to report his special knowledge to the rest of the class.

When Jimmy is called into the principal’s office for a chat on ways of meeting his difficulties with school, the suggestion is made to him that a supply room could be made available as a museum to house the collection of rocks and other displays of benefit to the school. He thus gets a fresh hold on his interests. Because his teachers are well qualified, he now will be helped to help himself, not all at once, but now and then, whenever assistance is needed.

In their discussion with the principal about Jimmy, Mr. and Mrs. Martin learn that the modern theory of discipline as applied in school can be applied at home. They decide to modify some of their ways of guiding all four of their children—Jimmy; Patricia, their youthfully sophisticated high-school senior; affectionate Barbara, Jimmy’s fierce little defender; and spirited, nonconforming Dick, in kindergarten.

In the school which 9-year old Barbara attends, some of the children’s individual needs are met through school clubs. “In what kind of club can I get the best experience or do things I like to do?” and “In what kind of club can I be most useful?”—these are questions which every child needs help to decide.

This Month and Next

The Martin problems taken up in this month’s broadcasts deal with books, good health, taste in dress, and recreational activities for the family. One program is devoted to the selection of books for the family library or bookshelf. Another suggests problems which parents and teachers should consider in planning the kind of health guidance which renders “remedial instruction” unnecessary. An episode is based on a problem too often neglected: The duty of home and school in helping children learn how to dress attractively though modestly and to develop habits which contribute to good grooming. Parents, teachers, and children will appreciate the program which suggests ways of family planning for enjoyable evenings at home.

In January’s dramas Mrs. Martin will have a prominent part. Until now, she has been too busy sewing on buttons, keeping her home tidy, and enjoying it with her family, to read some of the books on child care that she bought with good intentions. As her children grow older, their differences seem naturally to increase. Mrs. Martin’s occasional perplexities no longer can be cleared away by Mr.

Martin’s comforting philosophy, “Now you mustn’t worry, Myra; you always do the best you can.”

Determined to know more about the ways of education, she joins a study group conducted by the Parent Teacher Association, learns about Dick’s life in kindergarten, convinces herself that Barbara is learning in interesting new ways all the subjects that can be expected of a child of her age, and interviews the teacher about Jimmy’s “queer report card.” Problems such as the following will be presented: What types of parent education are desirable? Is kindergarten a necessary part of the school? How are “subjects” studied today? What kind of report card is most useful?

How Series Constructed

“Wings for the Martins” is educational drama. It consists of everyday problems with which millions of Americans are struggling. Dilemmas, difficulties, and trials in the lives of the Martins, are dramatized. The scenes take place in the home, classroom, office of the school principal, and community settings.

The program is prepared and produced by the Office of Education and presented with the cooperation of the National Congress of Parents and Teachers and the National Broadcasting Co., and with the assistance of the Works Progress Administration. The purpose of “Wings for the Martins” is to help the public become acquainted with American education in its relation to the ordinary activities of young people and the home; to encourage community participation in the improvement of education; and to offer guidance to teachers, parents, and others who have the responsibility of helping girls and boys with their problems. The first broadcast was given November 16, and the dramas will be presented each week on Wednesday at 9:30 to 10 p. m., E. S. T., until the close of the series of 26 programs, May 10, 1939. (See radio calendar on the back cover page of each issue of SCHOOL LIFE.)

Months of research and planning under the direction of Commissioner of Education J. W. Studebaker and Assistant Commissioner Bess Goodykoontz preceded the writing of scripts. Tolosa Cooke, author, curriculum specialist, and teacher, Des Moines, Iowa, advised and assisted in the preliminary arrangements and in research.

Committees at Work

A general planning committee from the Office of Education appointed by the Com-

missioner of Education, is guiding the progress of "Wings for the Martins." Members of the committee are: Bess Goodykoontz, Chairman; James F. Abel, Chief, Comparative Education Division; Edna P. Amidon, Chief, Home Economics Education Service; Nora E. Beust, Specialist in School Libraries; Mary Dabney Davis, Specialist in Nursery-Kindergarten-Primary Education; Carl A. Jessen, Specialist in Secondary Education, Olga Jones, Acting Chief, Editorial Division; F. J. Kelly, Chief, Higher Education Division; Helen K. Mackintosh, Specialist in Elementary Education; Elise H. Martens, Specialist in Education of Exceptional Children; W. A. Ross, Specialist in Agricultural Education; and Gordon Studebaker, Director, Radio Script Exchange, Office of Education.

In addition to the general planning committee of Office of Education specialists, a committee of the National Congress of Parents and Teachers is cooperating. Members of this committee are: Mrs. J. K. Pettengill, President, National Congress of Parents and Teachers; Thomas Gosling, Second Vice President, and Assistant Superintendent of Schools, Washington, D. C.; Ada Hart Arlitt, Parent Education Chairman, and Chairman and Head, Department of Child Care and Training, University of Cincinnati; Francis H. Blake, Vice President, National Congress of Parents and Teachers, Albion, N. Y.; Julia Wright Merrill, National Chairman of Library Service and Chief, Public Library Division, American Library Association; Frederick M. Hosmer, President, Child Welfare Company, Auburn, N. Y.; and William McKinley Robinson, Rural Service Chairman, Director of Department of Rural Education, Western State Teachers College, Kalamazoo, Mich.

A special Review Committee made up of certain members of the General Planning Committee reads and approves scripts and is continuously available for consultation and advice. Members of this committee are: Bess Goodykoontz, Chairman, Olga Jones, F. J. Kelly, Helen K. Mackintosh, Elise H. Martens, and W. A. Ross. Effie G. Bathurst, Specialist in Curricular Problems, Office of Education, is in charge of supervisory and research activities for the series.

How Programs Are Produced

As the problems of the Martins develop, the scripts for the drama are written by Pauline Gibson, New York City. As a member of the editorial staff for Scholastic Magazine, Miss Gibson was originator of radio guilds and author of "A Handbook for Amateur Broadcasters." She is also the author of a prize-winning series of children's programs.

"Wings for the Martins" is produced by the Radio Division of the Office of Education. William Dow Boutwell, Director of the Division, is administering the programs. Philip Cohen, who recently spent 3 months with the British Broadcasting Corporation in London,

England, producing and studying English radio programs, is directing the production from the New York City studios of the National Broadcasting Co. Music for the program is under the direction of Rudolph Schramm and is presented by a National Broadcasting Co. orchestra and the Radio Division chorals. The cast is composed of players selected from the acting company of the Radio Division and the NBC associate actors.

Materials for Listeners

Materials are being prepared by the Office of Education to help listeners apply the broadcasts to their own educational problems and learn more about the ways of modern schools. These materials are in the form of study guides and each is written by a specialist who is particularly able to discuss the problems presented by the broadcast. Each guide includes suggestions for helping children at school and at home, lists of reference materials, questions, and other ideas for discussion groups or individual listeners.

Local groups, such as parent-teacher associations, parents' discussion groups, college classes, and supervisors and committees of teachers can use the guides in making the broadcast the basis of group study. Listeners are invited to send a postal to "Wings for the Martins," Washington, D. C. requesting material for each program in which they are especially interested.

Policies for American Education

(Concluded from page 114)

are organized to take the place of public education, their curriculums must include those experiences deemed necessary for the preparation of all for citizenship. On the other hand, this same freedom denies to any religious body support derived from the taxation of all the people." Any other interpretation of the matter would violate the principle of separation of church and state to which those living in this democracy have long been committed.

The Purposes of Education in American Democracy

The commission has attempted to clarify the purposes of education in the hope of demonstrating how the schools can better serve a democratic social order. It looks first to those basic principles upon which democracy is founded and later seeks the expression of these principles in the school program.

An examination of American life and customs reveals five concepts which constitute the democratic ideal: *the general welfare*, encompassing altruism and a responsible kinship to others; *civil liberty*, involving certain

"inalienable" rights and corollary responsibilities; *the consent of the governed*, requiring participation of the people in matters of social control; *the appeal to reason*, suggesting peaceful and orderly methods of resolving issues; *the pursuit of happiness*, offering the basis for an effective social life. These concepts must be transposed into a program of orderly experiences if they are to be made useful to the public schools in the development of citizens.

Four Purposes

Four great purposes of education are identified, all leading toward the realization of the democratic ideal. While each is stated as a single purpose, it is comprised of numerous contributory objectives which are grouped together for convenience in discussion.

The objectives of self-realization. Command of the fundamental tools of learning, understanding of the basic facts of physical and mental health, habits of play and recreation and breadth of intellectual interest are the objectives to be sought for everyone. In a democracy where individual achievement leads to social progress, the realization of this broad purpose is of supreme importance.

The objectives of human relationships. Enjoyment of a rich, sincere, and varied social life, ability to get along with others, appreciation of the home as a basic social institution and comprehension of the means of exalting those everyday relationships with family and community constitute fundamental goals of the educative process. Good homes and good communities are primary units of democracy.

The objectives of economic efficiency. Selection and learning of an occupation and appreciation of the social values of work as well as of good workmanship, are manifestly educational processes indispensable to society. Planning the economics of one's own life and becoming an informed and skillful buyer likewise fall within this sphere. The relation of education to the wise fulfillment of material needs is apparent.

The objectives of civic responsibility. Comprehension of the structure and processes of society, development of an attitude of critical evaluation tempered with tolerance, and a readiness to know and accept the responsibilities of citizenship are goals of education which cannot be disregarded. Democracy prizes intelligent interest in civic affairs on the part of the individual.

Why Views Presented

Interpretation and adaptation of these general policies to the needs of local school systems will of necessity be a long and variable process. Some of the recommendations have been sought by educators for years; others are new and must undergo critical evaluation by the educational profession and the public before being accepted in practice. The Educational Policies Commission presents its views in the volumes here described to encourage continued and constructive improvement of American education.

Lady Eastlake's Remarks on Children's Reading

by Edith A. Wright, Research and Reference Librarian

★★★ Among the letters recently received by the Office of Education library is one asking what Lady Eastlake said was the secret of a child's book.

Upon investigation it seems that she had considerable to say upon the subject of children's reading. In two articles appearing nearly a century ago in the *Quarterly Review* (London), Lady Eastlake, at that time Elizabeth Rigby, says many things which seem as true today as when they were written.

In September 1842, introducing her first article on Children's Books, she says, "Could the shade of a great-grandmother be recalled to earth, we can imagine no object in this age of wonders so likely to astonish her venerable mind as her little descendants' abundance of books. In her days children were not looked upon as reading beings. . . . Free access to books was considered of very questionable benefit to a young mind, and decidedly injurious to the eyesight; for it is an amusing fact that in those days of curious needlework, the ancient samples of which make us equally admire our grandmothers' patience and pity their eyes, a consideration for that organ should have been made one of the principal excuses for denying a child the pleasure of reading."

She continues with a long discourse on children's reading, criticizing severely those books by American authors so popular in England at the time. The Rollo books and the Peter Parleys, now sought as collector's items, received scathing criticism at her hands. She condemned the practice of American authors in combining instruction with amusement. Speaking critically of the works of Rev. T. H. Gallaudet, Samuel Goodrich (Peter Parley), Jacob Abbott, and John Todd, one-time popular American writers of juvenile literature, she calls their works "Transatlantic abominations."

Children Resent

Rev. T. H. Gallaudet had written a book in 1830 called, *The Child's Book on the Soul*, which was later republished in London. Lady Eastlake notes the "babyisms" of this work and its incorrect usage of grammar. In commenting upon the practice of bringing the language down to a child's level, which she says, all children should resent, she tells us that many writers of the day fall into the mistake of addressing children in print as they suppose them to talk to one another in everyday life and that such imitations are by no means pleasing to the child.

The books of Samuel Goodrich, who as Peter Parley was so popular with youngsters on both sides of the Atlantic, were frowned upon by Lady Eastlake, his *Tales of Animals*



being the only work that met with her favor. Introducing her remarks upon Jacob Abbott's *Child at Home*, she says, "Provided he talks to him in a trivial and baby way, an American writer supposes that he (the child) will never find out whether his metaphors be true, his facts and figures distinct, or his moral and his illustration in unison."

The famous Rollo books, in which Mr. Abbott sought to give children rudimentary instruction in daily ethics, religion, natural science, and travel, do not escape her censure. Quoting a passage from one of the Rollo books, she says that for mere occupation of the eye and stagnation of the thoughts, it is a perfect curiosity in its way. Thus does she characterize one of the Rollo books, which were among the most popular children's books of the early nineteenth century and are still read by many children of today. As Lady Eastlake endeavored to cover those American books which were most in circulation in England, John Todd's *The Student's Manual*, of which 150,000 copies were sold in London alone, was not neglected.

Answer Found

However, her articles were not entirely destructive in their implications. In her second essay, appearing in the *Quarterly Review*

THE
PARENT'S ASSISTANT;

OR,
STORIES FOR CHILDREN.

BY MARI EDGEWORTH,
AUTHOR OF PRACTICAL EDUCATION, AND
LETTERS FOR LITERARY LADIES.

IN THREE VOLUMES.

VOL. II.

FIRST AMERICAN EDITION

GEORGE TOWN.

PUBLISHED BY JOSEPH MILLIGAN

Dunwoode & Cooper, Printers.

1849

for June 1844 was found the answer to the inquiry that came to the library. "The real secret of a child's book consists not merely in its being less dry and less difficult, but more rich in interest—more true to nature—more exquisite in art—more abundant in every quality that replies to childhood's keener and fresher perception. Such being the case, the best juvenile reading will be found in the libraries belonging to their elders, while the best juvenile writing will not fail to delight those who are no longer children." How true this is today is indicated when we consider that such books as *The Story of Ferdinand* and *Around the World in Eleven Years*, two books designed for children, have proven to be best sellers among our adult population.

"The whole mistake," continues Lady Eastlake, "hinges upon the slight but important distinction between *childish* books and *children's books*." *Puss in Boots*, she considers the beau-ideal of a nursery book, yet it affords much entertainment to older readers. Quoting from the preface to Sir Walter Scott's *Tales of a Grandfather*, she tells us "There is no harm, but, on the contrary, there is benefit in presenting a child with ideas beyond his easy comprehension. The difficulties thus offered, if not too great or too frequent, stimu-

(Concluded on page 127)



Laws, Harmony, Personality

November 15 marked the opening of classes in a variety of subjects for those engaged in the distributive occupations in New Mexico.

Under the leadership of Brice Sewell, State supervisor of trade and industrial education and James Bennett, State coordinator of education in the distributive occupations, classes have been established in retail merchandising; personality development; harmony, color, line, design, and textiles; oral English for retail business proprietors and employees; retail credits and collections; laws affecting wholesale and retail distribution; and retail store accounting.

Each subject offered in the course is taught by a specialist in the particular field involved. Retail merchandising and personality development, for instance, are taught by an expert in the field of salesmanship. Classes in harmony, color, line, design, and textiles are under the direction of a specialist in the field of home economics from the University of New Mexico. A dramatic teacher is employed to teach retail English, which covers a study of speech technique, vocabulary, style, pronunciation, articulation, and voice. Students who pursue courses in retail store accounting receive their training under a certified public accountant.

Of special interest is the course in laws affecting wholesale and retail distribution, presented by a local attorney. In this course recent legislative trends affecting the methods of distributing both wholesale and retail commodities, such as fair trade laws, taxation laws, the Social Security Act, Federal spending acts, the Robinson-Patman Act, the law under which the Federal Trade Commission functions, and antimonopoly administration, are explained. Recognizing the value of Spanish as a help to those who market handicraft products in New Mexico, particularly period furniture, neckties, and Indian blankets, also, the State board for vocational education is sponsoring classes in the Spanish language for this group.

The program of training in the distributive occupations set up in New Mexico is applicable to many other States in the area—Arizona, Nevada, Colorado, Wyoming, Montana, and Idaho—and, in fact, to any State in which small retail businesses constitute the predominating industry.

They're Not Left in Doubt

A coordinator in the field of trade and industrial training in Missouri is not left in doubt as to his duties and obligations. These duties are clearly outlined by the State board for vocational education.

In the first place the board requires that the coordinator study the area served by the program of training under his supervision to determine employment needs and employment possibilities. This survey is supposed to show such facts as the number of employment possibilities, the requirements for employment in various occupations, the method of training new workers, available training agencies, and the trades and occupations that lend themselves to training programs.

Coordinators are expected to determine the number of persons who are available for employment and who are in need of training. Next the coordinator must determine the number of young persons who are employed or who will be employed and who will need training. Advisory committees composed of an equal number of representatives of employers and workers—from 4 to 8 in all—must be organized by the coordinator to advise him from time to time concerning policies, standards, changes, promotions and agreements incident to the training program.

The coordinator is expected, also, to make arrangements for the training on the job of persons who enroll in the training program; to see that they get experience in jobs which offer them a balanced training and opportunity for advancement; and to make certain that the agreement in regard to the work and training program is understood by the worker, his employer, and the school administrator.

In addition the coordinator must follow up the worker on the job to see whether the instruction he has received in the school and on the job has helped him to give satisfactory service; assist the foreman in making an analysis of the worker's job; keep a record of the worker's training progress from time to time; adjust the training program to meet the needs of workers; develop plans for city programs of vocational education in the trades and industries; and furnish practical material for the guidance department in schools to be used in assisting prospective workers to discover the occupations for which they are best suited.

Tennessee's Plan

Tennessee's plan for itinerant teacher-training work in the field of trade and industrial education is outlined in the annual report of the State board for vocational education.

The trainer's first move when he arrives at a training center is to observe the work of the teacher during a 3-hour shopwork period. Immediately thereafter the teacher trainer confers with the teacher with regard to procedures in which he feels the teacher may improve his instructional program. Special assistance is given the teacher on problems

and procedures in which he is experiencing difficulty. Suggestions are made for the improvement of the teaching program. Instructional materials are carefully checked over and the teacher is given assistance in preparing course outlines, lesson plans, and other teaching material.

As many as five visits were made by the teacher trainer last year to certain new teachers in various centers. In centers in which the high-school principal has only a single teacher of trade classes on his staff, the teacher trainer confers with the principal and makes suggestions regarding the work of the trade teacher. Where classes are carried on in county schools, moreover, the teacher trainer confers with the county superintendent of schools regarding the trade training program.

Numerous conferences were held by the Tennessee teacher trainer last year, also, with principals of city vocational and technical high schools and city superintendents of schools, to discuss with them the professional status of trade and industrial teachers.

In several centers group meetings were held with new teachers especially those who had not completed any professional teacher-training courses. Correspondence assignments were prepared and sent to a number of teachers who desired to fulfill certain requirements of the State board for vocational education, by completing a course in job analysis.

Supply and Demand

Teaching positions are absorbing more than half of the home economics education graduates from federally reimbursed teacher-training institutions in the States, according to a study made recently by the Office of Education.

Of 6,863 graduates included in the survey, which covers a period of 5 years—1932-37—4,215 or 61.4 percent were placed as teachers of home economics; 954 or 13.9 percent were placed in positions other than teaching; 375 or 5.4 percent continued study after graduation; 469 or 6.8 percent were married; and 858 or 12.5 percent were not placed.

Interesting facts with respect to the supply and demand for teachers of home economics education were brought to light in this survey. It was found, for instance, that in 66 percent of the situations reported, the supply of teachers was less than the demand; in 28 percent the supply was equal to the demand; and in 4 percent the supply was greater than the demand. The last condition was reported in only one State where, it was explained, the return of married teachers to service is responsible for the relatively high percentage.

The number of graduates of teacher-training institutions placed in teaching positions

within 1 year after graduation during the year 1936-37 was 73.2 percent. This was considerably above the percentage for the 5-year period 1932-37 and slightly above that for the 5-year period 1927-32 during which 72 percent of the home economics graduates were placed as teachers.

The placement of home economics education graduates from teacher-training institutions, according to Florence Fallgatter, former chief of the home economics education service, Office of Education, under whose supervision the study was conducted, is important to the institution and to the prospective teacher, and should have a bearing upon such problems as the selection of candidates for training, the number to be trained, and the character of the training program itself.

The study made by the Office of Education indicates that the number of home economics teacher-training institution graduates who go into teaching far exceeds the number who go into other occupations. Commenting on this condition the summary of the study which is incorporated in Miscellaneous Publication No. 2104 issued by the Vocational Division of the Office of Education states:

"The teacher-training institutions should, therefore, give due consideration to the preparation of teachers in order that they may do effective work in leadership positions in the communities in which they will teach. Since there is much variation in the types of problems with which home economics teachers deal, it is important that home economics curricula designed primarily for teacher training make use of problems representing a variety of conditions in order that students may develop ability to make adjustments in different situations."

Educational Conservation

There are many conservation angles to the field of vocational education. For instance, a report to the Office of Education calls attention to the fact that 1,800 farm boys in the 52 vocational agriculture departments in South Dakota high schools received instruction in soil conservation last year. Classroom instruction, based upon specific local soil erosion problems, is supplemented by practical participation by these students in actual soil-conserving practices.

Conservation of a different type is the keynote of training for municipal fire fighters which is carried on under the provisions of the national vocational education act throughout the country. These courses lay special stress upon the protection of life and property in connection with fire fighting. They emphasize proper ventilation of a fire to release overheated air, smoke, and gases and salvaging operations such as protecting property from water in various ways, covering furniture with tarpaulin, stopping leaks in hose couplings, and similar measures.

Under the George-Deen Act, courses are being established with the objective to help retailers and others to understand more clearly

how they can cut down operating wastes, increase their services to the consuming public, and strengthen their economic position in the distributive system.

School shops are emphasizing safety measures designed to keep shop accidents down to a minimum. Safety measures are emphasized in training courses for such groups as painters and decorators, mechanics, and others whose work involves certain hazards. Health and cleanliness rules which should be followed by such groups also are discussed in training courses set up for their benefit.

Special attention has been given in courses for coal mine workers to instruction in coal mine gases, coal mine timbering, coal mine ventilation, and the use of flame safety lamps in mines. The Office of Education has issued bulletins on each one of these mine safety factors for use by instructors in training mine workers.

The examples cited are sufficient to indicate the extent to which conservation in various forms is stressed in the program of vocational education promoted by the Office of Education in cooperation with the public-school systems of the various States.

New F. F. A. Officers

The Future Farmers of America, national organization of boys studying vocational agriculture in rural high schools, have selected the following officers for the fiscal year 1938-39:

President: Robert A. Elwell, Gorham, Maine.

First Vice President: Stevenson Ching, Box 190, Waimea, Kauai, Territory of Hawaii.

Second Vice President: Bradley Twitty, Allsboro, Ala.

Third Vice President: Albert Coates, Kansas City, Kans.

Fourth Vice President: Elmer Johnson, Winchester, N. H.

Student Secretary: Harvey Schweitzer, Malta, Ill.

National Adviser: J. A. Linke, Office of Education, United States Department of the Interior, Washington, D. C.

National Executive Secretary: W. A. Ross, Office of Education, United States Department of the Interior, Washington, D. C.

National Treasurer: Henry C. Groseclose, Virginia Polytechnic Institute, Blacksburg, Va.

The Future Farmers of America now has 171,000 members in 5,700 local chapters in 48 States, Hawaii, and Puerto Rico.

Revealing

As an example of the diversity and scope of the activities in which State supervisors of trade and industrial education engage, the records of five supervisors in Texas for the past year are presented. These officials assisted in organizing 193 trade and industrial training classes; inspected 1,134 classes; held 26 teacher conferences; prepared material for use in teaching courses in five different trade

and industrial occupations; held three foremen training conferences in as many different localities; and made vocational education surveys in three cities.

Champion Poultry Raiser

Ray E. Corliss, vocational agriculture student in Sherman High School, Sherman Hills, Maine, was proclaimed "best vocational agriculture poultry boy" at the annual exposition of the Northeastern Poultry Producers' Council, held in New York in September.

The "best vocational agriculture poultry boy of the year" contest is an annual affair. The winning contestant is chosen from a list of vocational agriculture students who have done outstanding work in the field of poultry production. The records of these candidates which are considered in making the award, are based upon the profits made in their poultry projects during the year. Contestants are chosen from the 13 States included in the North Atlantic region which for the purposes of the contest are separated into northern and southern divisions. New England and New York constitute the northern division and the other States in the region, the southern division.

Corliss, who is a little over 15 years of age, started his poultry production program as a part of his vocational agriculture course, September 1, 1937, with 500 hens, 1,400 pullets, and 799 chicks. On August 31, 1938, he had 6 hens, 525 pullets, and 1,960 chicks. Labor income on the hens amounted to \$10, on the pullets \$1,219, and on the chicks, \$1,795—a total of \$3,024.

According to Corliss' record his special business at the present time is selling hatching eggs. He calls particular attention to the fact that a poultry project fits appropriately into the scheme of a potato farm.

Required and Recommended

To assist the local school board and the teacher of agriculture in purchasing required and recommended equipment for a department of vocational agriculture, is the declared intention of a bulletin on this subject issued recently by the department of public instruction of Pennsylvania.

The "required" and "recommended" lists of equipment presented in this publication—Bulletin 252 of the Pennsylvania department's series—cover equipment to be used in connection with courses in eight different agricultural fields. These are: Poultry husbandry, general crops, vegetable gardening, fruit production, animal husbandry, dairy husbandry, and farm mechanics. The bulletin also contains suggestions for general illustrative material to be used in teaching vocational agriculture.

Special attention is given the list of recommended and required equipment for use in farm mechanics courses. A comprehensive list of references also is recommended for the use of classes in this subject.

C. M. ARTHUR



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

● Studies among school children have disclosed the fact that common colds are responsible for approximately one-fourth of all absences. Symptoms, prevalence, cause, prevention, vaccines, treatment, and complications are discussed by the Assistant Surgeon General of the United States Public Health Service in *Common Colds*, Supplement No. 135 to the Public Health Reports. 5 cents.

● Legislation pertaining to State and local welfare departments, aid to dependent children in their own homes, dependent and neglected children, adoption and change of name, children born out of wedlock, birth certificates, marriage, offenses against minors, delinquency and juvenile courts, probation and parole, institutions for delinquent minors, recreation, mental defectives, physically handicapped children, child hygiene and public health, and child labor and compulsory school attendance has been summarized in Children's Bureau Publication No. 236, *Child Welfare Legislation, 1937*. Price, 10 cents.

● A new two-reel sound motion picture of the coffee industry—*Coffee—From Brazil to You*—has just been completed by the Pan American Union, the international organization of the 21 American Republics, with headquarters in Washington, D. C.

The film is loaned free of charge to schools and colleges, study clubs, commercial associations, and other interested groups, the borrower merely paying transportation charges. Requests should indicate whether 16- or 35-mm prints are desired, and also the dates on which the picture is to be shown.

● A study of changes in types of visual refractive errors of children; Incidence of rheumatic heart disease in college students; A study of dental caries in school children, by sex; and Health officers in cities of 10,000 or more population, 1938, are among the titles of articles appearing in nos. 35, 37, 38, and 40, respectively, of the *Public Health Reports*, each number of which costs 5 cents.

● Fresh vegetables for an average family may be grown in a large back yard or city lot, although some of the problems that confront the city gardener are more difficult than those connected with the farm garden. The *City Home Garden*, Department of Agriculture, Farmers' Bulletin No. 1044 (5 cents), presents these problems from a practical standpoint under the following headings: Type and location of the city garden, prepara-

tion of soils, tools, seeds, starting early plants, planting zones, general care of the garden, and crops.

● Existing policies, rules, and regulations which have been issued heretofore for the guidance of State and local selecting agencies having responsibility on behalf of the Department of Labor and the Civilian Conservation Corps for the selection of junior enrollees have been brought together by the Department of Labor in convenient printed form in *Standards of Eligibility and Selection for Junior Enrollees—CCC*.

● The Superintendent of Documents has revised the following price lists of Government publications: Fishes, No. 21; Indians, including publications pertaining to anthropology and archaeology, No. 24; Birds and wild animals, No. 39; Pacific States—California, Oregon, Washington, No. 69; Children's Bureau and other publications relating to children, No. 71. Free.

● The Women's Bureau is making a study of State Labor Laws for Women which will be published in the following five parts: I. Summary; II. Analysis of hour laws for women workers; III. Home work; IV. Prohibited occupations and seats; and V. Minimum wage laws and orders. Parts I and II are already off the press and sell for 5 cents and 10 cents, respectively.

● Full-page maps of the main thoroughfares and railroads leading into the market districts of 40 large cities are included in Department of Agriculture Circular No. 463, *Wholesale Markets for Fruits and Vegetables in 40 Cities*. 15 cents.

● Four of the nineteen staff studies to be prepared by the Advisory Committee on Education, appointed by President Roosevelt in 1936 to study the relation of the Federal Government to Education, are off the press, namely:

No. 9. Vocational Rehabilitation of the Physically Disabled.....	\$0. 15
No. 11. Library Service.....	. 15
No. 13. The National Youth Administration.....	. 15
No. 15. Public Education in the District of Columbia.....	. 20

● The Division of Cooperative Extension of the Department of Agriculture recently announced the completion of two new film

strips: *Convenient Storage Spaces*, Series No. 408, consisting of 62 frames, and costing 65 cents; and *Film Strips and Their Preparation*, Series No. 410, illustrating the rapidly increasing demand for film strips, the reasons for their popularity, and how to select and prepare illustrative material to obtain the best results. This series consists of 48 frames and costs 50 cents.

● *Foreign and Graphic Arts Industries*—World markets for printing machinery, equipment, and supplies, Bureau of Foreign and Domestic Commerce, Trade Promotion Series No. 172, shows the extent to which such projects are used in the commercial, educational, and cultural activities of each foreign area, and provides manufacturers within these industries with a reliable groundwork for the determination of their potential markets. Price, 35 cents.

● During the past 20 years the construction of works for the purification and distribution of water, for parks and playgrounds, for education, for improved domestic shelter, and for similar consumer purposes has increased in importance in relation to the total construction activity. In *Construction Activity in the United States, 1915-37*, Domestic Commerce Series No. 99, will be found a statistical study of the whole construction field. Send 15 cents to the Superintendent of Documents for a copy of this bulletin.

● In the District of Columbia there is no community of interest in property acquired by the cooperative efforts of spouses. Such property belongs to the husband by common-law rule. This and 31 other rulings are included in *The Legal Status of Women in the United States of America, January 1, 1938—District of Columbia*, Women's Bureau Bulletin No. 157-8—an advance printing of individual State material, constituting part of a compilation now being prepared by the Women's Bureau to show the present legal status of women in the United States. (5 cents.)

● Games classified so as to assist in program building are included in *Handbook for Recreation Leaders*. Numerous suggestions are made as to the uses to which material may be put and programs are laid out for mixers, single circle games, double circle games, games for small spaces, challenges, etc. Ask for Children's Bureau Publication No. 231. Price, 15 cents.

Trends in Certification of Teachers

by Benjamin W. Frazier, Specialist in Teacher Training

★★★ A condition of teacher oversupply and other causes have led to numerous changes in certification requirements and practices during the past decade. Several long-time trends in certification were intensified during the depression years of this period. These trends, among others, include: A steady rise in minimum scholastic requirements for certificates; increase in specialization of certificates by subjects, grade levels, and fields of work such as school administration; centralization of certification in the State board or department of education; decrease in the issuance of certificates upon an interstate exchange basis, and upon the basis of examinations; increase in the issuance of certificates upon the basis of institutional credentials; increased issuance of probationary rather than unconditional life certificates; and the lengthening and enrichment of the education of applicants for certificates.

Of the foregoing trends, the rise in minimum scholastic requirements for certificates is perhaps the most important. The gains since 1921, indicated in table 1, have accompanied an estimated increase of 1 year in the average amount of preparation of America's elementary and secondary school teachers, numbering 870,963 in 1936. The average amount of preparation of teachers in service in 1921 was a little below the 2-year college level. In 1937, the average was probably close to the 3-year college level. This elevation in the scholastic qualifications of teachers has rarely been equalled in any preceding periods of similar length in the history of American education.

Upward Rise

That the upward rise in certification requirements will continue is indicated by the fact that a number of States, including Louisiana, North Carolina, Oregon, New York, Pennsylvania, and others have definite provisions in their certification regulations, whereby minimum scholarship prerequisites for certificates will be raised materially during the next few years. Furthermore, the present oversupply of teachers in elementary and high-school academic subjects constitutes a condition favorable to the further elevation of certification requirements. That the rise in minimum certification standards has proceeded in the past at widely varying rates among the several States is indicated in table 2, which shows minimum scholastic prerequisites in 1937 for elementary, junior high school, and senior high school certificates for academic subjects.

Specialization of certificates by subjects,

grade levels, and fields of work has proceeded far since 1906, when Cubberley said:

"In almost all of our States a teacher's certificate of any grade is good to teach in any part of the school system in which the teacher may be able to secure employment."

Since the time of which Cubberley spoke, "blanket" certificates covering both elementary and secondary school subjects have been greatly reduced in numbers. It is now common practice for the States to differentiate their certificates for different grade levels including kindergarten-primary, elementary, junior high school, and senior or four-year high school work. Once an infrequent practice among States, two-thirds or more of them now issue specialized certificates for teachers of general or vocational agriculture, art, music, commerce and business, home economics or homemaking, industrial arts or manual training, and physical education or health. Specialized fields of educational service, as well as special and academic subjects, are also increasingly recognized in certification requirements. For example, the number of States issuing administrative and general supervisory certificates increased from 1 in 1906 to 31 in 1937.

State Centralization

An important trend in the administration of certification has been its centralization in the hands of the State board, department, or superintendent of education. The number of State systems in which the issuance of all certificates is completely controlled by the State (city and institutional issuance not considered) increased from 3 in 1898 to at least 41 in 1937. The number of certificates issued by counties, and by local school districts including cities, decreased correspondingly. These changes have resulted in more uniform requirements for certification within States, have rendered easier the raising of minimum scholastic and professional standards, and have resulted in the elimination of many low-grade certificates issued by local school districts and counties.

Certificates were issued upon the basis of exchange for out-of-State certificates in 1903 by 14 States; in 1921, by 38 States; and in 1937, by only 7 States. The rapid decline since 1921 in certification upon an interstate exchange basis was accompanied by increased reliance by certification officers upon out-of-State institutional credentials as a basis for certification. The terminology applied to certificates, and the standards and requirements set for their issuance, are so dissimilar among States that transcripts of out-of-State college credits have been found to be more

easily and accurately evaluated than out-of-State certificates. Difficulties also exist, however, in the evaluation of transcripts of credits, because of dissimilar course terminology, and differences in the content and value of courses with the same name taken in the many institutions that educate teachers. Much remains to be done through institutional accreditation and other means to assure reasonable equivalency in the content and value of credits presented by applicants for certificates.

Certification of teachers upon the basis of examination, once the predominant method of certification in practically all States, is slowly being superseded by certification upon the basis of college credentials. The number of States certifying teachers by examinations is steadily decreasing. Although 20 States still issued one or more types of certificates upon this basis in 1937, the number of teachers certified in this manner is steadily declining in most of these States. California constitutes a good example. Despite a large increase in the number of teachers in that State, the number of teachers certified upon the basis of examinations declined from 1,050 in 1899

TABLE 1.—Minimum scholarship prerequisites for certifying inexperienced teachers (temporary and emergency certificates not considered), 1921, 1926, and 1937¹

Scholarship prerequisites	Number of States		
	1921	1926	1937
1	2	3	4
4 years' college.....			2 5
3 years' college or normal school.....			8
2 years' college or normal school, including professional preparation.....		4	11
1 year of college or normal school, including professional preparation.....		9	8
High-school graduation and some professional preparation in addition but less than 1 year.....	4	14	2
4 years' high school (may or may not include professional courses).....	4 14	6	6
No definite scholarship requirement stipulated ²	30	5 15	6 8

¹ Adapted from: Cook, Katherine M. State laws and regulations governing teachers' certificates. Washington, U. S. Government Printing Office, 1928. p. 16. (Office of Education. Bulletin, 1927. No. 19.)

² State boards and departments of education. Rules and regulations governing the certification of teachers, September 1937.

³ Includes California which certifies only a few teachers by examination, with high-school graduation as a prerequisite.

⁴ 1921 classification includes also professional training secured without high-school graduation.

⁵ Except in Massachusetts, certificates are issued upon the basis of examinations covering elementary or secondary school subject-matter.

⁶ 1926 classification includes Massachusetts, in which relatively few teachers were employed who had not completed a standard normal school course; and Oklahoma and Kentucky, in which completion of ninth grade was a prerequisite.

⁷ 1937 classification includes Massachusetts, in which the minimum scholastic requirement for teacher employment is usually 3 or 4 college years; and Oklahoma, in which completion of 2 to 4 years of high-school work is prescribed for a limited elementary certificate.

TABLE 2.—Minimum State or county educational requirements in years above high-school graduation, for lowest grade regular elementary, junior high school, or academie high-school certificates granted to inexperienced applicants, September 1937

State	Types of certificates and minimum requirements			
	Elementary school		Junior high school, for all 3 junior high school grades: ¹ College years required	Senior or 4-year high school: College years required
	College years required for certificate issued upon college credentials	Scholarship prerequisites for certificate issued upon examination		
1	2	3	4	5
Alabama	2	High-school graduation or equivalent	3	3
Arizona	4		4	5
Arkansas	1	None specified	2 2	4
California	4	High-school graduation or equivalent ³	2 4	5
Colorado	4 2		4 2	4
Connecticut	4		5 2 4	4
Delaware	4		4	4
District of Columbia	6 4	4-year college graduation (bachelor's degree)	7 2 4	5
Florida	2	None specified	2	4
Georgia	2	High-school graduation	3	3
Idaho	2		2 2	4
Illinois	2	High-school graduation and 1 year additional	2	4
Indiana	2		2 4	4
Iowa	8 2	High-school graduation and ½ year additional	2	4
Kansas	1	High-school graduation, including high-school normal training courses.	2 2	4
Kentucky	2		4	4
Louisiana	9 3		9 3	4
Maine	10 2		2 3	11 4
Maryland	12 3		4	4
Massachusetts	(13)	(13)	(13)	(13)
Michigan	14 2		4	4
Minnesota	15 1, 2		4	4
Mississippi	1 6	None specified	2	2
Missouri	16 2	High-school graduation or equivalent	4	4
Montana	2	High-school graduation and 2 years of special preparation	2	4
Nehraska	1	High-school graduation or equivalent	2	2
Nevada	1		3 3	4
New Hampshire	3	(17)	3	4
New Jersey	3		4	4
New Mexico	1		4	4
New York	3		4	4
North Carolina	18 2		4	4
North Dakota	1	None specified	2	4
Ohio	2		4	4
Oklahoma	2 ½	Completion of 2 to 4 years high-school work for limited elementary certificate.	3	3
Oregon	19 2 ½		19 2 ½	20 4
Pennsylvania	21 3, 4		4	4
Rhode Island	4		5 2 4	5 4
South Carolina	1		4	4
South Dakota	22 1	6-weeks' summer session within past 4 years ²²	2	4
Tennessee	1	None specified	4	4
Texas	1	do	23 2	2
Utah	3		4	4
Vermont	2		4	4
Virginia	2		4	4
Washington	3		3	5
West Virginia	1 ½	High-school 16 units, plus 1 year of college	4	4
Wisconsin	14 3	High-school graduation and 1 year of special preparation	3	4
Wyoming	21 1	do	4	4

¹ Does not pertain to grades 7 and 8 of elementary schools alone. Requirements are applicable to teachers of the first year of 4-year high schools in States where junior high school teachers are not separately certificated. See also footnote 2.

² Junior high school certificates are specifically and separately provided.

³ Very few teachers are certificated on the basis of county examination.

⁴ 3 years required for State nonrenewable elementary temporary certificate.

⁵ As in certain other States (cf. footnote 1), an elementary teacher may teach in grades 7 and 8, whereas a 4-year college graduate may teach in the ninth grade.

⁶ Plus examination.

⁷ An additional type of certificate is based on 5 years of work (master's degree).

⁸ Also graduation from 4-year normal high schools.

⁹ Degree required in 1940.

¹⁰ 2 years' minimum for nonprofessional certificate; 3 years for professional.

¹¹ Includes, in Maine, 18 semester-hours of professional training. Similar inclusion of professional work is made in figures for other States.

¹² Except for a small number of certificates based upon 2 years' work, issued temporarily to meet a special situation.

¹³ Examinations are given in certain cities. Teachers are usually qualified by local school authorities on the basis of college credentials. Teachers in State-aided high schools are certificated by the State department of education. Minimum levels of preparation were estimated in 1935 as 3-years' college

for elementary teachers, and 4 years for high-school teachers.

¹⁴ Also graduation from 1-year county normals.

¹⁵ Graduation from teacher-training high schools, including 1 year of work beyond regular 4-year high-school course; also 1 year in ungraded elementary (rural) schools. 2 years required in graded elementary and accredited ungraded elementary schools.

¹⁶ Graduates of teacher-training courses of first-class high schools are also certificated.

¹⁷ Examinations chiefly in subjects in professional education.

¹⁸ 3 years beginning July 1, 1938.

¹⁹ Effective Jan. 1, 1939, to Jan. 1, 1941, 2 ½ years; after Jan. 1, 1941, 3 years.

²⁰ Effective Jan. 1, 1938, 4 term-hours covering Oregon history, school law and system of education will be required. Effective after Jan. 1, 1941, ½ year of graduate work will be required.

²¹ State Standard Limited Certificate. Must be renewed upon additional preparation every 3 years until 4 years have been completed. This is a temporary certificate during transition from a 3- to a 4-year level.

²² Rural schools only.

²³ Approximate minimum.

²⁴ Elementary permit, valid for 3 years; issued to residents of Wyoming only. Completion of a fourth- or fifth-year of normal training in a Wyoming high school plus 18 or 6 semester-hours, respectively, at the University of Wyoming or in an accredited teacher-education institution will also satisfy the scholastic requirements.

to 30 in 1936. Paralleling the decrease in the number of teachers certificated upon examinations is a marked increase in the issuance of certificates upon the basis of college credentials. All States now issue one or more types of certificates upon this basis, and in 28 States this method has entirely superseded the issuance of certificates upon examinations. Examinations are still used as a device in the selection and employment of teachers, however, in a number of large cities.

Probationary Basis

There has been a marked tendency in recent revisions of certification requirements to place more emphasis on the issuance of initial certificates on a probationary, conditional basis rather than on a permanent, unconditional basis. The number of States issuing certificates valid for the life of the holders tends to decrease slowly. The number of these States decreased from 42 in 1911 to 35 in 1937, and the States that issue life certificates tend to raise the requirements for them, and to strengthen the provisions designed to keep the holders of permanent certificates professionally up to date.

The lengthening and enrichment of the courses of study for prospective teachers has been an outstanding trend during the present century. There are many indications of this trend. The number of teachers colleges increased from 46 in 1920 to 180 in 1938-39, and their curricula and courses have been greatly expanded. The number of normal schools with their short and meager curricula have decreased accordingly. The number of States with teacher-training high schools or county normal schools decreased from 23 in 1923 to 8 in 1938. Schools and colleges of education in universities have increased in numbers and importance, and their offerings in professional education have been broadened and enriched. The number of first-degree graduates of teachers colleges increased from 11,073 to 18,510 in the short period between 1930 and 1936. Such advances have made possible the raising of certification standards to a height never before equalled in this country. Unless economic, social, or other reverses not now foreseen occur, the steady heightening during recent years in the standards of teacher-education curricula and of certification requirements may be expected to continue for a number of years to come.



Development of State Programs for the Certification of Teachers, Office of Education Bulletin 1938, No. 12, by Benjamin W. Frazier, is now off the press. Copies may be obtained at 20 cents each from the Superintendent of Documents, United States Government Printing Office, Washington, D. C.

In Public Schools

Transportation

The Wisconsin State Department of Public Instruction recently issued a publication entitled *A Study of the Transportation of High School Pupils in Wisconsin*, prepared by John Guy Fowlkes and George S. Beery. The bulletin treats of the need for transportation of high-school pupils, the legal basis for transportation; policies and practices with respect to transportation of high-school pupils in Wisconsin. A proposed code and regulations for the transportation of high-school pupils are included in the bulletin.

Year's Safety Program

The supervisor of safety education of the State department of education, Boston, Mass., in a bulletin addressed to the elementary and junior high-school principals of that State suggests the following activities for the year's safety program: Surveying and analyzing school accidents; surveying and analyzing home accidents; supervising play of smaller pupils; surveying danger spots in locality and making map; showing shortest routes to school; preparing talks to present to younger children; preparing plays; arranging safety exhibits; conducting information bureau particularly before summer vacation; and cooperating with local agencies in safety work.

Bus Drivers

The West Virginia Department of Public Safety, as reported in the *West Virginia School Journal*, completed in September the first of three inspections of school buses to be conducted within the school year 1938-39. As an additional precaution bus drivers beginning this year are required to secure an annual bus permit. An annual physical examination is also required.

Expanding the Classroom

The Pennsylvania State Department of Public Instruction has issued a bulletin, *Expanding the Classroom*, to emphasize the values of the school journey as an educational technique and to suggest procedures which may be used in organizing trips to various places.

Night School

In the night high school of Knoxville, Tenn., there is a counseling, guidance, and placement department to help unemployed adults find work. The night school drama class last year presented a series of 13 half-hour skits over the radio each Sunday at 4:30 p. m., thus giving a great deal of publicity to the night school.

Using School Buildings

Community use of Minneapolis public-school buildings during the 1937-38 fiscal year drew a total attendance of 1,022,713 persons to 20,770 assemblies, according to a report by the head of the department for the community use of schools.

Enviably Record

Evansville and Vanderburgh County, as reported in *Public Schools Bulletin*, Evansville, Ind., have established an enviable record during the current year in the safety campaign now in progress. The Evansville public schools have developed courses of study at all levels in the important area of safety education.

Bulletin Series

The Georgia State Department of Education has recently issued a series of bulletins relating to the "Georgia Program for the Improvement of Instruction in the Public Schools." The titles of the bulletins are: Guide to Curriculum Development; The New Curriculum at Work; The Georgia Homemaking Curriculum; Guide to Use of State Adopted Textbooks, The Community as a Source of Materials of Instruction; The Organization and Conduct of Teacher Study Groups; Source Materials on Transportation and Communication; Occupational Guidance; Natural Resources of Georgia; Saving Georgia Soils; Two Georgians Explore Scandinavia—A Comparison of Education for Democracy in Northern Europe and Georgia.

Canal Zone

Of 241 graduates of the Canal Zone high schools, class of 1938, 76 entered the Canal Zone junior college; 85 left the Isthmus to attend school; 20 are employed by the Panama Canal or the Panama Railroad; 5 are employed by the United States Army or Navy on the Canal Zone; 24 have secured other employment; 2 girls have married; 22 are unemployed; and 7 are in the United States, occupations unknown.

Special Education

Harley Z. Wooden, previously consultant in special education in the Michigan State Department of Public Instruction, has been named assistant superintendent of the department, with responsibilities which include the direction of special educational facilities for all types of exceptional children throughout the State. With Mr. Wooden's going into the State department, there was established in that department a full-time position of supervising service for the exceptional children of the State. With his assumption of general

administrative responsibilities, he will now be given assistance in the supervisory program.

State Survey Service

The State department of education of Alabama has an organized school survey service in its division of administration and finance. The State superintendent of public instruction of that State in his report for 1935-36-37 says: "Very decided effects of the surveys may be seen in the consolidation of schools. The State can eventually look forward to the elimination of all one- and two-teacher schools, except those which are either too far away from large centers to be consolidated or cannot be connected by all-weather roads with the larger centers."

Trends in St. Louis Schools

Among the trends in the schools of St. Louis, Mo., as summarized in the eighty-third annual report of the board of education of that city, are:

1. Shifts in the popularity of subjects within the curriculum are noticeable in the past 2 years. The greatest increase has been in the field of social studies, in the science fields and in the commercial subjects. Decreases are noticeable in mathematics, industrial arts, and home economics.
2. Failures of pupils have decreased in all schools and in all subjects.
3. Withdrawal of pupils before the completion of their courses has diminished slightly during the past 2 years.
4. The number of boys graduating from high school in relation to the number of girls is increasing and has now reached a point where the actual number of boys exceeds the number of girls in graduating classes.
5. Girls continue to lead strongly in competition for high grades, rapid promotion, and honors in the school system.

Pupils' Reading Circle

As explained in the eighty-eighth report of the State superintendent of public schools of Missouri, the purpose of the State reading circle is that the State is to encourage pupils in the elementary schools to read extensively during leisure time at school and at home. Any pupil in the elementary schools of Missouri (grades 1 to 8) who qualifies according to the standards and requirements for his grade may become a member of the State pupils' reading circle. During the past year a total of 28,051 reading circle certificates have been issued to the pupils of the 94 counties that have participated in the program.

Scholarship Tests

The Ohio State Department of Education recently issued a *Bulletin of Research Activities of the Ohio Scholarship Tests*. The bulletin presents the following studies: The relation of State-wide testing programs to State super-

vision and accreditation of high schools; A comparative study of the results of the 1936 senior scholarship test from the upper one-third and the experimental lower two-thirds of the high school seniors from two Ohio counties with special attention to mathematical errors; An experimental evaluation of the senior survey course; A comparative study of pupil achievement in English usage in 1930 and 1935 based on the every pupil English usage test.

W. S. DEFFENBAUGH



In Colleges

Astronomical Research

The University of Texas reports the practical completion of an 82-inch mirror for the Donald Observatory of the university. There are several other mirrors of note in this country. These include the 200-inch mirror now being finished at the California Institute of Technology and the 100-inch mirror at the Mount Wilson Observatory, Pasadena, Calif. The sixth mirror in size in this country is at the Perkins Observatory, Ohio Wesleyan University. It is also understood that the University of Michigan has cast a mirror more than 90 inches in diameter for a new reflecting telescope.

Industrial Research

The Ohio State University Research Foundation held its third annual industrial research conference November 4 and 5. One hundred and fifty Ohio industrial leaders and the same number of university faculty members discussed means of making the university more useful in solving the problems of industry.

Oxford Plan

The University of Michigan will inaugurate in the fall of 1939 an experimental tutorial system modeled on the Oxford plan. One hundred students will participate in the experiment which will be tried out for a 5-year period. This is the first attempt of a State-supported institution to try such a plan.

Icazbalceta Collection

The University of Texas now claims the most outstanding collection of Mexican historical documents and books outside of Mexico since the addition of the Icazbalceta collection to the Garcia Library at that institution.

This collection includes 160 volumes, each rare in its own right, and 50,000 pages of manuscript including the original of one of the letters written by the explorer Hernando Cortez to Emperor Charles V of Spain dated October 15, 1524. It is a beautiful document and in an excellent state of preservation. In the opinion of collectors "there is no measuring stick by which to appraise its spiritual value."

Graduate Courses

The graduate college of the University of Nebraska has been authorized by the university regents to offer a limited number of graduate courses in Omaha. These courses are given in Central High School in the evening. They are administered by the university extension division.

Degree in Welding

The college of engineering of Ohio State University has announced for the fall quarter a new curriculum leading to a degree in welding engineering. The curriculum will be under the department of industrial engineering. This development comes as a result of the phenomenal strides of welding in all types of heavy goods industries and in the transportation field.

Reaches 1,000,000 Volumes

For the first time in the 71 years since the Cornell University library was founded, over a million books rest on its shelves, a total of 1,110,170 volumes. This library now becomes the seventh largest university library in the United States.

Course on Family

The University of California extension division is conducting a new course on the family. "Preparation for modern marriage should be as comprehensive and sincere as the preparation to follow a modern profession" is the view of the leader in this program.

WALTON C. JOHN



In Libraries

Library Study

On the credit side, the United States can point to its 15,000 libraries with their 225,000,000 volumes and their high total use; but there is also a debit side to this balance sheet, according to Carleton B. Joeckel in his monograph, *Library Service*, issued as a staff study by the President's Advisory Committee on Education. Great inequality in book resources and book services exists and constitutes a serious problem. In this enlightening survey of the library situation, Dr. Joeckel has indicated the need of an integrated library program, embracing all types of libraries—school, college, public, and special. Specific recommendations are made regarding the means of attaining this important end.

Increased Grants

This year a number of States have made increased grants for school libraries. Louisiana is spending about \$300,000 in 1938; Tennessee, which appropriated \$73,000 in 1937-38, has made \$100,000 available for

1938-39. Georgia and Virginia have likewise each appropriated \$100,000 for school library purposes.

Bookmobile Popular

Rural South Dakota is now receiving some library service by means of a bookmobile which has just been put in operation. On its first trip to the west river country, so great was the demand for books that the stock of 1,800 volumes was exhausted after only a part of the initial itinerary was covered. The bookmobile was forced to return to its base for an additional supply of books.

Library Buildings

Library buildings are too often constructed with their true purposes overlooked and their spiritual significance seemingly ignored. In an address at the dedication of the new Chapman Memorial Library at Milwaukee-Downer College, Charles Harvey Brown, of Iowa State College, complimented the institution on avoiding those mistakes. Referring to many other library buildings, the speaker said: "A strange race of modern men . . . has designed at great cost magnificent buildings to attract the attention of idle sightseers, palaces with overadorned corridors, with high-domed reading rooms more suitable . . . for a grand central station than for a retreat available to the studious."

Leadership

Important changes are being made in the curriculum of the Simmons College School of Library Science, according to latest annual report of the director. These are being made with the view that library schools should assume leadership in stimulating desirable changes in professional practices in librarianship.

RALPH M. DUNBAR



In Other Government Agencies

National Youth Administration

Charles H. Judd, formerly of the University of Chicago, has been appointed director of the NYA program of education for out-of-school youth, and Lynn A. Emerson, professor of industrial education, at Cornell University, has been engaged as a part-time consultant.

More than 128,730 youths were placed in private industry from March 1936 to September 1 of this year through the efforts of the NYA, according to Mary H. S. Hayes, chief of the Junior Employment Division.

Special employment services for young people are carried on in 101 cities. In 24 of the cities where the NYA originally carried

he financial responsibility for the office, the State employment services have assumed part or all of the expense of maintenance and operation. State employment services have opened junior employment divisions in 24 other cities, following the procedure set up by the NYA, but supported entirely by State funds.

Of the 343,578 NYA registrants, 27 percent were under 18 years of age, 63 percent were between 18 and 21 years of age, and 10 percent were from 21 to 25 years of age. Of the total number 20 percent had only an eighth-grade education or less, 35 percent had had some high-school training, 44 percent were high-school graduates, and 1 percent were college graduates.



Eskimo pupil of an Indian Service School and his sister.

Office of Indian Affairs

In addition to the 240 nonreservation, reservation, and day schools in the United States, the Office of Indian Affairs maintains 97 community day schools and 2 vocational boarding schools in Alaska.

Public Works Administration

Approximately 44 percent of all approved 1938 non-Federal PWA projects have been for educational buildings. Actual construction is under way on many of the college and university projects and a majority of the buildings will be completed in time for the opening of the 1939-40 school year.

Since the start of the program in June, 177 projects have been approved for new buildings or improvements in 91 colleges and universities in 34 States, Hawaii, and Alaska, at an estimated cost of \$64,771,653. Of this amount the Federal Government has made direct grants of 45 percent and, in addition, has made loans of \$6,963,500.

Many types of buildings are included—dormitories, classrooms and study halls for engineering, chemistry, home economics, science, and physical education, stadiums, libraries, hospitals, auditoriums, faculty buildings, dental and medical laboratories, heating plants, vocational buildings, agricultural facilities, and infirmaries. In addition, projects

for landscaping, grandstands, greenhouses, residences, dining halls, clubhouses, gymnasiums, radio equipment, and, at one university, a project for air-conditioning several classroom buildings for the use of summer-school students, have been approved.

MARGARET F. RYAN



Lady Eastlake's Remarks on Children's Reading

(Concluded from page 119)

late curiosity and encourage exertion." This same *Tales of a Grandfather*, recommended by Lady Eastlake in 1844, is still being used at the present time. In order that her readers may not be discouraged by finding only adverse criticism, she discusses a long list of books recommended for children's reading. Among the American books approved by her we find the works of Catherine Maria Sedgwick, Mrs. Lydia Sigourney, and Seba Smith, and among the textbooks, the Lindley Murray Grammars. One of the English books in her recommended list is Maria Edgeworth's *The Parent's Assistant; or, Stories for Children*, of which the title-page and frontispiece of volume 2 of the American edition is here reproduced

from a copy in the Office of Education library.

Elizabeth Rigby was born in Norwich, England in 1809. From an early age she was interested in the arts and in letters and in the summer of 1842 made a study of some of the recent books for children written by American authors. Shortly thereafter she submitted her first article on the subject to J. G. Lockhart, editor of the *Quarterly Review*. In 1849 she married Sir Charles L. Eastlake, but continued her literary activities, contributing regularly to the *Quarterly Review*. She died in 1893.

Mr. Lockhart characterized Lady Eastlake as "the cleverest female writer now in England, the most original in thought and expression too."



Young Children in Great Britain

Two publications, a book and a bulletin concerned with the education of children below the age of 8 have been received from Great Britain.

The English Nursery School by Phoebe E. Cusden, the former secretary of the Nursery School Association of Great Britain (published by Kegan Paul, Trench, Trubner & Co.), deals primarily with the program for children from 2 to 5, with the history of its development in England, its present place in the English elementary schools and in the government's provision for child health and welfare. *A Nursery School for Children From 2 to 7 Years* by Alice McKechnie (published by the Nursery School Association of Great Britain), reports a 4-year experiment in unifying the nursery school transition class and infants school to extend the nursery school type of program beyond the 5-year-old child and to include the period of childhood from 2 to 8.

Supplement Each Other

The two publications supplement each other well. In the first, a volume of 290 pages, the author presents the curriculum, daily procedures, staff, building, equipment, and costs of nursery schools. She shows how the

nursery-school program meets the needs of young children, reports the rate of increase in the number of schools meeting Government standards and receiving Government aid, and emphasizes the economy in human values of providing adequately for the development of young children. Looking into the future, the author says that the nursery school should be regarded "as a vital and integral part of the national system of education" with its facilities available for all children whose parents desire to avail themselves of them. She refers to the Bradford experiment as a demonstration of how this may be put into practice and quotes Thomas Boyce, the director of education for Bradford, as follows: "A nursery school, properly conducted, is of the very substance of educational approach, method, and practice."

Miss McKechnie describes the building, garden, staff, health services, home and school relationships, and the curriculum adapted to the needs of children at different age levels. She attributes the success of the Bradford experiment to the complete understanding between members of the staff, between child and teacher, and between parents and teachers.

MARY DABNEY DAVIS

Some CURRENT PUBLICATIONS of the OFFICE OF EDUCATION

BULLETINS

1939

1. Educational directory, 1939. (4 parts.)
Part
 - II. City school officers. 5 cents.
 - III. Colleges and universities, including all institutions of higher education. 10 cents.
 - IV. Educational associations and directories. 10 cents.

1938

1. Educational directory, 1938. (4 parts.)
Part
 - I. State and county school officers. 10 cents.
2. The school custodian. 10 cents.
3. Nature and use of the cumulative record. 10 cents.
7. Curriculum laboratories and divisions. 10 cents.
8. The elementary school principalship. 10 cents.
9. College projects for aiding students. 10 cents.

1937

2. Biennial survey of education, 1934-36.

Volume I

- Chapter*
- II. Trends in secondary education. 10 cents.
 - III. Higher education, 1930-36. 15 cents.
 - 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.
 - VII. A survey of a decennium of education in countries other than the United States. 15 cents.
 - VIII. A review of educational legislation, 1935 and 1936. 10 cents.
 - X. Development in educational method, 1934-36. 10 cents.

Volume II

- II. Statistics of State school systems, 1935-36. 15 cents.
- III. Statistics of city school systems, 1935-36. 10 cents.

SCHOOL LIFE

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- VI. Statistics of special schools and classes for exceptional children. 20 cents.
9. College salaries. 10 cents.
11. College student mortality. 15 cents.
12. Some factors in the adjustment of college students. 10 cents.
14. Successful practices in the teaching of English to bilingual children in Hawaii. 20 cents.
15. Learning English incidentally: A study of bilingual children. 15 cents.
16. Student interests and needs in regard to hygiene. 10 cents.
17. Opportunities for the preparation of teachers of exceptional children. 10 cents.
18. Preparation for elementary school supervision. 15 cents.
19. CCC camp education: Guidance and recreational phases. 10 cents.
20. Education and the civil service in New York City. 15 cents.
21. University unit costs. 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. 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.
30. Occupational experiences for handicapped adolescents in day schools. 15 cents.
31. Part IV. Classified list of courses of study, 1934-37. 15 cents.
32. Let Freedom Ring! 13 radio scripts. 60 cents.
33. Let Freedom Ring! Manual. 20 cents.
34. Industrial arts—Its interpretation in American schools. 15 cents.
35. The school building situation and needs. 10 cents.

36. Guidance bibliography, 1935. 10 cents.
37. Guidance bibliography, 1936. 10 cents.

MISCELLANY

1. Choosing our way. 35 cents.
2. To promote the cause of education. 20 cents.

PAMPHLETS

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.
83. Handbook for compiling age-grade-progress statistics. 10 cents.
84. Safety and sanitation in institutions of higher education. 10 cents.

LEAFLETS

30. Federal aid for education, 1935-36 and 1936-37. 10 cents.
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.





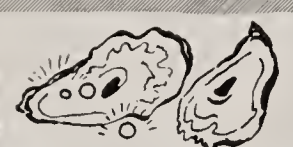








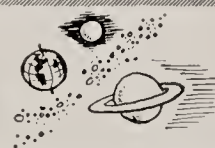
VOCATIONAL EDUCATION BULLETINS

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 cents.
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.
194. Duties and responsibilities of the general household employee. 10 cents.
195. Homemaking education for adults. 15 cents.

[USE ORDER BLANK ON OPPOSITE PAGE]

AIRWAYS TO LEARNING

United States Department of the Interior • Office of Education

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
AMERICANS ALL IMMIGRANTS ALL	THE WORLD IS YOURS		WINGS FOR THE MARTINS			
THE UPSURGE OF DEMOCRACY  1	 WINGS FOR COMMERCE 2	3	MOTHER JOINS A STUDY GROUP  4	5	6	7
THE IRISH IN AMERICA  8	 PEARLS AND OYSTERS 9	10	KINDERGARTEN: STREAMLINED  11	12	13	14
THE GERMANS IN AMERICA  15	 PUSHING BACK HISTORY 16	17	WHERE ARE THE THREE R'S?  18	19	20	21
THE SCANDINAVIANS IN AMERICA  22	 THE GEOLOGIST DETECTIVE 23	24	"THIS REPORT CARD DOESN'T MAKE SENSE!"  25	26	27	28
CLOSING OF THE FRONTIER  29	 OUR ISLAND UNIVERSE 30	31				

Americans All-Immigrants All

Every Sunday at 2-2:30 p. m., E. S. T.
Coast to coast—CBS network with the cooperation of the Service Bureau for International Education

January 1, Upsurge of Democracy

The trans-Allegheny communities develop democracy on the frontier. The interaction of newcomers and pioneers brings about the decline of aristocracy. Eastern wage earners march in the ranks of the new democracy.

January 8, Irish in the United States

The Irish, driven by the great famine in Ireland, drawn by the industrial needs of the United States, come in large numbers. Just as they played an important part in the Revolution, so they contribute to building up the country in the nineteenth century. Not only do they bring labor, but also song, humor, and literature of a quality that we could scarcely do without.

January 15, Germans in the United States

The Germans—Protestant, Catholic, and Jew, come because of religious and political persecution. They, like the Scotch-Irish, help on the frontier. They contribute to the development of our country's agriculture, forestry, music, art, education, science, and they give us the "Switzer" barn, the Conestoga wagon, and the Kentucky rifle.

January 22, Scandinavians

The Swedes and soon the Norwegians come early and give us the log cabin. They come with the other Scandinavian groups in the nineteenth century and settle in our North-Central States, playing a great part in the conquest of the wilderness. They bring with them their well-developed cooperative movements, their social consciousness, their dairying methods, gymnastics, and folk high schools.

January 29, Closing Frontiers

In the 1890's, with the good homestead land nearly exhausted, immigration became a real problem. Then our immigrants were forced to crowd into our industrial cities.

The World Is Yours

Every Sunday at 4:30-5 p. m., E. S. T.
Coast to coast—NBC red network with cooperation of Smithsonian Institution

January 1, Commerce on Wings

A magnificent achievement today but a struggling experiment 25 years ago when Tony Jannus launched the first passenger air line in America! The events of that historic occasion and its outcome will be dramatized.

January 8, Pearls and Oysters

The quest for pearls and the primitive as well as modern methods used in securing pearl oysters furnish stories full of adventure rivaling the most highly imaginative tales which have come to us from the tropic seas.

January 15, Pushing Back History

New knowledge of the Old World. Recent discoveries by archeologists bring to light evidences of ancient cultures, great conquests, artistic achievements, and unknown engineering feats of forgotten civilizations.

January 22, The Geologist Detective

The popular caricature of a geologist pursuing his way over the hills, now and then picking up pieces of stone and acquiring knowledge of little use to men, now gives way to the picture of a skilled "detective" who uses the latest scientific tools to probe for clues in rocks.

January 29, Our Island Universe

One of millions of island universes visible through the latest telescopes, the galaxy our universe, is an inconceivably gigantic, rotating system of which the whole solar system forms an insignificant part. The galaxy is roughly a flattened sphere in shape; over 100,000 light years in diameter.

Wings for the Martins

Every Wednesday at 9:30-10 p. m., E. S. T.
Coast to coast—NBC blue network with cooperation of National Congress of Parents and Teachers

January 4, Mother Joins a Study Group

Mother becomes a "joiner"—or, so the family say. She already belongs to the PTA, and here's a new "wrinkle"—a study group. "I can learn heaps of things," she declares, "about buying meat and fruit and clothes for the family. . . ."

January 11, Kindergarten: Streamlined

School begins with kindergarten, not first grade, for Dicky. What do children learn in kindergarten? How do they play? How can the teacher help so many little ones? Is kindergarten worth the cost?

January 18, Where Are the Three R's?

How do children study in modern schools? Do they learn to read and write and spell? Do they have history lessons? Do they recite geography? Arithmetic? Other "subjects"? Listen to Jimmy or Barbara and see how well the children learn.

January 25, This Report Card Doesn't Make Sense!

Have you seen a report card lately? On modern cards the old "per cents" are gone. Perhaps your child just brings you a cheerful letter from the teacher. Hear what happens in the Martin family.

For more information write the UNITED STATES DEPARTMENT OF THE INTERIOR,
OFFICE OF EDUCATION, WASHINGTON, D. C.

Watch for next month's program titles • Airways to learning are pleasant ways to fact

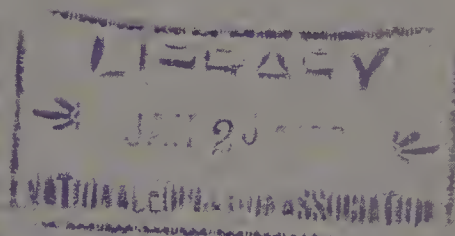
SCHOOL LIFE



February 1939

VOLUME 24

NUMBER 5



**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-
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- Elementary Education
- Secondary Education
- Colleges and Professional
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- School Administration
- School Finance
- School Legislation
- Exceptional Child
Education
- Rural School Problems
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- School Statistics
- School Libraries
- Agricultural Education
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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



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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, October through July. 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, \$1.50 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.



SCHOOL LIFE

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

An Open Mind

THE MOST IMPORTANT THING the teachers of America can do is create and keep alive *an open mind*. They convey information and they help to discipline the mind, of course. But a well-stocked and disciplined mind which fails to ask questions, a mind which accepts too much without proof, is not the kind of mind on which a democracy thrives.

In teaching science, for example, we especially have the opportunity to establish methods of accurate thinking. We make experiments, and just as our student arrives at a dogmatic result, we remind him that the experiment has to be controlled, the result verified. He learns, in practice, not only the discipline of science, but its caution. The native dogmatism of the human being has to be broken down. The science course is an aid in doing this effectively.

In democratic countries this is important because the right to differ—and the duty to find out—are both essential to the life of a free community. Naturally we stress the first—the right to differ. But the long lesson of science is that we have not the right to differ out of waywardness or perversity; we have the right to differ only if we are willing to make the mental effort to discover whether or not our difference is based on fact.

The obligation to think is being forced on us by events. The teachers of the country actually prepare for the defense of democracy when they teach pupils how to think.

Some people have had the idea that democracy is something invented in 1776 or thereabouts, handed down to us in full perfection, with little left for us to do. Actually freedom and democracy are created by ourselves in our daily lives. When freedom stops growing it begins to fail. And above all, this is true of freedom of the mind.

In a democracy, the rough and ready symbol of the dignity of every human being lies in giving him a vote and voice in government. Behind this lies the assumption that the individual citizen exercises his judgment, knows how to examine assertions, how to balance arguments, how to check the answers, prove the demonstrations, and arrive at the best result in the end. The assumption is a broad one, but it is the one any democracy has to make. Because the only way to make people fit to live in a democracy is to assume that they are fit. Free people learn to be free by working at it.

Commissioner of Education.

HELEN K. MACKINTOSH, specialist in elementary education of the Office of Education, in an article entitled, *An Adventure or a Job?* asserts that "teaching may be merely a job, or it may be an adventure, depending upon the attitude of actual teaching experience."

MARY DABNEY DAVIS, specialist in nursery-kindergarten-primary education, discusses *Teaching Aids for Teachers*. Dr. Davis

presents two useful tables listing teaching aids available from Government agencies, and teaching aids available from professional and noncommercial organizations.

W. A. Ross, specialist in agricultural education, gives a story of the recent Future Farmers of America convention, held in Kansas City, where more than 6,400, future farmers for the most part, attended the eleventh annual convention.

Secretary of the Interior, HAROLD L. ICKES
 Commissioner of Education, J. W. STUDEBAKER
 Assistant Commissioner of Education, BESS GOODYKOONTZ
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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 1939

On This Month's Cover

The interesting picture on this month's cover of SCHOOL LIFE was contributed by George A. McGarvey of the Vocational Division. Mr. McGarvey photographed this view at the Cranbrook School of Art.

See Radio Calendar

The back cover page of this issue carries the Office of Education Radio Calendar for the month of February. The Office has three weekly programs on the air. As you listen to them, remember that the Office of Education would greatly appreciate any comments you may wish to send.

Among the Authors

IN THIS ISSUE, Commissioner J. W. STUDEBAKER discusses *the Land-Grant College as a Research Agency*. The Commissioner emphasizes that he believes "the most important pioneering job before colleges and universities today is the scientific evaluation of their own educational materials and practices." He asks some vital questions for consideration.

Convention Calendar

- AMERICAN ASSOCIATION OF SCHOOL ADMINISTRATORS. *Cleveland, Ohio, February 25-March 2.*
- AMERICAN ASSOCIATION OF TECHNICAL HIGH SCHOOLS AND INSTITUTES. *Cleveland, Ohio, February 27-March 1.*
- AMERICAN EDUCATIONAL RESEARCH ASSOCIATION. *Cleveland, Ohio, February 25-March 2.*
- AMERICAN INSTITUTE OF ELECTRICAL ENGINEERS. *New York, N. Y., January 23-27.*
- AMERICAN MEDICAL ASSOCIATION. *Chicago, Ill., February 13 and 14.*
- NATIONAL ADVISORY COUNCIL ON SCHOOL BUILDING PROBLEMS. *Cleveland, Ohio, February 25.*
- NATIONAL ASSOCIATION FOR RESEARCH IN SCIENCE TEACHING. *Cleveland, Ohio, February 26-28.*
- NATIONAL ASSOCIATION FOR THE STUDY OF THE PLATOON OR WORK-STUDY-PLAY SCHOOL ORGANIZATION. *Cleveland, Ohio, February 25-March 2.*
- NATIONAL ASSOCIATION OF HIGH-SCHOOL SUPERVISORS AND DIRECTORS. *Cleveland, Ohio, February 28.*
- NATIONAL COUNCIL OF TEACHERS OF MATHEMATICS. *Cleveland, Ohio, February 24 and 25.*
- NATIONAL SOCIETY OF COLLEGE TEACHERS OF EDUCATION. *Cleveland, Ohio, February 25-March 1.*
- NATIONAL VOCATIONAL GUIDANCE ASSOCIATION. *Cleveland, Ohio, February 25-March 2.*

National Council Officials

The newly elected officers of the National Council of Chief State School Officers for the coming year, are as follows: H. E. Hendrix, Arizona, executive committee chairman; M. D. Collins, Georgia, vice chairman; Mrs. Inez J. Lewis, Colorado, secretary; and Colin English, Florida; Sidney B. Hall, Virginia; Bertram E. Packard, Maine; Walter F. Dexter, California; Floyd I. McMurray, Indiana; and L. A. Woods, Texas; executive committee members.



PUBLICATIONS

Below are two publications which may be of particular interest to readers of this article on *The School Custodian*:

ROGERS, JAMES FREDERICK, M. D. *The School Custodian. Bulletin, 1938, No. 2. (10 cents.)* United States Department of the Interior, Office of Education, Washington, D. C.

ROGERS, JAMES FREDERICK, M. D. *Safety and Sanitation in Institutions of Higher Education. Pamphlet No. 84. (10 cents.)* United States Department of the Interior, Office of Education, Washington, D. C.

The School Custodian

by James Frederick Rogers, M. D., Consultant in Hygiene



It is a long step from the teacher building the fires and sweeping the floors of his school to the janitor-engineer scanning the fuel and pressure gages of his complicated heating and ventilating outfit, manipulating electric switches, managing the vacuum cleaner, and scouring the complex contrivances for sanitation in a modern house of learning.

There were advantages, though not for the teacher, in the more primitive situation, but we are not going back to it; and the technical knowledge and multiple responsibilities of the janitor-engineer, or custodian as he more meaningfully should be called, have come into existence so suddenly that we do not appreciate what an important position he holds. In the earlier stages of his evolution anyone who could swing a shovel and push a broom was considered abundantly eligible to be a school janitor, provided, of course, that he was not too demanding in the way of wages, and there are many school boards and executive officials who still think they can "pick up" a janitor at any time if one is wanted. But can they find, on short notice, or for that matter, on long notice, a man who is schooled and skilled in the economic and hygienic management of modern complicated heating and ventilating plants, who knows enough of electrical engineering to prevent excessive bills for lighting, who knows how to make lavatories an object lesson in cleanliness without resort to the deception of deodorants, and who at all times is such an efficient housekeeper that there is no possibility of fires or explosions or other unfortunate, expensive, and unnecessary accidents? Moreover, is he, as a man, an example for students? More than one school sanitarian has pronounced the janitor as important as the principal and yet we expect the principal to be well prepared and worthy of his job. We cannot go out and "pick up" a good principal any day of the year. Prepared custodians are far less common.

Training Courses

The school systems of our larger cities have for some time realized the importance of employing trained men and women as caretakers and a considerable and increasing number have set up training courses for those in service. In a few States, especially in the West, training centers have been developed through boards for vocational education. In North Carolina the State School Commission has set up summer training schools to which janitors, both white and colored, are sent from any school in the State. The cost of the

schooling is considered to be more than saved to the State by subsequent economy in the use of coal and in electricity alone. But besides saving in funds there is a decided gain in sanitary service and in safety.

Study Published

The Office of Education has recently published a study concerning the selection, supervision, and training of custodians, the first general survey in the field since 1922. In that year less than 7 percent of all cities required their janitors to pass a civil-service examination or a physical examination. At present that figure could be multiplied by three. In 1922 only 5 school systems in a hundred made any attempt at training their janitors, while in 1937 formal schooling was given in as many cities, while 10 times as many reported some instruction. In 1922 only two centers for professional preparation were in existence. In 1937 courses were offered at 5 colleges or universities and, through State or local boards of vocational education, in 69 centers in 12 States.

There can be no doubt that the custodian of the future will be a much better technician and it is to be hoped also that he will be of a superior caliber from other points of view and generally worthy of the important position which he holds or should hold in the realm of education.

College Caretaker

From the standpoint of personality, the caretaker of the college may be of less importance than the custodian of the public school but his technical equipment is of just as much moment, and yet at the present time, the institutions of higher education seem to take the matter of safety and sanitation (which center in the janitor) with even less seriousness than the lower schools. Very few of them train their janitors and only 3 percent report that they furnish them with any printed instructions concerning their work. Like many public schools they seem to take it for granted that custodians are born with a knowledge of school sanitation and a fully developed sense of provision for safety and for the preservation of property together with technical skill in the management of the complicated machinery of a modern school plant. Unfortunately this is asking too much of natural inheritance, and educational institutions that have such ideas belong in the broom and shovel stage of custodial development.

The First State Normal School

by Benjamin W. Frazier, Senior Specialist in Teacher Training

★★★ A few months short of a century ago, Cyrus Peirce, a Massachusetts schoolmaster, wrote exactly as follows in his diary:

LEXINGTON, July 3d, 1839.

This Day the Normal School, the first in the Country, commenced.

Three Pupils Misses Hawkins, Smith & Damon were examined by the Board of Visitors . . . & admitted —

July 8 Monday School opened this day with 3 pupils . . . one Miss Rolph added during the day. Exercises Conversation—Grammar & Arithmetic. Three of the scholars promise well.

Such was the unpretentious opening of the first State normal school in America at Lexington (now at Framingham), Mass. The movements leading to the opening of this school, however, were neither insignificant nor accidental. They had their origin in events which, beginning long before in Europe and in the Colonies, marked the early upbuilding of teaching as a profession and of the conscious concern of the State in public education.

More than two centuries before the opening of the school at Lexington the need had been expressed by at least a few, for making teaching more of a profession and less of a trade. In Germany, Martin Luther had said: "If so much be expended every year in weapons of war, roads, dams . . . why should not we expend as much for the benefit of the poor, ignorant youth, to provide them with skillful teachers? . . . If I were to leave my office as preacher, I would next choose that of schoolmaster . . ." In England, Richard Mulcaster asked in 1581: "Why should not teachers be well provided for, to continue their whole life in the school, as divines, lawyers, physicians do in the several professions?"

Early Beginnings

A century passed after Mulcaster's time before significant provisions of the nature he advocated were made. Abbe Jean Baptiste de la Salle opened his "Seminary for Schoolmasters" at Rheims in 1685, in connection with his famous "Institute of the Brethren of the Christian Schools" established about the same time. In Germany, Hermann Francke started a class for teachers in his orphan house for poor children in 1697, which was soon followed by a teachers' seminary.

Still another century passed after these early beginnings in France and Germany before the normal school movement in those countries attained substantial proportions.



Original school building at Lexington, 1839.

By 1839, however, France had more than 50 new normal schools; and by that year a well-established normal school system constituted an integral part of Germany's educational program. Although France gave the name "normal schools" (*écoles normales*) to the world, the normal school pattern of Germany was followed more closely in America than was that of France.

School Opened in 1839

In America, educational leaders began to advocate provisions for the preparation of teachers long before such provisions were made. Their efforts were strengthened when they learned more about the normal school movements in Germany and in France. In New York, Pennsylvania, North Carolina, and other States the academies gave instruction in the science, art, and principles of teaching for a number of years before the first State normal school was established. In 1823, Samuel R. Hall established the first private normal school at Concord, Vt. By 1839, seminaries for teachers were to be found in a number of places, and the foundations had been laid for specific provisions by the States for the preparation of their common school teachers.

The story of the work of Horace Mann during the era of educational revival in Massachusetts has often been told. The efforts of this great educational leader, and those of James G. Carter, Charles C. Brooks, and others in behalf of teacher education were undertaken with almost evangelistic fervor. The State board of education in Massachusetts was established in 1837, and Horace Mann was elected its secretary in the same year. A financial depression was under way, but Edmund Dwight donated \$10,000 to assist in the establishment of teachers' seminaries. The legislature voted in 1838 to establish three schools for the training of teachers. These schools were later located at Lexington, Barre, and Bridgewater. Lexington was selected in 1838 as the location of one of them. Although later moved (1844) to West Newton and finally (1853) to Framingham, the school opened at Lexington in 1839. Here in the face of many discouragements, Peirce began his new battle against ignorance and bad teaching.

It is worth while to recount a few of the events and conditions of work during the early days in the first State normal school, for they were much the same in normal schools of other States for many years to come. The need of the district schools for better prepared teachers

was almost desperate. Salaries averaging \$5 or \$6 per month plus board were paid girl teachers 16 to 18 years of age. The ill-prepared graduates of the ungraded district schools came to the normal school for a year or so of work, before returning for service in the schools from which they came. It is therefore, not surprising to find this and many other similar complaints by Cyrus Peirce:

I think the scholars have not been much habituated to hard close and methodical studying. There is great deficiency among them in knowledge of the Common Branches . . . Reading, Spelling, Grammar, Arithmetic, Geography all need attention . . .

Burden Was Heavy

It was on common school subjects that the earlier "exercises and conversations" in the school were conducted. During the first year, however, Peirce undertook to add such instruction as he could in algebra, astronomy, bookkeeping, botany, geometry, mental philosophy, moral philosophy, natural philosophy, natural history, physiology, political economy, rhetoric, and other subjects. His burden was heavy indeed, for he was not only the principal, but for the most part the faculty and janitor of his school. Oftentimes to his discomfiture, he also functioned somewhat as a dean of women for an active and rollicksome group of Massachusetts maidens still in their 'teens. He was especially concerned about the religious welfare of his students, for like many other early schoolmasters, he was a minister as well as a teacher. In August, 1839 he wrote:

Spent the morning in a kind of Moral and religious lecture to the Pupils in connexion with the Reading in the Scriptures. The subject of the Remarks was Herod's Oath & Treatment of John the Baptist.

Mary Swift, one of Peirce's students, and his later assistant in the model school, also kept a journal which fortunately has been preserved. In one place she indicates not only the religious aptitudes but also the physical hardihood of the young ladies of her time:

Sunday 11. Left at one quarter before eight in the morn, to go to West Cambridge . . . into the Sabbath School, & from there, to the Church. At half after six, we left to return; and at half after eight were in the academy, not feeling averse to taking a seat. The distance that we had walked was eleven miles.

Mary Swift adds a detail in her journal to the comprehensive scope of curriculum interests of her respected teacher:

Thursday. (8th) . . . The lesson in Physiology was very practical, and he [Principal Peirce] made some remarks in connection with it, upon tightness of dress, apparently, thinking that it was the fashion at the present time to dress tightly. He has

not probably heard that the wisdom or some other good quality of the age has substituted the reverse fashion for the time present . . .

In the century that has passed since Peirce's time, no better means of evaluating the ability of teachers has been found, than their success in establishing effective pupil-teacher relationships. In this respect Peirce showed the mastery of a true schoolmaster. He brought his ill-prepared charges to grips with their studies mainly by the sheer force of his own intense interest in scholarship. But there were many moments when he was far from patient, as instanced in his journal:

Monday Dec. 14. . . . Heard one of my pupils, this day talking about Combe's Physiology being "dry", "so dry". Dry! Combe's Physiology *dry!* If it were as dry as the seared leaf I am sure there is sap enough in her soft head to moisten it.

Able Disciplinarian

Peirce, like other successful schoolmasters of his time, was an able disciplinarian. He was acutely sensitive, however, to the essentially individual and personal relationships necessary in his calling, and as a consequence his young charges at times caused him much discouragement. But there were happier moments, as witness this entry:

One of my dear pupils, who thought she did wrong yesterday, came to me this morning and bursting into tears asked [me] to forgive her; I did most readily; and as a token [of] my sincerity, I presented her three pears . . . where this spirit reigns in school, all things will go well.

Lexington and the two other normal schools had been established on a 3-year experimental basis. Determined enemies made every possible effort to abolish the schools; in Horace Mann's pungent phraseology: "Ignorance, bigotry and economy were arrayed against them." Peirce felt keenly his obligation to justify the faith and support of his superiors and friends, who had strived during more than a decade of intense effort to establish his school. Educators not only in Massachusetts but in surrounding States had their eyes upon Lexington. Peirce had a surprisingly large number of visitors. In 1840 he wrote: "Truly I would rather die than that the experiment should fail through my unfaithfulness or inefficiency". The outcome of the struggle was in doubt until 1842, when the Legislature voted to continue the schools. Broken in health, Peirce then resigned to regain his shattered powers.

Cyrus Peirce builded far better than he was ever to realize. Six of the 25 students eventually enrolled at Lexington during the first year were to see normal schools established throughout the Nation; and many of the group that sorely tried the patience of their teacher later had illustrious careers in the schools of their own and of other States.

The movement started by the founders of the first State normal schools in Massachusetts reached the Pacific coast by 1862, and by 1865 15 State normal schools had been established in 13 States. Today, there are 156 State teachers colleges, and 30 State normal schools. During the century that has passed, normal schools other than those supported by the States have waxed and waned in importance. Once found in most of the States, teacher training high schools and county normal schools are now dwindling rapidly in numbers. City normal schools, once found in nearly all of the larger cities and many of the smaller ones, have decreased in number until only 13 remain. Private normal schools, which flourished in large numbers before the States fully awoke to the necessity for State support of teacher education, now number only 48. Although nearly 1,000 colleges, junior colleges, and universities in addition to the 247 teachers colleges and normal schools are now approved by the States for teacher-education, most elementary teachers are prepared in State teachers colleges and normal schools.

At first, 1- or 2-year curricula of secondary school grade were offered by the normal schools to common school graduates; today, 4-year college curricula offered only to high-school graduates predominate among the 186 State teachers colleges and normal schools. More than a score of the teachers colleges have extended their curricula into graduate levels. As at Lexington, the State normal schools and teachers colleges in many instances have been established and developed to full stature only after long, hard struggles. But it is worthy of note that few of them, once established, have ever been closed; and so long as public schools for all the people endure, the place of the State teachers colleges appears secure.

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The National F. F. A. Convention

by W. A. Ross, Specialist in Agricultural Education

★★★ A few years ago it was unheard of for farm boys to be traveling half-way across the continent in order to attend a Nation-wide gathering of their fellows. Today we find that with members of the Future Farmers of America such an occasion is an annual affair.

More than 6,400 people attended the recent Eleventh National Convention of this organization of farm boys who are studying vocational agriculture in public secondary schools. With headquarters at Kansas City's municipal auditorium, activities extended into various parts of that city and surrounding territory. In addition to delegates and visitors from the States and Hawaii there were also representatives from Puerto Rico.

The lead-off event of the convention activities was a concert by the official Iowa F. F. A. Band of 102 pieces, under direction of A. R. Edgar and Paul Bachman.

The first business session found 94 official delegates in their places ready to discuss problems, to consider various propositions and to take action in accordance with the best interests of the organization as a whole. President J. Lester Poucher of Largo, Fla., presided over the convention assisted by the other young officers: William Stiers of Ohio; Lex Murray of California; Eugene Warren of Arkansas; Arden Burbidge of North Dakota; and Lowell Bland of Colorado.

The deliberations continued 4 days with fine orderly meetings and definite outcomes, indicating that the F. F. A. is training capable farm leaders, cooperators, and citizens.

Eighty-nine active members were granted the degree of American Farmer, fourth and highest in the organization. Detailed records on these lads' accomplishments had been carefully reviewed prior to the convention. Seven honorary degrees were also conferred.

H. B. Allen, educational director of the Near East Foundation, brought greetings to the delegates assembled from the Future Farmers of Greece, the Future Farmers of Bulgaria, and the Progressive Farmers of Albania. These organizations of farm youth in lands across the sea are in a general way similar to the Future Farmers of America. Thus the "Future Farmer" idea begins to take on an international aspect.

Scheduled addresses were also made before the delegates during the week by J. R. Batchelor, field secretary of the National Recreation Association; T. Gilbert Pearson, president of the International Bird Preservation Society; and James Nugent representing the mayor of Kansas City. Numerous guests were recognized from time to time and extended greetings to the group assembled. Strickland Gillilan, one of America's foremost



Upper left: Hunter Greenlaw, F. F. A. Star American Farmer for 1933.

Upper right: Robert Elwell, newly elected National president of the Future Farmers of America.

Center: A section of the exhibit held in connection with the Eleventh National Convention of Future Farmers of America.

Bottom: Iowa F. F. A. Band.

humorists, was the principal speaker at two of the evening sessions.

The public-speaking contest was a delightful event. Each of the five finalists was in good form and showed excellent preparation and training. Competition was close but

when the scores of the judges on manuscript and delivery had been computed, Leslie Howard Standlee of Upland, Calif., was declared winner of the capital prize of \$250.

Vocational Agriculture F. F. A. Day at the
(Concluded on page 135)

Pan American Day

THE PRESIDENT of the United States, by proclamation, has fixed April 14 of each year as Pan American Day, and the people of the country are called upon "To observe the day with appropriate ceremonies, thereby giving expression to the spirit of continental solidarity and to the sentiments of cordiality and friendly feeling which the Government and people of the United States entertain toward the peoples and governments of the other republics of the American Continent."

PAN AMERICAN DAY—the day of the Americas—commemorates each year the bonds of friendship uniting the 21 republics of the Western Hemisphere. It symbolizes that spirit of mutual helpfulness and cooperation which is the essence of Pan Americanism.

PAN AMERICAN DAY originated in a resolution of the Governing Board of the Pan American Union, composed of

the Secretary of State of the United States and the ambassadors, ministers, and chargés d'affaires in Washington of the 20 Latin American republics. The presidents of all these countries have joined with the President of the United States in issuing proclamations calling for the observance of the day. April 14 is in a very real sense the day of the Americas and affords an excellent opportunity to direct attention to the achievements of each republic and the united action of all in promoting peace, commerce, and friendship in the Western Hemisphere.

SCHOOLS, colleges, and universities, clubs, civic and commercial associations, and the public generally, observe the day with appropriate ceremonies. Material for the use of groups and individuals planning to present programs may be secured without cost by addressing the Pan American Union, Washington, D. C.

Material Available

To assist groups planning to observe Pan American Day, the Pan American Union offers for free distribution the material listed below. The limited supply, however, makes it possible to send material to teachers or group leaders but not to individual students. Material may be ordered by the number corresponding to each item.

1. BULLETIN OF THE PAN AMERICAN UNION. Special edition dedicated to Pan American Day.
2. THE MEANING OF PAN AMERICAN DAY. A memorandum on its origin and significance.
3. THE PEACE MACHINERY OF THE AMERICAN CONTINENT. Inter-American treaties for the peaceful settlement of international disputes.
4. THREE RECENT INTERNATIONAL CONFERENCES OF AMERICAN STATES. Montevideo, Buenos Aires, and Lima.
5. PRIMER OF PAN AMERICANISM—What it is—What it means. Questions and answers. By Sister Mary St. Patrick McConville.
6. THE AMERICAS. Major historical facts, principal geographical features, forms of government, products and industries, transportation facilities and educational systems of the 21 American republics. Also questions the answers to which may be found in the text and which may be used by teachers in classroom exercises.
7. 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.
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. CROSS-WORD PUZZLE. Fifty Latin American ports.
10. ASK ME ANOTHER! Questions designed to test one's knowledge of the history, geography, and different phases of life in the Americas.
11. COMMERCIAL INTERCHANGE AMONG THE AMERICAN REPUBLICS. Special number of "Commercial Pan America."

Plays and Pageants

12. PAN AMERICA. A pageant, by Grace H. Swift. Suitable for presentation by high schools. (Takes about 30 minutes.)
13. TIT FOR TAT. A playlet by David S. Goldberg. Suitable for elementary and junior high schools. Requires four characters. (Takes about 20 minutes.)
14. FIESTA PANAMERICANA. A carnival, representing a gay fiesta as it might take place in a Latin American country. Instrumental and vocal music and dance,

ing, woven into a colorful carnival background. (Takes about 1½ hours to present; suitable for senior high school, college or adult groups.)

15. SIMÓN BOLÍVAR, THE LIBERATOR. A pageant drama, by Barbara Ring. (Takes about 1½ hours to present; suitable for presentation only by colleges or dramatic groups having extensive theatrical facilities.) (*Due to length of script, copies can only be offered on a loan basis.*)
16. CHRIST OF THE ANDES. A play by Eleanor Holston Brainard. (Requires about 15 minutes to present; suitable for presentation by sixth grade pupils.)
17. PAN AMERICAN DAY. Short Pan American Day pageant suitable for elementary grades.
A PAGEANT OF THE AMERICAS. A historical pageant by Mullican and Warren. Suitable for secondary schools and requires about 30 minutes to present. Available through Banks Upshaw & Co., 707 Browder Street, Dallas, Tex. Price \$1.

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 urgently requested to send the scripts and performance details to the Pan American Union.

Material for Spanish and Portuguese Classes

18. AMÉRICA UNIDA. A pageant suitable for presentation by second and third year Spanish classes.
19. PARA LOS NIÑOS DE AMÉRICA. Collection of poems and legends in Spanish by Gastón Figueira of Uruguay.
20. TRECHOS DA LITTERATURA BRASILEIRA. Extracts from the works of Brazilian authors; suitable for students studying Portuguese.

Miscellaneous Material

21. SUGGESTIONS FOR PAN AMERICAN DAY PROGRAMS. Summarized ideas which have been worked into successful Pan American Day programs in past years in the United States and Latin America; including outlines of ceremonies utilizing the flags of the 21 American republics, with list of firms from whom flags may be purchased.
22. SOURCES FOR LATIN AMERICAN MUSIC. Brief lists of songs, orchestra and band arrangements, and collections of songs, sheet music and phonograph records, with names of publishers.

Address all communications to the Pan American Union, Washington, D. C.

F. F. A. Convention

(Concluded from page 133)

American Royal Livestock show centered major interest in a parade and announcement of the Star Farmer of America, who was to be selected from among the 89 boys awarded the American Farmer Degree. The parade was led by Iowa and Texas bands and participated in by officers, delegates, prize winners and contestants in the national judging contests. Hunter Greenlaw of Falmouth, Va., was named winner of the award. It was a "repeat performance" for Virginia since this honor went to Robert Lee Bristow of Saluda, Va., last year. Announcement was made by W. A. Cochel, editor of the Weekly Kansas City Star, sponsor of the event and presentation of the \$500 check was made by Tom Quigley, president of the American Vocational Association. Four Regional Star Farmers and four Star State Farmers were also named and received awards of \$100 each.

The results of the chapter contest revealed that \$150 went to South Hill, Va., as the winner in that competition, outstanding among 5,700 local chapters. State association honors and \$60 from the National Grange went to the Wyoming Association. Numerous other presentations were made to prize winners.

A fitting event in this program was a motion picture entitled "F. F. A. Progress." It consisted of a continuous film that included selected parts of each picture taken of national activities since 1928. Concluded with the scenes of the tenth convention it gave a graphic picture of the first 10 years in F. F. A. advancement.

The chamber of commerce banquet for students of vocational agriculture was attended by 1,100. Seated in the auditorium arena, the guests were entertained again this year by the Solomon, Kans., F. F. A. chapter orchestra under the direction of Paul Chilen, local teacher of vocational agriculture.

The F. F. A. exhibit in the Little Theater was continued from last year and has become a permanent feature of convention week. In this exhibit are outstanding and unusual agricultural products from the various States, official F. F. A. merchandise and numerous displays of individual, chapter, and association progress. Considerable credit is due the Hawaiian association and its representatives on its well-planned and attractive display showing the history of sugar.

The Texas association distinguished itself by financing, entirely from its own funds, a 40-piece band playing under direction of H. G. Rylander, as well as a chapter "hillbilly" band from Palmer.

NBC's National Farm and Home Hour featured three special F. F. A. programs.

Robert Elwell of Gorham, Maine, is the national president of the F. F. A. for 1939. With his new staff of officers and a well-outlined program of work he will lead the organization of 171,000 members forward toward their new goal of 200,000 for the coming year.

Community Programs for Home and Family Living

by *Edna P. Amidon, Chief, Home Economics Education Service*

★★★ Plans for the development of community programs in education for home and family life in four selected centers were discussed at a conference held in the Office of Education, October 31 to November 2. These centers are to serve as demonstrations to make available to the teachers and school administrators of the Nation for observation, study, and evaluation, workable plans for education in this vital field.

The centers which were invited to cooperate with their respective State departments of education and the Office of Education, United States Department of the Interior, are Wichita, Kans., representing an urban but highly stable and homogeneous community; Toledo, Ohio, representing a large city that is highly industrialized and somewhat heterogeneous in population; Obion County, Tenn., representing a rural educational unit in the South organized on a county basis; and Box Elder County, Utah, representing the rural, more sparsely settled sections of the West, with a relatively stable and homogeneous population.

Last year a mimeographed publication (Misc. 1983) was issued by the Office, emphasizing the need for community programs in family living, and describing progress made in this direction in several communities. This conference and these demonstration centers constitute a further development of this idea. Preceding the conference, representatives of the Home Economics Education Service of the Office of Education visited each of the four centers. They conferred with State and local administrators in studying the present situation and working out ways and means by which more comprehensive studies could be made of existing programs and of community conditions which revealed the different aspects of this phase of education needing emphasis. A planning committee in each center was organized. Members of this planning committee representing various school groups and community organizations helped with the analysis of some of the community conditions and assisted in setting up some tentative immediate and long-time plans.

Representatives Attending

To the conference came representatives of the State and local school systems and specialists representing various fields of family education who acted as consultants, together with the members of the Office of Education staff who acted in the capacity of coordinators. George Stoddard, Iowa Welfare Research Station, University of Iowa, assisted in the

plans for the conference and in directing the discussion. Those in attendance were:

Charles H. Skidmore, State superintendent of public instruction, Salt Lake City, Utah; Angelyn Warnick, State supervisor of home economics, Salt Lake City, Utah; Herven Bunderson, county superintendent, Box Elder County, Brigham, Utah; F. A. Hinekey, principal, Box Elder High School, Brigham, Utah; C. E. Smith, principal, Bear River High School, Garland, Utah; C. M. Miller, State director of vocational education, Topeka, Kans.; Hazel E. Thompson, State supervisor of home economics, Topeka, Kans.; Rose Cologne, specialist in parent education, Topeka, Kans.; J. C. Woodin, local director of vocational education, Wichita, Kans.; Mrs. L. R. Fulton, local coordinator, Wichita, Kans.; Enid Lunn, State supervisor of home economics, Columbus, Ohio; Lillian Peek, State supervisor of adult homemaking, Columbus, Ohio; E. L. Bowsher, superintendent of schools, Toledo, Ohio; Ruth A. Sanger, city supervisor of home economics, Toledo, Ohio; Margaret Browder, State supervisor of home economics, Nashville, Tenn.; C. F. Fowler, county superintendent, Union City, Tenn.; C. D. Hilliard, county director of education, Obion, Tenn.; Muriel Brown, specialist in family life education, Tulsa public schools and the University of Tulsa, Tulsa, Okla.; Mark L. Entorf, extension assistant professor, department of family life, college of home economics, Cornell University, Ithaca, N. Y.; Florence Fallgatter, head of home economics education, Iowa State College, Ames, Iowa; Ellen M. Miller, Merrill-Palmer School, Detroit, Mich.; Mrs. Katherine Taylor, chief, division of prevention, State Department of mental hygiene, Madison, Wis.; and Joseph K. Folsom, professor of sociology, Vassar College, Poughkeepsie, N. Y.

Emphasized Hope

Commissioner Studebaker emphasized his hope that the special interest of these communities in studying their present developments in educational programs concerned with home and family life, and their concentrated effort in developing stronger, more effective programs, would serve to encourage other communities to further strengthen this important part of their educational work. The consultants emphasized among other needs to be met, the importance of considering the differences in needs of family members from the nursery school through adulthood; the needs of boys and men as well as girls and

women; the special problems which different economic conditions in the home raise; the ways of providing opportunity for greater cooperation in home activities; the values in family life and the contributions of parenthood to the development of individuals; the effects of social action as compared with individual activity, and the contributions of families to society as well as of satisfactory social and economic conditions to family living.

Findings Presented

Each of the four centers presented the findings of their preliminary surveys and their tentative plans for strengthening their programs. The centers differ in the needs for further coordination of the work of the school with that of community organizations dealing with family problems; the extent of work with adults and the breadth of their programs; the need for nursery schools; the present emphasis on the programs in the elementary and high schools and the opportunities for cooperating with specialists in the local colleges.

Questions were raised and reactions given by the consultants as to resources and facilities already available in the communities and those which need to be further developed, ways of unifying the program, relative advantages and disadvantages of incorporating various aspects of the program, and evaluating and interpreting the results.

Each center plans to develop its program in the way it especially needs to be strengthened with little similarity between the programs for the centers. The first steps to be taken this year are dependent upon the special weaknesses to be overcome in each center, the resources which can be drawn upon, and the facilities which can be added. One community has employed a coordinator for the program, one hopes to add a nursery school, another is organizing a stronger in-service training program for junior and senior high-school teachers. Long-time plans in each center are tentatively made but are to be filled in more carefully as the study of the needs progresses this year. A spirit of concern for the effective development for the boys and girls, the men and women through home and family life education permeated this first conference. This spirit will dominate the further development of the work in each center through teachers and supervisors who are growing with the program and developing greater cooperation between the schools and other agencies in the interest of better family living in each community.

Training of Camp Educational Advisers

by Howard W. Oxley, Director of CCC Camp Education

★★★ The 1,550 educational advisers now on duty with the Civilian Conservation Corps are a select group, having been chosen from more than 25,000 applicants. Of this group, approximately 1,485 are camp educational advisers. The average age of the camp educational advisers is 34 years; 35 percent of them being under 30 years of age, 40 percent between 31 and 40 years, and 25 percent over 40 years of age. Seventy-four percent of these men have a bachelor's degree only, 22 percent have the master's degree, and 1 percent the doctorate. Among these college-trained men, 30 percent have majored in education, 10 percent in physical education, 7 percent in business administration, 5 percent in the professions, and 4 percent in agriculture. Seventy-two percent had previous experience in educational work, 48 percent had previous experience in industry or agriculture, and 10 percent had some previous experience in Civilian Conservation Corps work prior to their appointment as camp educational advisers.

There was scant precedent for the post of camp educational adviser when the position was created upon the inauguration of the educational program in the camps in March 1934. Indeed, there was scant precedent for the educational program.

In the 4½ years since the inception of the educational program in the camps, appreciable strides have been made toward the creation of the professional position of educational adviser. The job of the adviser is defined as follows in War Department Regulations, Civilian Conservation Corps, 1937: "a. The camp educational adviser will serve in an advisory capacity to the camp commander and under his direction will have general supervision of camp educational activities; b. Under the direction of the camp commander, the camp educational adviser will—(1) Study the interests, needs, and abilities of the individual enrollees as revealed through counseling with them and to advise them on their educational program as well as their future personal adjustment; (2) Provide a program of educational activities based on the interests and needs of the men. The program should seek to provide academic instruction on all levels; vocational training, including instruction on the job and related subjects; avocational and leisure-time activities; and various other types of instruction such as foreman and teacher training, health, first-aid, safety, and citizenship; (3) Have general supervision of the educational activities in the camp; (4) Assist in securing supplementary educational facilities from educational institutions and public or private organizations; (5) Direct



A banquet held during training school at Clemson College.

the work of the assistant camp educational adviser; (6) Study the camp and work projects for the purpose of better coordinating the educational and work activities of the enrollees; (7) Help plan the leisure-time program of the camp in order to develop the educational opportunities to the fullest possible extent; (8) Recommend the purchase of educational supplies and equipment; (9) Keep accurate records of all educational activities and submit reports as required; (10) Participate with the selecting agencies, public employment offices, apprentice training committees, and other agencies in efforts to place enrollees in employment and adjust them to civic life."

Pedagogical Field

The duties herein prescribed comprehend the pedagogical field. The camp adviser must be a teacher, a supervisor, an administrator, and somewhat of a specialist in curriculum making, guidance and methods. His functions are thus roughly analogous to those of the small school principal, though he must operate under different conditions.

The presence of these different conditions predicated by the existence of an educational system within the framework of a work camp has necessitated the creation of a special program of training for camp educational advisers. Since the position and the system are

without a background of precedent, this training has largely taken place through the medium of an in-service program. Should the Civilian Conservation Corps become a permanent activity, it may be possible to provide pre-service training in the colleges for advisers.

The continuous in-service training program aims at the creation of professional growth and alertness on the part of the camp adviser. This training has been accomplished by means of (1) initial instruction programs for newly appointed advisers, (2) correspondence, (3) direct supervision, (4) publications, (5) personal study, and (6) group training schools and conferences.

In accordance with prevailing policy, the newly appointed camp adviser is ordered to a district headquarters for assignment. Here he is given an intensive training usually of 3 to 5 days duration, with emphasis upon orientation and administration. The new adviser is then assigned usually for 1 week to an especially selected camp for training under the supervision of an experienced adviser. Techniques are thus learned under actual conditions before the adviser is ordered to his permanent assignment.

By correspondence between the office of the Director of CCC Camp Education and the corps area and district headquarters and the camps, many specific problems are analyzed
(Concluded on page 147)



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

● New and thrilling tales of American industry—historic episodes in the lives of great inventors and romantic figures—have been brought together by the Department of Commerce in *Stories of American Industry—Second Series*.

Originally prepared for a series of weekly radio broadcasts, the stories of the progress and evolution in 32 typical American industries—Radio manufacturing . . . Musical instruments . . . Glass . . . Carpets and rugs . . . Toys . . . Motion pictures . . . Sailing yachts and motorboats . . . are now available in printed form for 20 cents.

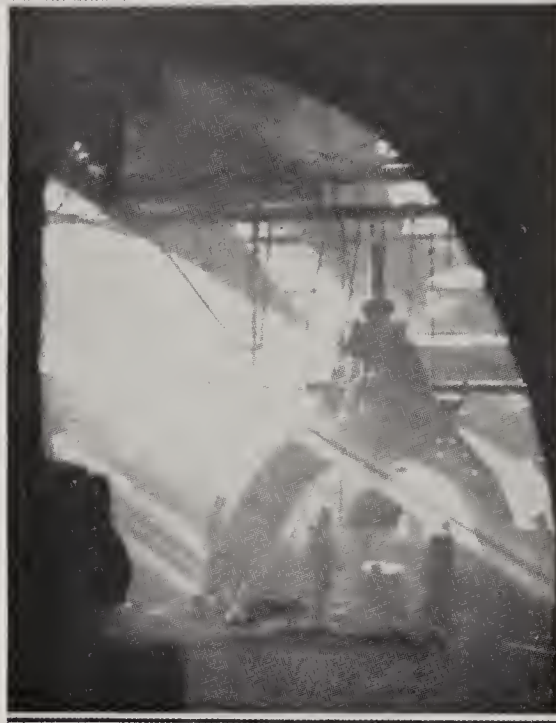
Mention was made of the first series on page 69 of the November 1937 issue of *SCHOOL LIFE*.

● Prints, 8 by 10 inches, of the Capitol, the White House, the Lincoln Memorial, the Washington Monument, Lee Mansion, Library of Congress, Supreme Court Building, Federal Reserve Building, Mount Vernon, the Tomb of the Unknown Soldier, and various points of interest in the National Capital Park System, are available at 25 cents each. Copies may be had by addressing the Superintendent of the National Capital Parks, Washington, D. C. A money order made out to the *Treasurer of the United States* should accompany each request.

● *Pneumonia—Mortality and Measures for Prevention*—a report of an advisory committee of the Public Health Service on the prevention of pneumonia mortality which sketches the pneumonia situation with respect to mortality and control programs in the United States, outlines the general specific measures useful for combating the disease, and suggests methods for applying these measures on a much broader base than exists at the present time. There is also a brief discussion of the problems on which further research is urgently needed. 15 cents.

● The United States Board on Geographical Names, continuing work begun in 1890, when an informal interdepartmental committee was organized for the purpose of bringing about uniform usage in geographic nomenclature and orthography throughout the executive departments of the Government, and particularly upon maps and charts issued by the various departments and bureaus, has issued *Decisions of the United States Board on Geographical Names, between July 1, 1937, and*

STORIES OF AMERICAN INDUSTRY SECOND SERIES



UNITED STATES DEPARTMENT OF COMMERCE

June 30, 1938. Each decision gives the definition and location of the feature, the origin and derivation of new names, and the rejected forms of the names that were adopted.

● The pulp and paper industry, with the value of its products totaling 1½ billion dollars annually, is one of the major industries of the United States. Its history, economic status, manufacture, production, distribution, and foreign trade are given in Trade Promotion Series No. 182, *United States Pulp and Paper Industry*, a publication of the Bureau of Foreign and Domestic Commerce which sells for 15 cents.

● In an effort to create a permanent graphic record of the existing architectural remains of early dwellers in this country, the Historic American Buildings Survey of the National Park Service has issued a *Catalog of the Measured Drawings and Photographs of the Survey in the Library of Congress, January 1, 1938.*

The catalog contains brief information as to the identity, date, and location of the subject. With each completed record there is also a page of data on the present owner-

ship, condition, name of building, and date of building when known.

The material listed in the catalog is available for consultation at the Library of Congress, and reproductions from the collection may be had at a minimum cost.

● *The Woman Worker*, published bimonthly by the Women's Bureau, United States Department of Labor, is the only official source of current information on State minimum wage developments—new laws, new minimum wage orders, results of findings of cost-of-living and wage-and-hour surveys conducted in connection with minimum wage administration, etc. New legislation regulating hours of women's work, night work, industrial home work, workmen's compensation, and health and safety on the job is also reported in each issue. Through special articles the current picture of working women's problems—economic, legal, and social, at home and abroad, whether affecting factory, agricultural, domestic, or white-collar workers, is rounded out. Yearly subscription, 25 cents; each issue, 5 cents.

● Film strips on such subjects as soil conservation, farm crops, dairying, farm animals, farm forestry, roads, farm economics, farm engineering, home economics, and adult and junior extension work are available from the Extension Service, United States Department of Agriculture. Lecture notes are provided with each film strip purchased, with the exception of those which are self-explanatory.

Prices of film strips until June 30, 1939, will range from 45 to 65 cents each, depending upon the number of illustrations in the series. The majority of the 300 series that the Department has available will sell for 45 or 50 cents each. A list of available film strips and instructions on how to purchase them may be obtained by writing to the Extension Service, United States Department of Agriculture, Washington, D. C.

● The Superintendent of Documents has revised the following price lists: Foods and Cooking—Canning, Cold Storage, Home Economics, No. 11; The Public Domain—Public lands, conservation, National Resources Committee, No. 20; Transportation—Railroad and shipping problems, postal service, telegraphs and telephones, and Panama Canal, No. 25; Interstate Commerce and the Federal Communications Commission, No. 59. Free.

The Land-Grant College as a Research Agency

by J. W. Studebaker, Commissioner of Education

★★★ The land-grant colleges have played and are playing a vital pioneering role in the development of higher education in this country. They are democratizing education on the college level. They are helping to obliterate the line that has for so long existed in the minds of many people between the so-called cultural and the practical. They are in the vanguard of the positive influences which are causing our people generally to break away from the traditions growing out of the European philosophy of higher education—a philosophy which would restrict the benefits of higher education to the select few.

The land-grant colleges are also exemplifying an almost ideal combination of research (especially in the field of agriculture), instruction on the campus, and adult education. This triangular base upon which to erect the pyramid of social progress ought to be in universal use by educational institutions but unfortunately it is not. Even in the land-grant colleges, in some of the curricula, research and adult education are not widely engaged in. Nevertheless, the reliance upon research and the policy of spreading the results of research among adults as well as among college students are characteristic of the spirit of the land-grant colleges. That spirit has permeated the atmosphere of all higher education in this country much more generally than would have been possible without the experiences of the land-grant colleges and their natural urge to recognize the realities of life.

The purpose of my accepting the invitation to speak before the association is to suggest another phase of pioneer service in the cause of higher education which I think the land-grant colleges are in position to render. This new service is no less significant than the ones mentioned above; indeed it is of basic importance. Nor is it easier to render. In fact, it will test in new ways the flexibility of mind and the earnestness of purpose of the faculty members and administrators of your institutions.

I refer to a program of research in problems of instruction on the college level. The most important pioneering job before colleges and universities today, in my opinion, is the scientific evaluation of their own educational materials and practices. Education, particularly institutionalized education, is one branch of the great clumsily evolving social organism of which man finds himself a part. Changes in this organism are bound to be slow at best. No agency which extends over a

whole nation can be changed quickly under a democratic regime. Schools and colleges are not exceptions. While technology and commercial practices which are responsive to the profit motive change with ever accelerated rates, social agencies like homes and colleges change relatively slowly. No one in the colleges expects to gain financially by adjusting instructional practices quickly. Therefore, social agencies such as the colleges must look for some other than the profit motive to impel change. That other motive is *the desire to render better public service through discovery.*

Urge of the Scholar

The yearning to discover, the urge of the scholar to find a better way, can be applied to problems in the field of policies, principles and techniques of instruction just as genuinely as to problems in chemistry or in plant pathology. It is that native impulse to search for new truth to which the appeal must go for help in solving many pressing problems of college instruction. It is my belief that when once the significance of this vital field is fully recognized by the scholars composing the staffs of the land-grant colleges, there will not be wanting those able and willing to work in it. Nor will the land-grant colleges, committed as they are to building on a foundation of research, fail to encourage the efforts of these scholars.

It seems scarcely necessary to say to you that one of the reasons why the field of college instruction has had so little attention by scholars is that college faculty members are first of all, specialists in various subject-matter fields. They naturally devote their scholarly interests to pushing forward the boundaries of knowledge in these fields. The tacit assumption seems to have prevailed pretty generally that there is no problem of college instruction beyond a thorough mastery of the subject by the teacher. A college teacher, like many others, especially in the secondary field, too often teaches his subject, not his students. By intuition or some other untaught device, he knows all that he needs to know about his students. If they have trouble getting the value from his course, the teacher of subject matter is too commonly inclined to wash his hands of responsibility for that unfortunate fact.

But the spirit is changing. The student personnel movement is growing among the colleges. Students are coming to be persons whose individual differences are to be respected. Higher education is not exclusively for that particular type of youth who may

happen to take eagerly to a given professor's ways. Colleges—particularly the land-grant institutions which operate under the charter of the Morrill Act—are for a wide variety of persons—young and old.

The number of students now enrolled in institutions of higher education in this country is equal to one-seventh of all the young people 18 to 21 years of age, inclusive. These young people are not very different from a cross-section of all our young people with respect to any of the important human abilities, interests, and aptitudes. How to make college study and college life most significant in the development of each of these students is a question entirely too complicated to be left to chance. Neither is it a problem that some research scholar can solve alone. It involves whole faculties: first, because many faculty members must participate in the experimental program which such research involves and, second, the practices of all members of the faculty are likely to be modified by the findings of such research. Therefore, the most effective program of research in collegiate instruction is one which the institution takes pains to foster and to which scholarly interest from many departments contributes.

Three Questions

In contemplating such a research program, three questions come to mind. First, what are the principal problems of college instruction which lend themselves best to research? Second, what are the types of administrative organization best designed to facilitate that research? Third, what part can the Office of Education play, if any, in aiding, for the country as a whole, the program of research in collegiate instruction?

In answer to the first question, we are fortunately not forced to start from scratch. Many universities have already done notable work in collegiate research. Their selection of problems for study as well as their research procedures will serve as a guide in the development of new research programs. Reports of Minnesota's Faculty Committee on Administrative Research, or of Purdue's Division of Educational Reference provide abundant illustrations of the types of research studies that should be carried on in many institutions. Answers should be found to such questions as

What are the most effective relationships between high schools and colleges to assure the attendance by each college student at the college best suited to his needs?

What are the most suitable criteria and

Address at fifty-second annual convention of Association of Land-Grant Colleges and Universities, Nov. 15, 1938, at Chicago, Ill.

guidance procedures to use in aiding each student to select the curriculum in a given university best suited to his needs?

What are the best ways of assembling data bearing upon the relative effectiveness of different methods of college teaching?

What are the values of the different incentives or motives actuating study on the part of the students?

How effective is the institution's program in developing among students, the attitudes, the interests, and the understanding, essential to them as citizens in a democratic society?

Scores of other problems come to your minds. Without going into further detail about such questions, however, it should be clear that answers to questions of this type should be sought. If organized education were a competitive industry, if a university were to stand or fall in terms of the rate at which valid answers were found to such questions, the answers would be sought more vigorously than at the present time.

A Few Propositions

On the second question there is no doubt room for much difference of opinion. Probably there is no one best administrative organization to facilitate the research program in the field of college instruction. The best plan in one institution may not be the best plan in another. There has been enough experience, however, with efforts of universities to carry on such programs to justify a few propositions which seem to me worthy of your consideration:

First. While individuals among college faculties will properly continue their studies in the field of collegiate education, the job may not be safely left to them alone. The institution has too much of a stake in the outcome to await the slow accumulation of findings of individual scholars. The Du Pont Co. has not been willing to wait on the findings of the hundreds of individual scholars doing research in chemistry in the universities throughout the country. The Du Ponts set up a laboratory of their own in which they employ sometimes as many as 1,200 chemists. The General Electric Co. has not been willing to wait on the findings of the physicists at work in the universities. That company set up a laboratory of its own. So it has been with all the large industrial companies. Because industrial research pays in dollars, industry spends millions upon it. Research in the problems of higher education will pay in improved educational practices, to the same degree, no doubt, as industrial research pays in dollars. Universities can no more afford to be without research units devoted to the improvement of their product than can industry.

Second. If we grant that the research program must be an institutional effort rather than the effort of individual faculty members

working alone, the second proposition follows logically, namely, the program must represent general faculty interest, and should not be imposed upon the faculty by the administration. A committee named by the faculty, and charged with the responsibility to work out a program of research such as can be carried out within the limits of faculty time and institutional resources is one plan which has worked well. This committee can enlist the cooperation of all the faculty members who are interested, and can get suggestions concerning urgent problems from all the faculty members who are willing to submit them. This committee can also supply the necessary help to those whose approved projects call for such help providing the committee has an adequate budget at its disposal. Such a budget is necessary if the institution takes seriously its responsibility to contribute to the progress of higher education.

The *third* proposition I wish to make is that while members of the school or department of education should play an important part in this research program, other departments should play equally important parts. Research techniques in the field of collegiate instruction may be suggested and refined by members of the staff of the department of education, but the problems should originate with other departments wherever possible and the research studies should be carried out under the direction of faculty members in other departments as largely as possible. Otherwise, the program is not likely to influence the whole university as it should.

What Part Can Office Play?

Finally, what part can the Office of Education play in fostering such a program.

In line with its traditional attitude to leave the administration of education to the States and local institutions, the Office of Education has exercised a minimum of supervision while distributing the Morrill-Nelson, and later the added Bankhead-Jones funds. The Office requires only a sworn report specifying that the funds have been spent in accordance with law. It is my purpose to continue to operate the Office under that general policy—a policy of leadership, not of compulsion.

I am conscious, however, of an obligation which rests upon the Office to stimulate activities of any nature which will tend to insure the best service possible, where Federal funds are concerned. On that ground I feel justified in urging the research program described above. Furthermore, I feel that the colleges and universities which have so long been the recipients of Federal grants for instruction will desire that the Office exercise a constructive leadership in helping to improve the quality of instruction in such institutions. One way which seems to me appropriate for the Office is to cooperate with the institutions in the conduct of research programs or studies which they may be in position to carry on.

New Positions

To that end, I am incorporating in the Office of Education budget for 1939-40 two new positions, namely, a principal specialist in higher education and a senior specialist in higher education, plus supporting expenses. If these two high grade positions are approved by the Bureau of the Budget and if appropriations for them are made by the Congress, it is our hope that the persons selected may work chiefly with the land-grant colleges in devising and carrying on the types of research studies indicated above. Their direct services will include:

First. Assisting in discovering and carefully defining the problems upon which research is most needed;

Second. Compiling bibliographies and abstracting the previous research studies bearing upon these problems;

Third. Bringing together for conference those research workers in various universities who are interested in the same problems;

Fourth. Coordinating upon invitation the plans for similar studies in different institutions in order that the results would be comparable and thus greatly increased in value.

In short, the purpose of these two persons who will be selected because of their capabilities in research in higher education, in association with others in the Division of Higher Education in the Office, will be to aid in every way possible the land-grant colleges in their efforts to improve their instruction through research.

Lion's Share

In addition to the hoped-for additional service, the Office of Education is prepared to render a special service to the land-grant colleges in one very important field. Under the several vocational education acts, particularly the recent George-Deen Act, special emphasis is placed upon the training of teachers for vocational education, including agriculture, home economics, trades and industries, and the distributive occupations. For this teacher-training work a total Federal subsidy of more than \$2,000,000 is available to the States. The lion's share of it goes to the land-grant colleges.

In the program of teacher-training set up under the George-Deen Act, provision is made for carrying on research in connection with the problems of teacher training. Probably no more vital need exists in the whole field of vocational education than studies of the best procedures in preparing teachers for the high schools, the evening schools, and part-time schools devoted to preparing young people for their vocational careers and to the retraining of adults. Land-grant colleges should take the lead in working out the kinds of studies needed. The Office of Education has staff members in specialized fields in the Vocational Division who are devoting their time, in part, to aiding in such a program.

(Concluded on page 159)

Legislative Action in 1938

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

★★★ In 1938 legislatures of nine States met in regular session. The States in which such sessions were held are Kentucky, Louisiana, Massachusetts, Mississippi, New Jersey, New York, Rhode Island, South Carolina, and Virginia. Special sessions of State legislatures were called in a number of States. Among the States having special sessions of their legislatures are Arkansas, Georgia, Illinois, Kansas, Ohio, and Pennsylvania.

Complete reports have not yet been received from all of the States having legislative sessions during the year. No attempt is made here to give detailed information covering all legislation enacted, only the general character of current legislation affecting education is indicated.

School Finance

State legislatures in recent years have shown an unmistakable tendency to increase in one way or another State participation in the problems of financing public-school facilities. This tendency continued in evidence in several States during 1938. Legislation in this field manifested for the most part efforts to extend or adjust legislation in line with the generally accepted principle of increased State responsibility for the support of public schools. Among the States which increased State funds for support of public-school facilities are Georgia, Louisiana, Mississippi, New York, Pennsylvania, and Virginia. The following are a few examples of legislation in this direction:

Georgia increased the excise tax on malt beverages, the proceeds of which are allocated to pay the cost of textbooks for children attending common schools, and provided that any excess funds after providing textbooks shall be used by the State board of education for other school purposes.

Louisiana appropriated \$800,000 for the next biennium to be used exclusively for paying additional salaries to operators of school busses.

Mississippi appropriated over \$11,000,000 for the ensuing biennium for common schools, which is divided equally between the per-capita and the equalizing funds. This appropriation exceeds by more than 2 million, the State aid heretofore granted for common schools.

New York included in its 1938 budget act an increase of over \$600,000 for schools over that for the fiscal year 1937.

Pennsylvania authorized the inauguration of a 75-million-dollar-school building program, 45 percent of the cost to be obtained by grants from the Federal Government and the remaining 55 percent to be financed by the State,

through a bond issue. Each school district participating in the building program will repay the 55 percent over a period of 30 years.

The legislature of *Virginia* increased the school fund 1 million dollars per year for the payment of teachers' salaries, and to provide for the maintenance of a 9 months' school term.

Teacher Welfare

The extent of legislation affecting the status of teachers, their salaries, tenure, and retirement rights has been noteworthy in recent years. Legislation in behalf of teacher welfare continued unabated during 1938. *New Jersey* enacted provisions which make it the duty of school boards to protect teachers from financial loss arising out of suits or judgments by reason of negligence resulting in accidental bodily injury, provided such injury occurred while the teacher was acting in line of duty. School boards in *New Jersey* were authorized to arrange for insurance to protect teachers in this respect. A somewhat similar provision was enacted by the *New York* legislature applicable to board of higher education in cities of 1 million or more population.

New Jersey provided for the tenure of employment of secretaries, clerks, assistant secretaries, and business managers of any school board. It also made provisions for tenure of service of all superintendents of public schools in districts of first class, after employment of 3 consecutive years.

The legislature of *Kentucky* enacted a law which appears to be of unusual interest to married women teachers. The legislature of that State declared void all rules, regulations, laws, or policies of school districts which were in restraint of marriage of women teachers and forbade any school board from adopting any rule or policy in restraint thereof.

Teacher Retirement

It is also noteworthy that *Kentucky* enacted a new teacher retirement law designed to provide retirement benefits for teachers of all State-supported schools and colleges. Under the new law the State will contribute an amount equal to that contributed by the teachers. It is noted that in *Virginia* the legislature increased the State teachers' pension fund to \$220,000 a year and provided for an increase in teachers' contributions for that purpose. Furthermore, the legislature of *Virginia* requested the Governor, in his discretion, to provide in the next biennial budget a sum of money sufficient to support an actuarially sound retirement law for teach-

ers. The *Virginia* legislature also required each school division of the State to prepare a salary schedule for teachers in terms of teacher preparation, experience, and efficiency, and declared that the average annual salary shall not be less than \$500.

Curriculum

The legislature of *Massachusetts* required all State teachers colleges to give instruction on the Constitution of the United States and of the State "for the purpose of fitting the students, morally and intellectually, for the duties of citizenship and of the school districts." *Massachusetts* also authorized school districts to provide instructions in lip-reading for any child whose hearing is defective.

In *Mississippi* the legislature authorized the State board of education to add additional courses of study to the elementary and high-school curriculum than those prescribed by statute.

The *Virginia* legislature required to be given in every elementary and/or high school, "a course of study including elementary training in accident prevention." Previously instruction in this field was required to be given merely in connection with other courses.

Special Schools or Classes

Legislation designed to promote educational facilities for adults, or other special groups was enacted in three States, namely, *Massachusetts*, *Mississippi*, and *New Jersey*.

Massachusetts authorized the department of education in cooperation with any town to establish instruction in English for persons 18 years of age or over unable to speak, read, or write the same, and in the fundamental principles of Government and other subjects adapted to prepare for American citizenship. Previously such classes were authorized to be established for "adults" only.

Mississippi authorized boards of school trustees to establish and maintain day and evening schools for adults primarily for the reduction of illiteracy, and for the improvement of civic, vocational, and general education of adults.

New Jersey authorized boards of education to maintain a program of adult education and to utilize school buildings and equipment for that purpose.

The legislature of *Mississippi* also authorized municipalities having a population of 2,000 or more to establish kindergartens, the expense of which is to be paid by the municipality out of any funds available. Apparently the budget law does not apply to the expenses of kindergartens.

Visual Aids to Instruction Then and Now

by Katherine M. Cook, Chief, Special Problems Division

★★★ Rereading Samuel Hall's *Lectures on School Keeping*, written more than a hundred years ago, one discovers him advocating many ideas commonly thought of as originating with modern or "progressive" education groups. The need of appealing to children's interests, for one example; the recognition of individual differences, for another; even the now somewhat discredited need for developing self-control on the part of pupils. Samuel, it appears, was not exactly an essentialist in the modern meaning of the term, yet he must have had his feet well planted in the New England soil, even though his ideas ranged beyond it.

This accidental journey was an incentive to further adventure into school keeping in the early nineteenth century and to the perusal of another time-worn volume, *The Introductory Discourses and Lectures Delivered Before the American Institute of Instruction in Boston in 1832*. Among the lectures, one by Walter Johnson on *The Utility of Visible Illustrations*, especially intrigued interest. One wondered what was approved practice in the use of visual aids in A. D. 1832. Mr. Johnson tells us in nineteenth century style, mixing a bit of Latin now and then with his discourse, as the custom of the day deemed appropriate. It is a good lecture, somewhat formal—yet without benefit of the ostentatious vocabulary of professional writing somewhat prevalent 100 years later.

The first points Mr. Johnson makes in regard to the uses of visible illustrations are concerned with their efficacy in the promotion of accuracy, especially in regard to the conception of words and things not within the range of experience; and, that, through their use, a "deeper mine of mental wealth" can be opened and "a wider diffusion given to treasures already amassed"—implied objectives approved in good present-day practice. One infers that awareness of the need for supplementing and enriching the curriculum is not wholly a new development in educational theory and practice.

Interesting Similarity

It is unnecessary to follow through the different uses of visual aids discussed by the lecturer. Perhaps it is enough to state that he further elucidates the above by pointing out the "departments of knowledge" (subjects) in which visual aids are especially pertinent; that he discusses the "time and manner" of employing this instrument of instruction; passes on to show certain limitations in the usefulness of visual aids and "abuses and impositions to which the unguarded may be liable from too hasty adoption of some specious views of

this matter." One thing of special interest, however, is that Mr. Johnson discusses practically all of the types of visual aids which would be discussed today in a similar situation except, of course, projected aids, including the family of films. He particularly stresses the desirability of first-hand contacts—seeing the thing to be studied itself when possible; "actual resort to fields and forests where the natural habits of every vegetable production are seen unimpaired by efforts of art" or "repairing to the garden, greenhouse or nursery," are among his recommendations. He refers to the use of models, specimens, graphic representations, geographical and geological maps, outline figures or diagrams, even a museum is mentioned, and explains important ways and situations in which they may be used.

To look further into the application of educational principles to the use of visual aids to instruction in 1832, Mr. Johnson tells us that "the advantage of modern methods of instruction over those which prevailed when learning dwelt chiefly in the closet and the cloister is that it substitutes the assurance of demonstration for the blind assent of the will to abstract propositions." It would doubtless be erroneous to imply that the author included pupil participation in his conception of the meaning of "demonstration" if there were no further evidence. But he goes on to discuss the futility of "facts and opinions thus stored without ever being appropriated," and adds that "the proverbial deficiency in the practical duties of life, of young persons thus instructed, must be decisive against persevering in a course as hostile to sound learning as it is to pleasure and usefulness." Advocacy of the use in addition to the storing of facts would seem to imply that provision for pupil participation in educational activities was not unknown in the school program of 1832. These and other educational principles, for example, the need for due regard to particular cases as well as to general characteristics of the race "in the application" of methods of communicating knowledge; the fact that "with little to excite the curiosity and nothing which could stimulate voluntary exertion the mind becomes the mere receptacle of intellectual lumber," Mr. Johnson explains by way of introduction to his discussion of the use of "visible illustrations" in instruction.

Recent Study

A recent study made in the Office of Education enables a comparative consideration of the use of visual aids in schools in 1936. In the 100 years we have of course added extensively to our equipment, especially through

such newer inventions as lantern slides, motion pictures, stereographs, film strips, and still films. We are using in much greater degree, judging by the survey, unprojected pictorial materials, objects, specimens, models, and the like, most of which were in use at least to some extent in 1832. Mechanical equipment necessary for the use of films, film strips and other projected visual aids are available and used by approximately 27 percent of the public-school enrollment, according to estimates made in the study. The expense of such equipment is, of course, among the chief obstacles to their wider use in the schools. Outside of large city systems we have not yet attained the more fundamental essentials—adequate salaries and school terms, library facilities, and the like; even school buildings adapted to the needs of school programs are still wanting in thousands of communities, especially rural communities.

It is not surprising, then, that we are still depending on the less expensive types of visual equipment, such as maps, as yet the most universally used of visual aids; globes; relatively inexpensive pictorial materials of which many teachers have an individual collection; specimens and models which children collect and furnish. Museums are, as yet, accessible only in the large cities and coordination of museum and school instructional practices toward organized educational objectives is a denouement still devoutly to be wished in the majority of cases.

Obstacles Listed

While expense is still the chief difficulty there are other obstacles to the fullest use of aids requiring mechanical equipment. Among major difficulties involved in the use of both auditory and visual aids in schools, as reported by superintendents, is lack of materials definitely adapted to school purposes, especially of satisfactory films. There is reported also the difficulty arising from insufficient training in the use of aids on the part of teachers. Since 1936, when these data were collected, these particular problems are further on the way to solution.

An increasing number of films designated "educational" from which to choose are being prepared by different producers. There is a growing interest among teacher education institutions in courses for teachers in the use of visual aids, especially moving-picture films. An examination now under way of catalogues of State institutions whose primary or sole function is the preparation of teachers—State teachers colleges, State normal colleges, State normal universities, but not including other

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An Adventure or a Job?

by Helen K. Mackintosh, Specialist, Elementary Education

★★★ Teaching may be merely a job, or it may be an adventure, depending upon the attitude which a teacher has developed during the pre-service period or as a result of actual teaching experience. The categories suggested below are not mutually exclusive; as a group teachers tend to belong to one classification or the other on the basis of their beliefs.

Teaching Contrasts

Teaching is a job.	Teaching is an adventure.
Problems of teaching are in general solved.	Pioneering spirit is still needed in teaching.
The teacher should know the answers to questions in advance.	The teacher may learn with the children.
The teacher's primary responsibility is to know subjects.	The teacher's primary purpose is to know children.
Opinions expressed by administrators or by authorities must be accepted at face value.	Teachers must think through problems and arrive at conclusions.
The teacher is a director of learning.	The teacher guides the learning process.

Are the Problems Solved?

It has perhaps been too much the tendency to think that problems of elementary education are in general solved. Frequently the statement has been made that the best teaching is done at the elementary school level. But in view of recent extensive studies, at the secondary and college levels, elementary schools must continue to make progress or they will be left at the rear of the education procession.

Problems Needing Study

The teacher in an elementary school needs the spirit of the pioneer. The theorist writes and thinks in terms of occasional visits to schools in which certain aspects of teaching and learning catch his attention. The teacher can have a much broader understanding of the changes which are taking place in boys and girls as the result of the day-by-day living in which she comes to know them as individuals. There are hundreds of questions which cannot be adequately answered until teachers and children help in the process: How can each child make individual progress in various fields of experience, within the limits of time and the number of children in the group? What modifications in teaching are necessary with large classes? How large may a class become and still allow for adequate learning on the part of each child? How

can the intangibles represented in attitudes and appreciations be measured? How can children organize themselves for cooperative group work?

How can construction activities result in a product whose standard is not too high, but is not slipshod in the effort to be childlike? What evidence is there that children spell, write, and read as efficiently as did their parents? What is the relative influence of learning in the classroom and learning in the community upon elementary school children? What intermediate steps can be taken by a teacher who wants to shift from the traditional method of teaching subjects to a method which emphasizes children? How can a rural school plan its program so that the school day is not broken up into tiny compartments of experience? How can teachers secure the active cooperation of parents in organizing the school curriculum?

What research studies have you carried on in elementary education? What informal records have you kept of problems encountered or problems solved? The Office of Education welcomes reports from teachers in the field.

Suggested Methods for Studying Problems

All of these questions and more, deserve study of a sort which can be objectively recorded and made available to other teachers in other communities. The question of how the teacher is to conduct such studies and where she is to find the time, will be raised immediately. One nationally known educator suggested several years ago that classroom teachers could make a real contribution by repeating the experiments which have been carried out by other workers. People are too apt to accept the findings of a study carried on in a single situation, as being fairly conclusive. Teachers can help by piling up further records on the problems for which others have broken ground.

Reports of experiments in current magazines, in the Bibliography of Research Studies in Education published by the Office of Education, or in the publications of the American Educational Research Association may be used as guides to problems which have already been explored in some degree. And as to time, such studies should be carried on not in addition to, but as a basic part of school work.

It is entirely possible for teachers to organize their own research studies as a basis for an advanced degree, as a special problem for

which college credit is given, or as a contribution in which an interest has become a hobby. Frequently a supervisor welcomes such a study in lieu of some other type of contribution to the program for improvement of instruction. Sometimes a teachers' study group makes it possible for a number of teachers to contribute to the solution of the same problem.

The nature of the problem often determines the method of study. A daily diary record of methods used to secure group cooperation, difficulties encountered in size of class, or means used to relate the subject matter of history, geography, civics, and industrial arts into a special field such as social studies represents an interesting method of attack on school problems.

Pupil records of experience represent another type of informal study. Pupils may record in book form their problems in running a school newspaper. Here will be included copies of all issues of the paper, discussions carried on by the class in preparation for each number, and following each issue for purposes of evaluation. Such a record will emphasize learnings which children feel that they have derived from the unit. It is frequently true that children's reactions may be quite different from those of the teacher. As an illustration, a classroom teacher who had asked children to write down a few statements to tell what happened when they studied, was surprised to find one child who listed as his most important activity, "I place my feet flat on the floor so that the blood can circulate." What children think and what teachers believe that children think, may be two entirely different propositions. Any plan which makes it possible for the teacher to take pupils into her confidence will result in a school program which moves more smoothly.

Can a Teacher Be an Authority in All Subject Fields?

There are still too many teachers who believe that it is the teacher's business to know all of the answers to all the questions in advance of the children. Of course the situation in which the teacher knows none of the answers to any of the questions is equally undesirable. All teachers need to have an extensive knowledge of subject matter which can be used in meaningful situations. But they must be prepared to say frankly that they do not know, rather than to hedge on a reply.

It is equally necessary that children feel the teacher is a learner too. Children's reactions to classroom methods are represented by a child's comment in response to the teacher's

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Teaching Aids for Teachers

by Mary Dabney Davis, Specialist in Nursery-Kindergarten-Primary Education

★★★ Where may authoritative teaching aids be found at little or no cost? is a recurring question from classroom teachers. The present curriculum emphasis upon the social studies, the increased flexibility of teaching methods, the provision of equipment for motion pictures, the radio and work shops, and the extension of school responsibilities to include plans for children's out-of-school time are making new demands upon teachers. To meet these demands teachers need basic information to help build their own understanding of what is going on in the social, economic, art, and industrial world, and to increase their knowledge of the natural sciences. They need guidance in finding source and supplementary teaching materials. They need skill in selecting materials that are authentic and those that are interesting and appropriate for the ages and comprehension of their groups of children. To help supply some of these needs a fourth revision has been made of current source materials and teaching aids available from noncommercial organizations. To this has been added a summary of the publications and visual materials available from Federal Government agencies.

Other Sources

The number and variety of services offered by the organizations listed indicates a widespread interest in children, in their parents, and in the welfare and happiness of the whole community. Still other sources of instructional aids are available for teachers. These include State departments of public instruction, State universities and teachers colleges. For example *Sources of Free and Inexpensive Materials*, a bulletin in the series of Materials of Instruction, has been issued recently by the New Mexico State Department of Education; two publications of the Georgia program for the improvement of instruction describe *The Community as a Source of Materials of Instruction*, and *Natural Resources of Georgia*; the Curriculum Laboratory of Northwestern University issues a mimeographed plan for *Surveying Our Environment for Educative Materials* and Cornell University publishes *Nature Study Leaflets*.

Several professional organizations have made extensive summaries of teaching aids with such publications as the yearbooks of the Department of Elementary School Principals of the National Education Association on *Aids to Teaching in the Elementary School*, and of the Department of Supervisors and Directors of Instruction on *Materials of Instruction*.

Local branches of many of the national

organizations listed in the directory which follows have contributed materials for local use as illustrated by a motion picture of toys for young children, especially helpful for a parents' meeting, produced by the Clarksburg, W. Va., branch of the American Association of University Women. Materials are also available from many local museums of science and art, such as the packet of colored prints of early Indian pottery from the Logan Museum in Beloit, Wis.

Current professional literature is providing guides to teaching aids—for example, *Visualizing the Curriculum* by Hoban, Hoban and Sisman, Gertrude King's *World Friendship: A Bibliography: Sources of Educational Material*—and the series of books on enriched teaching of high-school subjects from the Bureau of Publications of Teachers College, Columbia University.

Nature of Materials

Many commercial and industrial organizations provide descriptions of local and nationwide trade conditions and of the production and use of coal, lime, sand, and other materials, of the processes of making steel, rubber, and other commodities and of the procedures in operating trains, boats, airplanes, and other public services.

The general nature of the publications and visual materials offered by the organizations and agencies listed in the directories, is indicated by the column headings. More specific information is given in the catalogs offered of titles, pictures, and exhibits.

For the Federal agencies there are several sources of detailed information: (1) a comprehensive list of Government publications which may be purchased for 25 cents from the Government Printing Office, (2) catalogs available without charge from the information, publications or extension offices of the different departments and services, and (3) current lists of publications from specific bureaus and offices.

An initial study of the general organization of the Federal Government and of the functions of its departments, bureaus, and services would reveal possible sources for special types of material which may be desired. For this purpose an organization diagram of Government departments and services is available from the Bureau of Reclamation, of the United States Department of the Interior. Descriptions of functions are given in the annual reports of the secretaries in charge of different departments, in the periodic reports of those in charge of bureaus and services, and in special circulars, and leaflets as indicated in the directory under "Description of Functions."

Suggested Use

Examples from the wealth of materials available have been grouped about some of the school's curricular and extracurricular activities. Whereas this grouping suggests possible uses of the materials it does not imply that all sources of teaching aids are represented or that the services are necessarily limited to the areas listed. The numerals and letters placed in parentheses indicate some of the sources for the materials mentioned and correspond with the enumeration in the directories of noncommercial organizations (numerals) and of Government agencies (letters and numerals).

Auditorium programs: Dramatizations (6, 37, 42), National and State parks (D1, D6), CCC (H), travel (C1, D6), housing developments (H), humane day (10), birds and flowers (32, 52), labor day (G1), illustrated art lectures (5).

Clubs, hobbies, and recreation: Band of Mercy (10), Junior Red Cross (11), Junior Astronomy Club (14), Knighthood of Youth (34), Junior Safety Council (43), Safety Patrols (3), Pathfinders (46), Woodcraft Tribes (49), boys' and girls' clubs (20, 21, 28, E1a-E2a), reading (12, 19, 23, D3), woodcraft (20, 21, 49, F1, F2), sculpture (5, 20, 21), archeology (D1), stamps (20), leatherwork (21), photography, care of "hobby horses" (30), music, drama, camping (42), national forests (E2a).

Health and hygiene: Nutrition (9, 23, 26, 34, E1a, G4), height, weight and other records (21, D3, G4), hygiene and sanitation (13, 34, 40, 45, A3, D3).

International understanding: (1, 4, 11, 23, 29, 37, 39, 52, C1, D3).

Natural science: Nature trails (14, 20, 21, 49), earthquakes (8), minerals (14, D1, D7), insects (E2a), birds and animals (10, 14, 16, 32, D1, E2a), forests (6, 22, E2a), astronomy (14, 21), fish and water plants (F5), weather conditions and trade winds (E2a, D1), specialized crops (D5).

Safety education: Swimming and life saving (20, 21, E2a), traffic (3, 28, D7), light-houses (F6), accident prevention (3, 15, 43, G1), forest fire prevention (6, E2a).

Social studies: Conservation—fish (F5), flowers (51), forests (E2a), soil—cover crops, terracing, flood and headwater control, irrigation and dams (D1, D3, D5, E4, H); consumer's

"guide" and services (E3a), consumer's "quiz" (25), the woman shopper (G5); Indian life and recent excavations (14, 39, 49, D1); economic trends and movements of population (38, 50, A1, A2, D3, H, I), industries—sugar, wool, etc. (D1), combustion engines, oil gushers (D7), marketing (E2a), standards and units of weights and measures (F4); pulp and paper making, uses of hardwoods (F2, F3) furs-seals (F5); industrial problems—labor statistics, pay rolls and costs of living (G3), child labor (G4), women in industry (G5); maps—base, outline, contour, geologic—coal, gas, oil—and topographic (D4, F7), exploration,

discovery, research (8, 37), culture areas (14), historical (D6), standard symbols for government maps (D4).

Parent and teacher study topics: The American family (1), Know Your School (D3), parents problems (23, 36, 47, D3), guidance problems (2, 7, 17, 18, 19, 24, 31, 35, 41, 44, 48, B1, B2), current economic problems (25, 50, D3, H, I, G2, G3).

Catalogs of publications and visual materials are available from many of the organizations and agencies. A careful study of these will indicate the types of materials available

and the general topics covered. When making requests for information or for materials it is desirable to specify the age level of the group to be served and the subjects or school activities for which supplementary materials and teaching aids are needed. It is also helpful to obtain specific directions before placing orders.

Symbols in the following directories may be read as follows: F=for free distribution; C=a charge is made; S=single copies free but quantities must be purchased; L=for loan. Footnotes give more specific information for individual organizations and agencies.

Teaching Aids Available from Government Agencies

(Notices of current publications appear each month in SCHOOL LIFE, the official journal of the Office of Education)

Agencies	Publications				Visual materials ¹				Other material
	Periodicals	Description of functions	List of publications	Bulletins, leaflets, memoranda	Motion pictures	Stereopticon slides	Film strips	Posters, pictures, charts, maps	
1	2	3	4	5	6	7	8	9	10
A. Department of the Treasury: 1. Division of Research and Statistics 2. Public Debt Service									Summary History of United States Money (F). Circulation Statement of United States Money. Issued monthly (F).
3. Bureau of Public Health Service 4. Bureau of the Budget	C	C, S C, S	F	F, C					
B. Department of Justice: 1. Federal Bureau of Investigation 2. Bureau of Prisons	F	C, S F							
C. Department of the Navy: 1. United States Navy Recruiting Stations					L ^{2 3 4 5}				
D. Department of the Interior: 1. Division of Motion Pictures 2. Office of Indian Affairs 3. Office of Education		F (Educ.) F	F	F, C	L ^{2 3 5 6}		L ^{3 7}		Enrollments in Indian schools (F). Sample hooks of report cards and cumulative records (L).
4. Geological Survey 5. Bureau of Reclamation	C	F	F ⁸ F	F	L ^{2 3 5}	L ³		C L ³	Descriptive diagram of Government departments and offices (C, S).
6. National Park Service 7. Bureau of Mines		F F	F F	F, C F	L ^{2 3 5} L ^{3 5}	L	L ³	F	
E. Department of Agriculture: 1. Office of Information a. Division of Publications 2. Extension Service: a. Division of Motion Pictures b. Division of Visual Instruction 3. Agricultural Adjustment Administration: a. Consumers' Council Division 4. Soil Conservation Service	F, C	C, S C	F	F, C	L ^{2 3 5 6}		L ³	F, C	Bibliographies—Consumer's Bookshelf; Cooperative Bookshelf (C). Regional Division maps (F).
F. Department of Commerce: 1. Division of Publications 2. Bureau of Foreign and Domestic Commerce 3. Division of Forest Products 4. National Bureau of Standards 5. Bureau of Fisheries 6. Bureau of Lighthouses 7. Coast and Geodetic Survey		F	F F F F	F, C F, C F, C C F, C		L ³		C	Obsolete nautical and aeronautical charts (F).
G. Department of Labor: 1. Division of Publications and Supplies 2. Division of Labor Standards 3. Bureau of Labor Statistics 4. Children's Bureau 5. Women's Bureau	C C C C	F F F F	F F, C F F	C, S C, S C, S C, S	L ^{5 7 10} L ^{3 5 6} L ^{2 3 5 6 7}		C ^{3 11}	F F F, C F, C	Exhibits.
H. The National Emergency Council				F	L ^{3 5 10}				Bibliographies and reprints of articles on the educational use of motion pictures and study guides for the documentary films, <i>The Plow That Broke the Plains</i> and <i>The River</i> (F).
I. National Resources Committee		F	F	C, S					Regional planning books and maps (C).

¹ All visual materials are for both adults and children unless otherwise indicated.
Motion pictures, film strips, and stereopticon slides:
L=Borrower pays transportation.
C=Borrower also pays a service charge.
Motion pictures: Silent only unless (2) or (10) is indicated.

A special directory of U. S. Government films and a film chart on which are listed Government agencies distributing films and film study aids, are available from The National Emergency Council free of charge.
² Both silent and sound pictures.
³ Descriptive catalog free.
⁴ Projector sometimes available.

⁵ Both 16 mm and 35 mm.
⁶ Available for purchase.
⁷ Adults only.
⁸ General map information circular.
⁹ Available only to school libraries.
¹⁰ Sound only.
¹¹ Purchase only.

Teaching Aids Available From Professional and Noncommercial Organizations

Organizations	Publications								Visual materials ¹						Other materials
	Peri- odicals	Book lists for child- ren	Book lists for adults	Bulle- tins, leaflets, study out- lines, for adults	Book- lets for child- ren	Direc- tions for child- ren's hand- work	Direc- tions for plays, games, pag- eants, etc.	Indi- vidual record cards, dia- ries, etc.	Motion pic- tures	Stere- opti- con slides	Film strips	Post- ers	Pic- tures	Ex- hibits	
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
1. American Association of University Women, 1634 Eye St. NW., Washington, D. C.	C	C	C	C			C								
2. American Association to Promote the Teaching of Speech to the Deaf, 1537 35th St. NW., Washington, D. C.	C, S	F, C	F, C	F, C				C				F ²		F ²	Material for parents of preschool deaf children.
3. American Automobile Association, Mills Bldg., Washington, D. C.				F, C	F, C	F	S, C	F	L ^{3,4}		L ²	F ⁴		L ²	High school text in traffic safety and automobile driving. Standard rules for Safety Patrols. Drivers' tests and blueprints for tests.
4. American Council of the Institute of Pacific Relations, 129 East 52d St., New York, N. Y.	C	C	F, C	F, C					C ⁵						
5. American Federation of Arts, Barr Bldg., Washington, D. C.	C			F, C						C				F, C	Reference guide for high-school teachers and students; Teachers' monographs.
6. American Forestry Association, 1713 K St. NW., Washington, D. C.	C		F	F			C					F			
7. American Foundation for the Blind, 125 E. 46th St., New York, N. Y.	C		F	F, C			F								
8. American Geographical Society, Broadway at 156th St., New York, N. Y.	C		C												List of publications.
9. American Home Economics Association, 620 Mills Bldg., Washington, D. C.	C		C	C			C								Simplified material on family life education (L).
10. American Humane Education Society, 180 Longwood Ave., Boston, Mass.	C, S	F	F	F, C	C		C		C ³	L, C		F, C		L	
11. American Junior Red Cross, Washington, D. C.	C			F		F	F					F ⁴	F ⁴	F ⁴	List of publications.
12. American Library Association, 520 N. Michigan Ave., Chicago, Ill.	C	C	C	C											
13. American Medical Association, 535 N. Dearborn St., Chicago, Ill.			F	C	C		C					C ²	C ²		
14. American Museum of Natural History, 77th St. and Central Park West, New York, N. Y.	C ⁶			C	C	C			C ³	{ L ^{7,8} C ^{7,8}			C	L ³	Price list of slides, prints, and popular publications.
15. American National Red Cross, Washington, D. C.	C		F, C	F, C								F ²			
16. American Nature Association, 1214 17th St. NW., Washington, D. C.	C			F, C	C				C ⁵				C		
17. American Social Hygiene Association, 50 W. 50th St., New York, N. Y.	C		F	F, C					C ^{5,7,9}	C ⁷	C ⁷	L ⁷		L ⁷	
18. American Society for the Hard of Hearing, Inc., 1537 35th St. NW., Washington, D. C.	C		C	C								C ²		C ² , F ⁴	Proceedings of biennial conference containing papers by physicians, teachers, and social-service workers.
19. Association for Childhood Education, 1201 16th St. NW., Washington, D. C.	C	C		F, C					{ L ^{2,5} C ^{2,5}						List of publications.
20. Boy Scouts of America, 2 Park Ave., New York, N. Y.	C	C			C	C	C								
21. Camp Fire Girls, 41 Union Square, New York, N. Y.	C	F	F	C	C	C	C								Bibliographies, source material and programs for Christmas. Indian lore and nature study materials.
22. Charles Lathrop Pack Forestry Foundation, 214 16th St. NW., Washington, D. C.	C														
23. Child Study Association of America, 221 W. 57th St., New York, N. Y.	C	C	C	C					L ^{2,5}						List of publications.
24. Child Welfare League of America, Inc., 130 E. 22nd St., New York, N. Y.	C			C				C							Health program for children in foster care.
25. Consumers Union of United States, Inc., 55 Vandam St., New York, N. Y.	C			F											
26. Elizabeth McCormick Memorial Fund, 848 N. Dearborn St., Chicago Ill.			F	C				C							
27. Family Welfare Association of America, 130 East 22nd St., New York, N. Y.	C								C ^{2,5,7,9}						
28. Girl Scouts, Inc., 14 W. 49th St., New York, N. Y.	C		C												Handbook for leaders includes directions for games, handwork, etc. (C). Foreign and religious titles. List available.
29. Harmon Foundation, 140 Nassau St., New York, N. Y.									C ^{3,9}	C			C	C	
30. Leisure League of America, 30 Rockefeller Plaza, New York, N. Y.				C											
31. National Association for Nursery Ed'n., 71 East Ferry St., Detroit, Mich.			C	C											"Conference Proceedings," biennially.
32. National Association of Audubon Societies, 1775 Broadway, New York, N. Y.	C	F	F	F, C					L ³ , C ³	C		C	C	C	
33. National Association of Day Nurseries, Inc., 122 East 22nd St., New York, N. Y.				C				C							
34. National Child Welfare Association, 70 Fifth Ave., New York, N. Y.					C							C			List of publications.
35. National Committee for Mental Hygiene, 50 W. 50th St., New York, N. Y.	C		C	C											
36. National Congress of Parents and Teachers, 1201 16th St. NW., Washington, D. C.	C			C ¹⁰											
37. National Council for Prevention of War, 532 17th St. NW., Washington, D. C.	C	F	F	C	C	C	C					C	C	L, C	
38. National Education Association, 1201 16th St. NW., Washington, D. C.	C	F	F	F, C											Lists of year books and other publications including educational week packets used by the several departments and divisions of the N. E. A.

Teaching Aids Available From Professional and Noncommercial Organizations—Continued

Organizations	Publications								Visual materials						Other materials
	Periodicals	Book lists for children	Book lists for adults	Bulletins, leaflets, study outlines, for adults	Booklets for children	Directions for children's hand-work	Directions for plays, games, pageants, etc.	Individual record cards, diaries, etc.	Motion pictures	Stereopticon slides	Film strips	Posters	Pictures	Exhibits	
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
39. National Geographic Society, 16th and M Sts. NW., Washington, D. C.	C		F											C	Packets of back numbers of the National Geographic magazine in lots of 10 (C).
40. National Organization for Public Health Nursing, 50 W. 50th St. New York, N. Y.	C			C											
41. National Probation Association, 50 W. 50th St., New York, N. Y.	C		F	F, C										C ²	Delinquency prevention through a coordinating council.
42. National Recreation Association, 315 Fourth Ave., New York, N. Y.	C		C	C, S		C, S	C, S								Correspondence and consultation service.
43. National Safety Council, 20 N. Wacker Drive, Chicago Ill.	C	F, C	F, C	F, C	C	C	C	C				C		L ²	
44. National Society for the Prevention of Blindness, 50 W. 50th St., New York, N. Y.	C			F, C	C, S			C	L ^{2,3}	L ²		C ²		L ²	
45. National Tuberculosis Association, 50 W. 50th St., New York, N. Y.	C		C	C			C					C	C	C	
46. Pathfinders of America, Inc., 314 Lincoln Bldg., Detroit, Mich.	C	C	C	C											
47. Progressive Education Association, 310 W. 90th St., New York, N. Y.	C, S		F	F					L ^{2,5,9} C ^{2,5,9}					F ² , C ²	Books for teachers and parents.
48. The International Society for Crippled Children, 800 Lorain County Bank Bldg., Elyria, Ohio.	C		F	L ¹¹					L ⁵			L		F	Books loaned, small fee and transportation charged.
49. The Woodcraft League of America, Inc., Santa Fe, N. Mex.		F	F	C	C	C	C								
50. Twentieth Century Fund, 330 W. 42d St., New York, N. Y.			F	F, C								F ²		F	Books (C).
51. Wild Flower Preservation Society, Inc., 3740 Oliver St. NW., Washington, D. C.	C	C	C	C	C		C		C ³	C		C	C		
52. World Peace Foundation, 40 Mount Vernon St., Boston, Mass.			F	F, C								F, C			Auxiliary textbook material on current international problems.

¹ All visual materials are for both adults and children, unless otherwise indicated.

Motion pictures, stereopticon slides and film strips:

L = Borrower pays *Transportation*.

C = Borrower also pays a *Service Charge*.

Motion pictures: Silent only, unless ^(*) is indicated.

² Adults chiefly.

³ 16 mm and 35 mm.

⁴ Children chiefly.

⁵ 16 mm.

⁶ 3 periodicals.

⁷ Available for purchase.

⁸ Only for New York city public schools.

⁹ Both silent and sound pictures.

¹⁰ Many available as a service for local P. T. A. organizations.

¹¹ Transportation paid by borrower.

Training of Camp Educational Advisers

(Concluded from page 137)

and met and the training of advisers supplemented.

Direct supervision and inspection plays a large part in the training of the advisers. The function of instruction is definitely recognized as coordinate with inspection. This supervision is carried out by corps area educational officials, district educational advisers, and subdistrict or sector inspector-instructors of the Army. The latter two operate usually upon a regularly scheduled basis. Their duties are comparable to public-school supervisors.

Publications of the CCC Office of Education and the corps area and district headquarters play a large part in the training of camp advisers. In these publications, it is sought to supplement and amplify the policies and regulations which govern the work of the advisers. The office of the Director of CCC Camp Education has been sending out an educational advisers' letter. Five corps area

headquarters publish monthly magazines dedicated to the professional problems of the camp advisership. Several district headquarters publish weekly papers or bulletins devoted to education.

Camp advisers are encouraged to carry on personal study in the fields of education related to their duties by subscribing to professional magazines and taking correspondence courses. Borrowing privileges with various libraries are secured for advisers. In some instances, advisers have been granted brief periods of leave in order to complete requirements for higher degrees.

Group conferences or training schools are held on an annual or more frequent basis for corps area advisers, for district advisers of a corps area, and for all camp advisers of a corps area, district, or a subdistrict. These conferences and schools usually are held for a 10-day or 2-week period, using the facilities of a cooperating college or university. The programs of these meetings are made up by educational officials of the Civilian Conservation Corps, though universities and colleges contribute many instructors in the various fields.

A typical training school for camp advisers

was that held last summer by officials of the First Corps Area, at Massachusetts State College, Amherst. In addition to a number of group conferences, three special groups of courses were offered: Two groups dealing with the theory of education and one group with shop work. Each adviser was required to select one course from each of the three groups. Groups one and two dealt with (a) current teaching problems, (b) securing and relating occupational information, (c) socialized education, (d) elements and mechanics of guidance, (e) tests and measurements, and (f) guidance seminar. The third group included: (a) Carpentry and wood lathe, (b) forge and metal lathe, and (c) industrial arts. A direct outgrowth of this conference was the organization of the advisers of the corps area into the First Corps Area Guidance Association which has sought and secured affiliation with the National Vocational Guidance Association.

In keeping with the principle of decentralization which obtains in the Civilian Conservation Corps, the in-service training of camp educational advisers has been decentralized insofar as decentralization is consonant with good administration, in order that special problems may be met more intelligently.

Parent Education Opportunities

by Ellen C. Lombard, Specialist in Parent Education

★★★ At least 24 colleges and universities opened their classrooms for parents, for teachers, or for group leaders to study in the field of *child development and parent education* the past summer. In the schedules there were courses, seminars, conferences, institutes, short courses, or forum sessions. Some of these were offered at the graduate level and others were open to undergraduates.

Each year when teachers and others desiring to study, plan their summer schedules they naturally look about to see what may best serve their needs. The following review indicates in a measure the types of courses from which parents, teachers, and leaders of study groups made their choices.

Two women's colleges, Vassar and Mills College, offered courses and special opportunities for parents. Three courses in child development were open at Mills College in addition to a series of lectures on practical aspects of child management which was given during the summer session for parents of children enrolled in the classes for children. All courses at Mills College were open to teachers and parents.

At Vassar, the Institute of Euthenics offered instruction at the graduate level to both parents of children from 2 to 10 years old who were enrolled in the children's school. Husbands who were unable to register for full-time work were enrolled for part-time. The work for parents and for other students of child development centered in the children's school where parents were permitted to observe the activities of the children and the techniques of the experts in charge of the school, and to participate in some of its activities.

Members of the faculty set up individual programs that were intended to meet specific needs of parents and teachers.

Some of the larger universities again offered summer school opportunities to parents, to leaders in parents groups, to teachers and to school administrators to work together in the classroom on the problems that concern all of them. At Columbia University credit courses were open specifically in the field of parent education. Methods and materials in parent education were evaluated, group discussions and consultations were carried on under expert leadership; a course in problems of home-school relationships was given in which present methods of cooperation were evaluated. Because it is important for parents as well as teachers to observe experts when they handle children and by what methods they solve some of the problems of behavior, of attitudes and of habits, Columbia provides nursery schools where children play under ideal conditions, and where students, including par-

ents, observed and participated under expert supervision.

In addition to three courses in parent education offered last summer at Columbia there were courses in education and in adult education open by which students rounded out their programs.

Courses at the graduate level in child development and parent education were the type of opportunity offered at the Iowa Child Welfare Research Station of the State University of Iowa. The courses continued 8 weeks and covered many aspects of child development, such as child behavior and personality, mental hygiene of the child, physical growth of the child, advanced preschool education genetics, methods of physical measurement, research in child welfare, child study and parent education, and related subjects. The preschool laboratories at Iowa University are established as necessary features for the students in training.

The Iowa Child Welfare Research Station cooperated with the Iowa State Council for Child Study and Parent Education, Iowa State College of Agriculture and Mechanic Arts, and Iowa State Teachers College in a 3-day conference program on the guidance of the child which was open to all persons interested in childhood. This was the twelfth meeting of its kind to be held at the university. Experts were brought from distant places to discuss such subjects as, *Why Children Go Wrong, Behavior Problems of the Normal Child, The Role of Parents and Teachers in Guiding Children, How Tribal Customs Affect Child Behavior, How Parents May Effectively Influence School Practice, What Parents Should Know About Their School Systems, and Some New Light on the I. Q.*

The conferences on social education and early childhood education at Stanford University during the summer brought together representatives of professional and lay groups for discussion of many aspects of social education and the growth needs of children. At the forum sessions topics emphasizing parent participation in social education and education for home responsibility were discussed by experts.

Many large universities have cooperated with parent-teacher groups in organizing and conducting institutes annually. Last summer there were 500 persons registered at the Cornell University Institute. Classes in parent education, in the techniques of home and school cooperation, and lectures on many subjects constituted the 5-day program.

At the University of Minnesota summer school a course in parent education was given. A part of the course was concerned with the place of parent education in adult education, the aims and history of the movement for

parent education, qualifications of leaders, and sources of materials. A large proportion of the time, however, was given to methods and practice in discussion groups. Methods used by the university were: Lecture, individual conference, writing answers to parents' questions, short talks on assigned topics, the subgroup method, and the real discussion group.

It was stated that because of the lack of a common background of education, or of experience with children, the plans included various devices and a variety of material to be used in this program.

The State Universities of Arkansas; Colorado; Florida; New Hampshire; Maryland; Oklahoma, and the Oklahoma Agricultural and Mechanical College; South Dakota; Vermont; Washington; North Carolina, including the Woman's College; Bucknell and Yale Universities; West Virginia; Massachusetts State College; Pennsylvania State College; and Alabama College, held joint meetings with parent-teacher organizations during the summer sessions which varied in length from 2 to 5 days.

Many teachers colleges and normal schools, as well as universities, held conferences or short courses, or institutes, for parent-teacher work, and parent education, such as Ball State Teachers College (Ind.), and several Texas State teachers colleges.

No attempt has been made to describe here all the offerings of institutions in the field of parent education or of parent-teacher cooperation that attracted parents, leaders, and teachers last summer to colleges and universities, but there are some suggestions for students whether they are teachers or parents who are already beginning to plan study for another year.



Negro History Week

The annual celebration of Negro History Week will be held from February 5 to 12, 1939. This celebration is sponsored by the Association for the Study of Negro Life and History, for the purpose of stimulating greater interest in the study of the life and history of Negroes and their contributions to civilization.

This particular celebration aims to emphasize the need for cooperation among educational institutions in furthering a Nation-wide movement to give all American children an opportunity throughout the year to obtain accurate information about the thought, achievements, and aspirations of Negroes. It is hoped through this means to foster better interracial relations, to develop racial tolerance, and to promote the cause of democracy.

Socializing Experiences in Conservation

by Effie G. Bathurst, Specialist in Curricular Problems, Division of Special Problems

★★★ Teachers believe that pupils should engage in many school activities in the community outside of the schoolroom. Such activities afford socializing experiences and thus help children develop understanding of community problems, ways of thinking, and habits of action which make them more valuable members of a democratic society.

One of the most important community problems which children study nowadays is the conservation of natural and human resources. Excursions are planned for the study of trees, flowers, forests, soil, minerals, historical monuments. Pupils are sent to parks, woods, roadsides, farms, museums, and social institutions for information to supplement their textbooks. Classes are encouraged to build sanctuaries, transplant flowers, and beautify roadsides near the school. In fact, there is something children can do regarding the conservation of virtually every natural resource.

Two factors increase the socializing value of conservation experiences, as of other community experiences. They are the teachers' technique in helping children use the resources of the community to the best advantage in their study and appropriate selection of activities.

Good Teaching

Skillful technique is especially desirable in establishing purposes and plans and making assignments. In arranging for an excursion to study conservation in a park, for example, it is important that the teacher lead the pupils to the point where they need an excursion to understand their problem or to secure information to carry on an activity, and then help them plan what to observe and study.

A mistake that teachers sometimes make in the use of "community resources" in teaching is to assume entire responsibility for plans and assignments rather than stimulate the pupils to desire information and help them make plans to secure it.

When this mistake is made children's experiences in the community outside of the school are apt to consist of carrying out assignments of the teacher which are just as unlife-like as formal textbook lessons with no application to the lives of boys and girls. The children learn the facts assigned for study, but they do nothing with them. They neither participate in activities planned by community agencies, nor plan activities; and stereotyped study, even though it deals with social institutions, has little value in helping pupils understand the significance of social problems, think clearly and critically about them, or do something to solve them.

Activities Important

Appropriate selection of activities is as important as the teacher's technique. Conservation activities selected for curricular experiences should be those in which the pupils can be led to see social or personal value and in which they can participate. Some teachers of social studies believe that to have socializing value for the pupils' activities should be useful to the community. They would have as many as possible of the children's curricular activities of the socially useful type.



The children are building pens in which to rear quail and pheasants for release in surrounding country.

Other teachers advocate a balanced educational program, including but not wholly comprised of socially useful activities. They believe that the curriculum should be lifelike and call attention to the fact that life is not made up entirely of activities useful to society at large. It includes many in which the individual has personal interest only. These teachers regard as socially useful, activities which the children consider of value to their group as well as those which are useful to society.

Suggested Activities

The following list of activities for the conservation of natural resources includes those in which boys and girls can see value for their own group, for society at large, or for themselves as individuals.

Community surveys.—Boys and girls can make an inventory of the natural resources of their community and of the conservation activities in progress, and discuss programs for further conservation.

For example, they can list the kinds of birds which are common in the community and others which are seen only now and then. They should learn where bird sanctuaries have been established and note the kinds of birds protected. They can plan means to protect and attract more birds which especially need protection.

Harmless wild animals may be observed and listed. A campaign perhaps will be needed to provide food for certain rare animals and prevent needless hunting and trapping.

Few citizens know what wild flowers exist in their communities nor how fast even the common varieties are disappearing. Children can perform a service in finding patches of wild flowers in the community at different seasons of the year and in informing the community about desirable ways of conserving them.

It is important that pupils learn to appreciate the Nation's need for conservation of the soil. Interviews with farmers who are engaged in protecting the soil will give children one viewpoint. Interviews with farmers who are not conserving their soil are sometimes useful in getting the other side of the question or in understanding the general problem which the Nation faces in establishing a conservation program. Making maps of soil-conservation projects in the community is interesting and helpful.

Junior clubs.—Conservation clubs are helpful in encouraging the continuation of curricular activities after school hours and on weekends and during vacation. They can be organized according to the interests of the pupils.

Some boys and girls enjoy belonging to bird clubs. The activities in which such clubs engage are numerous. They can learn to identify birds and bird nests, study about the kind and amount of food consumed by different birds, study nesting habits, build blinds and observe interesting incidents in the family life of certain birds, and construct feeding stations.

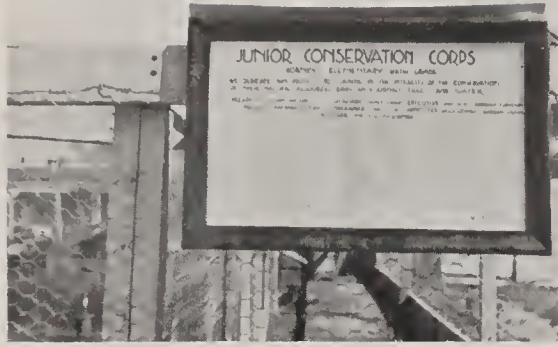
In rural communities several boys may wish to organize a group as a junior wildlife society, elect junior game wardens, and work definitely to discourage promiscuous trapping of furbearers rare in the community, and wanton destruction of fish.

Wild-flower clubs find many things to study and many needs for conservation activity. The members should learn to identify wild flowers and plants of the community. Soil conditions can be studied, and rare varieties of flowers transplanted. Flower trails should be established and posters erected in fields, woods, or parks where wild flowers grow.

Sanctuaries, wild-flower gardens, nature trails.—In woods or fields wildlife sanctuaries can be established by providing shelter required by native birds and animals. Study is necessary to learn what grasses and shrubs are useful for food and shelter. Plants must be selected according to soil and moisture conditions and preferences of the birds to be attracted. Artificial shelters of brush or sticks can be built when there is not sufficient plant growth for protection.

An Adventure or a Job?

(Concluded from page 143)



A wild-flower garden on the school ground is a never-ending source of interest and study which may lead some pupils to plant wild-flower gardens at home. Many trips to places where wild flowers bloom are necessary to learn which are native and what kind of soil they need. In the spring and summer, the flowers can be transplanted in the school garden provided they are set in soil similar to that from which they are taken. In summer and autumn seed of some flowers can be gathered and kept for sowing at convenient times.

Nature trails in woods, fields, or parks are sources of pleasure to pupils and community. Work and study are required at first to discover and identify the plant and animal life in the place chosen for the trail. Ingenuity and creativeness are necessary to make interesting signs and posters. But when a trail is well established, children and adults who love nature enjoy its beauty and profit from the information it contains. Their interest is increased when those in charge solicit information about new plants, rare birds, woodchucks' holes, dusting beds of quails, rabbits' haunts, animal tracks and trails in newly fallen snow, and other interesting items for which signs or posters should be made.

Materials Available

Materials to aid teachers in developing the activities suggested are listed in the following bibliographies available from the Office of Education as long as the supply lasts:

Good References for Conservation Education in Elementary Schools, Bibliography No. 70, 1938.

Good References for Conservation Education in Secondary Schools, Bibliography No. 55, 1938.

Good References on Conservation of Trees and Forests for Use in Elementary Schools, Bibliography No. 71, 1938.

Good References on Conservation of Birds, Animals, and Wild Flowers for Use in Elementary Schools, Bibliography No. 72, 1938.

Information regarding the teaching of conservation is contained in Conservation in the Education Program Bulletin 1937, No. 4, available from the Superintendent of Documents, United States Government Printing Office, Washington, D. C., for 10 cents.

suggestion that they find out how blueprints are made. The youngster said, "Why don't you tell us. You knew all the time about how city water is purified, and you just made us the work of finding out." Many times the fact that the teacher is learning with the children gives zest to the attack on the problems to both the teacher and the children. The teacher is better able to put herself in the position of other members of the school group as they approach problems for the first time. Such a situation offers one of the best opportunities to develop cooperative group work.

No amount of subject matter will secure successful learning if the teacher does not know the powers and limitations of the children in her group. What are the child's special interests? Home conditions? Relations to other children? Attitude toward learning? Special abilities? Health habits? Recognized disabilities? Previous school record? Such a list may be increased to cover every phase of the child's personality and environment.

Shall a Teacher Reach Her Own Conclusions?

The printed or spoken word of authority often embarrasses teachers. They feel that because an opinion has been expressed in writing or verbally by an administrator or by a well-known educator, the point of view must be adopted. Unfortunately certain administrators may give teachers this impression. The present educational order calls for a teacher who is open-minded toward new ideas, but who comes to her own conclusions on the basis of thinking and discussion as a follow-up to reading or listening. The teacher who says, "I don't use sand table construction because I know *you* don't like it," has allowed herself to follow false gods. She must either adopt or reject a learning procedure, because she genuinely believes in it. Administrators must make it possible for this type of teacher to continue in the profession.

Is the Teacher To Be Director or Guide?

To contrast the relation of the teacher to the learning situation, she is sometimes a director with orders to be followed, but more desirably a guide who aids children in the acquisition of learning. It is hoped that the "turn, stand, pass" variety of teacher has had her day and has moved out of the picture. There are intermediate steps to be taken before the teacher becomes in the truest sense a guide to learners. The teacher in this relationship gives children the opportunity to plan with her the events of the school day on the basis of large blocks of time devoted to related subject fields such as language, arts, social studies, tool subjects,

creative and recreational experiences. The teacher does not lose sight of the fact that over a given period of time all subject fields will receive attention, that reading will receive its fair share of emphasis, that writing and spelling will not exceed the limits established by scientific investigations, and that no area of experience will be slighted. The teacher-guide makes use of experiences outside as well as inside the classroom; with children's help she discovers a wealth of concrete materials that make learning vital; she gives children the opportunity to take coresponsibility in planning, carrying out, and evaluating learning experiences; she discusses with children the quality of the work which they have done individually and as a group and instead of making reports to parents, which are a deep dark secret insofar as children are informed, considers the report as a joint effort to state fairly the child's successes and failures.

Is it possible in a public school to develop such a learning situation as the one described? There are many illustrations of such practice to be found in various public schools throughout the country. Of course no teacher can jump from the traditional method of teaching subjects into a changed set-up without taking some intermediate steps. She can make beginnings in a number of ways. In the first place, children may be given the experience of planning some part of the school day such as a Poem Parade or a school excursion. They may evaluate an assembly program, listing "Things We Did Well" and "Things Which We Can Improve." Children can take responsibility for building a bibliography of books and other materials to answer a specific social studies problem such as, How Did the Pioneers Prepare Their Food? Then they may branch out into more comprehensive planning of a unit possibly in elementary science in which in answer to questions raised by individuals, the group sets up a series of problems on How Electricity Influences Our Living. The group suggests methods of work, materials for learning, and ways in which information can be used. Sometimes an opportunity may be given children to join voluntarily a group which is organizing an individual plan for remedial work in arithmetic. Such a plan if carried out in a way that enables children to see their difficulties and their needs, rapidly spreads to the entire group. Substituting new methods for old is a gradual process. For that reason, records of ways in which teachers modify their programs are of great value to other workers, not because they set a pattern, but rather because they show that changes are possible and desirable.

The problems which have been implied or examined specifically in this discussion are only a few of the many that are currently in evidence wherever elementary school teachers meet in a professional way. If the solution to these problems can be approached as an adventure and not as a job, the teacher will enjoy her pioneering as an individual and personal experience.

Education of Girls in an Industrial Society

by Maris M. Proffitt, Educational Consultant and Specialist in Industrial Education

★★★ The Salic law of medieval France excluded women from the throne of that country; the Constitution of the United States until recent years denied women the right of suffrage; and the present programs of our schools fail to provide for the education of girls in industrial subjects in a way that is commensurate with conditions obtaining in their environment. This failure is so pronounced that the question may well be raised as to whether we look forward or backward when selecting curriculum subjects for the adjustment of girls to society. Even though commercial subjects have been extensively added during the past generation and education for homemaking is now included as a separate curriculum in many schools, the influence of tradition upon our curriculum is nowhere more evident than in courses generally pursued by girls.

This situation obtains regardless of the fact that our girls, as well as our boys, live in a society, the predominant element of which is industry—industry characterized by the power-driven machine. The development of the machine and its varied uses and the production of power and its universal application are determining as no other factor does, the pattern of our civilization. For example, a labor-saving machine is invented and thousands of persons are thrown out of employment with the result that a social practice must be formulated to aid in the readjustment of these persons to a state of economic independence; a machine for more rapid transportation is perfected and communities are merged and community objectives and social attitudes are changed; a machine for improved communication of intelligence is installed and consciousness of social relationships is quickened the world over; a machine for providing artificial illumination is developed and social habits are modified; a machine for making and reproducing pictures comes into general use and the same aesthetic experiences are made available to millions of people; a machine for more quickly and more perfectly transporting commodities displaces former methods and our standards of diet are changed.

Though woman is a part of this social order, so largely fashioned by industrial life, her education is often a thing apart from subjects dealing with industrial activities. She may purchase and drive an automobile, yet her knowledge of this machine may not go beneath the finish on the car. She may be entirely ignorant of the operating principle of the internal combustion engine that powers it, of the precision work required in its construction, and of the industrial organization and the manufacturing processes that produced it. She may use various electrical appliances in

the home, yet never receive instruction in simple electric circuits, the principles of Ohm's law, the generation and distribution of electrical power, or the application of the principle of the loose carbon connection as used in the telephone transmitter. She may use perfumes distilled with alcohol but never learn the methods and processes involved in bringing the refuse of a sugar mill in Cuba to a manufacturing plant in the States where it is turned into alcohol. She may ride in a Pullman car but have no conception of how its truck was cast in one piece to make her journey safe. She may enjoy the use of textiles without knowing how wool, wood, cotton, and flax have been converted into beautiful fabrics. Last but not least, she may enter employment in a factory without any training that would be of value either for her initial position or for her upgrading.

Boys Too, Deficient

As a part of a defense mechanism for the present status quo relative to the lack of provisions in our public schools for instruction in industrial subjects for girls, it may be countered that boys, too, are very largely deficient in such knowledge and abilities as have been indicated. The writer would parry such a remark by pointing out that this article deals with girls only and that, moreover, it would not be fair to justify shortcomings in the education of girls by pointing out similar shortcomings for boys. *The implication, therefore, is that both boys and girls should be provided educational experiences that will help them to understand and to participate effectively in the social order in which they live and the factors which are most influential in producing that social order.*

Means, methods, and techniques to be included in educational provisions to meet the needs indicated above would be comprehensive. They would include not only manipulative practices in changing raw materials into commodities useful to man, but the acquisition of knowledge through demonstrations, observations, plant visits, assigned readings, organization for shop work, and scoring and competitive judging of industrial products—for which purpose pupils will have been adequately prepared through study and instruction conducted as a regular part of class and shop work. As different from the instruction given at the present time in connection with some of the social science subjects which are taught from textbooks by the recitation method, the kind of instruction here pointed out would be built around materials and processes, the concrete things which form the basis for industrial life and to which such in-

struction naturally belongs. Furthermore, the instruction would be given by teachers qualified by training and experience to approach instruction from the standpoint of materials and processes, including manipulation, that is, teachers of industrial arts and vocational industrial subjects.

Disappearing

A cursory glance at the fields in which woman is entering as a competitor of man shows that employment opportunities based upon sex differences are rapidly disappearing. This is a natural accompaniment of the general diminution of differences in most human activities classified according to sex. Of all our people who are gainfully employed, 22 percent are women. Women constitute about 14 percent of all persons gainfully employed in manufacturing and mechanical industries. If typewriters, billing and accounting machines, and machines used in household work are taken into consideration, it is probable that more women than men operate machines. It is estimated that about one-third of the drivers of automobiles are women.

With the coming of suffrage, women are more and more taking their places alongside of men in the professions—including engineering, business enterprises, and the ownership of property individually held. Studies have been made that indicate that more women are beneficiaries of wills than are men, that they constitute a considerable percentage of the investors in stocks and bonds and of the stockholders in some large corporations. In short, women are operators and owners of industries and the products of industries to a degree that demands a better education for the discharge of such responsibilities than is now provided them.

What classification can be made of educational objectives looking toward the adjustment of women to a social order in which industry is the dominant element is a question frequently asked. The answer must come from an analysis of the responsibilities which women are assuming and the activities they are carrying on. Exclusive of industrial arts offered in the grades as developmental experience in which pupils are given opportunity for self expression in concrete, material forms of media, an empirical reaction to the question suggests the following:

General Industrial Intelligence

The possession of general industrial intelligence necessary for the discharge of responsibilities incumbent upon the citizen and voter is
(Concluded on page 156)



THE VOCATIONAL SUMMARY



Safe-Driving Drive

Other cities could copy to their advantage the plan adopted in Wichita, Kans., of offering courses for drivers of both commercial and lay automobiles and trucks.

According to J. C. Woodin, supervisor of industrial education in Wichita, the program grew out of a discussion in the safety council of the local chamber of commerce.

Four classes for drivers are now in operation. Two of them meet in the evening and the other two from 10 to 12 o'clock in the morning, the latter being arranged to meet the schedules of the drivers. In all cases, classes for commercial drivers are held in the plant of the company whose drivers are enrolled in them. One concern has offered a cash prize to the driver who passes the best test when the course is completed.

The classes were started by Stanley Abercrombie, supervisor of the traffic clinic of the Wichita Police Department.

The safe-driving practice classes provide instruction in motor vehicles; streets and highways; causes of accidents; motor vehicle laws; habit as a protective device; defensive driving; courtesy in commercial vehicle operation; local accidents; the relation of engineering, education, and enforcement to the accident problem; and sound driving techniques.

The local chamber of commerce, the police department, and industries and business establishments operating vehicles have cooperated with the Wichita public schools in the safe-driving practice classes.

F. F. A. Get Loans

California members of the Future Farmers of America in need of small sums of money to be used in financing supervised farm practice enterprises and for similar purposes may now secure them. A commercial banking institution with a series of branches in all parts of the State has agreed to make character loans of amounts as high as \$40 merely on the signatures of these boys and with the approval of the vocational agriculture teacher who sponsors the F. F. A. chapter to which these boys belong. Loans of from \$40 to \$150, moreover, are made to boys with the guarantee of their parents. In neither case is a chattel mortgage taken. The loans are primarily character loans. "This plan," the California Department of Education states, "will strengthen the facilities of F. F. A. chapter loan funds and Federal farm credit agencies and will provide additional training for F. F. A. members in finance and contracts."

It Takes All Types

A department store credit manager and

fashion specialist, the personnel manager of a large mail-order house, a chain-store sales manager, a steel company traffic manager, and an advertising specialist were among those who presented instruction in evening classes for employees of retail and service establishments in Des Moines, Iowa, last fall.

Courses were offered in credit sales promotion and control; retail training for junior employees; salesmanship; merchandise styling; show-card and sign writing; and the application of current rates and tariffs to the distributive business.

Important is the fact that these courses were sponsored by the local Retail Merchants Bureau, retail grocers, the Meat Dealers' Association, the Retail Credit Men's Association, and the Des Moines Transportation Club.

The Acid Test

The acid test of a vocational school, according to Samuel E. Fleming, assistant superintendent of Seattle public schools, is the placement of students who complete its courses.

Pointing to the placement activities of the Thomas A. Edison Vocational School in Seattle, Wash., Mr. Fleming calls attention to the fact that 88 percent of those who graduated from the day trade department of the school in June 1937 had found regular employment by February 15, 1938.

Placements are made through the teachers in the school who cooperate with the Junior Employment and Counseling Service, a group composed of representatives of the Federal Employment Office and others interested in employment activities. Students placed by the Edison School are followed up in employment until their establishment in the employment is assured.

The Edison School, which was opened in 1930, "is now having the gratifying experience," according to Mr. Fleming, "of receiving calls for workers from former students who are in business for themselves."

The reasons assigned by Mr. Fleming for the school's success in placing graduates are as follows: (1) The number trained is limited to the number that can be absorbed in the trade; (2) students are chosen on a selective basis, thus eliminating many pupil personnel factors that would render placement difficult; (3) the school maintains intimate contact with industry through teachers and advisory committees; and (4) Edison graduates have "made the Edison trade-mark a stamp of superior quality."

Instead of training in any one industry, the Edison school believes in training for several industries. "Forty trainees in two industries

have a better chance for employment than do the 40 in one industry, providing, of course, equal care is used in selecting the industries. In passing, it might be pointed out that diversifying does not add to the cost of a vocational school. Only one class can be trained with one set of equipment if, as in Edison, pupils are given from 5 to 7 hours per day in shop practice. It costs no more to provide a set of equipment in some additional field than it costs to duplicate equipment. For example, 20 students could be trained as machinists and 20 as tailors at no greater cost than to train 40 as machinists."

Conference Method Suits Him

Buyers, department heads, and similar experts in business establishments in Oakland, Calif., are receiving training for teaching classes in merchandising, selling, and related subjects for those employed in retail houses.

To qualify as teachers, these buyers and department heads, each a specialist in his own field of merchandising, must have completed an extension course in teacher training offered by the California State Department of Education. Broadly speaking, this course, which was offered last spring, covered teaching methods in general but dealt more particularly with training for leading conferences in distributive education subjects.

The value of the conference method of teaching distributive occupations classes is emphasized by S. M. Blodgett, a member of the teacher-training group who conducts a class in "problems involved in merchandising men's and boys' wear." He says: "When I stray from the use of the conference method and try to emulate my college professors as a lecturer, interest noticeably lags. But when I swing into the conference method again, interest is stimulated and results are better. Invariably the best material developed during a class period comes from group thinking. And group thinking can be brought about most effectively through conference teaching."

Mrs. Helen Smith, teacher coordinator at the Merritt Business School in Oakland, is conducting the specialized teacher-training program for retail store department heads.

They Train Them and Place Them

There is a special division for girls in the Springfield (Mass.) Trade School. Courses given in the school are intended to fit girls for wage-earning occupations.

The course in foods and catering offers intensive training in menu planning, marketing, figuring food costs, handling money, meat and vegetable cookery, pastry cooking, decorating, hostess and waitress work. The type of

training provided in the dressmaking course is suggested in the statement to be found in the school prospectus that "a girl who takes dressmaking should have a knack for making clothes, a taste for color and artistic combinations, patience, perseverance, and a personality that will aid her in getting along with people. She should be swift with her needle, good in measurements, and have an eye for line and design."

Training is given in the Springfield school in power machine operating on five different types of machines and in essential trade knowledge, short cuts to garment construction, mass production, and speed.

Turning its attention to a much neglected field, the Springfield Trade School trains girls for vocational homemaking and provides for "try out" work in household service. Foods and clothing; and care of the home, including the fundamentals of cleaning, laundering, consumer purchasing, and artistic arrangement of rooms, are the principal subjects covered in this course.

Courses are offered in various factory occupations, in hygiene, related business practice, related art; and general related academic subjects, such as English, civics, arithmetic, science, economics, and music are also offered by the school.

The Springfield institution attempts to place girls who complete its courses in positions for which they are fitted and trained. Interesting is the statement of the school's requirement that every girl "be neat, courteous, orderly, and never forget to be a lady."

A Transformation

Something had to be done about it. The girls in the home economics department of the Hardee County High School, Wauchula, Fla., needed a living room-dining room. The only possibility open to them was to "rehabilitate" a storage room 26 by 13½ feet lined round the walls with blackboards, and containing three old tables, an old cabinet, kitchen utensils in need of repair, and a hall tree, and for hangings, towels and dish rags strung along a clothes line.

But the home economics class accepted the challenge. They took down the blackboards, substituting for them wall board and plaster. They painted the walls. They constructed a large-sized cabinet to hold dresses made in the sewing classes. They removed all unnecessary articles from the room. A small cabinet succumbed to varnish removers, cleaning, and sanding and emerged eventually as a magazine cabinet.

The hall tree was completely dismantled. Its mirror was removed and after some remodeling was hung separately on the wall; its stand was transformed into a seat or stand to be used by the girls in leveling their dresses in clothing classes; and the sideboards which formerly held the mirror were used for the sides and ends, and the long side posts, for the legs of a coffee table, constructed by deft



A storage room "rehabilitated" into a living room-dining room.

hands. A piece of plyboard was used for the top of the table and an old picture frame was pressed into duty as a serving tray.

A drop-leaf table, suitable for either dining room or living room use, a fern stand, a davenport, an auto chair, a barrel chair, wall bookcases, a rejuvenated lamp, and curtains and portieres made of burlap—all constructed by the home economics girls—completed the equipment.

No longer does this room present a picture of discouraging drabness. On the wall above the davenport is a beautiful hanging donated by a friend; and on the opposite wall a beautiful scene is depicted. Vases and books also adorn the room.

The projects planned and worked out by the Wauchula homemaking students in making the storage room into a living room-dining room were intended to give them experience in remodeling a room on a simple and economical basis, appropriate to the living scale of the homes represented by the students. It was fine practice for girls who had chosen as their home project home care and improvement.

Nurses Study Chemistry

Nurses enrolled in training courses in St. Mary's and William Newton Memorial Hospitals in Winfield, Kans., must present certain credits in chemistry before they are certificated as graduates of these courses. They are getting these credits in evening classes arranged for their benefit by the Winfield public schools.

According to Superintendent of Schools Evan E. Evans, it came about in this way: "Back in 1925," he says, "we found that our school could be of service to St. Mary's Hos-

pital by offering a course in chemistry meeting the hospital's requirements in its nurses' training course. This course is given by T. H. Vaughn. Since 1928 when the William Newton Memorial Hospital was built the nurses who are in training in the two institutions have taken this chemistry together in the public school.

"Twenty-two students were enrolled in Mr. Vaughn's classes for the fall period, which met in the chemistry department of the local school. Cost of instruction in these classes is borne by the State board for vocational education, and the place of meeting, materials, and equipment are furnished by the Winfield Board of Education."

Superintendent Evans calls attention to the fact that numerous other courses are being provided under the adult education program of the Winfield public schools. For instance, there is a course in dietetics for nurses. There are also courses in crops and soils, farm programs, cabinetmaking, showcard writing, crafts, salesmanship, and hygiene.

A number of the courses are financed by the State board for vocational education, others by the Winfield Board of Education only, and one course—hygiene—by the American National Red Cross.

Calling attention to the book review periods arranged as a part of the adult education program in Winfield, Superintendent Evans says: "These book review periods are free to the public and the average attendance at these review meetings is between 300 and 400."

C. M. ARTHUR





New Books and Pamphlets

Vocations

Vocations in Short Stories, by Vera Eleanor Morgan. Chicago, American Library Association, 1938. 47 p. 50 cents.

Annotated list of short stories containing vocational material of interest to high school students.

Youth and the World's Work; vocational adjustment of youth in the modern world, by James H. Bedford. 1st ed. Los Angeles, Society for Occupational Research, Ltd., 1938. 140 p.

A study of the vocational interests, attitudes, and abilities of modern youth in comparison with the opportunities in the vocational world.

For the Library

Key to the Out-Of-Doors; a bibliography of nature books and materials, compiled by Richard James Hurley. New York, The H. W. Wilson Co., 1938. 256 p. \$2.50.

Lists books, magazines, pictures and lantern slides, nature devices and supplies.

Quotations for Special Occasions, by Maud Van Buren. New York, The H. W. Wilson Co., 1938. 201 p. \$2.50.

Approximately 100 quotations are given for each of 30 different occasions calling for special observance. In addition to the important Nation-wide holidays, among those included are: Conservation week, Flag day, Health week, Mother's day, Safety week, and Thrift week.

Health and Safety Education

Wanted, a Real Nurse, an "R. N." and Safe Nursing Care and Where to Ask For It are two folders prepared by the Nursing Information Service, 50 West 50th Street, New York City. Free.

Describes briefly the significance of the term "Registered Nurse" and suggests how to secure professional or other types of nursing services when needed.

Sportsmanlike Driving. Washington, D. C., American Automobile Association, 1938. 502 p. illus. \$2.50. (Discounts to members and educational institutions. Apply to publisher.)

Written and edited by specialists in traffic and in teaching. Material is presented in five units with suggestion for teaching.

For High Schools

Our Debt to the Pacific. A bibliography for high schools and junior colleges. San Francisco, Calif., Published by Department of the Pacific Area, Golden Gate International Exposition, 1938. 30 p. (Pacific House Bibliographies, I.) 5 cents, single copy.

The first of a series of bibliographies offered jointly by the administration of Pacific House and by the American Council of the Institute of Pacific Relations.

A Guide to the Discussion and Appreciation of Drums, a technicolor film of India. Prepared by Frederick Houk Law. Recommended by the Motion Picture Committee of the Department of Secondary Education of the National Education Association. New York, 1938. 15 p. (Photoplay Studies, Series of 1938.) 15 cents, single copy (From Educational and Recreational Guides, Inc., 1501 Broadway, Room 1418, New York, N. Y.).

A guide to the study of background and plot with suggestions for original writings and further reading in connection with "Drums."

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.

ANDERSON, DUANE H. A study of Wellsville union free school district no. 1 for program and building expansion. Master's, 1938. Cornell University. 171 p. ms.

BREININGER, HERMAN P. Comparison of the efficiency of an individual method and a group method in the teaching of ninth grade algebra. Master's, 1935. Pennsylvania State College. 50 p. ms.

DELANEY, HENRY O. Evaluation of the teacher retirement plan in Massachusetts. Master's, 1938. Boston University. 88 p. ms.

DWYER, MADELINE T. Character education through biography. Master's, 1938. Boston University. 102 p. ms.

ELWELL, CLARENCE E. Influence of the enlightenment on the Catholic theory of religious education in France, 1750-1850. Doctor's, 1938. Harvard University. 502 p. ms.

FLEMING, ELIZABETH. Socio-economic background of high I Q and low I Q high school students. Master's, 1935. George Washington University. 28 p. ms.

FRENCH, WILLIAM C. Trends of topics in certain general courses in education as shown by popular textbooks. Doctor's, 1929. New York University. 194 p. ms.

FRIERSON, MARGUERITE S. Study of children's knowledge of current political and civic information. Master's, 1938. Boston University. 136 p. ms.

FRITS, CLAIR. Study of the change in civic attitudes and civic information as a criterion for teaching procedure. Master's, 1935. Pennsylvania State College. 36 p. ms.

GLEITZ, FLORENCE M. Supervision of education in the community: an analysis of significant cases in present practice. Doctor's, 1937. New York University. 271 p. ms.

GREGORY, MARY A. Emergence of secular education in France. Master's, 1935. George Washington University. 40 p. ms.

HOLLS, ERNEST V. Philanthropic foundations and higher education. Doctor's, 1938. Teachers College, Columbia University. 365 p.

HORNER, RUTH. Study of a group of individuals failing in one or more courses in the College of liberal arts of Syracuse university during the year 1936-37. Master's, 1937. Syracuse University. 77 p. ms.

HUNT, WILLIAM F. Level of excellence for high school newspapers. Master's, 1934. New Jersey State Teachers College. 112 p. ms.

MILLER, J. ALBERT. Social adjustment of underage and overage high school students. Master's, 1938. George Washington University. 34 p. ms.

MORTON, MARY E. Study of the leisure time pursuits of a group of recent Syracuse university graduates. Master's, 1938. Syracuse University. 117 p. ms.

PALMER, LUTRELLE F. Community-centered high school in Newport News, Va.: a proposal for its establishment and a program for its operation. Master's, 1936. Hampton Institute. 82 p. ms.

PORTER, RAYMOND W. Testing for counseling program of the Young men's Christian association for National youth administration members in Boston. Doctor's, 1937. Boston University. 215 p. ms.

RANKIN, FAY S. Religious attitudes of college students: a comparative study. Doctor's, 1937. George Peabody College for Teachers. 81 p.

RIPPLE, ALECK M. Study of school costs in Red Lake county, Minnesota, with a proposal for a large district with Plummer as a center. Master's, 1936. University of North Dakota. 101 p. ms.

ROCKETT, RICHARD H. Predicting pupil success in various subject matter fields by reference to teachers' marks. Master's, 1938. Boston University. 104 p. ms.

RUEGSEGGER, VIRGIL R. Measuring the quality and the effectiveness of pupil transportation service. Doctor's, 1938. Cornell University. 105 p. ms.

SATHER, EMIL F. Financial survey of school districts in McLean county. Master's, 1936. University of North Dakota. 109 p. ms.

WALDO, DOROTHY. Development of the boarding school for girls in the state of Massachusetts. Doctor's, 1937. Harvard University. 404 p. ms.

WENZL, THEODORE C. A study of the out-of-school activities of pupils in grades six through eight and the social significance of these influences. Master's, 1936. New Jersey State Teachers College. 60 p. ms.

RUTH A. GRAY



A Notable Woman

February 15, 1939, marks the one-hundred and nineteenth birthday anniversary of Susan B. Anthony. Many teachers devote some period in that day to the life and work of this notable woman.

The following books are included in a comprehensive bibliography on distinguished American women:

HARPER, MRS. IDA (HUSTED). The Life and Work of Susan B. Anthony. Including public addresses, her own letters and many from her contemporaries during 50 years. A story of the evolution of the status of women. The Hollenbeck Press. Indianapolis. 3 vol.

HOWE, M. A. DEWOLFE. Causes and their Champions. Boston. Little, Brown & Co.

DORR, RHETA LOUISE (CHILD). Susan B. Anthony, the woman who changed the mind of a nation. New York. Frederick Stokes Co.

BOLTON, MRS. SARAH (Knowles). Lives of Girls Who Became Famous. Thomas Y. Crowell Co.

HORTON, EDITH. A Group of Famous Women. Stories of their Lives. Boston. New York. D. C. Heath & Co.

SHAW, ANNA HOWARD. The Story of a Pioneer. Chapters IX and X Harper and Brothers, New York.

Accrediting in Higher Education

by Ella B. Ratcliffe, Educational Assistant, Higher Education Division

★★★ There is a growing tendency for organizations representing the various professions to accredit the institutions training for their specialties. Three notable instances illustrative of this tendency have but recently occurred. During the past 3 years, associations of engineers, of forestry, and of theology have set up criteria for training in their respective fields and have issued lists of institutions which have been approved as equipped to offer training of an acceptable grade. Preliminary work on the standardization of nursing education also has been started by the National League of Nursing Education and although what has been done up to the present is tentative, it is not unlikely that the profession of nursing will soon join the ranks of those for which higher requirements have been established. Already—specifically since 1935—the collegiate schools of nursing have been united in an organization, the Association of Collegiate Schools of Nursing, membership in which is limited to schools, or departments, or divisions of nursing organized as constituent parts of accredited colleges or universities, and offering a basic professional curriculum in nursing leading to a degree. Other organizations which already have in effect some degree of standardization have under consideration the strengthening of their requirements to bring them up to present developments in their professions. Chief among these are the associations representing dentistry and architecture.

Accrediting in Engineering

In the engineering field, the subject of accreditation has been under consideration for more than a decade. The Society for the Promotion of Engineering Education has been the leader in the movement. The setting up of a requirement that would be adequate for all the fields of the profession was a real problem. Through the cooperation of the various groups composing the major fields of the profession, however, agreement was reached on a plan of accrediting. In 1932 the American Society of Civil Engineers, the American Institute of Mining and Metallurgical Engineers, the American Society of Mechanical Engineers, the American Institute of Electrical Engineers, and the American Institute of Chemical Engineers, together with the Society for the Promotion of Engineering Education and the National Council of State Boards of Engineering Examiners, agreed upon the formation of a body composed of representatives of these groups to be known as the Engineers' Council for Professional Development. The objective

of this body was the improvement of the status of the profession. As a means toward this objective its committee on engineering schools was authorized to formulate criteria for colleges of engineering and to inspect and accredit the curricula offered by the engineering colleges.

The committee first prepared a statement of principles as a basis for accrediting schools of engineering which it submitted to the council and its constituent member organizations. The plan of accrediting involved the approval of individual engineering curricula in each institution, and included both qualitative and quantitative criteria. After securing general approval of the plan the committee visited the institutions that desired inspection. Its visitations covered 2 years, from November 1935 to October 1, 1937, when the Engineers' Council for Professional Development issued its first list of schools offering accredited curricula in engineering. Altogether 16 fields of engineering were included in the curricula of the institutions contained in the council's first list.

Approval in Forestry

To afford a basis for the admission of graduates of schools of forestry to junior membership in the Society of American Foresters, that body in 1935 issued a list of approved institutions. The society is a professional organization whose senior membership is composed of professional foresters who have demonstrated competence in their field. By provision of its constitution, junior members of the society shall be graduates of schools of forestry approved by the council of the society, or they shall establish proof that they have a foundation for the pursuit of a professional career in forestry substantially equivalent to the training given in a school of forestry approved by the council.

The approved list was made up after a thorough study of the forestry schools, with particular reference to the factors affecting the efficiency of instruction in four basic fields of work—silviculture, forest management, forest utilization, and forest economics and policy. Rating was confined to these fields because the work in the several institutions differed so materially.

Fourteen schools of forestry were found to meet the criteria used by the society for the approval of schools. Six other schools, not at the time meeting all the requirements, were listed as partially approved. Since the list was issued in 1935, four other schools have brought up their standards sufficiently to be given full approval.

Theological Schools

At the meeting of the American Association of Theological Schools in 1936, a report was presented by its committee on accrediting institutions which set forth a statement of standards, largely qualitative, by which the association could be guided in accrediting theological schools, and recommended the appointment of a commission with authority to inspect and accredit such theological schools as desired to be considered for accrediting. The report was accepted by the association and inspection of institutions was carried on during the next 2 years. On June 30, 1938, the Commission on Accrediting Theological Seminaries and Theological Colleges issued its first list of accredited theological schools. Forty-six institutions (three in Canada), were included in the list. Only 11 of these received full recognition. The rest fell short of the standards in one or more particulars. The commission pointed out that it was not improbable that the deficiencies which prevented the full accrediting of some of the institutions would be removed in later reports.

Changes in Standards

For a number of years the Dental Educational Council of America maintained a classification of dental schools, but at its meeting on May 1, 1938, voted to discontinue the rating of dental schools because "in view of the many changes . . . in dental education, existing ratings of dental schools would not at the present carry adequate significance." A new body, the Council of Dental Education of the American Dental Association, which takes the place of the old Dental Educational Council dissolved at the 1938 meeting, hopes to start in the near future a resurvey of dental schools for the purpose of reclassifying them.

The Association of Collegiate Schools of Architecture feels a similar misgiving with reference to its present accredited (or membership) list, and is casting about for means and a suitable organization to carry on an investigation of architectural education.

What Tabulation Shows

The tabulation at the top of the next page shows the number of professional and technical schools and departments accredited, approved, or classified by their national profession organizations in 1938.

Standardization of colleges and universities has been going on for many years. Each year sees new institutions added to the accredited lists of the national and regional associations which accredit these institutions. But standards in general higher education are

Accrediting organization	Number of schools or departments accredited
American Association of Colleges of Pharmacy...	55
American Association of Collegiate Schools of Business.....	50
American Association of Schools and Departments of Journalism.....	32
American Association of Schools of Social Work.....	32
American Association of Theological Schools.....	43
American Bar Association.....	98
American Library Association.....	27
American Medical Association.....	77
American Osteopathic Association.....	6
Association of Collegiate Schools of Architecture.....	32
Engineers' Council for Professional Development.....	107
International Association of Boards of Examiners in Optometry.....	8
National Association of Schools of Music.....	91
Society of American Foresters.....	18

changing also, as are the ideas concerning the principles and criteria which should govern the accrediting of higher institutions. Led by the North Central Association, there is a movement among the regional accrediting associations to liberalize their standards for accrediting, by substituting qualitative for quantitative requirements, and basing approval more upon the general effectiveness of the institutions in fulfilling the purposes and meeting the aims they have set for themselves. The new criteria of the North Central Association were put into effect in 1934. At its annual meeting in November 1937, the Middle States Association of Colleges and Secondary Schools approved revised standards following lines similar to those of the North Central Association, and the Southern Association of Colleges and Secondary Schools will take action at its next annual meeting on more liberal standards for accrediting by that association.

Accredited in 1938

The following numbers of colleges, junior colleges, and teacher-training institutions were accredited by national and regional accrediting associations in 1938:

Accrediting organization	Universities and colleges	Junior colleges	Teacher-training institutions
Association of American Universities.....	285		
Middle States Association of Colleges and Secondary Schools.....	121	12	2
New England Association of Colleges and Secondary Schools.....	41	7	
North Central Association of Colleges and Secondary Schools.....	236	47	(1)
Northwest Association of Secondary and Higher Schools.....	55	14	9
Southern Association of Colleges and Secondary Schools.....	130	45	(1)
Negro colleges.....	38	8	
American Association of Teachers Colleges.....			157

¹The association includes teacher-training institutions in the list of universities and colleges.

State Agencies

Recent movements in accrediting higher institutions by State agencies have concerned chiefly junior colleges. In several States junior

colleges have been established by State law, and this introduction of a new type of institution into the State educational system has necessitated the setting up of standards for its operation. It has also required a statement by State universities of the conditions upon which the university will accept students on transfer from these public junior colleges.

Compilations of Standards and Lists

A compilation of the standards used by the national and regional associations and by State

universities and State departments of education in accrediting colleges, junior colleges, and teacher-training institutions has just been compiled by a member of the staff of the Office of Education. The compilation includes also lists of institutions accredited by each of these agencies, as well as lists of the institutions accredited by organizations representing the various types of professional education.

These compilations will be published in a revision of the bulletin on Accredited Higher Institutions (now in press) issued periodically by the Office of Education.



Education of Girls in an Industrial Society

(Concluded from page 151)

now as essential for women as for men. The part that industry plays in the determination of our social, economic, and political views is not to be underestimated in the formulation of a program of education for the adjustment of the individual to society. It is important that every citizen be intelligent as to new and better processes in the manufacture of commodities and the development and control of power for commercial purposes, as a basis for understanding their effect on social-economic problems. A knowledge of the operations performed by workers in the mechanical and building trades together with some understanding of the skills required for their execution, is necessary for an intelligent consideration of many problems affecting the public generally. Intelligence as to the organization of industries for the production of commodities and services in accordance with principles of economy and efficiency, is a condition for participation in any control of such industries. Some knowledge of the products of industry and the working conditions under which they are made is essential for an understanding of many labor questions. Last but not least it is important that the citizen, both woman and man, have a basic knowledge of industrial life that will serve as a foundation on which to build sound practices relative to group relationships. It is here proposed that this objective can be best realized through instruction closely related to work with common construction materials and tools, visits to industrial plants, and the study of the actual products of industry as may be carried on in school shops and laboratories.

User, Owner Values

Some indication has already been given of the extent to which women use machines. The modern home is equipped with the products of the factory and much of the

service work is carried on by means of mechanical and electrical appliances. The organization of present-day society and methods of living do not provide home experience that will serve to educate girls in the use of household equipment. For the development of such knowledge, which is held to be socially desirable, society is dependent upon the schools. For the schools to fail to develop instruction necessary for the selection, purchase, use, and maintenance of industrial products and services coming into the home is to deny to girls some valuable information. Outside of home equipment the ownership and operation of an automobile represent an outstanding need for educational training for the purchase and use of an industrial product. Then, too, the girl is entitled to instruction that will make her intelligent relative to plans for the construction of a home and the related knowledge necessary for the consummation of such plans. Finally, no theory of curriculum making based upon life activities should neglect to take into account the fact that women acquire industrial properties and that they are entitled to educational privileges that will upgrade them in the ownership and management of such properties.

Employment Values

In behalf of this objective, it should be pointed out that about one person out of every seven gainfully employed in the manufacturing and mechanical industries is a woman. Certainly no one will deny the right of an industrial worker to vocational industrial training that qualifies her for an initial job or for her upgrading, in order that she may earn her daily bread and at the same time render a social service. Today women are entering upon types of industrial work for which both pre-employment training and in-service training would be greatly to their advantage.



In Public Schools

Opportunities

Every home in Detroit, Mich., in which there are school children has received an illustrated copy of Superintendent Frank Cody's annual report of the Detroit schools. *Opportunities*, the title of a 16-page roto-gravure tabloid, reviews in pictures with explanatory text the work, services, membership, costs, and expenditures of the public schools of Detroit for the year 1937-38. The pictures call attention to practically every phase of the school work, as the three R's, the social studies, placement services, vocational education, clubs and hobbies, opportunities for the handicapped child, new aids to learning including the radio and motion pictures, the arts, health services, safety instruction, adult education, and other phases of the Detroit educational program.

Health Parade

At Knoxville, Tenn., an outstanding event each year is the annual Health Parade, when some 6,000 city school children wearing costumes of every color of the rainbow march down Gay Street through throngs of spectators, as reported in a recent issue of *News*

Items of that city. This is the parade of the Gold Star children. To become a Gold Star child, one must be checked on five health points, good hearing, throat, eyes, teeth, and nutrition. The parade is led by a police motorcycle escort, followed by members of the city council and of the school board. Then come the high-school bands and R. O. T. C. units, followed by the Gold Star pupils of each school, all wearing their costumes in school colors, demonstrating different health themes. The procession with its seven bands is over a mile long. Among the health themes portrayed in costumes are sunshine and fresh-air fairies, germ killers, health maypoles, and mosquito eradicators.

Making Register

The commission for study of crippled children, appointed by the mayor is making a complete register of every crippled child attending the public schools of the city of New York. Principals have been requested to help the commission to identify and register every crippled child attending regular classes in elementary, junior, senior, and vocational high schools. For the purpose of identifying a crippled person, the commission has defined a cripple as "an invalid under 21 years of age, who is so handicapped through congenital

or acquired defects in the use of his or her limbs or body musculature as to be unable to compete on terms of equality with a normal individual of the same age."

Community Relations

A committee on community relations has been appointed in Michigan. The committee was asked to assume responsibility for three areas of curriculum development: (a) inventorying the community for educational resources; (b) utilizing those resources in the educational process; and (c) surveying and improving the community.

Exchange Teachers

The schools of Seattle, Wash., are playing host to nine exchange teachers this year, according to the *Educational Bulletin* published in that city. The exchange teachers were selected as follows: from Madison, Wis., one teacher; from Schenectady, N. Y., two teachers; and from Providence, R. I., six teachers.

Visitors Employed

The general assembly of Pennsylvania has made it possible for every school district in the State to employ a home and school visitor, according to a recent issue of *Capitol News* published at Harrisburg. The 1937 legislature empowered the board of school directors to employ one or more persons to be known as home and school visitors, and any school district employing a visitor will be reimbursed by the State on the same basis as they are now reimbursed for elementary school teachers. During the school year of 1936-37 there were only 114 home and school visitors in Pennsylvania. Under section 1432 of act 478 it will be possible to place approximately 1,500 visitors in the school districts of the State.

W. S. DEFFENBAUGH



Cleveland Convention

The Sixty-ninth annual convention of the American Association of School Administrators will be held in Cleveland, Ohio, February 25 to March 2. An innovation this year, as announced by President John A. Sexson, is a new type of daily informal conferences.

The exhibit hall, immediately below the main arena of the Cleveland Public Auditorium, will be partitioned into eight conference rooms, which will include space for the display of materials essential to the subject to be discussed. Exhibits illustrating procedures in various parts of the United States will be on display at all times. The conferences will be held under the leadership of specialists in the respective fields.

The topics of these special conferences include *guidance and personnel*, in the preparation for which the Providence, R. I., public schools and the Office of Education will cooperate. The Pittsburgh public schools will arrange the exhibits and conferences on *safety education*; the Salt Lake City, Utah, public schools will be responsible for *vocational education and placement*; the Detroit public

schools will have charge of *curriculum problems for large cities*. *Curriculum problems in small cities* will be arranged by school officials from small communities; the Minneapolis public schools will display the exhibits on *tests and measurements*; the Educational Policies Commission will direct the conferences devoted to *planning and policy-making in education*; the headquarters staff of the American Association of School Administrators will conduct the conferences devoted to *records, superintendents' reports, and research service*.

These meetings will be carried on in the informal manner of clinics and will give all present an opportunity to raise questions and participate in the discussions.

The 1939 yearbook of the American Association of School Administrators deals with the subject, *Schools in Small Communities*. This yearbook which will be presented at one of the sessions, has been prepared under the direction of educators whose experience has familiarized them with problems of educating young people in small cities, villages, and open country neighborhoods.



In Colleges

Education Display

A visual example of just what the institutions of higher education in the State of California are attempting to do to equip their students for a sound, efficient citizenship is to be offered by the University of California at the forthcoming Golden Gate International Exposition. The display will be separate from the university's science display but, on a smaller scale, will be just as nearly complete. While the display material will be taken from the campus of the University at Berkeley for the most part, it will cover the educational phases of all of the universities in the State.

Chinese Students

The 1939 convention of the Chinese Students' Association of the South will be held at the University of Texas the latter part of next August. Homer Eng, one of seven Chinese students at the university, is president of the association.

The Chinese Students Association of the South was organized in 1937. Mr. Eng says that the association comprises a membership of 200 students who are studying at 50 colleges located in the Southern States. The purpose of the association is to unite into one cooperative group the Chinese students from China, and the American students of Chinese extraction, that they may facilitate better relations among themselves, their fellowmen of Chinese ancestry residing in the South and their American friends.

"Vagabonding"

A plan for encouraging wider student interest in a variety of fields of knowledge is being developed informally at Brown University through the cooperative efforts of the campus newspaper, and members of the faculty. The plan is known in undergraduate circles as "vagabonding"—dropping in to hear lectures and to watch laboratory demonstrations in courses in which students are not registered. It is proving popular with lower classmen and upper classmen alike, and has been endorsed by President Henry M. Wriston.

"Vagabonding" is especially frequent in courses related to the arts, humanities, and social studies, according to the survey. Editorially, the school paper points out that it is difficult for students to take all courses in which they are interested, but that "vagabonding can open new fields of knowledge and introduce you to professors you'd otherwise never meet . . . if you like, you go. It's a desert menu, except that there are no prices."

Cooperative Houses

It will cost students at the University of Texas an average of \$17 a month for room and board in student cooperative houses, according to statistics recently compiled at that institution. In the 13 units for men and 2 units for women more than \$25,000 in living expenses will be saved this school year, it was estimated. The addition of six houses for men this fall marked the first great increase in cooperative living at the university since the movement began in 1936. Over 300 students are taking part in the program.

Attack Job Problem

Their biggest problem at the end of their University of Iowa careers—that of securing jobs—will be attacked 6 months before graduation by some 75 senior students. As in 1938, a booklet of personal information about each of the seniors will be mailed to some 400 prospective employers throughout the Middle West. From the details printed, together with a picture of each man, the men in various

companies who give out the jobs will be able to judge the qualifications of the seniors in electrical, mechanical, civil, and chemical engineering.

This personnel service, done with the cooperation of the college of engineering and the students, was a great aid last spring in the placing of graduates.

Alumni Catalog Office

Recognized as one of the most efficient organizations of its kind, the University of Michigan alumni catalog office has the tremendous job of keeping track of the university's 92,000 living alumni. About 117,000 men and women have attended the university, and of this number the catalog office has been able to keep track of all but about 2 percent.

Social Welfare

Demand for competent social workers in public and private agencies, increased with the current emphasis upon social welfare as a function of government, has resulted in the development of a graduate professional curriculum at the University of Iowa. For the first time this curriculum in the division of social administration of the commerce college was placed on a 2-year graduate level. The major emphasis of the division is upon the preparation of students for professional social work.

Drama Loan Service

Distributing an average of 100 plays a week to Texas play-giving organizations is the drama loan service, a part of the division of extension of the University of Texas. Working to aid high-school dramatists, university drama clubs, and community theater groups all over the State, the loan service has more than 7,000 plays which it circulates upon request. Sixteen major publishing companies in the United States contribute the latest plays to the library of the loan service. The service is also equipped and ready to give information on stage equipment and stage direction.

WALTON C. JOHN



In Libraries

Survey of Research Facilities

Realizing that library resources are of little value unless their location is known, a group of southern librarians have recently made a thorough survey of the research material in that section. The results of their cooperative undertaking are now available in a printed report of 379 pages, entitled *Resources of Southern Libraries, a Survey of the Facilities for Research*, published by the American Library Association. As stated in the introduction, this work is the first attempt to survey all classes of library research material distributed over a large region. The descriptions and locations of library resources will prove useful

not only to the experienced research worker but also to the general reader in a special field. Among the various subject fields covered is that of education, with a concise but useful account given of the important research collections to be found in the South.

"Book Special"

With the demands for library service constantly growing, the Bexar County Free Library in Texas has been obliged to supplement its regular bookmobile service with a "book special," a coupe with special arrangements for book boxes in the baggage compartment. This small car has meant more economical and frequent book service to rural communities. As a result of the new schedule, a 100 percent increase in circulation was recorded, 14,604 volumes being read in October 1938 as compared with 7,318 in October 1937.

Objectives

Among the objectives set forth in the latest annual report of the Library Extension Board of the American Library Association are the following:

1. Development of State-wide systems of public libraries, organized in large units, with resources adequate for service throughout their areas.
2. Strengthening of State responsibility and leadership through State library agencies, grants for library development, and legislation adapted to modern conditions.
3. Federal aid to increase library opportunity in the States, to be administered by the State library agencies in such ways as to encourage State and local initiative and responsibility.

"Homemakers Bookshelf"

According to the *Kansas Library Bulletin*, the study groups in the active parent-education program now being carried on in that State are finding library facilities highly important in their work. Accurate up-to-date information is required constantly for the classes in child behavior, consumer education, nutrition, and home management. To meet this need, the traveling teachers provided by the State board for vocational education and the local chairmen have been working with their librarians to build up a "homemakers bookshelf," to be available to the members of the study groups and also to all parents in the community.

RALPH M. DUNBAR



In Other Government Agencies

National Park Service

By terms of a joint agreement between the National Park Service and the Forest Service,

protection and perpetuation of the "Appalachian Trailway" from Mount Katahdin, Maine, to Mount Oglethorpe, Ga., as a distinct type of regional area devoted to hiking and camping are assured. A protective strip will be established along 546 miles of the Appalachian Trail traversing eight national forests and 158 miles in two national parks. Location and marking of the entire route, which extends for 2,050 miles along the broken crestline of the Appalachian Range was completed in 1937.

A complete chain of campsites and shelter facilities located not more than a comfortable day's hike apart, along portions of the Appalachian Trail passing through areas under Government jurisdiction is the ultimate objective. The following sections of the Appalachian Trail are covered by the joint agreement:

State	Area	Miles
New Hampshire.....	White Mountain National Forest.	99
Vermont.....	Green Mountain National Forest.	55
Virginia.....	Shenandoah National Park..	88
	George Washington National Forest.	68
Tennessee.....	Jefferson National Forest...	85
North Carolina.....	Cherokee National Forest...	55
North Carolina-Tennessee.	Pisgah National Forest.....	45
North Carolina.....	Great Smoky Mountains National Park.	70
North Carolina.....	Nantahala National Forest..	54
Georgia.....	Chattahoochee National Forest.	85

Shelters similar to the one shown on this page, consisting of an open porch with fireplace for hikers' gatherings in moderate weather and a sleeping room with stove in which 12 hikers may be accommodated in double-deck bunks, will be provided by the National Park Service along the Appalachian Trail within Great Smoky Mountains National Park.

National Youth Administration

The National Youth Administration has been authorized to use portions of the Algiers Naval Station, New Orleans, and the Naval Ordnance plant at South Charlestown, W. Va., for the establishment of regional resident work centers in the expansion of its work program for out-of-school unemployed youth.

Equipment and facilities of these idle Government properties will be utilized in developing the NYA work experience program in mechanical and metal-work pursuits. Results obtained on the resident work project at Quoddy Village, Eastport, Maine, demonstrated the advisability of establishing resident centers in other parts of the country, particularly where necessary mechanical facilities are available.

More than 400 boys are employed at Quoddy Village, where for a 5-month period they receive work experience and related instruction in shop practice and mechanical occupations.

● In Illinois, a State-wide, 60-day campaign for the employment of NYA boys and girls was carried on by William J. Campbell, State



Hiker's cabin—Shenandoah National Park.

NYA Director. The campaign started October 1 and by November 10, 2,521 jobs had been secured.

Widespread publicity in newspapers and in radio announcements played an important part in the success of the drive, according to Mr. Campbell, as well as cooperation on the part of individuals, organizations, and communities.

MARGARET F. RYAN



The Land-Grant College

(Concluded from page 140)

Such a proposal as the one I have presented, involving cooperative research in the fields of collegiate instruction and teacher training, would do much to assure the Federal Government that its subsidies of \$5,000,000 per year for instruction and \$2,000,000 per year for teacher training are being used most advantageously. The proposal has the hearty endorsement of the United States Department of Agriculture. Some leaders in that Department feel, in fact, that the attack upon problems of instruction (including, of course, curricula, teaching procedures, and student personnel matters), is the most pressing need of the colleges today. It is hoped that as our policy is developed it will facilitate and extend the work so ably carried on by the Association of Land-Grant Colleges and Universities' committee on instruction with the aid of E. H. Shinn of the United States Department of Agriculture. I am eager to see the productive work of such committees multiplied manifold.

As the land-grant colleges have pioneered in many other phases of higher education, I hope they may see fit to pioneer in this one also. It is the earnest hope of those of us in

the Office of Education that we may always be helpful to you and never, in the slightest degree, a hindrance.



Visual Aids

(Concluded from page 142)

State higher institutions, shows gratifying progress in the provision of special courses concerned with the use of visual aids in the classroom. In at least two States—Pennsylvania and New Jersey—all State institutions of the type indicated offer such courses. In at least 14 States one or more institutions announce such courses. State universities and colleges other than those definitely established for the purpose of preparing teachers, offer courses in the use of visual aids in a number of States as do such private institutions as Teachers College, Columbia University, and New York University. In at least 17 States, State universities, generally through their extension divisions, maintain film services for the distribution and often for the preparation of educational films for a variety of purposes—including classroom use.

Much of the progress in mechanical equipment for using visual materials made since 1832 is, of course, very recent—within little more than a decade. It seems reasonable to expect that reductions in the cost of expensive equipment will follow increased use, and that increased use will come with the availability of more and better materials. The increasing interest of educational institutions, school systems and professional educators generally in the preparation, selection, and distribution of films and other projected materials designed to supplement and enrich the school program promises wider extension in the near future of the use of these newer types of visual aids.

Some **CURRENT PUBLICATIONS** of the **OFFICE OF EDUCATION**

BULLETINS

1939

1. Educational directory, 1939. (4 parts.)
Part
II. City school officers. 5 cents.
III. Colleges and universities. 10 cents.
IV. Educational associations and directories. 10 cents.

1938

1. Educational directory, 1938. (4 parts.)
Part
I. State and county school officers. 10 cents.
2. The school custodian. 10 cents.
3. Nature and use of the cumulative record. 10 cents.
6. Offerings and registrations in high-school subjects, 1933-34. 15 cents.
7. Curriculum laboratories and divisions. 10 cents.
8. The elementary school principalship. 10 cents.
9. College projects for aiding students. 10 cents.
12. Development of State programs for the certification of teachers. 20 cents.

1937

2. Biennial survey of education, 1934-36.

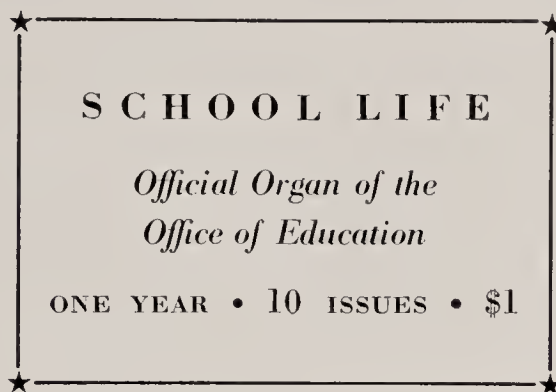
Volume I

Chapter

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

Volume II

- II. Statistics of State school systems, 1935-36. 15 cents.
- III. Statistics of city school systems, 1935-36. 10 cents.
- VI. Statistics of special schools and classes for exceptional children. 20 cents.
9. College salaries. 10 cents.



10. Economic status of college alumni. (In press).
11. College student mortality. 15 cents.
12. Some factors in the adjustment of college students. 10 cents.
13. Economic status of rural teachers. (In press).
14. Successful practices in the teaching of English to bilingual children in Hawaii. 20 cents.
15. Learning English incidentally: A study of bilingual children. 15 cents.
16. Student interests and needs in regard to hygiene. 10 cents.
17. Opportunities for the preparation of teachers of exceptional children. 10 cents.
18. Preparation for elementary school supervision. 15 cents.
19. CCC camp education: Guidance and recreational phases. 10 cents.
20. Education and the civil service in New York City. 15 cents.
21. University unit costs. 10 cents.
22. List of publications of the Office of Education and the Federal Board for Vocational Education, 1910-36. Free.
23. Professional library education. 15 cents.
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.
30. Occupational experiences for handicapped adolescents in day schools. 15 cents.
31. A survey of courses of study and other curriculum materials published since 1934. 20 cents.
- Part*
IV. Classified list of courses of study, 1934-37. 15 cents.
32. Let Freedom Ring! 13 radio scripts. 60 cents.
33. Let Freedom Ring! Manual. 20 cents.

34. Industrial arts—Its interpretation in American schools. 15 cents.
35. The school building situation and needs. 10 cents.
36. Guidance bibliography, 1935. 10 cents.
37. Guidance bibliography, 1936. 10 cents.
38. Vocational education and guidance of Negroes. (In press.)

MISCELLANY

1. Choosing our way. 35 cents.
2. To promote the cause of education. 20 cents.

PAMPHLETS

82. Physical education in institutions of higher education. 10 cents.
83. Handbook for compiling age-grade-progress statistics. 10 cents.
84. Safety and sanitation in institutions of higher education. 10 cents.
85. Salary and education of rural school personnel—Status and trends. 5 cents.

LEAFLETS

30. Federal aid for education, 1935-36 and 1936-37. 10 cents.
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

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 cents.
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.
194. Duties and responsibilities of the general household employee. 10 cents.
195. Homemaking education program for adults. 15 cents.

[USE ORDER BLANK ON OPPOSITE PAGE]

AIR-WAYS TO LEARNING

United States Department of the Interior • Office of Education

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
AMERICANS ALL THE WORLD IS IMMIGRANTS ALL YOURS			WINGS FOR THE MARTINS			
			PLANNING FOR COLLEGE 	2	3	4
JEWES IN AMERICA  5			NO MORE MOVIES THIS MONTH  8	9	10	11
YOUR HOME  6		7	WHAT NO NIGHT WORK  15	16	17	18
SLAVS IN AMERICA  12		13	14	15	16	17
GREAT AMERICAN BIOLOGISTS  19		20	21	PLACES TO LEARN OUTSIDE OF SCHOOL  22	23	24
STORY OF ALUMINUM  19		20	21	22	23	24
ORIENTALS IN AMERICA  26		27	28			
CAVE AND CLIFF DWELLERS  26		27	28			

Americans All—Immigrants All

Every Sunday at 2-2:30 p. m., E. S. T.
Coast to coast—CBS network in cooperation with the Service Bureau for Intercultural Education

February 5, JEWS IN AMERICA

Coming from all parts of Europe, Jews began settling in the United States early in the Colonial period. Today four and a half million Jews are making their home in the United States. Hear of their contributions in music, science, literature, mathematics, and industry.

February 12, SLAVS IN AMERICA—I

From Russia, Lithuania, Latvia—came the Slavs. They became workers in steel, packing-house laborers, mill hands, farmers. They brought with them not only their hrawn, but the light and gleam in their souls that inspired the music and literature of their great masters—of a Tolstoy or of a Tchaikowsky.

February 19, SLAVS IN AMERICA—II

The great surge of humanity from the Slavic countries continues. The pounding of peasant boots is heard from Poland to Delaware, from Yugoslavia to Wisconsin and Minnesota, from Rumania to Ohio. America gave them a safe haven. They gave to America prosperous farms, busy factories, song, music, the genius of great peoples.

February 26, ORIENTALS IN AMERICA

Oriental came: Chinese into California, and in smaller numbers into our industrial East, because their labor was needed on railroad and ranch and in factory; Japanese to the farms of California. The Koreans, the Indians, the Filipinos came, and others. All of these groups brought with them the artistic sensitivity of the Far East.

For more information write the UNITED STATES DEPARTMENT OF THE INTERIOR,
OFFICE OF EDUCATION, WASHINGTON, D. C.

Watch for next month's program titles

The World Is Yours

Every Sunday at 4:30-5 p. m., E. S. T.
Coast to coast—NBC red network in cooperation with the Smithsonian Institution

February 5, YOUR HOME

The panorama from cave and mud hut to the modern air-conditioned, steel-framed home! Learn what the home of today contains that has been handed down from the ancients. Hear about new developments in modern design, construction, and comfort.

February 12, GREAT AMERICAN BIOLOGISTS

The biologist may be a laboratory researcher seeking new facts through his microscope, or he may be an outdoor naturalist learning through careful observation the hidden secrets of nature. He may be a Linnaeus, a Huxley, an Audubon, an Agassiz, or a David Starr Jordan. "The World Is Yours" broadcast will tell the story of some of America's great biologists and of the outstanding contributions they have made to the "science of life."

February 19, THE STORY OF ALUMINUM

Aluminum is the most abundant metal in the earth's crust, although prior to the research and discoveries of scientists it was exceedingly difficult to find it. Today it is a metal familiar to almost everyone. Its common uses now include airplanes, railroads, motorbuses, and cooking utensils. What are the newest uses of this valuable metal?

February 26, CAVE AND CLIFF DWELLERS

The first records of the American Aborigines in the Southwest show them as makers of baskets and textiles. They used the spear as a weapon instead of the bow and arrow. Listen to the colorful drama of the life of these early peoples.

Wings for the Martins

Every Wednesday at 9:30-10 p. m., E. S. T.
Coast to coast—NBC blue network in cooperation with the National Congress of Parents and Teachers

February 1, PLANNING FOR COLLEGE

The Martins make plans for the September college problem in February. There is a reason for this. Tune in on the Martins, and hear them discuss Patricia's plans for college. There is a tip in this program for many another youngster with high school behind him and a question mark ahead.

February 8, "NO MORE MOVIES THIS MONTH!"

What do you know about motion pictures? Have you a favorite actor? Producer? Would you like to know what children learn from movies? . . . If you are dissatisfied with the present run of "movies," what can you do to improve them? How can you balance the family's movie budget? The Martins' experiences will help you.

February 15, WHAT? NO NIGHT WORK?

Time was when Dad had to work hard to get the correct answer to Sonny's arithmetic problem. How many a mother would prefer to hear the children "recite" than to help them with their "night work!" But "home work" is different in the Martin family. They go to a modern school.

February 22, PLACES TO LEARN OUTSIDE THE SCHOOL

Woods, fields, parks, museums, playgrounds, theaters, factories—dozens of places to learn outside of school! Hobbies, games, hikes, field trips, bird study, collecting, photography—scores of things to take part in! The Martin children get new ideas from their cousins in a country school.

Airways to learning are pleasant ways to fact

SCHOOL LIFE



March 1939

**VOLUME 24
NUMBER 6**

**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



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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, October through July. 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, \$1.50 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.



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

MARCH 1939

On This Month's Cover

"Good morning, neighbor," says the visitor on the cover page this month. The illustration is that of a playhouse fully equipped, consisting of a living room, dining room, bedroom, and kitchen. Many problems dealing with home life are helped toward solution by means of the "make believe" house, it is claimed by the Ohio State School for the Blind, where the little house is located.

Among the Authors

In this issue SCHOOL LIFE presents the first of a series of articles on education in the Baltic States. K. MASILIŪNAS, author of the first, describing the school system in Lithuania, besides being undersecretary of the Lithuanian Ministry of Education, is head of the educational council which developed the reorganization plans of Lithuania's educational system. He is a graduate of the University of Kaunas, where he specialized in pedagogy. He has studied also in universities in Germany and Switzerland.

During the latter part of the nineteenth century the Lithuanians, like many other minority peoples, were severely restricted in the use of their own language and the development of their literature. In that period, from about 1864 to 1904, all printing in Lithuanian was forbidden and the Lithuanian elementary and secondary schools were closed. It was then that the mothers with the aid of smuggled books secretly taught their children at least to read and write in their mother tongue,

Education's Appeal for Humanity

RECENTLY I was a dinner guest at the home of some dear friends. They are of Italian heritage and are Catholics. Their parents were among the five million people who came to this country from Italy.

The next day I sat in conference with a group of 25 very intelligent, cultured, and interesting Negro men and women at International House of Chicago University discussing with them certain problems of higher education.

Not long ago while in Des Moines, Iowa, I visited again a close personal friend, a rabbi, in whose home and synagogue I have spent many profitable hours during 20 years of residence in that city.

These few personal experiences of recent months show in a very real way how a relatively free society enables us to enrich our lives through fellowship with men of different races and religions.

It is a short-sighted individual who passes by the innumerable opportunities in a free society to enrich his life by exchanging experiences and ideas with those of a different racial or religious background than his own. When short-sightedness of this kind is expressed as a *social doctrine* and children are taught that *blood* is the basis of *superiority*, the rights of those who want to expand their personalities to encompass humanity itself are not only denied, but the whole society becomes sick with the arrogance and brutality which naturally flow from this false theory of superiority.

Of course, we in this country have not reached a stage of perfection in the cooperative building of American culture through fruitful interrelationships of various groups. But here in this Nation to which 38 million immigrants have come during the last 120 years, the struggle of peoples of all races and of many creeds has been and is consciously *toward* the goal of human understanding and tolerance.

We are free to participate in this effort to elevate humankind irrespective of race, color, or creed; to rise to new heights of civilization with the help of all contributors to culture. And we do participate in this reaching for human welfare as we recognize the worth of personality for its own values.

There are those who deprecate the democratic way of life, and even sneer at its idealism. They rest their ease on the power of physical force exercised by so-called superior persons at the top; they rule the people by dictation and by fear of the sword. *We* stake our faith on the spiritual power of self-respect and self-reliance among the people. We believe that centuries of history and our own national experience furnish ample evidence that the God-given impulse to be free and the inborn longing for self-development and self-expression cannot be permanently submerged by those few who in times of crisis seize temporarily the power to control and stultify the lives of many.

But this ultimate faith of ours in the triumph of humanity over bigotry calls for positive action, particularly at times when the human spirit is broken by sporadic fanaticism. Educators today are challenged as never before to deal realistically with this iniquitous blood theory which poisons the springs of civilization. The answer to barbarism has always been enlightenment. And this is still the answer. We shall measure men of all races and creeds by their achievement, their honesty of purpose, and their humility. We shall not turn our eyes back to the darkness of the Middle Ages for we know that our course toward human solidarity leads to a unity based on moral forces capable of meeting today's and tomorrow's crises.

J. W. Studebaker
 Commissioner of Education.

and in so doing dared prison and exile. The Lithuanian sculptor, Petras Rimša symbolizes this in his group "Lietuvos Mokykla" (The Lithuanian School), pictured in connection with the article, which portrays a peasant mother seated at her spinning wheel teaching her child to read. How well that spirit of determination is now being carried on in Lithuania may be judged by the readers of Mr. Masiliūnas' account of education in his country.

TIMON COVERT, specialist in school finance, presents some timely information in this month's issue on *Pennsylvania's New School Building Program*. Mr. Covert discusses two recent actions of the State legislature which resulted in the extensive building program. He points out that the program will benefit districts with low valuation to a greater extent than it will those with high valuation.

DAVID T. BLOSE, associate statistician in educational statistics, presents some statistical information on *Graduates of Colleges and Secondary Schools*. Among other interesting facts pointed out by Mr. Blose, he asserts that "for every person graduating from high schools in 1870, 22 graduate today." He also presents a table covering the years from 1870 to 1938, inclusive.

EDITH GANTT, specialist in public libraries, discusses the extension of public library service through *County and Regional Libraries*. Miss Gantt traces briefly some of the historical background which has led to such extension. She also describes the library services in New England towns, in the T. V. A. area, and the Tri-Parish plan in Louisiana.

WALTER J. GREENLEAF, specialist, occupational information and guidance service, presents some information having to do with exhibits from colleges and universities on display in the college wing of the fine arts gallery of the United States Department of the Interior. Dr. Greenleaf briefly describes the various exhibits that have been shown so far and announces the coming exhibition. In speaking of the guest book which is kept in the gallery, he states that the book reveals names of many well-known individuals from all parts of the world who have visited the gallery since it was opened.



Convention Calendar

AMERICAN ACADEMY OF POLITICAL AND SOCIAL SCIENCE. Philadelphia, Pa., March 31-April 1.

AMERICAN ASSOCIATION OF DENTAL SCHOOLS. Cleveland, Ohio, March 20-22.

AMERICAN CERAMIC SOCIETY. Chicago, Ill., week of April 17.

NATIONAL ASSOCIATION OF DEANS AND ADVISERS OF MEN. Gatlinburg, Tenn., March 23-25.

SECONDARY EDUCATION BOARD. Philadelphia, Pa., February 24 and 25.

The undersigned I. had examined
 of the Township of York do certify
 that we have examined Temperance P.
 Biggerstaff and find her qualified
 to teach Reading and Arithmetic
 and are satisfied that Temperance P.
 Biggerstaff sustains a good Moral
 Character. Given under our hands
 this twenty fifth day of April 1837

S. H. Shepard }
 T. P. Bond } Examining

Biggerstaff's Teacher's Certificate

★★★ The Library of the Office of Education has recently come into possession of an original and interesting teacher's certificate granted to Temperance P. Biggerstaff, 100 years ago. It states that the holder was "qualified to teach reading and arithmetic," and "sustains a good moral character." This certificate was bestowed by the School Examiners of the Township of York (no State given) on April 25, 1837.

The document is in fairly good condition as to

paper and ink and legibility. No seals or stamps are affixed to give it official importance, and its 50 words are carefully handwritten. It says nothing as to what educational qualifications and teacher training the applicant possessed, and nothing about requirements.

The library will preserve this original certificate for the benefit of research workers as a bit of evidence in teacher certification from the past century.

MARTHA R. McCABE

New Postal Rates on Books

★★★ An Executive order signed by President Roosevelt, setting the postal rates on the domestic mailing of books at 1½ cents per pound or fraction thereof, irrespective of the zone of destination, went into effect November 1, 1938, and will continue until June 30, 1939.

According to the official proclamation of the President, the action was taken because "the interests of the public, in the promotion of the cultural growth, education and development of the American people, require that the postage rates on books . . . be modified."

The new rate (paragraph 2½, amended section 561 and new section 572½, Postal Laws and Regulations) means that teachers, scholars and general readers, no matter how far distant in the United States from the publishing center of the Nation, will have the benefit of a flat postal rate. On a 2-pound book package, for instance, the mailing charge will be only 3 cents, even though the purchaser or book bor-

rower may be 3,000 miles away. With the savings in postal costs, schools and libraries will likewise have more money to spend for additional books.

As noted, these new rates are in force for a trial period of 8 months, but if the results justify, the order may be extended by the President or by congressional action. Plans are therefore being made to obtain data on such points as: The extent to which schools and libraries are being benefited by the new order; whether individual readers are being enabled to buy additional books and to secure a larger number of books on loan from libraries, book clubs, and circulating libraries; and also whether members of the teaching profession to whom the continuous reading of books is a professional necessity are being aided to secure more books for their own personal use. Such facts as these should give some indication of the extent to which the new rates are aiding the progress of education.

The 1938 Annual Report

★★★ Just off the Government Printing Office press is a volume of 421 pages entitled the *Annual Report of the Secretary of the Interior for the Fiscal Year Ended June 30, 1938*.

In this volume, which is officially addressed to the President of the United States, a report of activities, services, and progress of the bureaus and agencies in the Department is given.

Under *Advances in Education*, the Secretary points out, among other things, that—

“More than 6 million pupils are now enrolled in the 4 years of the public high schools, which, with the addition of private school enrollment, brings the total high-school enrollment to more than 6½ million. Enrollment in night and part-time schools amounted to approximately 1½ million persons. Of the 300,000 enrollees in the Civilian Conservation Corps camps, 90 percent participated in the educational program.

“Despite the fact that from December 1933 to December 1936 the Public Works Administration allotted more than \$244,000,000 in grants and loans for public-school buildings, the total estimated cost being more than \$469,000,000, a survey showed that in 62 percent of cities with 10,000 population or more, an additional \$496,000,000 were needed for school construction. The principal reason given for this need was the lag in school building construction during the World War.

“Through the educational radio project three major programs were produced during the past fiscal year.

“Forum demonstration projects were conducted under the sponsorship of the Office of Education in 18 areas of the country during the fiscal year.

“For the first time in its 70 years, library facilities have been adequate for the Office of Education in the new quarters of the consolidated library in the Department of the Interior Building. A Library Service Division was organized.

“College art was given encouragement by the establishment of a college arts section in the Fine Arts Gallery of the Department.

Commissioner's Recommendations

As a significant section of the Office of Education's report, Commissioner J. W. Studebaker issued the following statement and recommendations:

“What is left undone by the Office, what the rich possibilities for additional services are, stand out in my mind in contrast with the relatively meager, although I trust effective, services now being rendered. I wish, therefore, to include in these recommendations brief statements of what I think the Office of

“The Office of Education continued to carry on activities in the field of vocational education and vocational rehabilitation under the authority of eight separate acts of Congress. Under these acts the Office of Education cooperates with the States in promoting vocational education in agriculture, the trades and industries, home economics, business education, and in rehabilitating for employment persons disabled through accident, illness, or congenital causes.”

Education should be equipped to do which it cannot now do.

SERVICES CALLING FOR FEDERAL LEGISLATION

A. *The President's Advisory Committee on Education*

This committee submitted a report in March 1938. That report analyzes admirably the general problem of the Federal relations to education. With the spirit and the general

OFFICE OF EDUCATION

J. W. Studebaker, Commissioner

WHEN from childhood through adult life the people of a Nation are learning through effective educational processes that the conservation of material and of human resources is necessary to the happiness of the individual and to the preservation of the desirable things of life for all, conservation in its broadest meaning is making progress. It is that kind of progress which the Nation's schools, colleges, universities, and other educational agencies are reporting today in greater measure it seems, than in past years. It is that kind of progress which may be noted throughout the report of the Office of Education for the fiscal year that closed June 30, 1938.

GENERAL EDUCATIONAL ACTIVITIES AN OVER-VIEW OF THE PUBLIC SCHOOLS

In the field of elementary education, even though enrollments have shown some decrease, it should be borne in mind that the elementary school provides the basic education for all children and the only education received by many.

With emphasis upon such important service has come a fuller appreciation of some of the needs in the elementary school. These include: increased individual guidance; health and recreational services; closer cooperation between home and school; a school organization and curriculum adjustable to individual abilities and interests; and school building and equipment adequate to serve the community in its present-day wide range of activities. Efforts are being made in many school systems throughout the country to meet such needs.

The recognized social and economic losses due to first-grade failures has been the cause of recent marked increases in adjustments of promotion standards and school organization.

The formation of curriculum laboratories and divisions within State and local school systems and in colleges and universities is a comparatively recent development. Through such laboratories committee work is guided for continuous modification of teaching materials and helpful information is made available.

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findings of that report, I am in agreement. It recognizes an expanding responsibility of the Federal Government in the field of education. It selects the areas of education in which the Federal Government should participate and sets forth the reasons why the development of each of these areas is a matter of national concern.

The committee recommends that the Office of Education should have large responsibility for the administration of the proposed laws. Therefore, it is appropriate to name these important areas of education and to summarize in a few words the reasons why legislation, framed in accordance with the most satisfactory formulas for Federal-State relations that can be evolved and designed to carry out the Advisory Committee's general purposes, should be passed.

1. *Federal equalization fund.*—The equalization of educational opportunity among the States for elementary and secondary school pupils should no longer be neglected. Equality of opportunity is the most basic tenet of democracy. Furthermore, national welfare demands that the weaker schools be strengthened. A low standard of education in one community affects adversely all communities.

2. Teacher training.—No school program can be strong unless the teachers are well trained. Therefore, the Federal Government, when it contributes funds for education in the States, must take steps to assure highly trained teachers for the schools.

3. School buildings to assist in meeting the expense of better district organization.—Schools have been established in many States under the small district system. Small school districts were well adapted to earlier years, in fact they were necessary then, but today they are inefficient and often too expensive. The most common feature in this district system is a small and unsatisfactory building in each district. In many cases the perpetuation of an outworn district organization plan is due to the expense involved in providing modern school buildings and facilities. Therefore, the Federal Government can materially assist in remedying the existing situation by stimulating a school building program that will enable many communities to bring about an efficient scheme of district organization.

4. Assistance to State departments of education.—With the passing years, more and more responsibility for an effective system of education in the several States is falling upon State departments of education. The planning of courses of study, the certification of teachers, and many other responsibilities which were formerly carried by the local districts, are now handled by State departments of education. An increasingly large share of the funds for the support of schools is being collected and distributed on a State rather than on a local district basis.

Many State departments are not adequately equipped to administer their already heavy duties. If Federal funds are made available to the States it is important that provision also be made to assist State departments of education in carrying their ever-enlarging responsibilities.

5. Bridging the gap between school and job.—The responsibility of the public for the welfare and training of a youth does not end when he chooses to leave the public school. A prolonged gap between school and job may nullify much of the good which accrues from attending school. The public should continue its interest in a young person at least until he is placed in a suitable occupation where he can be self-sustaining.

Therefore, to organize and coordinate all educational services available for young people in each community, so that each youth will be guided into the type of activity best suited to him, is an urgent public duty. This service for youth is bound to be intimately related to organized education. The administration of the program should be integrated with the administration of education.

6. Adult education.—Nearly half the adult population of today never completed the elementary school. Furthermore, with the rapidly increasing complexity of social life, even an adequate education in one's youth no longer suffices for adult life. An adult educa-

tion program is among the most urgently needed safeguards of democracy. The Federal Government should help to stimulate it.

7. Rural library service.—Rural people in general are out of reach of the public libraries which serve (although only partially) the urban population. But because of their greater isolation from social opportunities, rural people are in at least as great need of library service as are urban people. Therefore, the Federal Government may properly stimulate the States to develop a library service which reaches the rural population.

8. Education of children living on Government property.—There are at the present time some thousands of children living in Federal areas scattered throughout the country who do not have educational opportunities, or who secure them through the payment of tuition. The parents of these children are in most cases Federal employees who are assigned to live in these territories.

In recent years the number and types of federally owned or controlled reservations have greatly increased, thus removing taxable wealth from local school districts. In some cases no school facilities exist. In others the existing local facilities are entirely inadequate to care for the increased numbers of children who move into the territory by reason of the newly developed Federal activity. Year after year these thousands of children continue without educational opportunities. It is exceedingly important that as soon as possible the Federal Government establish some policy which will guarantee adequate educational opportunities for the children who must reside on these Federal properties.

9. Educational research, planning, and leadership.—In countries having strongly centralized governments, education is a function of those governments. Large authority resides in the ministries of education. Changes in the programs of the schools and colleges can be effected quickly by edicts issued by those ministries. In the United States the opposite system prevails and should be continued. Education is a function of the several States and local communities. The Federal Government has little authority. Coordination of programs among the States is accomplished by voluntary counsel and cooperation. Under these conditions, change usually takes place slowly. A long time often elapses before the best practices of one locality or State are accepted in other localities or States.

While such a system is relatively safe against partisanship propaganda, it lacks the machinery to keep education abreast of other social and economic movements, especially those movements motivated by profits. A democracy, if it is to be successful in its competition with strong centralized governments, must provide itself with machinery to facilitate the social changes which depend upon voluntary acceptance by the people. The mainspring of that machinery is a research program adequate to discover and verify better educational policies and practices year after year. Well organized demonstrations involve phases of practical

research which may be of far-reaching significance.

Operating with the research program must be adequate facilities for counseling and planning in order to assure the most economic and effective utilization of the results of research.

These two functions, research and planning together with promotion of an understanding of the findings of the former and of the purposes and results of planning and demonstrations respectively, are the primary purposes of the Office of Education. If the Office can be adequately equipped to perform these functions, the United States need not concentrate in the Federal Government administrative control of education in the States, and yet we may be assured of quicker adjustments of the educational systems to the needs of the times.

B. Other Federal Legislation Needed

1. Public forums.—A special aspect of adult education which demands consideration at this time, is the forum for the discussion of current social, economic, and political questions. Democracy can rise no higher than the level of the public opinion of its voters. To enlighten that public opinion is a necessary safeguard of democracy.

The present agricultural, industrial, and social programs of the Federal and State Governments, together with many other issues of common concern, involve policies which demand wide information and free discussion. A vital method of spreading accurate information among adults is the public forum, controlled by the local public educational agencies. Experience gained during the past 3 years with forum demonstrations carried on in many communities in 40 States and sponsored by the Office of Education with emergency funds, has demonstrated not only their effectiveness, but their freedom from partisan bias. Provision should now be made for extending these experimental forum centers more widely throughout the States by the use of regular funds instead of relief funds.

There should be appropriated a sum, which need not be very large in comparison with other Federal grants in aid to the States, from which each State would receive an allotment for each of 3 years on a basis of matching which would be readily acceptable to the States and local communities. It is estimated that such a 3-year program in grants in aid as suggested would create an adult civic education enterprise within each State under local management involving in all States approximately 500 full-time forum leaders or their equivalent. That number of leaders would be capable of conducting almost 100,000 public forums per year in addition to giving many other types of assistance to local programs of civic education for adults. Such an investment would make public discussion of the crucial problems of democracy sufficiently general and vital to the life of our people that the principles and procedures of democratic discussion would simultaneously become effective.

tive safeguards of the democratic processes over all parts of the Nation. The principles and procedures of democratic discussion and fair examination of controversial issues would influence general public education and would serve to promote a surer foundation for the further development of democracy through our present 3 billion dollar expenditure for education. At the conclusion of the 3-year period consideration should be given to the desirable next steps to be taken.

This proposal suggests a way by which the vital sources of democratic power may be nurtured by the application of the educative processes to local public opinion formulation. The forum is, therefore, not merely a desirable advance to make in the field of public education but it is also in the nature of a national necessity made so by the burdens now being heaped upon public opinion by modern social and economic problems. It is recommended as a basic means of making democracy work and as a practical method of preventing the development of any potential tendencies toward dictatorship.

2. Physically handicapped children.—Because of the special facilities needed, one of the most expensive phases of education in any local community is the proper education of physically handicapped children. On this account and also because the number of children so handicapped in any community is, in proportion to the total school population, relatively small, there is totally inadequate provision in many States and communities for the education of these children.

The Government has made provision for the physical and educational rehabilitation of disabled adults. Under the Social Security Act provision is also made for the physical rehabilitation of crippled children. Thus far no Federal assistance has been provided for the education of physically handicapped children. Legislation should, therefore, be passed that will provide the social security for handicapped children which is possible only through their proper education. The Federal Government should, through grants-in-aid to the States, stimulate a Nation-wide development of educational opportunities for physically handicapped children.

SERVICES WHICH CALL FOR ADDITIONAL APPROPRIATIONS TO THE OFFICE OF EDUCATION BUT WHICH DO NOT REQUIRE FEDERAL LEGISLATION

Many of the services suggested above under "Research, Planning, and Leadership" could be rendered without new Federal legislation if the Office were adequately staffed for the purpose. Some of the more urgent needs for such additional services will be briefly mentioned below.

A. To Promote Better General Education Throughout the States

There are many ways in which the Office of Education is called upon to help the States in their efforts to provide general education. Among these are the following:

1. General curriculum problems.—One of the most difficult and important problems involved in the proper development of education is to be found in the need for a constant revision of the curriculum. Innumerable problems involving the curriculum are constantly presented to the Office of Education but because of a serious lack of personnel and facilities, it is not possible for the Office to render the services requested. A few of the principal types of services which the Office should be in a position to render to States and local school systems, to professional workers in the field of education, and the growing number of institutions and civic organizations interested in education, are the following:

(a) Analysis and interpretation of current economic and social conditions having significance for curriculum workers throughout the Nation.

(b) Evaluation and interpretation of significant revisions of curricula and methods of instruction.

(c) Stimulation and coordination of experimental undertakings looking toward evaluation of various curricular organizations and teaching procedures.

(d) Collection, evaluation, and listing of courses of study and supplementary curriculum materials; establishment of a curriculum laboratory.

(e) Consultation service on the curriculum, especially with State departments of education,

(f) Curriculum conferences; reporting their results.

(g) Preparation, publication, and distribution of fundamental studies concerning curricula, of descriptive accounts of outstanding curriculum practices, and of bibliographies.

For the reasons indicated, a well-equipped curriculum division dealing with the various subject-matter fields and educational activities on the several levels of the school course extending from the nursery school through the university into adult life, should be established in the Office and supported by an appropriation commensurate with the needs.

2. School building problems.—Every year this country spends many millions of dollars in constructing school buildings. Several millions of dollars could be saved by the States and local communities each year if a more extensive technical information service on school building problems could be made available through the Office of Education. School building surveys and planning the modern school plant involve highly complex problems. The solutions to these problems require the expert services of a large number of technicians; that is, school superintendents, economists, sociologists, State and district planning experts, school building architects, landscape architects, heating, ventilating, illuminating, and sanitary engineers, statisticians and experts in finance and accounting. There is a vast amount of valuable technical information on school building problems but usually much of this information is not available except to large city school systems. Such information should

be available through the Office of Education. It is obvious that the present staff of school building experts in the Office of Education, consisting of only one person, is entirely inadequate to serve the needs of the States and innumerable urban and county school systems.

3. Educational administration.—The whole field of organized education may be divided into two large areas, the one having to do with the curriculum and instructional techniques and the other one dealing with organization, administration, and supervision. While school building problems are generally classified in the area of administration, the previous section dealt specifically with the need for Office assistance in connection with school buildings because services related to schoolhouse construction and school building surveys are of unusual importance as a basis for the wise use of the many millions of dollars annually expended on school buildings by the Federal Government, the States, and the local communities.

But apart from the problems of school buildings there is a veritable maze of intricate administrative problems which require constant study if systems of education are to be kept up to date and made efficient. These administrative problems involve questions of support, taxation, finance, educational legislation, personnel, pupil accounting, organization of boards of education, of administrative and supervisory staffs and of school schedules in various types of school systems in rural areas, small urban communities, large cities, counties, regions within States and the State as a whole. The requests which annually come to the Office of Education for assistance to States and local communities in connection with the vital problems of administration are so numerous that it is impossible for the Office to give the kind of help requested in more than a relatively small number of cases. There is great need for additional appropriations to the Office for the purpose of providing adequate service in this broad field of administration.

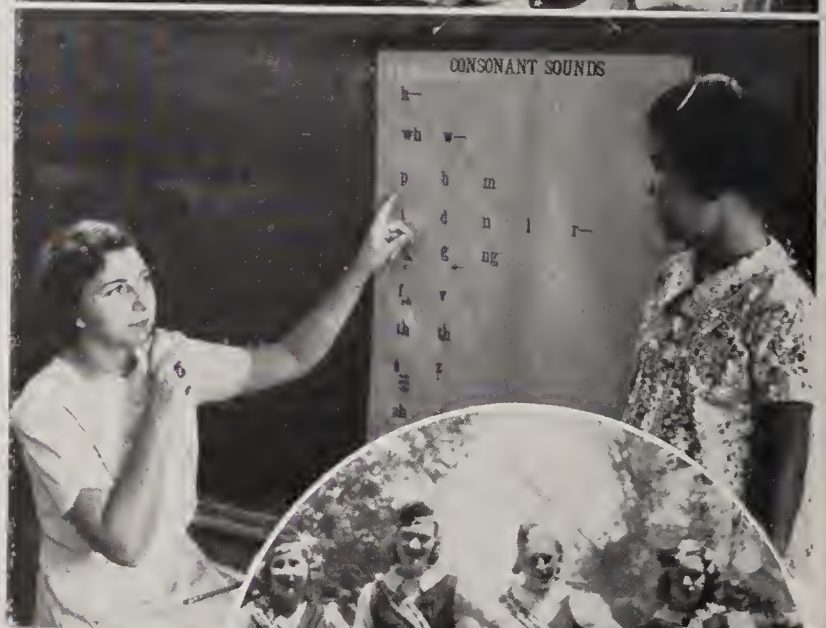
B. To Promote Better Social, Economic, and Civic Education

The development of better machines for industry is stimulated by the profit motive. What is to be done with workmen who are thrown out of work by the machines is a problem the solution of which is not stimulated by the profit motive. Yet public welfare is threatened by the slowness with which this and similar problems are solved.

While industry may be expected to subsidize those sciences which are basic to industrial development, government must see to it that development in the social, economic, and civic phases of life keeps pace with the industrial developments of this machine age.

The following recommendations are to be regarded as supplementary to the one pre-

(Concluded on page 169)



Left, top to bottom:

A Rhythm Band, at the Indiana State School for the Deaf. • Dramatics, at the Mansfield (Conn.) State Training School and Hospital (for the mentally deficient). Costumes were made by the girls of the school. • Agriculture, at the New York Institute for the Education of the Blind, New York City. • Blind children using models, at the Ohio State School for the Blind.

Right, top to bottom:

A nursery school child with her pegboard, at St. Joseph's Institute for the Deaf, Clayton, Mo. • Replica of a French Fort, built as part of a unit in early American history, at the Syracuse (N. Y.) State School (for the mentally deficient). • Learning the consonant sounds, at the Territorial School for Deaf and Blind, Hawaii. • A costume dance, at the Iowa Training School for Girls.

Residential Schools for Handicapped Children

by *Elise H. Martens, Specialist in the Education of Exceptional Children*

★★★ "Day-school teachers could do so much, particularly in rural districts of the State, to point parents of little blind children to the educational opportunities available at our school. Most teachers, however, know nothing of the program we offer, and some do not even know that such a school exists."

This was the recent comment of the superintendent of a State residential school for the blind. The unawareness of the existence of residential schools which he attributes to some day-school teachers is happily not a common occurrence. All too often, however, those whose work is entirely bound up with the public day schools of the Nation are in danger of overlooking or underestimating the services rendered by residential schools for handicapped children, and comparatively few take the time to familiarize themselves to any great extent with the activities under way in such institutions.

A Vital Place

These schools have a vital place in the educational program of the State, to be recognized, understood, and appreciated by parents and teachers alike. To be sure, they vary in the degree of efficiency with which they carry on their work, in the extent to which they adopt progressive educational practices, and in the qualifications of the teaching personnel. Their function is one of highly specialized nature, and consideration for the handicap of the child must be given precedence over certain other items deemed essential in day school programs. Yet the same general principles of educational method and psychology are applicable to residential and day schools alike, and one is frequently amazed at the results achieved in the lives of children so seriously handicapped as are those in our residential schools.

Types of Schools

There are four groups of handicapped children for whom residential schools are generally considered indispensable. These are the blind, the deaf, the mentally deficient, and the socially maladjusted or juvenile delinquents. While each of these groups presents conditions and problems quite distinct from those of the other three, they are all marked by the common need of specialized guidance and adjusted educational procedures arising from a serious physical, mental, or emotional disability. To supply such a need is the function of the residential school.

Two other groups of handicapped children

are found in residential institutions which have the double function of providing both hospitalization and education. These are (1) crippled children who are in need of hospital care, and (2) epileptics, for whom long continued treatment is important. Institutions of these types are much fewer in number than those more properly designated as "schools" for handicapped children. Many crippled children are treated in general hospitals or in children's hospitals, all too often without educational facilities. Many epileptics are found in institutions for the mentally deficient, although the trend is toward the establishment of separate facilities for them.

For detailed statistical data concerning residential schools for handicapped children, see Office of Education Bulletin 1937, No. 2, vol. II, Ch. VI, Statistics of Special Schools and Classes for Exceptional Children.—Editor

When the handicap is a double or a triple one, as, for example, in the case of the deaf-blind, the crippled feeble-minded, or the deaf-blind-feeble-minded, the problem becomes increasingly complicated. Such children are in extreme need of institutional care. Units for the deaf-blind are found in a few of the schools for the deaf and the blind, notably at Perkins Institution and Massachusetts School for the Blind and at the New York Institute for the Education of the Blind. Children who are seriously defective both mentally and physically are usually sent to an institution for the feeble-minded, although some schools for the deaf and the blind make special provision for children who are classified mentally as morons or borderline cases.

Number of Schools

In 1936 the Office of Education received reports from 58 residential schools for the blind, 82 schools for the deaf, 130 schools for the mentally deficient, and 155 schools for juvenile delinquents. These included both State schools and private schools, as well as those administered under private auspices which receive State financial support. They were located in every part of the country and, in the case of training schools for juvenile delinquents, in every State of the Union.

Every State, also, makes some provision for the education of its blind and deaf children, either in a school of its own or in that of a

neighboring State; while every State except Arizona, Arkansas, and Nevada reported at least one publicly supported residential institution for the mentally deficient. In addition, schools for the blind and the deaf are found in Hawaii, Puerto Rico, and the Philippine Islands, while Puerto Rico reports also a school for delinquents.

Pupils Enrolled

In 1936 there were enrolled in the various types of schools in continental United States 5,851 blind children, 15,366 deaf children, 31,174 juvenile delinquents, and 21,889 mentally deficient children. The first three of these figures represent the total population of the respective types of schools, since enrollment is limited to children of school age, usually up to 21 years. Institutions for the mentally deficient, however, admit adults as well as children, many of them custodial cases unable to profit by school activities. The number of pupils engaged in regular school work (21,889) is only about 25 percent of the total number on the roll of such institutions. A considerable number of these are capable of doing at least as creditable work as that which one finds in special day school classes for the mentally retarded.

Recent trends have brought into schools for the deaf and the blind children of kindergarten and even of nursery school age, on the basis of the principle that habits established before the age of 6 affect materially the child's later progress. This is especially important in the case of the physically handicapped. Undesirable mannerisms can be avoided, group play can be encouraged, and a foundation of varied experiences can be fitted to the structure of special educational adjustment which is to be built upon it.

School Activities

The illustrations on the opposite page give a glimpse of some of the experiences which boys and girls in these schools enjoy. The cover design of this issue of *SCHOOL LIFE* shows one of the approaches made at the Ohio State School for the Blind to the teaching of home-making, with all its elements, through the use of a model playhouse. Both children in the picture are totally blind.

Suffice it to say here that succeeding articles will describe in some detail the program of activities in the respective types of schools. One of their chief objectives is to minimize the handicaps of their pupils and to lead them so far as possible to appreciate and enjoy the normal experiences of normal people. To this

end the more progressive schools plan the educational program so as to include in it as many as possible of the interesting and enriching activities appealing to boys and girls in the regular day schools. To these, of course, must be added the special techniques and adjustments necessitated by the particular difficulty of the child.

Administration of Schools

Residential schools for handicapped children began their history as charitable institutions designed to give care and instruction to those whose serious handicaps appeared to make such care necessary. Long strides, however, have been made since those early days in the conception both of what education means and of what the capabilities of handicapped boys and girls are. More and more, residential schools are coming to be looked upon as constituent parts of the educational system of the State and not as institutions apart from it.

Of the 79 residential schools for the deaf in continental United States reporting to the Office of Education, 28 are administered either by the State educational authorities or through a combined relationship with State educational authorities and a private or other State agency. Of 55 schools for the blind, 23 report similar administrative arrangements. Fourteen of the schools for the deaf and 13 schools for the blind (besides those in Hawaii and the Philippine Islands) are administered exclusively by the State educational authorities. In cases in which a combined relationship holds, the State educational authority carries responsibility for placing pupils and giving general supervision to the educational program, while the other authority concerned handles problems of institutional management.

Progress in this direction has also taken place in the case of schools for delinquents, although most of them are still administered as welfare agencies apart from the educational system. Institutions for the mentally deficient, having a large custodial responsibility, are administered by State boards of public welfare, of charity, or departments with similar functions. Yet many leaders in the fields of delinquency and of mental deficiency are looking toward the time when residential schools for children so handicapped will be an integral part of the State educational system.

Every child sent to a residential school is there because the local community is unable to meet his educational needs or has failed to make adequate adjustment for him. It is the aim of the residential school to send the child back to the community, when he has concluded his term of study there, equipped to maintain his self-respect and the respect of others through an achievement commensurate with his ability. To help a child to compensate for a serious physical handicap is a difficult matter. To guide a boy or a girl who has seriously violated social standards into an attitude of personal adjustment toward society is frequently even more difficult. To inculcate in a mentally deficient child the habits of thought and action needed to make him an acceptable

Among Services

by J. W. Studebaker, Commissioner of Education

A few highlight services rendered by the Office of Education during the past year are the following:

Developed a vast listening audience for educational radio programs through three feature Nation-wide network series: *Brave New World*, *the World Is Yours*, and *Education in the News*.

Upon request the Office distributed more than 100,000 radio scripts to thousands of schools, colleges, dramatic groups and radio stations for production and for use in educational radio training.

Promoted improved educational organization for public enlightenment by sponsoring public forum demonstrations and conferences in 40 States.

Administered more than 20 millions of dollars appropriated by Congress for vocational education in the States.

Established an occupational informa-

tion and guidance service, a library service division, and issued 80 new publications.

Continued to promote improved educational programs and facilities for enrollees in America's CCC camps.

Completed surveys of Negro vocational education and guidance opportunities in 33 States; and of educational conditions in 10 States to determine ways of creating more efficient local units of school administration.

Held many national conferences, among them was one of educational leaders and specialists in conservation to determine how conservation education may be incorporated in the school curricula of the Nation.

In these and many other ways the Office adapted its program of service to help meet the crucial social and economic issues which now confront the American people.

citizen requires untold skill and patience. All of these things residential schools undertake to do. A knowledge of the means which they employ, the successes which they achieve, and even the failures which they admit should be of inestimable value to all educators. The unity and effectiveness of the total State educational program cannot but be furthered by a mutual acquaintanceship on the part of residential and day school workers.

★ Library "Bill of Rights"

Libraries frequently face a dilemma in the selection of books and other reading matter on current controversial subjects. In their efforts to be open-minded and to present fairly both sides of public questions, librarians are often subjected to harsh criticism. The trustees of the Des Moines Public Library have met the problem by issuing recently the following statement of policy, called by many a *Bill of Rights* for the free public library.

"Now, when indications in many parts of the world point to growing intolerance, suppression of free speech and censorship, affecting the rights of minorities and individuals, the board of trustees of the Des Moines Public Library reaffirms these basic policies governing a free public library to serve the best interests of Des Moines and its citizens.

"1. Books and other reading matter selected for purchase from public funds shall be chosen from the standpoint of value and interest to the people of Des Moines, and in no case shall selection be based on the race, nationality, political or religious views of the writers.

"2. As far as available material permits, all sides of controversial questions shall be represented equally in the selection of books on subjects about which differences of opinion exist.

"3. Official publications and/or propaganda of organized, religious, political, fraternal, class, or regional sects, societies or similar groups, and of institutions controlled by such, are solicited as gifts and will be made available to library users without discrimination. This policy is made necessary because of the meager funds available for the purchase of books and reading matter. It is obviously impossible to purchase the publications of all such groups and it would be unjust discrimination to purchase those of some and not of others.

"4. Library meeting rooms shall be available on equal terms to all organized nonprofit groups for open meetings to which no admission fee is charged and from which no one is excluded."

★ School Custodians

The rapid development of professional training for school custodians is illustrated in a communication recently received from Iowa State College. Besides the 4-day training school conducted at the college during summer sessions, a series of 1-day schools are held each year throughout the State to help those men who are unable to attend training classes at Ames. Since this program was started in 1932 these 1-day schools have been held in approximately 50 different communities throughout the State with an average attendance of about 40.

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(Concluded from page 165)

sented previously under the heading, "General curriculum problems."

1. The social sciences.—Better social science work in the schools and colleges is the first and most urgent need. Competent staff members to aid the States and local communities in improving the instruction in these studies should be available in the Office of Education.

2. Crime prevention.—One of the most disconcerting phenomena of this period is the increase of crime, particularly among youth. Much could be done in the field of crime prevention through education if there were staff members available in the Office of Education to assist in developing the plans for such education.

3. Safety education.—The appalling toll of lives sacrificed and injuries sustained each year by accidents in this country is a sad reminder of our negligence of one phase of social education. Cities with adequate safety education programs have strikingly cut down their accident rates. Surely the Office of Education should be in a position to stimulate the speedy adoption in all communities of programs of education which have been found to be effective for accident prevention in some communities.

4. Conservation education.—A keynote of the present policy of the Government is conservation, but the development of this policy is slowed up in its operation if not actually threatened by general lack of understanding among the people of the needs of conservation of natural resources. The problem is essentially one of education. The Office of Education should be in a position through a small staff to advise curriculum workers throughout the country with respect to ways in which the teaching of conservation may be infused into various aspects of the school programs in the different levels of education.

5. Recreation.—Good habits and skills in sports and other forms of recreation should be widely developed. Many persons would enjoy sports, hobbies, and other leisure-time activities, if they but knew how to participate in them. There is no one in the Office of Education at the present time whose primary interest is in education for recreation. This need in the Office should be met.

6. Creative arts.—Work today offers to many workers little or no opportunity for the expression of their creative impulses. But to many men and women there is no satisfaction so keen as the joy of creating something. To devise ways by which each person can learn to do well some of the creative arts which may occupy his leisure or help him in his chosen occupation, is one of the challenges to education today. The Office of Education should be in position to help to develop and to spread such a program of training in the creative arts. With the exception of one person in the field of industrial arts, there are no professional workers in the Office whose primary interests and

abilities are in the general field of creative arts. If this country is to develop an appreciation of the beautiful and the means of giving beauty the practical expression which should characterize an advancing civilization, education must assume vigorous leadership in creating the essential appreciations and artistic skills. To do its part in the development of such a Nation-wide appreciation of the arts, the Office should be provided a staff of competent persons trained in art, music, dramatic art, and creative writing.

C. To Discover and Promote the Proper Educational Use of Motion Pictures and Radio

The chief aids to education in the past have been the teacher's voice and the printed page. Visual materials such as maps, charts, and pictures, have supplemented these, but have played a minor role. Laboratories and field trips have been available to a limited extent. But in recent years two new aids with incalculable potentialities have become available, the motion picture and the radio. No one at present will attempt to prophesy how powerful they may become. It is certain that their influence is already great, even though they have found their way into the schools only to a small extent.

During the period when the proper place and function of these new aids to education are being determined, the Office of Education should be in a position to assist in the research and experimentation necessary to find the truth about their proper use. And the Office should be equipped to carry the responsibility for a major portion of the Federal Government's educational broadcasting. There is no provision in the Office of Education at the present time for a service in the field of visual education. There is only one professional position provided for in the regular appropriations to give assistance in the field of radio.

D. To Strengthen Educational Research by a System of Cooperative Fellowships

The Office of Education is to a large extent a fact-finding and fact-disseminating agency. In its fact-finding activities it cooperates with many research agencies. It stimulates many investigations. It offers its facilities, so far as possible, to other investigators. It advises institutions and individuals with respect to research projects.

Graduate students in education are frequently engaged in less significant investigations than they would like to be identified with because these students do not have access to materials with which to conduct more significant investigations. The Office of Education, on the other hand, is greatly limited in its ability to carry on research because it lacks competent, trained people in various research fields.

It would be mutually advantageous, therefore, for certain selected students in graduate schools of education to conduct their investigations in cooperation with the Office of

Education. In several fields, at least, better training in research techniques could be given them than is afforded in some graduate schools of education. More valuable results would accrue from their investigations. The research program of the Office of Education would be greatly speeded up if these students could be selected by the Office and assigned by their universities to carry on the investigations required by their universities in cooperation with the Office of Education. A small appropriation should be made to the Office of Education to enable it to secure the services of research fellows.

In all the recommendations included herewith there have been few arguments presented in their defense. Proper arguments would require space far beyond the limits allowed for this report.

May I be permitted to state, however, that apart from these proposals based upon the report of the President's Advisory Committee on Education, the other recommendations rest in the main upon a series of many conferences held in the Office of Education in 1936. These conferences were organized around different subjects such as the curriculum, school buildings, the creative arts, and the like. Each was participated in by about 12 leaders, representing diverse agencies and interests in the particular field which was the subject of the conference.

At the conclusion of a 2- or 3-day session each conference group submitted a report to the Commissioner of Education giving the views of the conferees concerning the services which the Office of Education should be staffed to render in the particular field. These conference reports are available to substantiate the recommendations presented.



N. E. A. Radio

The National Education Association announces the following time schedule for its weekly radio broadcasts:

EVERY WEDNESDAY ON NBC (RED)

Our American Schools

6:00 p. m. Eastern	4:00 p. m. Mountain
5:00 p. m. Central	3:00 p. m. Pacific

EVERY WEDNESDAY ON CBS NETWORK

This Living World

2:30 p. m. Eastern	12:30 p. m. Mountain
1:30 p. m. Central	11:30 a. m. Pacific

EVERY THURSDAY ON CBS NETWORK

New Horizons

2:30 p. m. Eastern	12:30 p. m. Mountain
1:30 p. m. Central	11:30 a. m. Pacific

EVERY SATURDAY ON NBC (RED)

Our American Schools

10:30 a. m. Eastern	8:30 a. m. Mountain
9:30 a. m. Central	7:30 a. m. Pacific



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

● How to reach the west coast of South America by steamship, air, highway, and railway; passport and other requirements; climate; clothing; seasonal activities; communication; and sales routes are discussed in *Commercial Travelers' Guide to Latin America, Part I—West Coast of South America*, Trade Promotion Series No. 179. (20 cents.) Statistical summaries and maps of Bolivia, Chile, Ecuador, Panama, and Peru are appended.

Similar data for the east coast of South America, including summaries and maps of Argentina, Brazil, Paraguay, and Uruguay are given in Part II, Trade Promotion Series No. 187. (20 cents.)

● Historical data, international cloud definitions and descriptions, and a selection of cloud pictures are to be found in *Cloud Forms—According to the International System of Classification*, a publication of the Weather Bureau. (10 cents.)

● For a free copy of the *Laws Relating to Vocational Education and Agricultural Extension Work* from the Sixty-third to the Seventy-fifth Congress, write to the Superintendent of the Document Room, House of Representatives, Washington, D. C.

● A revision of *Keeping the Well Baby Well*, Children's Bureau Folder No. 9, in which feeding, health habits, sunlight, exercise, daily bath, clothing, and the nursery are discussed, is available for 5 cents. The Children's Bureau has also issued bulletins on *Prenatal Care, Infant Care, and The Child From One to Six*.

● A catalog of books and pamphlets comprising the American Guide Series prepared by the Federal Writers' Project, Works Progress Administration, is available free from WPA headquarters in Washington.

The catalog includes guidebooks for each of the 48 States and for Alaska, Puerto Rico, and Hawaii. In addition to guides to cities and towns it also includes guides to the important roadways in America, books dealing with nationalities, with folklore, history, and many other subjects of social and cultural importance.

● Two more booklets in the series of wood uses, which is now in preparation, have been written by W. LeRoy Neubreeh, Chief of the Lumber and Allied Products Section, of the Bureau of Foreign and Domestic Commerce: *American Hardwood Flooring and Its Uses*,

Trade Promotion Series No. 186, and *American Western Pines and Their Uses*, Trade Promotion Series No. 180. Each sells for 10 cents; there is a 25 percent discount on orders for 100 copies of a single publication mailed to a single address.

● The annual Department of Agriculture directory *Officials and Organizations Concerned with Wildlife Protection, 1938*, Miscellaneous Publication No. 329, sells for 5 cents.

● The one hundred and fiftieth anniversary of the formation of the Constitution, including the one hundred and fiftieth anniversary of the inauguration of George Washington as first President of the United States will be celebrated April 30, 1939. The Story of the Constitution, the President's Proclamation, facsimiles of the Constitution, a diorama of the signing of the Constitution, reproductions of old maps, music associated with the period, pictures of the signers, official posters, and pageants for use in the celebration are available at nominal cost. For further information address the United States Constitution Sesquicentennial Commission, Washington, D. C.

● The *Catalog of the Measured Drawings and Photographs of the Historic American Buildings Survey in the Library of Congress*, published by the National Park Service, and mentioned on page 138 of the February 1939 issue of *SCHOOL LIFE*, costs 50 cents.

● The story of what the Rural Electrification Administration has done to help farm people get electricity is told in *Rural Electrification on the March*, copies of which are available at 20 cents.

● Hours of work and earnings of women employed in factories, retail stores, laundries, dry-cleaning establishments, and hotels and restaurants of Kentucky are presented in *Women's Bureau Bulletin No. 162*. 10 cents.

● *Inventory—An Appraisal of Results of the Works Progress Administration*, a report covering the accomplishments of the WPA during the first 30 months of operation in its varied construction and nonconstruction projects (30 cents) and *Rural Youth—Their Situation and Prospects*, Research Monograph XV, a report based on a comprehensive survey of the field of studies and general literature dealing with rural youth, are off the press. Copies of the latter are available free upon request.

● *Teaching Conservation of Wildlife Through 4-H Clubs*, Department of Agriculture Miscellaneous Publication No. 291, discusses the status of American wildlife; the need for wildlife conservation; opportunities for teaching wildlife conservation through 4-H clubs; possible approaches to setting up a program; and the means and agencies that might be used in teaching typical 4-H club programs, such as, demonstrations, meetings, news services, bulletins, radio, exhibits, collections, photographs, lantern slides, motion pictures, and games. 10 cents.

● Facts, analyses, and recommendations obtained from Federal, State, and local agencies administering recreation, from private organizations and individuals interested in recreation, and from visitors to recreational areas have been assembled in *Recreational Use of Land in the United States*, Part XI of the Report on Land Planning prepared by the National Park Service for the National Resources Board.

Land use and recreation, recreational resources and human requirements, present extent and use of public lands for recreation, program for development of the Nation's recreational resources, and educational opportunities of recreational areas are the five major sections into which the bulletin is divided. Paper bound copies of the volume are available at \$1.25.

● Nuts make a useful contribution to the protein of the diet, but under most circumstances it is better to consider them as sources of fat rather than of protein, and to use them interchangeably with other fatty foods, such as butter, oils, cream, chocolate, and bacon, according to data in *Nuts and Ways to Use Them*, Department of Agriculture, Miscellaneous Publication No. 302. (Price, 5 cents.) Recipes for making nut butter and paste; nut loaves; croquettes and stuffings; nut breads, cakes, and pastry; and for the use of nuts in salads, sandwich fillings, ice cream, and candy are included.

● "The strike is a cultural development, a conventionalized expression of discontent," writes Isador Lubin, Commissioner of Labor Statistics in the Preface to *Strikes in the United States, 1880-1936*, Bureau of Labor Statistics, Bulletin No. 651 (20 cents), in which the early history, general trend, statistics, and analysis of strikes are presented.

Education in Lithuania

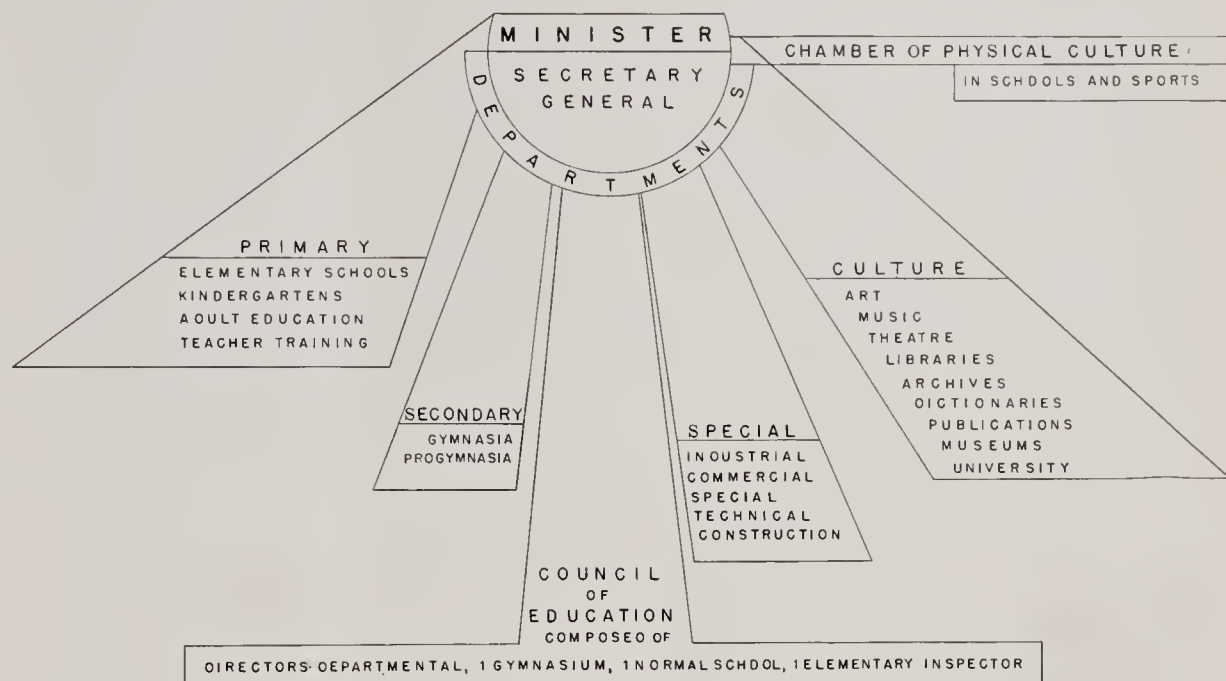
by K. Masiliūnas, Undersecretary of the Ministry of Education, Lithuania

★★★ The Lietuvos Taryba, or Lithuanian Council, which acted in 1918 in the name of the Lithuanian people to declare the country's independence, adopt a provisional constitution, and set up a provisional government, found a few schools in active operation but no system of education in the territory that is now Lithuania. Everything had to be built new. An adequate teaching staff had to be trained, the scheme of studies organized, textbooks written and printed, educational appliances provided, and school buildings erected. Little could be done during the first 3 years because the Republic was forced to use all its energies in the defense of its newly regained independence.

First Law

The first law on elementary education was passed in 1922 making the Lithuanian primary school of four grades and requiring all children of both sexes between the ages of 7 and 13 to attend it. The general administrative organization was based on the principle of decentralization which granted wide powers to the local authorities and to the children's parents. However, this experience soon showed that under such a system the qualifications of the teachers left much to be desired. For this reason the law of 1922 was amended in 1925 and the appointment of teachers, their transfer from one school to another, and certain other matters were centered in the Ministry of Education. In the same year the school curricula were drawn up and officially approved. The schools were run under this law up to 1936 when a new elementary school law was promulgated which declares that the purpose of the elementary school is to provide primary education for the youth of Lithuania, foster their spiritual and physical growth, and teach them to love, cherish, and sacrifice themselves for Lithuania.

The present elementary school has six grades. The first four, obligatory for children between 7 and 13, form the first degree of study. The last two, for children 14 and 15 years old, form the second degree which is optional as yet because not enough schools are available. The increase in them began only in 1933. The elementary school subjects of instruction are: Religion taught by clergymen of the various denominations and compulsory for all children, Lithuanian as the language of instruction, arithmetic, knowledge of environment, history, geography, natural history, art, manual arts, music and singing, and physical training. In an elementary school district where the number of children of non-Lithuanian parentage exceeds



30, a school with a language of instruction other than Lithuanian may be established. In it Lithuanian is taught as a distinct subject from the second grade onwards, and from the third grade on instruction in environment, history, and geography is given in Lithuanian. In a school with Lithuanian as the medium, children of non-Lithuanian parentage, if their number is not less than 20, are taught their mother tongue as a separate subject.

Certificates Granted

At the end of the first and second degrees of study, the pupils are examined and granted the elementary school graduation certificate which, if from the second degree, grants the right to enter, without further examination, the first grade of a secondary school (gymnasium) or a school offering special training for a vocation. Persons who have attended no schools may earn these certificates by passing official examinations embracing the entire course of study.

Elementary school teachers are classified as junior, first-degree, second-degree, senior first-degree, and senior second-degree. They are trained in normal schools and pedagogical institutes. Admission to normal schools is accorded those who have completed four grades of a secondary school, and the course extends for 4 years. To the pedagogical institutes only graduates of normal schools or gymnasias are admitted and the duration of studies is 2 years. Each teacher has in charge from 30 to 60 pupils, the average being 55. The average number with which the teacher works in winter is 43, and in summer 30,

since not all children in Lithuania attend school all the year. First-grade and second-grade pupils in the rural districts go to school only 4 months; September 1 to November 1, and May 1 to July 1. In winter the country schools are attended only by third-, fourth-, fifth-, and sixth-grade pupils. In urban areas pupils attend throughout the school year.

The maintenance of elementary schools devolves on the local authorities. The costs of one school and one grade are around 11,890.-23 and 5,519.6 litas respectively. One lita is 16.93 cents in coinage of the United States. According to the figures of 1937, the cost of keeping one child in an elementary school is 99.4 litas annually. Towards the upkeep of elementary schools an average of 11.48 litas was paid by every inhabitant in 1937.

School Buildings

The school buildings are for the most part erected by the localities, grants-in-aid being made by the Ministry of Education which assigns in its budget over a million litas yearly for this purpose. At present about 80 new school buildings are constructed each year at an expenditure of two million litas. With the additional sums assigned for the acquisition of equipment and educational appliances, about three millions are spent annually.

On January 31, 1938, there was a total of 2,599 schools, 5,613 teachers, and 301,188 pupils or approximately 12 percent of the entire population enrolled in elementary schools.

The secondary school system was reorganized in 1936 by a special law. The 8-year gymnasias, modeled after the former Russian



THE BALTIC STATES

types, were replaced by 7-year gymnasias to the first year of which pupils who have finished a 6-year elementary school are automatically admitted. Thus final graduation from the secondary school now takes place after a course of study of 13 years, 6 in the elementary school and 7 in the secondary. The first three grades of the gymnasium may be founded independently and such a school is called a progymnasium. In these schools instruction in the Lithuanian language and literature, and in physical science has been especially strengthened, and French introduced as the first foreign language. The curriculum as it is now arranged for the gymnasias is as follows:

Subjects of instruction	Hours a week by grades—							Total
	I	II	III	IV	V	VI	VII	
Religion.....	2	2	2	2	2	2	2	14
Lithuanian language and general literature.....	5	5	4	4	4	4	4	30
French.....	6	6	4	3	3	3	3	28
Second foreign language (German, English, or Russian).....				5	5	5	3	18
Latin.....			4	4	4	3	3	18
History.....	2	2	2	2	3	3	3	17
Citizenship.....						2	2	4
Elements of philosophy.....						2	2	4
Geography.....		2	2	2	2	2		10
Mathematics.....	4	3	3	3	3	3	4	23
Natural sciences.....	4	3	2	3	3	3	4	22
Drawing.....	3	2	2	2	1	2	2	14
Physical culture and pre-military training for boys.....	4	4	4	4	4	4	4	28
Physical culture for girls.....	3	3	3	2	2	2	3	18
Manual training and housekeeping for girls.....	1	2	2	2	2	3		12
Music and singing.....	2	2	2	2	2			10
Total for girls.....	32	32	32	36	36	37	35	240
Total for boys.....	32	31	31	36	36	36	36	238

All the subjects listed are compulsory. Pupils who do not do well in any of them are not granted the secondary school leaving certificate. In the schools of national minorities in which the language of instruction is not Lithuanian, the program is quite different.

Instead of the second foreign language, the language of instruction and general literature are taught. There are only 23 weekly lessons in French, 12 in drawing, 25 in physical culture and pre-military training, and 9 in manual training and housekeeping for girls.

Schools Public or Private

Nineteen thousand nine hundred and thirty-nine secondary school students were attending 66 gymnasias and 34 progymnasias in 1937; in 1919 there were 5 gymnasias and 33 progymnasias with 9,213 students. These schools may be either State (public) or private. The former are founded and maintained by the State; the latter, with the permission of the Minister of Education, by corporations, ecclesiastical orders, and private individuals. All the private schools are under the control of the Ministry of Education which grants subventions toward their maintenance, sends official delegates to inspect the work carried on in them, and appoints their teachers. The students in some of the private gymnasias enjoy all the privileges extended to students in the State schools. In others they do not, and in order to acquire those rights the students must at the end of their course of study, pass examinations in the State schools or in their own schools in the presence of a delegate of the Ministry of Education. The relative numerical status of the two types of schools is:

Type	Progymnasias	Gymnasias
State.....	22	33
Private:		
Lithuanian.....	2	10
Jewish.....	5	14
German.....	4	5
Latvian.....	1	
Polish.....		3
Russian.....		1

Nine gymnasias and one progymnasium have been especially set aside for the education of girls, and eight for the education of boys. All

the others are mixed but in the larger schools in which parallel classes exist, separate classes for boys and girls are established.

The extension of the network of secondary schools produced in the first years of Lithuania's independence a shortage of teachers, and educating a staff was undertaken by the State. Teachers were trained in foreign universities, and from 1922 onwards in the University of Vytautas the Great in Kaunas, as well. Most of the 1,432 teachers now employed are university graduates and possess the qualifications required by the Ministry of Education. They are classified as junior teachers, teachers, and senior teachers. The rank of junior teacher is granted to persons who have taken a university course in psychology, pedagogics, the history of pedagogics, pedagogy, and the methodology of their specialties, or have passed examinations in these subjects and have completed their studies in the subjects necessary for the teaching of their specialty. Junior teachers who have taught successfully not less than 2 years and have conducted two probational lessons in their specialty may be elevated by the Ministry of Education to the rank of teachers. Teachers who have taught with outstanding success for at least 5 years may be raised to senior teachers.

School Competitions

A State physical culture badge to encourage physical fitness, scout troops and circles, camps for students, and travel during the vacation period are all connected with secondary education, but perhaps the most noteworthy activity to promote all-sided scholastic progress and interscholastic cooperation is the school competitions that were organized first in 1935 and take place at the end of the school year.

In these competitions the secondary schools strive for supremacy in the reading and recitation of Lithuanian, French, and German, drawing, singing, and physical culture. In

	HIGHER	SCHOOL OF MUSIC	PEDAGOGICAL INSTITUTE COMMERCIAL INSTITUTE AGRICULTURAL ACADEMY THE UNIVERSITY		AGE
SECONDARY	INDUSTRIAL AND AGRICULTURAL SCHOOLS SECONDARY	SCHOOLS OF ART AND SECONDARY SCHOOLS OF MUSIC	NORMAL SCHOOL AND SECONDARY AGRICULTURAL SCHOOLS	GYMNASIUM	22
					21
	AND LOWER				20
ELEMENTARY			THREE-GRADE PROGYMNASIUM		19
					18
ELEMENTARY	GRADES V AND VI COMPULSORY ONLY IN KLAIPÉDA				16
					15
	FOUR GRADES COMPULSORY FOR ALL				14
					13
					12
					11
					10
				9	
				8	
				7	
KINDERGARTEN				6	
				5	

each school near the close of the year, the pupils who have shown the most ability are selected from each class. The pick of these are chosen, in the course of a public performance, to represent the gymnasium in the district contest. The picked teams, usually numbering 1,000 to 1,500 students, meet on an appointed day to compete for first place in the district. From them the best readers, reciters, draughtsmen, choirs, sportsmen, etc., are selected to participate in the finals which take place most often at Kaunas. There the teams from the seven districts into which Lithuania is divided for this purpose, compete for the National first, second, and third places. On this occasion festivities on a larger scale are organized and the winners are awarded special prizes. The competitions have been found to promote a will to work among the students, and give them an opportunity to acquire a better knowledge of their country and to make useful personal contacts with their fellow students.

The institutions of higher education are the University of Vytautas the Great, the Veterinary Academy, State Conservatory of Music, and State Art School, all at Kaunas; Agricultural Academy at Dotnuva; and the Private Commercial Institute, Pedagogical Institute, and Music School, all at Klaipeda. They enroll approximately 4,400 students. The university began in 1579 as the High School of the Grand Duchy of Lithuania, was later converted into a university, and was closed by the Russians in 1832. As early as December 5, 1918, the Lithuanian State Council passed statutes for this University of Vilnius and it was on the point of reopening in 1919, but military operations intervened and it was not definitely founded until February 16, 1922, at Kaunas. In 1930, when the five hundredth anniversary of the Grand Duke of Lithuania, Vytautas the Great, who ruled over a Lithuania that extended from the Baltic to the Black Sea, was celebrated with great pomp, the university was renamed in his honor. It is an autonomous institution the powers of which are fixed by the statutes. It is maintained by the state and is connected with the Ministry of Education. During the 16 years of its recent existence, the university has developed into an important educational center which devotes special attention to the study of the Lithuanian language and history.

Technical Instruction

Up to the Great War there were no technical schools in Lithuania, and technical instruction was received in the course of apprenticeship. The work of reconstruction after the recovery of independence created a great demand for skilled labor and special arrangements had to be made for systematic vocational training. For this purpose the state began to found technical schools but progress was slow until 1926 when a Department of Technical Education was organized in the Ministry of Education and the network



Typical country school.

of technical schools began to be systematically developed. Since there was no place in the country where teachers could be trained for handicraft instruction, the state granted a number of scholarships to young people for the study of technical instruction in foreign countries.

The Handicraft Law published in 1929 and the Rules in 1932 definitely established that the technical schools were to be of two types: Secondary and lower with a study period of 4 years in each. At first they did not find any

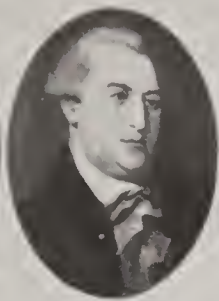
great public favor and often there was a lack of pupils but that initial difficulty has been surmounted and candidates are now plentiful. The schools now have on their registers about 3,000 students of which 24.1 percent are in housekeeping schools for girls and 8.2 percent in commercial schools.

Agricultural schools, all under the Ministry of Agriculture, are intermediate and lower. The four intermediate schools (dairy, cattle-breeding, land-betterment, and forestry) now
(Concluded on page 184)

1787 Signers of the Constitution 1937



George Read
GEORGE READ
1733-1813



Randolph Burdett
RANDOLPH BURDETT
1731-1802



John Dickinson
JOHN DICKINSON
1723-1808



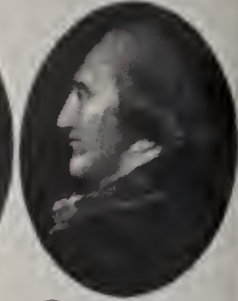
George Washington
GEORGE WASHINGTON
1732-1799



Richard Bassett
RICHARD BASSETT
1743-1813



James McHenry
JAMES M. HENRY
1751-1816



Dan of Pinckney
DANIEL W. PINCKNEY
1746-1809



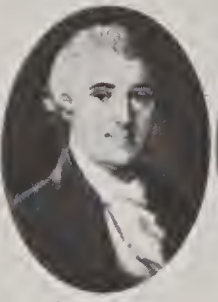
Charles Carroll
CHARLES CARROLL
1738-1815



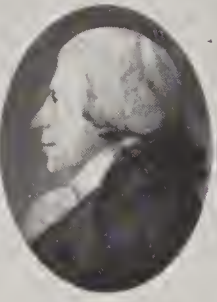
John Blair
JOHN BLAIR
1731-1800



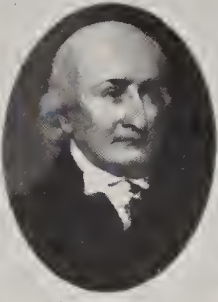
James Wilson
JAMES WILSON
1743-1798



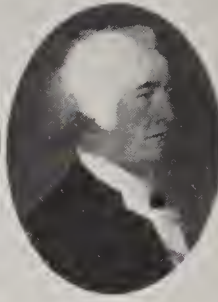
William Bradford
WILLIAM BRADFORD
1722-1803



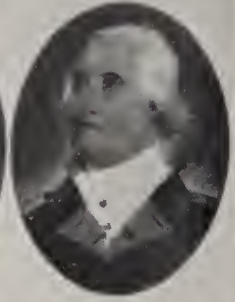
Robert R. Livingston
ROBERT R. LIVINGSTON
1746-1813



Alexander Williamson
ALEXANDER WILLIAMSON
1742-1803



John Hancock
JOHN HANCOCK
1737-1793



Charles Cotesworth Pinckney
CHARLES COTESWORTH PINCKNEY
1758-1823



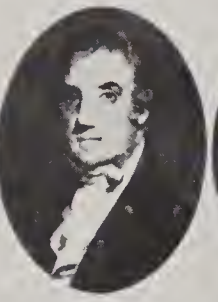
Charles Pinckney
CHARLES PINCKNEY
1758-1823



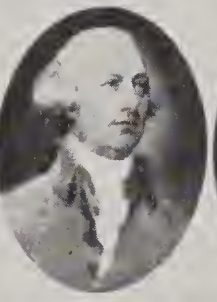
Pierce Butler
PIERCE BUTLER
1734-1812



William Fitzpatrick
WILLIAM FITZPATRICK
1739-1800



Abraham Baldwin
ABRAHAM BALDWIN
1754-1800



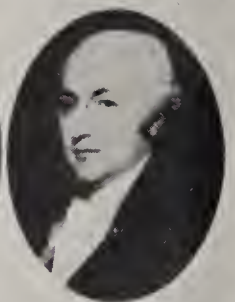
John Langdon
JOHN LANGDON
1740-1820



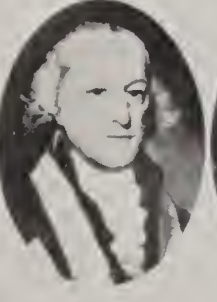
Nicholas Gilman
NICHOLAS GILMAN
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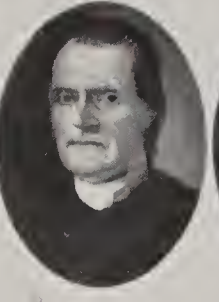
Samuel Johnson
SAMUEL JOHNSON
1751-1804



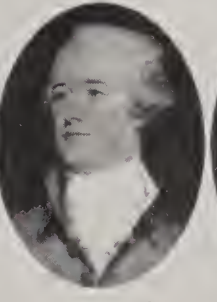
Rufus King
RUFUS KING
1755-1826



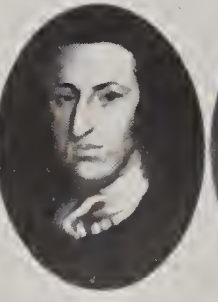
William Samuel Johnson
WILLIAM SAMUEL JOHNSON
1745-1820



Roger Sherman
ROGER SHERMAN
1723-1803



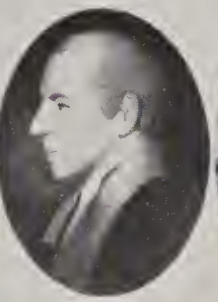
Alexander Hamilton
ALEXANDER HAMILTON
1755-1804



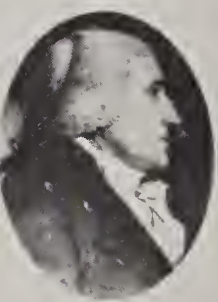
William Livingston
WILLIAM LIVINGSTON
1723-1800



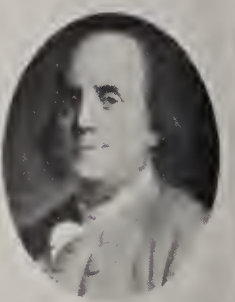
David Brearley
DAVID BREARLEY
1741-1800



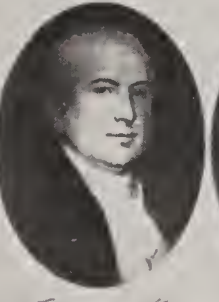
William Paterson
WILLIAM PATERSON
1745-1806



Jonathan Dayton
JONATHAN DAYTON
1755-1812



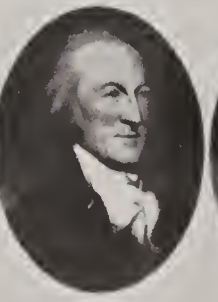
Benjamin Franklin
BENJAMIN FRANKLIN
1706-1790



Thomas Mifflin
THOMAS MIFFLIN
1748-1817



Robert Morris
ROBERT MORRIS
1734-1806



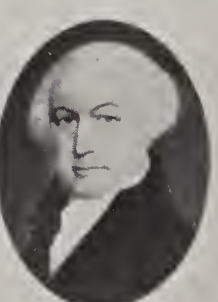
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GEORGE CLINTON
1739-1805



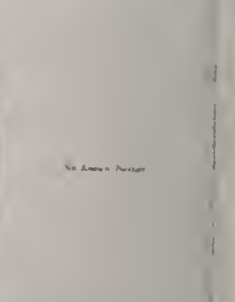
David Jay
DAVID JAY
1740-1803



James Wilson
JAMES WILSON
1743-1803



Gouverneur Morris
GOVERNOUR MORRIS
1732-1816



Thomas FitzSimons
THOMAS FITZSIMONS
1741-1811

Study Guides

★ ★ ★ Thousands of requests for Study Guides in connection with the Office of Education's series of weekly broadcasts entitled *Wings for the Martins* have come in since the programs began on the air in November.

Because of this wide interest, *SCHOOL LIFE* publishes this month, the complete material issued in the first four Study Guides. These "guides" will give readers a *sample* of the type of study-group material available in connection with this Nation-wide network series of educational broadcasts. The first two guides were written by Elise H. Martens, specialist in the education of exceptional children; the third by Effie G. Bathurst, specialist in curricular problems; and the fourth by Nora E. Beust, specialist in school libraries.

The programs, *Wings for the Martins*, are prepared and produced by the Office of Education and presented with the cooperation of the National Congress of Parents and Teachers and the National Broadcasting Co. and with the assistance of the Works Progress Administration. They are on the air every Wednesday evening at 9:30 E. S. T. Anyone wishing copies of the Study Guides for any or all of the 26 broadcasts, should write the Office of Education, United States Department of the Interior, Washington, D. C.

Children Are Different

(Study Guide No. 1)

Consider how different the Martins are. Barbara sometimes antagonizes people, while Jimmy makes friends easily. Jimmy has made brilliant records at school, while Barbara's progress has been much less spectacular. Patricia is a born manager. Dicky has exciting outbursts of temper.

No one of them ever ran away from home before, exclaimed Mrs. Martin—not even Patricia when she was entering her teens. Why should Jimmy do it now? Jimmy's unexpected behavior presents a challenge to his home and to his school to understand his difficulty—and to do something about it.

Someone has said: "There is one way in which we are all alike and that is that we are all different." Children are no exception to this statement. Every child is different from every other child, not only in his appearance, but in his personality and intellectual traits. Even a pair of twin sisters, who to an outsider look alike as two peas, are to their parents different from each other in looks and in behavior. Parents know also that two children growing up in the same home may be so different that they scarcely can be recognized as sisters or brothers.

Teachers know that 40 children in the same classroom have different physiques, different interests, different capabilities, different ways of behaving. One may be small for his age, while another will be large and well developed. One may be quiet and unobtrusive, another will be boisterous and aggressive. One may learn slowly, another may be so quick to learn that it is hard to keep up with him. Physical, mental, and temperamental traits vary as widely as the poles. The combination of these traits found in any particular child constitutes a total personality whose individuality always is to be respected.

Should We Try To Make All Children Alike?

Every child should learn to be a good citizen and to develop those traits of character which are considered a mark of good citizenship. Every child should learn to read, write, and figure sufficiently well to get along in his sphere of life. Every child should learn to make a living as well as to enjoy a living. Every child should function physically and spiritually in the best possible way. All these things everyone needs to learn. But in the learning, there is room for infinite variety in this world of people.

Things created by man go through factory processes and come out identical, all with the same work to do; and in some ways civilization gains thereby. But children are living, growing, vibrant human beings. Each has his own place to fill in the world and his own contribution to make. What a monotonous, inefficient, unhappy world it would be if they looked alike, acted alike, and thought alike!

Individual differences are a priceless blessing. They should be encouraged, in order that each child may be able to give expression to the best that is in him in his own way. The means used to help the Martin children to do this, told in successive programs of this series, will prove an interesting study, suggestive of methods that could be applied in every home and every school.

Some Questions To Think About

Analyze as well as you can the differences of the children in your home or (if you are a teacher) in your class. How does each child differ from the others as to (1) color of hair and eyes, height, complexion, and other physical characteristics; (2) ability to concentrate and to plan; (3) ability to make friends; (4) emotional outbursts; (5) self-control; (6) choice of hobbies and recreation; (7) sensitivity to hurts; and (8) other characteristic that stand out in any one of them?

Interesting Reading

- BAIN, WINIFRED E. Parents look at modern education. New York, Appleton-Century Co., 1938. (Chapters II to IV show how children differ at various age levels.)
FREEMAN, FRANK S. Individual differences. New York, Henry Holt & Co., 1934. (Especially Chapters IX and X.)
MARTENS, ELISE H. Parents' problems with exceptional children. Washington, D. C., Government Printing Office, 1932. (Office of Education Bulletin, 1932, No. 14.)
MYERS, GARRY C. Developing personality in the child at school. New York, Greenberg, Inc., 1931.
THOM, DOUGLAS A. Guiding the adolescent. Washington, D. C., Government Printing Office, 1933. (Children's Bureau Publication, No. 225.)

Children Are Persons

(Study Guide No. 11)

Jimmy Martin disliked school. He had made excellent progress in the elementary grades and had been happy there, but when he entered junior high school something seemed to go wrong and he frankly said that he "hated school." As a result he tried to run away from it all.

An adjustment was brought about because the principal and teachers of the junior high school which he attended understood child nature and because, when they learned of Jimmy's overpowering fascination for "rocks," they were ready to work with him to make the most of it. They did not excuse him from school work just because it was distasteful to him, but gave him an opportunity to capitalize his special interest.

In his new program Jimmy soon found that the same school work took on a new significance. Making room for a "rock museum" at the school, emphasizing the help of geology in understanding history, suggesting "rocks" as a topic for writing, encouraging the organization of a geology club—these were all efforts on the part of the school to help one small boy to make a happy adjustment. This is what the skillful teacher tries to do for every child.

The modern school makes the most of children's interests and abilities in several ways. It emphasizes the fact that living and learning go together. It tries to make every classroom a happy place of interesting work for every child. It gives every pupil a chance to learn at his own rate, to find opportunity to express his own interest, and to have a part in the social experiences of groups. To achieve this, arrangements are made for children to work in different groups according to their varying needs and interests. They receive individual guidance when they need it.

How Are Pupil Activities Planned?

Pupils have a part in planning school activities. As they are able to carry the

responsibility, they are taught to direct their own activity instead of merely taking directions from the teacher. If a child has a special interest or hobby that is worth while he is encouraged to develop it. Hobbies, clubs, excursions, drama, music, and art are all a part of the modern school curriculum. This does not mean the "three R's" are left out of the picture. They are learned when needed through activities that are a part of each pupil's everyday experience. Thus the child finds that what he learns is of value in the classroom, at home, and in his community life.

When Do Very Special Adjustments Need To Be Made?

There are special ways of helping pupils who have unusual needs or difficulties. The child who has a very serious difficulty in learning to read must have individual remedial help. Children who are exceedingly slow to learn in every field often are given the opportunity to enroll in a special class. They are given the guidance of a teacher who knows their nature and needs and is particularly capable of helping slow learners.

Children who have poor health, crippled children, and unsocial children need the help of a school clinic with nurse, doctor, and psychologist. Altogether, the school of 1938 is marked by a sincere effort to help each child to profit the most from his school experience, looking toward his own greatest happiness and his best contribution to the community of which he is a part.

Some Questions To Think About

1. "Going to school" is often pictured as an experience to be endured rather than enjoyed. Does this represent the attitude of the children in your home, or, if you are a teacher, in your class? How many of them really dislike school? How many of them really like it? Find out what you can about their attitude in this matter.

2. If any of them "hate" school as Jimmy did, can you find out why? What do you think can be done to help bring about a happier attitude (a) in school, (b) at home?

3. How does the school of your community provide for individual differences among children? How does it help *your* child to grow as an *individual*? How do *you* help him at home? What more do you now see that you can do?

Interesting Reading

BAIN, WINIFRED E. Parents look at modern education. New York, D. Appleton-Century Co., 1938.

CALIFORNIA CURRICULUM COMMISSION. TEACHER'S GUIDE TO CHILD DEVELOPMENT. Washington, D. C. United States Government Printing Office, 1930. (Office of Education Bulletin. No. 26, 1930.)

INGRAM, CHRISTINE P. Education of the slow learning child. New York, World Book Co., 1935.

MYERS, GARRY C. Developing personality in the child at school. New York, Greenberg, Inc., 1931.

UNITED STATES DEPARTMENT OF THE INTERIOR, OFFICE OF EDUCATION. Teachers' problems with exceptional children. Washington, D. C., United States Government Printing Office.

I Blind and partially seeing children. Pamphlet No. 40, 1933.

II Gifted children. Pamphlet No. 41, 1933.

III Mentally retarded children. Pamphlet No. 49, 1934.

IV Deaf and hard-of-hearing children. Pamphlet No. 54, 1934.

V Crippled children. Pamphlet No. 55, 1934.

VI Children of lowered vitality. Pamphlet No. 56, 1934.

The Right School Club For Every Child

(Study Guide No. III)

The Martin children are club enthusiasts. Patty, the high-school senior, regards club duties as every day affairs; Jimmy belongs to a geology club; and Barbara is president of a newspaper club. Annoyed by the continuous ado about the subject, Mr. Martin one day remarked humorously that he would not be surprised to hear Dicky, the youngest, ask to join the chamber of commerce.

The Martins are not exceptional. One can see children's clubs everywhere in various stages of organization—cliques on playgrounds, boys' gangs in the alley, the sixth-grade science club, the well-trained baseball or basketball team, the thoroughly organized high-school or college fraternity. Clubs have almost universal appeal to children. There are several reasons why. For example:

Youngsters are natural joiners.—They like to work and play with others, especially with children of the same likes and dislikes. In a club they can try their ideas on others and learn what others think. They can associate with the schoolmates they respect because of mutual interests.

In a club, pupils can do things that they cannot do in everyday classroom work.—Clubs do not take the place of the regular curriculum. They encourage it by extending the fields of activities in line with children's interests.

Clubs afford a chance for youngsters to plan things for themselves.—Belonging to a pupil-controlled group gives a child a sense of freedom and importance. He enjoys trying his wings now and then without adult guidance.

What Can Children Gain From Clubs?

Clubs have educative value. Club members gain ability to get along with people, to make friends, to like and appreciate others. They learn how to be liked without becoming conceited. They develop power to think and plan with others. In clubs, children learn to respect the opinions of a group; and to yield to the will of the majority, or to hold out against it when necessary. They acquire ability to select individuals wisely for responsible positions. Club activities frequently determine life careers. Membership in the Future Farmers of America, for example, reveals to boys the joys of farming.

Clubs prepare pupils for citizenship in a democracy. The children choose officers and invest them with authority. They learn to respect and obey that authority which they have created. In a club, young people learn to think critically about the principles and

ideals to which they give allegiance. Friendships formed with club members and with teachers often last through life.

What Can the Schools and Home Do About Clubs?

Although one of the values of clubs is the freedom they provide, children do need guidance from the home and the school. The help which youngsters should receive varies. Teachers can learn what kind of help pupils need by becoming closely acquainted with them and taking an interest in the things they like.

Each class or group should be helped to decide how many clubs to organize and what activities to initiate. Classes and committees should have help in selecting sponsors, in determining aims, in making rules and regulations when these are needed, in deciding what activities to encourage among members, and in planning programs and procedures.

Individuals need aid in deciding what club to join. Three considerations are helpful: (1) Each child's attention should be called to clubs which appeal to his special interests. (2) Every pupil should be helped to consider what contribution he can make that the other children will respect. (3) No child should be required to join a club.

What Kind of Clubs Work Best?

As a rule, club membership should be determined by interests and special abilities, not by grades. Following are examples of activities, problems, or subjects which can be sponsored by clubs:

Nature and the outdoors.—Subjects such as birds, flowers, stars, rocks and minerals, soil, trees and forests, and wild animals; activities dealing with conservation, gardening, community safety, highway beautification, and eradication of billboards; recreation such as hiking, camping, skating, and picnicking.

Vocational interests.—Salesmanship, journalism, electricity, invention, designing, interior decoration, geology; and work of junior policemen, G-men, and forest rangers.

Activities for the artistically inclined.—Participation in bands, orchestras, glee clubs, choruses, and verse-speaking choirs; handicraft, such as basketry, weaving, refinishing of furniture, woodworking, metal work, and pottery making.

Social activities.—Puppetry, dramatics, pageantry, storytelling, forums, radio, photography, and motion pictures.

Academic subjects which lend themselves to clubs.—Foreign languages, science, English, history, mathematics, health, homemaking, social service, and citizenship.

Parents can help children in their club work by keeping in close touch with the school and its aims. For example, when Mr. and Mrs. Martin realized the value of a newspaper club they were prepared to help Barbara select incidents with proper news value for the paper instead of reporting such insignificant facts as the color scheme of Mrs. Roy's bathroom.

Some Questions To Think About

1. What clubs and club activities are there

The Right Book and How To Find It

(Study Guide No. IV)

Children Need Books—

- That they may master the skill of reading.
- That they may experience the joy of reading.
- That their reading tastes may continue to develop throughout life.
- That they may find that books contain information which they want.
- That they may have a share of the rich heritage in literature.
- That they may develop discrimination in the use of books.
- That their curiosity may be stimulated and satisfied.
- That they may know that books are necessary for intelligent living.
- That they may benefit through experiencing vicariously the emotional and intellectual life of others.
- That they may develop self-reliance through the knowledge gained from books.

Children read because it is fun and because they find out what they want to know. Through books children can be transformed to the magic world of make-believe with Alice or Peter Pan. They can laugh with the "Owl and the Pussy Cat" or the "Duck and the Kangaroo." They can live with Robin Hood in Sherwood Forest or with King Arthur and his knights in Camelot. In books children find real companions whom they recognize as kindred spirits, such as Heidi or Hans Brinker.

Children become aware of serious interests and purposes in books through biographies of men like William Penn or women like Marie Curie. Books of science explain the mysteries of electricity or the radio. Books of animals may give information and satisfy a longing for adventure in the out-of-doors. Poetry may be the source of an experience with beauty. There is much pleasure and information in the world of books for children.

Children should be given an opportunity to develop discrimination in the choice of the books that they select for reading. An abundance of good books helps to develop standards for choices. Discussion of book

in your school? What are your children gaining from them?

2. Do you know children who belong to no club? Would any of the clubs you know about help these children?

3. In what community activities, such as junior traffic patrol or building of nature trails, could children's clubs take part in your town?

Interesting Reading

McKown, Harry Charles. School clubs. Their organization, administration, supervision, and activities. New York, The Macmillan Co., 1929, 498 p.

Proffitt, Maris M. High-school clubs. Washington, United States Government Printing Office, 1934. (United States Department of the Interior, Office of Education, Bulletin, No. 18, 1934.) 64 p.

experiences with other children and adults is valuable. Adults can guide and stimulate children's thinking about books if they will study children's literature and children's interests.

Children's friends and parents who are too busy to spend much time with children's books will find that they can receive reliable information from school and public library, as Mrs. Dickens did in the broadcast. Librarians can give parents suggestions for individual children who are interested in subjects such as: geology, aeroplanes, electricity, adventure, school stories, animals, or how to make and do things.

Librarians have lists of books that most children love. They also have lists for children who want unusual books. Book stores are filled with an abundance of reading material that will delight children of all types and all ages. Shopping for books is a pleasure if you know what there is that will interest your boys and girls.

Some Types of Books for the Family Bookshelf

For the Very Young—Picture books of animals, of toys, of boys and girls; nursery rhymes; stories to read aloud.

For the Six to Nine Year Old—Stories of other children who are much like themselves; fairy tales and poems; stories from history.

For the Ten to Twelve Year Old—Stories of adventure far and near; stories of school and home life; lives of famous men and women; books that tell of the modern world.

For the 'Teens—Romance, adventure, science, history, poetry, biography.

Some Questions To Consider When Buying Books

Is the book about a subject that will interest the child?

Is the book up-to-date and accurate, if it is a book of information?

Is the story true to the life that it describes? Is it sincere? Is it vital?

Is the book written in a style that is appropriate to the subject?

Will the book give the child the kind of experience you wish to give him?

Does the book suggest other fields of interest to children or does it lead merely to others of the same kind?

If it is a book of imaginative literature, is the imagination true to the scene described?

If the book has directions for making articles, are they clearly stated?

Is the book printed in clear readable type?

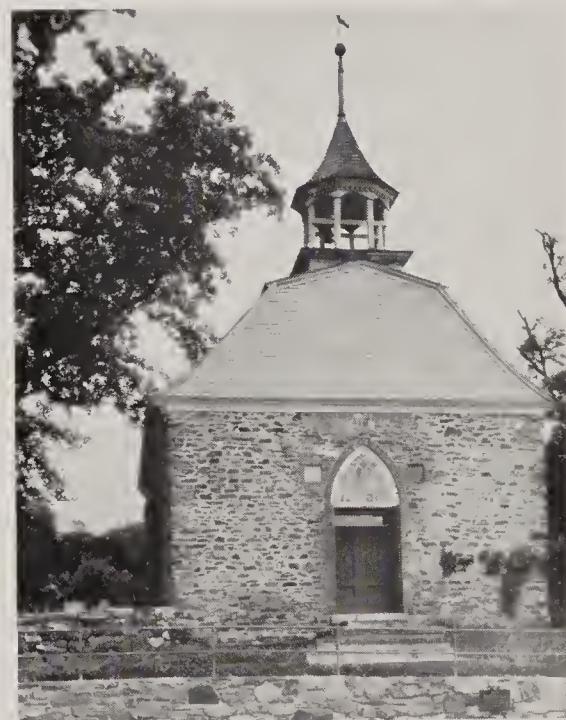
Do the pictures illustrate the text?

Interesting Reading

Books that have been selected with care for the various needs and interests of children are included in lists such as those published by the American Library Association, 520 North Michigan Ave., Chicago, Ill.; the National Council of Teachers of English, 211 West Sixty-eighth Street, Chicago, Ill.; the H. W. Wilson Co., 950 University Avenue, New York City; State library agencies, and local public and school libraries.

United States Department of the Interior, Office of Education, publishes leaflets by Edith A. Lathrop at 5 cents each as follows: (1) Aids in book selection for elementary schools. Pamphlet No. 65. 1935; (2) aids in book selection for secondary schools. Pamphlet No. 57. 1934. Washington, D. C., United States Government Printing Office.

★ ★ ★



Above is a picture of the old Dutch Church which Washington Irving attended. In front of the building will be seen a marker which is one of the many erected by the State Department of Education of New York. The markers indicate that the buildings have educational significance.



New Books and Pamphlets

Museums

Educational Work in Museums of the United States; development, methods and trends, by Grace Fisher Ramsay. New York, The H. W. Wilson Co., 1938. 289 p. \$2.50.

Covers the educational work of museums from the earliest attempts at organized programs to the present and gives a comprehensive view of the many phases of educational work in the museums of the United States.

Book Selection

Good Reading. A guide for college students and adult readers, briefly describing about a thousand books which are well worth knowing, enjoyable to read, and largely available in inexpensive editions. Prepared and published by the Committee on college reading, Atwood H. Townsend, chairman, for the National Council of Teachers of English. Chicago, 1938. 96 p. 20 cents, single copy. (From: National Council of Teachers of English, 211 West 68th St., Chicago, Ill.).

A classified list, briefly annotated.

Recent Children's Books, compiled by Elizabeth A. Groves. Chicago, American Library Association, 1938. 100 copies, \$1.

A leaflet issued as a guide in the selection of books for home and school libraries.

Conservation

Our Nation's Forests, by Rosalie Edge.

New York, Emergency Conservation Committee, 1938. 24 p. illus. 10 cents, single copy. (Address: Emergency Conservation Committee, Mrs. C. N. Edge, Chairman, 734 Lexington Avenue, New York).

A unit in the conservation of forests, suitable for use at the high-school level.

University of Chicago Round Table Posters and Announcements

In an effort to stimulate student interest in topics of current economic and social significance the University of Chicago has prepared for distribution to schools and libraries, Round-Table posters, to which cards containing information relating to coming programs may be appended. These cards contain announcement of subject, speakers, and suggested readings on the topic of the broadcast. (Address: Office of the Radio Director, University of Chicago, Chicago, Ill.)

Guidance

A Discussion Outline in Guidance. New Jersey Secondary School Teachers' Association, 1938. 40 p. 25 cents. (From the Association's Treasurer, Mr. W. C. Compher, New Brunswick Senior High School, New Brunswick, N. J.).

Contents: I. Principles of guidance; II. Principles of

guidance organization; III. A selected bibliography of guidance helps, including helps for teachers and pupils some publications on occupations and interests, some stories about jobs and people, publications on tests and measurements.

The Constitution

What the Constitution Says; a rearrangement of the Constitution of the United States, by Alan Robert Murray. Published by Alan Robert Murray, 1440 Chapin Street NW., Washington, D. C. 32 p. 20 cents, single copy. (In quantities of 25 or more, 15 cents per copy.)

A presentation of the Constitution, in the exact words of the Constitution, but instead of following the original order, provisions have been grouped in a simple and logical manner under the subjects covered.

Home and School

When Home and School Get Together, by Tracy W. Redding. New York, Association Press, 1938. 118 p. \$1.25.

Discusses the cooperation of teachers and parents for the welfare of the child.

The Regents' Inquiry

Education for American Life, a new program for the State of New York. New York, McGraw-Hill Book Co., 1938. 167 p.

The new educational program outlined in this report is presented to the people of the State of New York by the Regents to serve as a basis for a comprehensive consideration of the educational needs and policies of New York State.

For High Schools

Ways to Better High Schools, Library Enrichment Hints. Practical suggestions for high school administrators and teachers. Urbana, Ill., issued by the High School Visitor, University of Illinois, 1938. 53 p.

Invites attention to a number of recent publications which will appeal to a wide variety of interests. Contents: I. General enrichment materials; II. Enrichment materials for French; III. Enrichment materials for German; IV. Enrichment materials for Spanish.

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:

ATTINGER, FRANK S. A survey of the educational system of Snyder County. Master's, 1936. Pennsylvania State College. 150 p. ms.

BITZER, ROBERT. Accounting as applied to the administration of private secondary schools. Master's, 1935. Boston University. 120 p. ms.

BOND, EVA. Reading and ninth grade achievement. Doctor's, 1938. Teachers College, Columbia University. 61 p.

BRUCE, ZILPHA FOSTER. Contribution of the extension housing program to the social needs of rural families. Master's, 1937. George Washington University. 71 p. ms.

BULLER, JOHN, JR. To discover what policies of business and financial administration of athletics are being employed in high schools of 200 to 600 students in the seventh congressional district of Kansas. Master's, 1938. University of Kansas. 57 p. ms.

BURGUM, LELAND S. From obscurity to security: an historical and statistical analysis of the movement to aid physically handicapped children and disabled adults in North Dakota. Master's, 1937. University of North Dakota. 83 p. ms.

CAVAN, JORDAN T. The student and the financing of the college: a study of student fees, student aid, and factors affecting the proportion of the cost of higher education borne by the student. Doctor's, 1935. University of Chicago. 62 p.

CRIBBEN, LEO T. The consumer cooperative movement in the United States. Doctor's, 1937. New York University. 114 p. ms.

DEWEY, HENRY E. School administration in Chicago. Doctor's, 1937. University of Chicago. v. p.

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RUTH A. GRAY



Left: Inside view of the Fine Arts Gallery.

Below, left: "Peaceful day."

Below, center: "Landing of a sailing packet."

Below, right: Still life.



Fine Art and the Colleges

by Walter J. Greenleaf, Specialist, Occupational Information and Guidance Service

★★★ College boys and girls with ability in art have opportunity to display their works in a modern gallery in the Capital city. Opened more than a year ago the Fine Arts Gallery of the Department of the Interior provides space for displaying pictures and other art works done by college students enrolled in three score art schools or art departments that provide training in drawing, painting and sculpture. The college wing of the gallery is in charge of the Office of Education.

First Exhibition

The first exhibition of 150 oil paintings attracted considerable attention as the exhibition allowed the visitor to see what the modern college boys and girls see or feel when they interpret the world on canvas. The paintings from Yale are remembered for their likeness to the old masters. Yale University graduates have been perennial winners, until the past year, of the Prix de Rome awards, each fellowship amounting to about \$4,000. Murals from

the Cleveland School of Art, modern interpretations from the School of Art Institute of Chicago, Bentonesque types from Kansas City Art Institute School and other contributions large and small from a score of colleges provided a colorful treat for many who may have expected a less pretentious display.

Second Exhibition

A second exhibition was devoted to architectural drawings from the schools that are members of the Association of Collegiate Schools of Architecture. Each school provided a well-organized display to show results of the year's work and to inform the visitor of the character of work done in the school. One of the many interesting exhibits was that of Massachusetts Institute of Technology. The legend in brief read somewhat as follows: The course started in the fall is directed toward acquainting students with the full range of architectural services required to build a house costing about \$10,000. Students are first taught to draw. They then

select a lot which is purchased by the institute after a study of domestic design and other principles of home planning. They design a house from a given program and make complete working drawings and details. Bids are taken. Construction contracts are awarded and the house is built during the second year with students supervising the work. When completed the house is sold, thus rotating the capital investment. Many of the exhibits showed the modern influence towards simplicity of design and outline.

One critic of the architectural exhibition voiced the opinion that "Taking them (the exhibits) all in all there is, one may judge, no cessation in the teaching of tradition, the various orders and styles are studiously presented, but there is also a surprising prevalence of inclination to the so-called modernistic; the eye of the college student evidently is turned to archaic types and extreme examples of what may be termed monumental simplicity.

(Concluded on page 184)

Popularizing Poetry in Elementary Schools

by Helen K. Mackintosh, Specialist in Elementary Education

★★★ A number of years ago a book appeared under the title *Were You Ever a Child*. A teacher who is thinking of the relationship between poetry and children may well use this title as a question for herself. Children of elementary school age are naturally poetic. One has only to listen to a small child or to a group of children who are talking informally among themselves. Their way of looking at the world is essentially poetic. Many evidences in the form of pamphlets, booklets, or school newspapers give illustrations of children's attempts at creative poetry. Such an expression is represented in the following lines written by a sixth-grade boy:

Snowflakes floating lazily by
Like bits of lace from the deep blue sky.
On window and sill they leave their traces
Like pieces of dainty ancient laces.

Illustration after illustration might be given to demonstrate this point of view with regard to children and poetry.

Children's Reactions

Recently a study of children's reading interests was made in a large city school system with a sampling of 4,300 pupils in grades 2A to 8B. Of this number only 1 boy and 25 girls listed poetry as the kind of reading material they liked best. The author of this study stated: "In general children show little interest in poetry." The results of this study would certainly be duplicated if it were conducted not only in other large cities but in almost any community in this country, since previous studies of children's interests have stated similar conclusions.

Every person has been exposed to poetry in the elementary school even if only through the medium of school readers. Children's apparent lack of liking for poetry must be explained through the kind of poetry experience which they have had. In the first place, children may have had little exposure to poetry other than the samples they have had within the school readers; or the kind of poetry which has been used with children may have been selected entirely on the basis of the teacher's own interest and may have had little appeal for children. And although the poetry may have been wisely selected, if the method of presentation has been stilted or formalized, children will dislike rather than like this form or literature.

Giving Poetry Appeal

The question for discussion then is, *How can poetry be made to attract children?* There are many answers which can be given to such a

question. Literature in general, and poetry in particular, represent a field of experience which the teacher needs to approach in the spirit of adventure. The teacher herself must have a genuine liking for poetry or she will be unsuccessful in making it appeal to children. She should have read widely and should be able to quote at least some poems wherever they fit into school experiences, without having to refer to a book. Furthermore, she should be on the lookout constantly to discover any poems which can be used with the children under her guidance. The development of an interest in poetry consists not only in reading poems to boys and girls, but it involves also the ability to help children in identifying the poetic. Teachers in elementary schools have made use of such situations as the following for helping children to think poetically:

What does the new moon make you think of? Does it make you think of a cooky as it did Vachel Lindsay? or of a queenly lady as it did Walter de la Mare? or is it to you an orange? a cheese? or any one of a thousand other objects with which it might be identified?

What do you want to do as you listen to a piece of music such as "The Sorcerer's Apprentice?"

In addition to such specific questions which should draw out children's feelings and experiences, the teacher will help children to bring to light ideas that are poetically expressed in prose and in poetry, or in the ordinary conversation which goes on in the classroom.

There must be a definite place in the school program for poetry as a form of literature. This means that children's contact with poetry must not be left to chance, but that the teacher and children in their planning will definitely include poetry as a form of experience. Books of poems must be made accessible and must be attractive in form so that children will want to open the covers and explore the pages. Poetry must not be limited to a few poems scattered in books made up largely of other kinds of material. It is not too much to expect that children should be exposed to as many as 100 poems in the course of any given school year. There are certain classrooms in which children get many more than this number. Not only must there be many poems, but they must represent many different kinds of experience.

Children's Interests as Basis

It is possible to think of these different kinds of experience in terms of children's interests. Today teachers accept the fact that although

certain types of interests, such as good story, action, surprise and character appeal to all age levels, there are some qualities which have an appeal during a certain period of life insofar as the average individual is concerned. At the early elementary level boys and girls are interested in other children, conversation, repetition, fairies, animals that talk, familiar experiences, and other qualities in lesser degree. At the intermediate grade level children begin to demand reality unless they recognize the fact that there is a purely fantastic or imaginative element, such as is found in Arthur Guiterman's poetry. They are also interested in excitement, adventure, dialect, humor, suspense, mystery, patriotism, as qualities which they have not previously identified. When boys and girls reach junior high school level they become increasingly interested in romance, in plot, and in realistic characters. These developments and interests must be carefully recognized by the teacher. She must be aware, however, that deviations from the average make it possible to find even grown-ups who are still at the primary school level with respect to their interests.

Ways of Using Poetry

If it is taken for granted that poetry has been selected on the basis indicated, the question of method will largely determine children's reactions to their experiences with poetry. Many and varied are the methods which can be used in bringing poetry and children together. One of the earliest and one of the most desirable methods is that of sharing. The teacher reads a group of poems to children, using poems that center around a single interest, such as fairies, heroes from history, everyday life experiences or a group of poems, each one of which is different from every other. Informal discussion takes place in which children express opinions concerning the poems read. The teacher rereads poems that are called for; answers questions; sets the stage so that children themselves may suggest that they in turn bring poems they have enjoyed which are then organized as a sort of poetry parade. With each rereading or rehearing of a poem children will listen with new purposes in mind such as to respond to rhythm by clapping or tapping, to note sound words, to recognize beauty of expression, to discover qualities of character, but these activities will be carried on entirely on an informal basis. There are many opportunities for dramatizing poetry. This is especially true with the ballads, whether they be ballads taken from Mother Goose or ballads of Robin Hood. In either case children take the character parts
(Concluded on page 183)

A Philosophy of CCC Camp Education

by Howard W. Oxley, Director of CCC Camp Education

★★★ When the Civilian Conservation Corps was established about 6 years ago, a new type of educational opportunity was born in the United States. The sweep of imagination which resulted in the creation of the corps was inspired by an emergency—the relief of unemployment—but the organization which it created accelerated a movement which had been initiated many years ago. That movement was conservation, the conservation of our rapidly diminishing natural resources. The Civilian Conservation Corps added to that movement a second and far more important phase of conservation, that of our human resources embodied in the unemployed and out-of-school youth of the Nation.

The camp program indeed was not a new one. William James had suggested it as long ago as 1912. The churches and many private social agencies had utilized the camp as a means of remedying sociological problems. European countries had utilized the youth camp, though largely for pre-military training purposes. The Civilian Conservation Corps was created as a youth work-camp movement for the conservation of both natural and human resources without military implications.

Today, the camps are a living symbol of a new concept in American life, namely, that intelligent planning for the preservation of our country and its youth is imperative if the social and economic life of the Nation is to be preserved.

Growing Emphasis

While the primary emphasis of the CCC camp program in the beginning was that of providing work opportunities for unemployed, out-of-school youth between the ages of 18 and 25, there has been a growing emphasis upon the value of the camp as an additional educational medium in our American life. The nature of this new type of education is gradually clarifying itself. Observers see in the life of the CCC camp a well-rounded type of education. Much of this results from the nature of camp life, but as the educational programs become well organized, its process is speeded up and its influence permeates every aspect of the lives of those residing in the camp and often the lives of those in the surrounding communities.

In the 5½ years during which the corps has been in existence, CCC camps have been founded in almost every sizable community in the land. Each of these camps has come to stand as a symbol of the intelligent conservation of our natural and human resources. An effective organization consisting of four major departments of the Federal Govern-



The motto in this new camp library of Company 1279, Camp S-125, Slaterville Springs, New York, "Speaking Maketh a Ready Man, Writing Maketh an Exact Man" indicates the underlying philosophy of the educational program.

ment, namely, Labor, War, Agriculture, and Interior, cooperates in administering this program, and this program is rapidly becoming a way of life for thousands of youth throughout the Nation.

The influence on the lives not only of the young men in camp but of the whole American people cannot yet be fully comprehended. The combined program of work and education means that the young enrollee learns to perform not only one task but many tasks during his stay in camp. A well-rounded training is provided for all enrollees. In the first place, they absorb invaluable knowledge from camp life itself; in the second place, camp experience is integrated with intensive study. The education offered by the camp begins when enrollees leave home and continues until they return home. In effect, work itself, both in the field and in the camp, becomes the most important technique of learning.

The camps afford young men the opportunity to travel and see other parts of their country—an opportunity which many would never have otherwise. The camps afford young men the opportunity for enlarging their acquaintance by meeting scores of young men of their own age from other parts of the country. These contacts broaden the viewpoint of the enrollee, give him a clearer perception

of the vastness of his country, show him how other people live and make their livings, and satisfy inner longings. The camps afford young men the opportunity of joining with others in an organized effort for the purpose of group action which is essential in a democracy. The camps afford young men the opportunity for rendering to their country worthwhile public service instead of military service, which is often considered basic in other countries of the world. The camps afford young men the opportunity to live in a man's world at a period in their lives when such an experience counts the most to manhood. The camps afford the young men an opportunity to learn the value of work, to understand the economic and sociological implications of planned effort.

Acquiring Right Habits

Any discussion of the many benefits gained from the various experiences in camp should include such educational values as discipline, health and hygiene, promptness and punctuality, the rights of others, proper eating, sleeping, dressing; these and many other things a young man learns unconsciously as a part of his life in camp. Right habits thus

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Graduates of Colleges and Secondary Schools

by David T. Blose, Associate Statistician
in Educational Statistics



An important factor in the measurement of the continued advance in the educational level of the American people is the increasing number

of college baccalaureate degrees granted and in the number graduated from secondary schools. Both numbers are increasing proportionately much more rapidly than the

increase of population.

Beginning with 9,371 baccalaureate college degrees in 1870 and ending with an

Number of college and secondary school graduates, 1870-1938, and number of these graduates still living

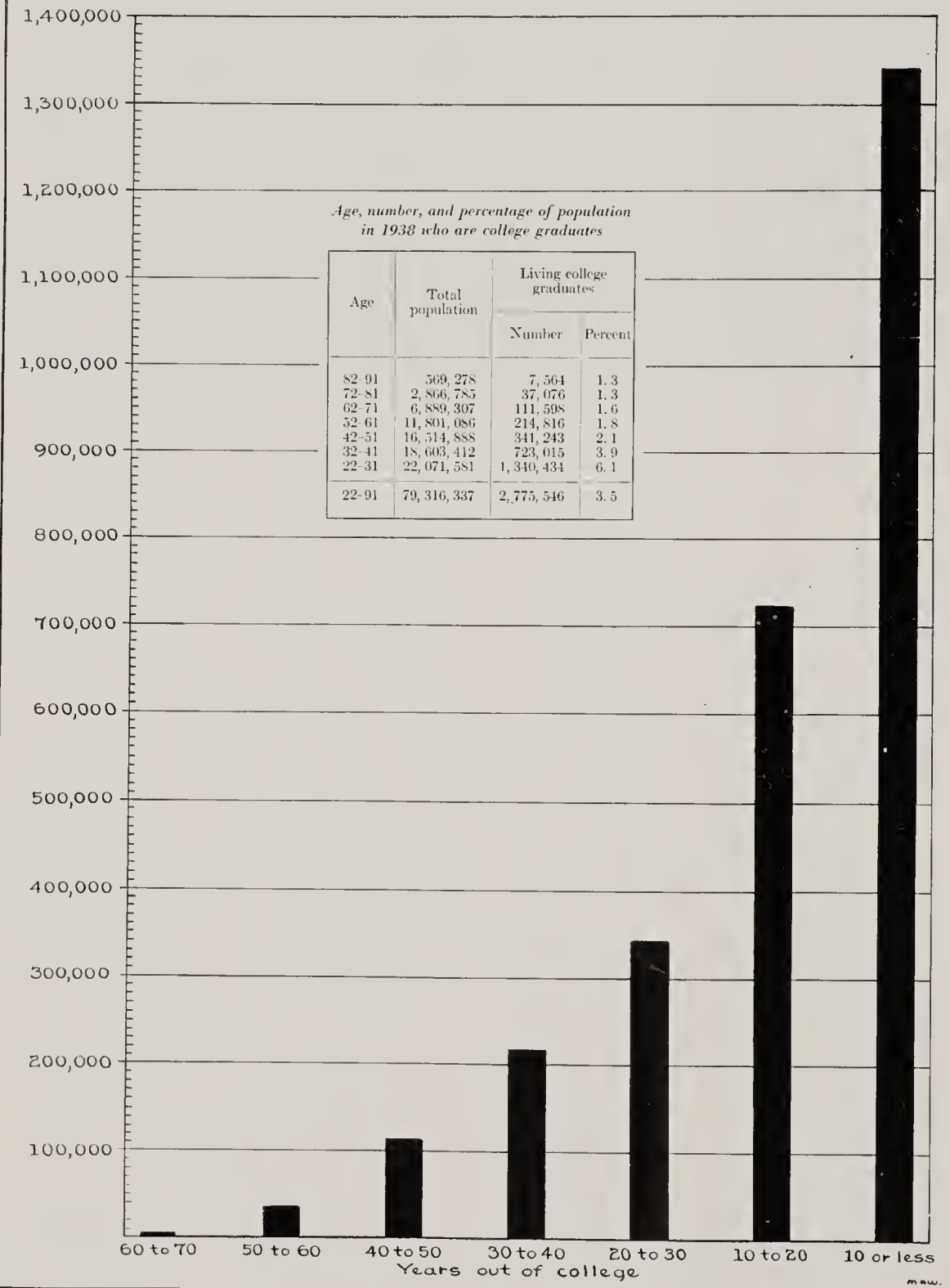
Year	College graduates (baccalaureate)		Secondary-school graduates	
	Number of graduates	Living in 1938	Number of graduates	Living in 1938
1	2	3	4	5
1870.....	9,371	275	16,000	1,375
1871.....	12,061	461	16,741	1,744
1872.....	7,484	365	17,483	2,181
1873.....	10,065	619	18,225	2,686
1874.....	10,465	798	18,966	3,261
1875.....	10,627	991	19,707	3,904
1876.....	10,463	1,177	20,448	4,613
1877.....	8,657	1,161	20,693	5,259
1878.....	9,639	1,517	21,939	6,214
1879.....	9,894	1,807	23,128	7,229
1880.....	10,353	2,168	23,634	8,082
1881.....	12,093	2,869	24,954	9,266
1882.....	12,357	3,286	27,151	10,870
1883.....	12,620	3,724	28,348	12,162
1884.....	10,801	3,504	30,962	14,156
1885.....	12,637	4,470	32,468	15,747
1886.....	11,389	4,363	32,997	16,898
1887.....	11,818	4,870	32,146	17,309
1888.....	13,645	6,015	33,301	18,775
1889.....	13,628	6,394	38,516	22,642
1890.....	14,306	7,107	43,731	26,712
1891.....	15,509	8,123	48,380	30,630
1892.....	15,480	8,511	53,039	34,704
1893.....	17,204	9,889	59,178	39,860
1894.....	20,145	12,061	65,320	45,191
1895.....	22,232	13,787	72,019	51,094
1896.....	22,689	14,535	75,813	55,054
1897.....	23,286	15,414	79,758	59,175
1898.....	23,129	15,777	84,173	63,704
1899.....	23,994	16,818	89,528	69,019
1900.....	25,324	18,211	94,883	74,402
1901.....	26,484	19,502	97,221	77,500
1902.....	26,732	20,116	99,277	80,270
1903.....	27,585	21,176	105,231	86,214
1904.....	28,117	21,992	111,736	92,677
1905.....	29,040	23,086	119,329	100,132
1906.....	29,484	23,800	125,860	106,767
1907.....	29,665	24,300	127,194	108,989
1908.....	31,089	25,815	128,654	111,286
1909.....	34,834	29,284	141,574	123,567
1910.....	34,178	29,972	156,429	137,691
1911.....	34,719	29,877	167,918	148,978
1912.....	36,805	32,015	180,574	161,405
1913.....	39,926	35,060	199,783	179,849
1914.....	42,039	37,248	218,784	198,278
1915.....	42,053	37,570	239,728	218,625
1916.....	43,795	39,353	259,396	237,963
1917.....	40,810	37,060	272,222	251,169
1918.....	37,915	34,704	285,047	264,432
1919.....	42,621	39,232	298,156	277,983
1920.....	48,622	45,003	311,266	291,605
1921.....	54,758	50,980	334,133	314,459
1922.....	61,668	57,734	357,000	337,464
1923.....	71,450	67,250	425,503	403,940
1924.....	82,783	78,315	494,006	470,906
1925.....	89,590	85,172	527,738	505,084
1926.....	96,956	92,605	561,469	539,464
1927.....	103,816	99,607	579,062	558,486
1928.....	111,161	107,114	596,655	577,584
1929.....	116,685	112,900	631,778	613,802
1930.....	122,484	118,985	666,904	650,243
1931.....	130,040	126,816	746,948	730,789
1932.....	138,063	135,147	826,991	812,011
1933.....	137,954	135,539	870,922	858,091
1934.....	137,845	135,923	914,853	904,397
1935.....	140,903	139,419	965,099	957,114
1936.....	¹ 143,961	142,970	1,015,345	1,009,938
1937 ²	145,731	145,235	1,045,173	1,042,490
1938 ²	147,500	147,500	1,075,000	1,075,000
Total.....	3,183,136	³ 2,775,546	17,543,587	16,350,560

¹ Includes 562 men and 274 women not reported in Biennial Survey of Education.

² Estimated from previous reports and present trends.

³ Included in column 5.

Estimated Number of College Graduates Living in 1938



estimated 147,500 in 1938, there have been 2,024,862 men and 1,158,274 women or a total of 3,183,136 first-degree graduates between and including the above two dates. During the same period 7,769,026 boys and 9,774,561 girls or a total of 17,543,587 graduated from public and private high schools. The number graduating annually from colleges has increased 106 percent in the past 15 years and the number from high schools, 166 percent. During the same period the population increased 18 percent.

Using the life tables of the Bureau of the Census as a basis, it is estimated that of the above college graduates 1,727,173 men and 1,048,373 women, or a total of 2,775,546 are still living. The accompanying graph shows the number of college graduates living in 1938. Assuming that the average graduating age is 22 years, 1,340,434 or 48.3 percent of all living college graduates have not reached the age of 32, and 75 percent of all living college graduates are not over 40 years of age.

In 1870 when the Office of Education began collecting statistical information, public high schools and academies reported 7,064 boys and 8,936 girls or a total of 16,000 graduating. This number represented 2 percent of the population of graduating age that year. It is estimated that there were 1,075,000 who graduated from high schools in 1938 or 44 percent of the 2,458,000 people in their eighteenth year, which is the average year of high-school graduation. This means that for every person graduating from high schools in 1870, 22 graduate today.

In addition to the 2,775,546 living college graduates in 1938 there are 4,163,319 living who have had some college work and in addition to the 9,411,695 living high-school graduates, who have not continued their education either doing some work beyond the secondary level or finally graduating from college, there are 19,984,017 living who went to high school but did not finish their high-school course.



Popularizing Poetry

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and read the lines which belong to them. A simple form of dramatization is represented in the pantomime in which one child reads and other children act the poem. This type of procedure calls for a poem which possesses a great deal of conversation. Music and poetry can be made to reinforce each other. Children enjoy singing ballads. Modern poetry such as that of Kipling and A. A. Milne has been set to music frequently. In progressive schools children themselves create the music for a poem which they have come to enjoy.

Closely related to the possibilities of music is the use of choral speaking since there is often a singing choir which hums an accompaniment or produces sound effects. This method of using poetry must not be confused

with the old idea of concert recitation. Children may read a poem with expression or they may chant it. Either plan calls for correct pronunciation, clear enunciation, and strong feeling for rhythm added to liking for and enjoyment of the poem. Memorization of many poems takes place unconsciously when children approach them with the idea of both getting and giving pleasure through choral speaking. This plan stands in contrast to forced memorization, which is unfortunately still in vogue in certain parts of the country, and which seldom brings desirable results. Poems which emphasize the qualities of good story, decided rhyme and rhythm, repetition, and brevity are most likely to succeed with this type of presentation.

Poetry memory contests stimulate memorization, or perhaps more accurately speaking, remembrance. Lines are quoted or read from a poem which has been heard by the whole group at least several times. Children identify the poem from which the lines have been taken, and suggest other sections from the same poem. Various modifications of this plan can be made from that at the primary level where the titles of 10 or 12 poems are listed and from which children choose the one that fits the lines quoted, to the procedure at upper grade levels where boys and girls without the guidance of a list, respond to a series of quotations by writing the title for each poem illustrated.

Among the miscellaneous methods to be used are ones such as:

Connecting a poem with a picture, a character, a poet already known.

Matching poems with pictures, descriptions, or questions.

Creating original poems, as a group and individually.

Adopting a poet for a given period of time.

Having children make own "volumes" of favorite poems.

Developing Principles

Whatever the method used, it should demonstrate certain generally accepted principles. These principles may be considered as a skeleton outline around which any poetry experience can be organized. First of all, a pleasurable attitude toward the experience should be built up through use of the bulletin board, through display of books or book jackets, or through comments. An audience situation needs to be brought about through an informal seating arrangement, and through discussions which make clear the responsibilities of the reader and the listeners. Any poem for group consumption should be well read. As a well-known poet has suggested, a child's first experience with a poem should be that of hearing it read orally. For certain poets victrola recordings are available at a moderate cost from the National Council of Teachers of English. Oral reading is an art to be cultivated in terms of many experiences in which the reader is responsible for conveying the

thought from the one book, which he holds in his hands, to the group as audience. Another important principle to follow is that of asking few questions. Such questions as are asked should relate to character, to situation, or to central idea. The types of questions asked will depend upon the individual poems. Certain poems will be spoiled by questions. The teacher must decide when and where such questions as, Did Otto get what he deserved? Who was the hero of the story in this poem? What would you have done if you had been the queen? What was the funniest part of the poem? Why do you think the poem was well named? will add to the enjoyment and appreciation of the poem by the group. Finally, the poetry experience should be left with a feeling of pleasure and not with an assignment of work to be done. Boys and girls must be able to look forward to other school days when they will eagerly ask for more poetry.

This discussion is not intended as a recipe which will insure good results. The bringing together of children and poetry is an adventure in itself, because interest and preference are highly subjective, and no teacher is a good enough prophet to predict exactly what may happen when boys and girls meet a poem in the classroom. These suggestions may form the basis for reading, thinking, and discussion on the part of the individual teacher, who will modify and adapt the ideas from the standpoint of her own experience and in the light of the needs, abilities, and interests of the group of children with whom she works.

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Education in Lithuania

(Concluded from page 173)

in operation admit candidates who possess certificates that they have finished four or six grades of a gymnasium, or a lower agricultural school, and give them from 2 to 3 years of training. The purpose of the lower agricultural schools is to raise the standard of the practical training of farmers and farm-wives. Graduates of elementary schools are automatically admitted for a study period of 2 years. The nine State and eight private schools of this class have an attendance of 1,504 and employ 137 teachers.

The government of Lithuania assigns considerable sums for educational purposes. For instance, in 1938 the budget of the Ministry of Education carried the figure of 56,656,891 litas (44,580,045 ordinary, and 12,076,846 extraordinary expenditures), or 16.34 percent of the total National budget.

The Lithuanian sculptor, Petras Rimša, portrays the "Lietuvos Mokykla" (The Lithuanian School).



Fine Art

(Concluded from page 179)

"Is this, the visitor must ask himself, the backwash of a world movement or a desire on the part of youth to be in the advance guard? Simplicity in design has always been an objective of the greatest architects, but it is also axiomatic that design shall accord with use and adapt itself to materials which serve as media. . . . Architecture has been called the backbone of the arts, but, even more than this it would sometimes seem to be the whole skeleton. Exhibitions such as this, and the one of paintings by college students which preceded it, are very stimulating."

Water Colors

The exhibition of water colors during the summer was, like the architectural exhibit, arranged by schools. Each school represented had its own separate section in the gallery making possible correlated study of the drawings by schools rather than by individuals. The similarity of techniques of students in a single school, and the influence of the instructor in the product of the student were apparent to the visitor. Whether this is a good feature or a bad feature in art instruction is debatable. The modern school of thought seems to be that teachers should not impose their own expression or technique on students, but allow free rein to the ideas and imagination of the young artist, and to the creative needs of talented young men and women. Yet most learning begins with imitation after which the more talented are able to make original contributions. Notable examples of water color that were favorably viewed came from the Rochester Athenaeum and Mechanics Institute, and Pratt Institute, both in New York State.

The Ohio State University's contribution was outstanding for its still lifes and compositions. The University of California exhibit represented various techniques including sumi on rice paper, sumi on silk, gouache, and an Egyptian interpretation of a modern theme. A Japanese treatment was characterized in a number of these western water colors. The exhibit as a whole included many examples of nonobjective art and abstractions, puzzling to some and appreciated by others as decorative and colorful. Few were criticized as lacking interest both in artistic quality and technique.

One large mural entitled "Loading Oyster Shells" was done by 23-year old Allan D. Jones, Jr., of Hampton, Va., while a student at Pennsylvania Academy of the Fine Arts. Done in egg tempera medium on gesso ground, he chose his subject from local surroundings hoping to interest local officials in murals for a fisheries building. The mural won for him a scholarship to Europe.

The fall show of oil paintings was hung in the best interest of an attractive gallery giving due regard for size, balance, and color harmony.

The largest mural done in red brown tones and entitled "Fisherman" was painted by Norman Thomas of the National Academy of Design Free School. Several life studies are skillfully done by students of Moore Institute in Philadelphia. An amusing cartoon in oil from Carnegie Institute of Technology is entitled "Pig Pen Politics." Critics have also mentioned the self portrait by Frido Urbinati of the Boston School of the Museum of Fine Arts, and some of the painting done in the class of John Haley (University of California) as distinguished.

Northwestern's exhibition is devoted to the modern theme as represented in four paintings by as many students entitled "Collage." An attractive still life by Forrest Cromwell has received favorable comment both for its composition and effective blue color. Probably the present show is typical of the art work now being done in our colleges. There are the old school still lifes with the customary brass, glass, and fruit; assemblies obviously done as studies to interpret in oil and paint the various textures and qualities of materials. If friendly criticism of these studies may be offered at this point it would be to improve the "housekeeping" of these studies. Why show musical instruments and vegetables together on a kitchen chair? A more normal arrangement would improve the art without lessening the study feature—at least we have heard such comments by art gallery visitors.

There are portraits, self portraits, and models in costume. The compositions include both out-of-door and indoor subjects, many of them representing familiar places near the artist's home. Life studies done in various techniques from realistic to abstract are in evidence as an important work of the young student who hopes to make art his life career.

The present exhibition includes paintings from Mills College (California) and the Pennsylvania Academy of Fine Arts, supplemented by a showing of children's paintings from New York City. It was thought that an exhibit of children's paintings done in poster colors would make an interesting comparison with the works of more advanced students. The majority of the children are around 12 years of age. Their pictures show a remarkable talent and their uninhibited expressions on paper are both amusing and clever.

Popular Days

The gallery is open to visitors from 9 a. m. to 4:30 p. m. weekdays. (Summer hours are from 8 a. m. to 3:30 p. m.), and occasionally the gallery has been opened on Sunday. Mondays and Tuesdays appear to be the most popular days with visitors as more people visit the gallery on those two days than later in the week. No attempt is made to check on the number of visitors but a register is provided for those who care to sign. This guest book reveals names of many well-known individuals from all parts of the world and more than 5,000 visitors came to see the last exhibition.

County and Regional Libraries

by Edith Gantt, Specialist in Public Libraries

★★★ At a time when National, State and local efforts are being especially directed toward effective adult education programs, the fact that public library service is still not available to nearly 40,000,000 rural people and to greater than 5,000,000 urban people seems all the more disturbing.

Public libraries in their earlier years developed largely as local institutions. Benjamin Franklin started a cooperative library in 1731 with his subscription library which became the Library Co. of Philadelphia. In 1796 and 1798 New York and Massachusetts legalized the founding of library corporations of which the Boston Athenaeum was a good example. From about 1815 on, there was a stirring of interest in self-culture in the young Republic. Lyceums appeared, the Useful Knowledge Society, the Lowell Institute, and many others with lecture courses in cities and villages.

Through local initiative the development of libraries in the United States had begun, and some public libraries supported by taxation money had already appeared by 1833 when Peterborough, N. H., organized a free circulating library. The most active circulating library in the United States in 1850 was the New York Mercantile Library. Some of these mercantile and mechanics libraries still exist, although after 1850 public libraries supported from city tax funds developed rapidly.

The county library idea is not new. Some 30 years ago the book needs of the rural people began to arouse greatly increased attention. The small library unit was recognized as economically unsound and the solution of this problem of library service to people in rural areas looked toward a larger unit than the townships. As the county was an important governmental unit in practically all States outside of New England, the movement for county library service gained in strength.

State Library Commissions

State library commissions were established to carry on library extension work. Traveling libraries were sent out to rural schools, groups, and individuals. County library laws were passed in State after State until 40 States or all but two outside of New England now have permissive county library legislation. A few of these State laws include in their provisions regional areas composed of two or more counties. County libraries are now established in 37 States, from one each in the States of Arizona and Oklahoma to 47 in California. There are 16 States with county libraries ranging in number from 6 to 47. Out of a total of 3,074 counties in the United States, 342 county libraries are now listed.



A small rural branch library being used by young farmers in the Tri-Parish Library of Louisiana.

Included in this number is the Tri-Parish Library of Louisiana, the first regional library in the United States composed of two or more counties and operating much like a county library. However, there are more than 1,000 counties in the United States with no public libraries within their borders.

The interest and enthusiasm for better library service for rural people through county and regional libraries seems unusually keen today. In library association meetings, State,

regional, and national, the subject has had a prominent place on the programs and in the discussions of the librarians, the trustees, and those interested in books as an educational and cultural force. Since 1934 when the figure of 45,000,000 people in the United States without library service was discussed at the Montreal meeting of the American Library Association, the State library associations have had committees at work on plans for good library service for each State. These needs

vary with the States as is indicated by the per capita library expenditures which range from 3 cents to \$1.08. The State plans have crystallized the library objectives by which efficient library service may be provided for all the people.

What Plans Include

Practically all plans include:

A strong State library agency as necessary to provide leadership and definite development of public library service over the State.

Trained library personnel to build good book collections, to administer them to the best advantage, and to give professional library service to the people.

County and regional library development to give library service in rural areas.

Adequate public support to accomplish these objectives.

Considerable advance has been made in putting such plans into execution. For example: The Ohio legislature voted \$100,000 State aid for libraries and local governments raised their budgets about \$250,000 in order that they might participate in this State aid. The 1937 Ohio Legislature raised this sum to \$150,000. Ohio State aid to libraries and the tax on intangible assets for the support of libraries have hastened the development of county libraries, to the present total of 50 in a total of 88 counties. The county is the unit used in levying and distributing the tax. Illinois granted \$600,000 in 1935 to buy books for the public libraries of the State.

In 1937 Michigan made a \$500,000 annual State aid grant to public libraries to begin in July 1938, while Arkansas voted \$100,000 to restore the State library commission and to help in the establishment of county libraries. Of this Arkansas fund, \$35,400 was for the library commission and \$64,600 for books for the county libraries. The county governments had to match funds by providing salaries, quarters, and operating expenses. Ten new county libraries were started the first year.

In Oregon the State library commission and the Works Progress Administration cooperated to maintain two county libraries as demonstrations which led to the granting of permanent public support. Texas reports one new county library opened in August 1938 and appropriations set for four new county libraries to start in 1939.

This year will probably see some additional library legislation in the States to establish in some cases State library agencies for extension work. In other States appropriations are needed to enable the State library commissions or other extension agencies to operate. In many instances, requests for State aid for public library service will be made to help equalize library facilities, throughout the rural areas especially.

County and regional libraries have similar characteristics. They each require trained librarians as administrative officers and professional staff, the headquarters library where the books are purchased and prepared for

use (though this need not be a specially built library building), stations and branches throughout the area to bring books to the people, and proper transportation. The special library book-postage rate has been a great factor in the success of the county libraries for it made possible cheap and frequent transportation of books.

The bookmobile is becoming more common in rural library service. It is effective in many places. It attracts attention to the library service, perhaps one of its most valuable aspects, but it is not absolutely necessary in every county or regional library. Some of the most efficient county libraries which have developed through the years still operate without bookmobiles though they may have passenger automobiles and trucks as part of their equipment. When a bookmobile is possible and its purchase does not mean too great a sacrifice of books, it is unquestionably useful. But service needs to come first in rural library work. County libraries which have made the greatest development have put the first emphasis on this service—books administered by trained librarians.

Many county libraries have waited for years for suitable buildings. However, in the meantime they have given effective service from crowded headquarters in courthouses, often in basements, or in rented quarters. For example, the California county libraries are beginning to emerge these last few years into separate library buildings as in Amador and Solano Counties; or into quarters especially planned for the county library in new county courthouses as in Alameda and Contra Costa Counties. County libraries may also be the recipients of fine gift buildings such as the Tom Green County Library of Texas.

New England's Service

New England has public libraries in all of her towns and cities. States, like Massachusetts, which make library service available to all of the people present a different problem from that of library extension only. The small towns usually cannot afford the services of trained librarians or really adequate bookstock. The inequality of library service is seen in the fact that 11 cities and towns in one metropolitan area of 80 cities and towns spend less than 50 cents per capita while six spend over \$1.75 per capita on library service. In these States great interest is taken in regional library planning. Some States plan along the line of the Vermont regional libraries while others plan along the line of their natural trade areas as regions.

The Vermont plan of regional library service divides the State into four regions with a trained regional librarian in charge and living within each region. The State library commission operates the regional libraries. Each regional headquarters is located in a public library which has contracted with the State library commission to give and receive certain services.

The regional librarian has a stock of books

sent from the commission which is supplemented by interloan books from public libraries within the regions. She has a bookmobile and travels about the area on a regular schedule, visiting local libraries, schools, and library stations established in rural areas. She brings professional advice, assistance, and books to the librarians of the little libraries to help improve their services, and through the schools and rural stations reaches many people never before reached by library service. The regional librarian cooperates with the librarians of the larger libraries to their mutual benefit. This plan is proving so effective that other States are studying it carefully to see if it can be adapted to serve their needs.

TVA Library Service

The Tennessee Valley Authority has developed another type of regional library service which is proving of interest and value to the library profession. The close integration of adult education, recreation, and school library service within the TVA public libraries along with all traditional public library service, provides a challenge and a stimulus to all libraries. The demonstration of libraries as vital and necessary institutions in small industrial and rural communities has been of great value.

Tri-Parish Plan

Louisiana has produced a third type of regional library which is largely an extension of the idea of county library service, an extension of area. The Tri-Parish is a group of three parishes or counties cooperating to serve their whole area from a central headquarters with branch libraries, stations, and bookmobile service through rural areas. It was started at the request of the Governor as a demonstration to show which type of library service in rural areas would be most effective, books for adults handled through school libraries or through public libraries. Collections of 100 books each were placed in 56 high schools in 10 parishes. These collections were purchased at a total cost of approximately \$10,000 and they serve a population of 117,000.

The Louisiana Department of Education turned over to the State library commission \$10,000 for books for the Tri-Parish Library. The salaries, bookmobile, and running expenses were provided by the State library commission. The population served in the Tri-Parish area was 34,000. This regional public library service won the support of the people so that the Louisiana legislature was asked to grant State aid to public libraries.

The grant of \$200,000 made in June 1938 was to continue the Tri-Parish Library, start another regional library and strengthen the State library commission to render greater service to the other parts of the State still without library service.

The idea of the public library as a necessary part of the cultural and educational life of America is generally accepted today. This should mean the steady development of adequate library service in all of our rural areas.

Pennsylvania's Projected School Building Program

by Timon Covert, Specialist in School Finance

★ ★ ★ Plans have been developed whereby, whenever the necessary funds become available, Pennsylvania will have at least 728 new school building projects under way at an estimated cost of \$93,000,000, according to Lester K. Ade, State superintendent of public instruction. This program which will affect the school housing facilities of 815, or approximately 31 percent, of the school districts of the State, is the result of two recent actions of the State legislature. The first of these, known as the School District Merger Law, was enacted during the regular session of the legislature in 1937. The second is known as the School Building Plan of 1938.

The provisions of the 1937 act make it the duty of the county board of education in each county, in cooperation with the county superintendent, to prepare plans for the reorganization of school districts into larger and more adequate attendance areas and administrative units, to make plans with respect to school buildings and programs of instruction, and to approve or disapprove school building sites. Considerable progress had been made under these provisions, particularly with respect to plans for more satisfactory attendance and administrative units, when in August 1938 the legislature meeting in special session provided for the State-wide school building program.

Since much work had been done throughout the State on the first of these two undertakings previous to the time for inaugurating the second, it was possible for local, county, and State school authorities to take immediate and full advantage of the latter. County boards of education, having studied the reorganization and building needs in more than one-half of the school districts of the State, were in favorable position to formulate their school building plans and to submit them with little delay to the proper State authorities.

Details of the Plan

The primary purpose of the School Building Act of 1938 was to set up a plan whereby the State could encourage and assist localities to inaugurate school building improvement programs, particularly in rural communities. Accordingly, the plan includes provisions for the necessary legal authority for carrying such a program into effect, acceptance of all grants obtainable from the Federal Government, and additional funds from the State sufficient to enable the State to share the remaining 55 percent of the costs with the respective localities.

The act extends the scope of "The Pennsylvania General State Authority" and authorizes it to acquire property from school districts, to construct, furnish, and equip school

buildings or additions to buildings, and to lease them to school districts for a period not to exceed 30 years at a rental which will amortize the State's share of the construction cost, at which time the property will automatically revert to the respective school districts. Conversely, it authorizes school districts to convey property to "The General State Authority" and to enter into other necessary agreements with that agency and with the State to make the plan effective.

The State department of public instruction is authorized, with the approval of the Governor, to join with any school district in entering into any of the contracts and leases with "The General State Authority." On all such contracts, the State will assist local school districts in paying the rentals to the "Authority" as they become due. The part of such rental which the State pays will vary among the districts according to their true valuation per teacher of the assessable property, as indicated in the following schedule:

	Percent
Distressed districts.....	70-100
\$25,000 or less.....	70
\$25,000-\$50,000.....	60
\$50,000-\$75,000.....	50
\$75,000-\$100,000.....	40
\$100,000-\$150,000.....	30
\$150,000-\$200,000.....	20
\$200,000 or more.....	10

The State agency which was authorized by the law to acquire property and to construct and rent school buildings is also authorized to secure loans for the purpose of paying the State's share of the construction costs.

"Throughout the process of developing these new school building plans," states Superintendent Ade in the Monthly Bulletin of the Pennsylvania State Department of Public Instruction, "unusual care was exercised to assure the new facilities would be well adapted . . . for satisfying the needs of all the boys and girls."

The State superintendent also explains that all sites for school buildings were reviewed by special committees to determine their appropriateness to the county plan, centers of school population, and to transportation routes, and that resources of school districts were examined to determine their financial ability to insure the success of the projects.

Other agencies, too, such as the State art commission and the department of health examined the projects before their final inspection by "The General State Authority."

It is significant to note that of the 815 districts which submitted projects, 670, or 82 percent, have true valuation of property per teacher amounting to less than \$100,000 each. This fact indicates that the program will

benefit districts with low valuations to a greater extent than it will those with high valuations. It is estimated that 2,000 small school buildings will be eliminated in such districts. These old buildings will be remodeled or replaced with entirely new structures for the accommodation of approximately 300,000 children. Approximately one-half of the projects are for elementary schools and the others for secondary schools. Every county in the State is to participate in the program with the number of projects ranging from 1 to 37 per county.



CCC Camp Education

(Concluded from page 181)

acquired become a part of the routine behavior of a young man all the rest of his days.

But to stop here would be stopping short of what the camps can do toward developing a well-rounded individual. Many, if not all, of the things learned unconsciously can be enriched and extended through organized effort. There has been developed, therefore, an organized educational program for the camps, planned and conducted by an advisory committee on education, composed of the company commander, project superintendent, the educational adviser, and frequently an outstanding enrollee. This committee attempts to coordinate all of the learning opportunities of the camp. In fact, the heart and core of the study program consists of the daily life of the men. The study program begins with what the enrollees do and how they live in camp, and this is expanded to the local or home community, State, Nation, and world.

Thus, the learning processes are natural, realistic, and pragmatic—working, learning, and living are all one process. The purpose of intelligent organization is to make them one and to make them better. J. W. Studebaker, Commissioner of Education, has effectively stated the underlying implications of education in the Civilian Conservation Corps camps:

"The camps have furnished another demonstration of the educational value of a 'wholesome way of life'; of study associated with genuine productive labor; of courses built upon the needs and interests of the individuals; and above all, of individual counseling through which boys are led to analyze their own aptitudes and abilities and to plan their own lives in the light of this self-examination. These educational values are not for emergency days alone. They must find their way more largely than at present into the regular educational policies and procedures of the Nation."



THE VOCATIONAL SUMMARY



All Groups Included

Five specific groups are being served through the well-rounded program of distributive education now being carried on in Salt Lake City, Utah.

The first of these groups consists of persons employed in five of the large stores in the city. Training for this group, \$00 in all, is given in quarters provided by each of the stores on a 50-50, employer-employee, time basis. Instructors for this program who with two exceptions are former employees of the stores interested in the program, are well qualified for their work.

The second group served in the Salt Lake City program is composed of employees of small stores. Instruction for this group is given in quarters provided by the stores. Classes for this group are held for an hour at the end of the day or before store opening time. The instruction is given for one or more groups in a single store or for groups from different stores, such as drug and mixed apparel stores.

A third group—adults employed in stores who for various reasons can be reached most easily through evening classes are given instruction in quarters provided by the city schools.

High-school seniors, who are carefully selected for the purpose, are enrolled in part-time cooperative classes. Under this part-time cooperative plan, students spend part of the day in school and part in practical employment in city establishments.

Members of a fifth group are given 3 to 6 hours training for orientation as salespersons for special or seasonal work, such as Christmas selling. On December 13, 1938, 75 of these pupils were sent to one store. Coordinators do all the training in the courses offered for this group, interview the stores regarding the nature of the work to be done, and select the students who are to report for short seasonal work periods.

Arts Meeting Scheduled

Vocational educators will be interested in the announcement of the annual meetings of the Western Arts Society in Grand Rapids, Mich., May 3-6.

Notable leaders in the fields of education, particularly concerned with the arts, home economics, industrial arts, and vocational education will present some phase of the theme of the convention, "The Arts in America Today," on each of the 4 days of the convention.

The value of the motion picture and of radio in fostering American culture will be discussed at one session. Of particular interest to educators will be the discussion during the second session of the convention of the

topic, "Evaluating Education in the Arts in Terms of American Youth."

Harry E. Wood, 5215 College Avenue, Indianapolis, Ind., is secretary of the association.

Husbands Fall in Line

How a class project carried out by students in a course in methods at the Georgia Normal and Agricultural College provided practice teaching for them, and gave them experience in setting up and carrying on a course in family buying and marketing, is told in a pamphlet recently issued by the American Home Economics Association.

The family buying and marketing project was worked out with a group of homemakers in a community adjacent to the college, with whom the students had become acquainted through contact with them in home improvement project activities and meetings for parents of nursery school age children.

The husbands of the majority of the women in the community are employed 2 to 4 days a week by the city. Most of the women supplement their husband's incomes by laundry work and domestic service. All of the families included in this group had at least two children and the meager family incomes were being spent unwisely and for the wrong foods.

A canvass of the homes of the group made by the students disclosed that: (1) Food and patent medicines were bought from peddlers; (2) 85 percent of the food purchases were credit purchases; (3) 95 percent of the families purchased food in small amounts; (4) the same foods were purchased over and over; (5) most of the food purchases were made by the men; (6) canned vegetables were purchased when the same foods were available in the garden; (7) the women used no informational helps to aid them in their buying; (8) food labels were disregarded since they were not understood.

Special attention was given by the college students—many of them prospective home economics teachers—to the size of the incomes of the families in the group, the number of persons to be fed, the requirements for an adequate diet, particularly for those with specific physical ailments, and the means of improving buying practices.

Reporting on the results of this project, Miss Esther T. Holley, head of the department of home economics at the Georgia Normal and Agricultural College, writes: "At the conclusion of the unit the women decided they were responsible for the protection of the health of their families and for the wise expenditure of the money available for food. They decided to ask their husbands to allow them to do the budgeting and marketing for the family's food, and so far about seven-eighths of the men have agreed to permit their wives to do

the marketing. They recognized the desirability of using shopping lists. As a group, they agreed to discontinue buying at one local store until certain insanitary conditions there were corrected. Incidentally, also, they asked the chain store to carry fresh and dried fruits and greens during the winter and appealed to employers to pay in cash so that the workers could get the benefit of the best values available in the markets."

An Educator Passes

Edgar Starr Barney, businessman and educator, who for a half century served as principal of the Hebrew Technical Institute of New York City, died December 25, 1938.

Dr. Barney, whose business career paralleled his educational career, was affiliated for many years with a prominent river boat line, first as a steamer operator and then as clerk, auditor, general passenger agent, and director. It has been said of him that his ability to carry jointly the responsibilities of a business office and his heavy duties as an educator "is a tribute not only to his industry and energy, but to the versatility of his talents. It is education, however, that he thought of as his lifework and his part in making possible the success of the Hebrew Technical Institute is an accomplishment in which all who are interested in the adaptation of education to the realities of the modern world may take pride." A member of the first teaching staff of the institute, Dr. Barney was its principal during all except the initial 9 years of its existence.

Dr. Barney was responsible for the concept of vocational education held by the Hebrew Technical Institute which, as expressed in its prospectus, is "to train young men in scientific and industrial subjects so that they can readily find and efficiently fill, positions in the world of industry," and also of the further concept that "technical education trains the brain to direct the hand in accomplishing efficient work."

Blood Will Tell

A swine improvement project which is bringing additional profit both to individual farmers and to an entire community is being carried on in Austin, Minn., under the supervision of P. J. Holland, instructor in agricultural education at the Austin High School.

The objective of Holland's plan is to help farmers produce hogs which will mature quickly, make economical gains in a given period, and give the maximum dressing percentage. To accomplish this objective, he has organized the Austin Area Swine Improvement Association which is composed of adults who are engaged in farming.

Performance record is the keynote of the activities of the association. In their efforts to secure good producing gilts and sows, members of the association weigh the litters from the animals on their own farms at birth, earmark them, weigh them again at 56 days from birth when they are weaned and again at 180 days from birth, when hogs are frequently about ready for the market. Breeding gilts are selected from the largest and fastest growing litters. Litter mates of these selected gilts are tattooed and sent to the local packing house, which cooperates in the swine improvement project by reporting on the cut-out percentage of these animals. "The record of performance," Mr. Holland explains, "must include the results secured on the cutting floor of the packing plant."

Citing figures to show the value of the swine improvement plan, Mr. Holland states that the fastest-growing litters represented in the association were products of a cross between a Chester White boar and Poland China sows. The average weight of the seven litters of this herd at 56 days was 436 pounds; the average number farrowed was 10; the average number weaned and raised to market weight was 9.8, and the average weight per pig in the herd at 56 days, 44.5 pounds. The herd averaged 200 pounds in weight at 157 days. Of the 53 members enrolled in the swine improvement association last year, 30 reported litters that averaged 250 pounds or better at 56 days—the minimum weight of litter from which it is advisable to select breeding gilts.

As a part of his swine improvement program, Mr. Holland has organized evening classes for farmers in which he gives instruction on improved feeding and sanitation methods and on the keeping of careful and accurate swine performance records. A weekly radio school is carried on for those interested in the swine improvement project, on a local radio station. The nucleus of the entire project is the swine improvement council which is composed of members of various hog breeding associations represented in the Austin area.

Food, Mathematics, and Science

New York City now possesses the only centralized public school in the world specializing in training for the food trades. It is supported and endorsed by the Food Industries through the advisory board on industrial education.

Courses cover instruction in restaurant and cafeteria work, meat merchandising, and in the bakery, grocery, fruit, vegetable, and dairy products merchandising fields. New modern equipment is used in connection with the instruction.

The training is open to all elementary and junior high school graduates. The course of study includes the technical training necessary for all food merchandising and related academic work necessary for complete mastery of the field studied. The food trade training provides for a 4-year course in English; a course in social science, including American



Food Trades Vocational High-School students witness practical demonstration in meat cutting given by fellow students.

history, the industrial history of the food trades, and the economics of sources of production and distribution; a course in mathematics covering the simple operations required in store work and the advanced work of store management, inventory, pricing, mark-up, overhead, and general business procedure; science offerings including the field of biochemistry, which deal with the methods of food preservation, molds, ferments, yeasts, decomposition, and refrigeration, the action of heat on meat fibers and other foodstuffs, and diseases of animals, fruits, and vegetables. Other subjects covered in the New York food trade courses include sanitary laws, Government inspection and the Food and Drug Act. Drawing and lettering work which is a part of the course, covers pencil, charcoal, and free brush for sign work and tags; a study of color applied to display work; manipulation and arrangement of decoration materials; seasonable display compositions; simple shop plans; and lay-outs of windows in plan and elevation.

Advisory Committees Function

Minneapolis public schools are making good use of the advisory committee plan in setting up a variety of vocational education programs. An example is the committee set up in connection with the course carried on for janitor-engineers in school buildings.

This committee is composed of five persons from the janitor-engineer organized labor group, and five representing the public schools—the superintendent of schools, the assistant superintendent in charge of vocational education, the chief operating engineer, the housekeeping instructor, and the engineering instructor. The committee meets regularly and considers all matters having to do

with the plans, policies, procedures, courses, and all other details of the janitor-engineer instruction.

Only Thrifty Farmers Eligible

Banks which lend money to farmers invariably desire proof that they are risking their money on individuals who follow a sound, sensible plan of farming. Of interest in this connection is the insistence of one banker, John W. Graham in Floyd County, Ga., that "no bank engaged in farmer financing can do a sounder thing than to require that necessary food and feed crops be grown on the farm as a condition for the granting of loans. If a farmer will not grow his own food and feed crops, we do not want him as a customer."

For a number of years and especially during the years of economic depression, courses in vocational agriculture carried on by the States in rural high schools under Federal grants, have emphasized the necessity for farmers to adopt a live-at-home plan in connection with their farming operations. Particular attention has been given to this type of farming plan in the southern States, especially in connection with programs of vocational agriculture carried on for Negro youth and adult farmers. And Georgia is one of the States in which the value of the live-at-home plan has been conclusively demonstrated.

Live-at-home programs as advocated by the agricultural education service of the Office of Education and those responsible for agricultural education in rural high schools call for the raising on each farm of enough feed to supply all livestock, poultry, dairy cows, swine, beef cattle, horses and mules—and enough truck, garden, and orchard crops to supply the farm table.

C. M. ARTHUR



In Public Schools

Great Growth Shown

Opportunities in the Pittsburgh Public Schools is the title of a publication recently issued by the board of education of Pittsburgh, Pa., which portrays by picture and story the many opportunities offered in the public schools to the children and adults of that city.

"Beginning in 1834 with but five pupils in an humble room," according to this publication, "the free public school system of Pittsburgh has grown to comprise more than 150 buildings valued at \$50,000,000 or more, with an enrollment of 151,000 under a teaching and executive staff of upward of 4,000."

Assembly Programs

At a recent meeting of the board of education of New York City, the following resolution was adopted:

"Whereas, There is manifest the great need to build conscious barriers against conditions destructive of democracy, and to renew and reaffirm our faith in American democracy: Therefore be it

"Resolved, That in every public school in the city of New York, assemblies be devoted to the promulgation of American ideals of democracy, tolerance, and freedom for all men; that these assemblies be devoted to making the children of our Nation aware of the contributions of all races, and nationalities to the growth and development of American democracy; that the programs for all these assemblies be based on the social and political history of the United States; and that these programs present the contributions of all races and nationalities in a way such as to develop esteem, respect, good will, and tolerance among students and teachers in all the schools, and be it further

"Resolved, That the superintendent of schools of the city of New York be instructed and empowered to take all necessary steps for the immediate and effective furtherance of the above resolution, and that the superintendent of schools shall so instruct the principals, and require official reports by them of such assemblies."

Auditory Aids

The committee on scientific aids to learning, which is a committee of the National Research Council, has prepared a report on *Auditory Aids in the Class Room*. "The present report is designed solely to give school administrators figures as to the approximate cost of providing auditory aids to class rooms by four methods which are now practicable: broadcasting through the facilities of commercial broadcast stations, broadcasting through the facilities of an ultrahigh fre-

quency broadcast station owned by the school system, wire lines, and records."

Air-minded Debating

High-school debating became air-minded on December 1 when debate teams in two high schools 30 miles apart engaged in a debate which was aired over two stations and in which the contestants heard each other's arguments by radio. The high schools in Olympia and Centralia, Wash., engaged in the unique debate. Each team debated before the assembly of its own school in its own auditorium. Radio stations KGY in Olympia and KELA in Centralia were linked together to carry both sides of the debate which was passed on to listening audiences of the two stations as well. The intricate switching necessary to handle the debate was carried out without a hitch and instantaneous switches were made. Managers of the two radio stations reported an excellent listener response and report that plans are under way for further debates to be similarly staged between high-school teams in cities where radio stations are in operation.

Arthurdale School

The Arthurdale School (Arthurdale, W. Va.), as described by the faculty of that school in the *West Virginia School Journal* of December 1938, "is organized to meet the special needs of the pupils of its community rather than to provide an opportunity for the teaching of the traditional and formal courses of study. It follows no set form of procedure, but is a laboratory through which the children work to get their educative experiences. Activities—lifelike problems, rather than conventional school subjects, constitute the curriculum."

The school, as described, consists of a group of seven buildings—one for the nursery, one for grades 1 to 3, one for grades 4 to 6, one for grades 7 to 12, a pottery building for school and adult work, a gymnasium and auditorium, and the school center building for offices, lunchrooms, kitchens, and home rooms.

Citizenship Day

Manitowoc County, Wis., a community of some 58,000 people located along Lake Michigan, is undertaking a county-wide project which it hopes will become a pattern for America in teaching young men and women both that democracy is worth while and how it works. Manitowoc has set aside May 21 as Citizenship Day—a day on which the county's 1,200 young people who have reached the age of 21 and the status of citizenship between May 1, 1938, and May 1, 1939, will be formally inducted as citizens.

President Clarence Dykstra of the University of Wisconsin, Chief Justice Marvin B. Rosenberry of the Wisconsin supreme court and other State educators, jurists, and public officials will participate in the program. National speakers are to be brought to the city of Manitowoc for the occasion. The city will be decked out in holiday regalia. A formal ritual will be held in the Lincoln High School bowl. A parade through city streets is to precede the ceremonies and speaking program.

Starting in January the county's 38 election precincts are to be organized and canvassed. The young men and women who are of the age to come under the program will be grouped together in their home precincts. At three meetings in each precinct between January and May they will be instructed in the physical, theoretical, and spiritual values and aspects of American Government—in the township and county primarily, and in the relationship of those units to the State and Nation.

School Finance Survey

A report dated December 1938 of a survey of school finance in Cook County, Ill., exclusive of Chicago, by the Lake Shore division of the Illinois Education Association, presents data by townships to show assessed valuations in relation to number of pupils attending school, costs of township treasurers' offices, and amounts of funds received from the State for the schools. A brief section on insurance of school buildings in Cook and Lake Counties is also included. The major portion of the report deals with amounts of school funds handled by township treasurers' offices and the costs of those offices between 1927 and 1937, inclusive. Although the report is brief the topics selected for study are significant, and the data included in the report are so well presented and analyzed that the findings of the study stand out clearly to the reader.

Financing Education

Major Issues in Financing Education in Pennsylvania is a recent publication of the Pennsylvania State Department of Public Instruction, Harrisburg, Pa. The following topics are included: Basis for the distribution of State school moneys; determination of the educational program; measurement of the educational task; transportation of pupils; measurement of ability to support education. This publication will doubtless be of interest to other State departments of education that are studying their problems of financing education.

W. S. DEFFENBAUGH



In Colleges

Literary Record

A record in literary achievement in 1 year has undoubtedly been set at the University of Iowa. Wilbur Schramm of the school of letters announced that four graduate students' theses had been published in book form, three of them as novels. He said that at no other institution in this country has such an event occurred. All of the authors received advanced degrees for their literary creations. The writers and their works are Ross Taylor, *Brazos*; George Abbe, *Voices in the Square*; Helene Margaret, *The Great Horse*, a narrative poem; and Herbert Krause, *Wind Without Rain*; which will be off the press early in 1939.

Prosperity Note

Here is a prosperity note from the women's physical education department of the University of Wisconsin: Every member of the 1938 graduating class has been placed in a position this year. The 26 seniors and graduate students who made up the class have been placed in positions in schools and hospitals in a dozen different States, according to Blanche M. Trilling, director of the department.

Latin-American Study

The Pan-American Conference recently held in Lima, Peru, makes particularly timely the Institute for Latin-American studies to be held at the University of Michigan next summer. Greater importance will be attached to the institute because of the lack of knowledge of Latin America in this country which recent international developments have revealed. Problems of the Americas, authorities believe, cannot be solved without more adequate knowledge of the American nations.

Authorities on Latin America in a half dozen fields will be brought to Ann Arbor for the institute. The institute will be directed by the committee on Latin-American studies, an informal group of scholars interested in South and Central America. It will be financed by the university and the American Council of Learned Societies.

German Refugee Student Plan

Harvard University has announced that the Harvard Corporation has voted 20 new scholarships of \$500 each (\$100 more than the tuition fee) for qualified refugee students of any creed from Germany, provided that each scholarship be supplemented by contributions for living expenses to an amount equivalent to \$500 raised by the undergraduate committee on refugee students. Toward its own obligation under this offer the university has already been offered, and has accepted, \$5,000 from the Elizabeth Glendower Evans Fund. The award of these scholarships will be administered by the committee on general scholarships in Harvard University.

New Building Program

At Ball State Teachers College in Muncie, Ind., construction has been started on a \$95,000 addition to Ball gymnasium, which will include a swimming pool, and on a \$290,000 addition to Lueina Hall, women's dormitory, as a part of a 6-year building program for which the size of the campus has been increased to 90 acres. Frank Elliott Ball men's residence hall, recently constructed at a cost of \$400,000 was dedicated January 25. Also to be built is an addition to Burriss School, an experimental laboratory school on the campus, at a cost totaling \$360,000. Thirty percent of the cost of these structures was provided by the State legislature, 25 percent by bond issue by the college, and 45 percent by the Federal Government.

WALTON C. JOHN



In Libraries

Oregon Survey

The Oregon State Planning Board in cooperation with the Oregon State library has just issued a comprehensive survey of public library service in that State. One section of the report considers the problem of school library service and presents data on holdings, expenditures, and desirable standards. For adequate library service as a whole—public, school and college—the survey recommends the establishment either of joint county districts or the creation of regional branches of the State library, to be supported by the State, with some participation by the region.

Important Opportunities

In the field of adult education, public libraries see two important opportunities; one to aid self-education through guided reading and the other to render adequate book service to other adult education agencies. With the aim of improving the technique of reader guidance, three librarians, John Chancellor, Miriam D. Tompkins and Hazel I. Medway, have cooperated in producing a book which contains the results of experience and of research in this field. Their work, *Helping the Reader Toward Self-Education*, considers practical methods for both large and small public libraries, discusses the problem of understanding the needs of the readers and analyzes the problem of readability of books.

Modern Poetry

The University of Buffalo library is making a systematic collection of the basic materials of modern poetry. Living poets are being requested to send in the trial sheets and various drafts of their poems together with any papers relating to them. In this way, the library has succeeded in gathering source material which has been useful for the study of poetry, for

sound literary criticism, and for the psychologist. The director of the Lockwood Memorial Library at the University of Buffalo, C. D. Abbott, described this project at the twenty-sixth annual conference of eastern college librarians, held recently at Columbia University.

Surveys 15 Fields

According to figures compiled in 1935 by the Special Libraries Association, there are in the United States 1,475 special libraries, maintained by industrial concerns, business houses, governmental research units, and other organizations. For the information of the prospective worker desiring to enter this rapidly expanding branch of librarianship, the Special Library Association has just compiled *The Special Library Profession and What it Offers*. This volume surveys 15 different fields, such as chemical libraries, banking libraries, art museum libraries and others, and gives for each field such essential facts as scope, nature of work and service, type of collection, salaries paid, and probable future development.

RALPH M. DUNBAR



In Other Government Agencies

Public Works Administration

Secretary of the Interior Ickes, in a report to the President reviewing the accomplishments of the PWA during the first 6 months of the 1938 program, reported among other items the allotment of \$220,907,508 for work on 2,808 educational projects with a total estimated cost of \$469,195,114.

National Youth Administration

A survey of the experiences of the new labor supply during the transition from school to labor market is being conducted by the Research Division of the Works Progress Administration in seven selected cities—Binghamton, N. Y., Birmingham, Ala., Denver, Colo., Duluth, Minn., St. Louis, Mo., San Francisco, Calif., and Seattle, Wash. Those selected for study were graduated from the eighth grade in 1929, 1931, and 1933.

Special employment services for youths are now functioning in 114 cities of 38 States, through efforts of the NYA. In 26 cities where the NYA originally carried the financial responsibility, the State employment services have assumed all or part of the burden. In addition, State employment services have opened junior employment divisions in 29 other cities, following the procedure set up by the NYA but supported by their own funds.

MARGARET F. RYAN

Some **CURRENT PUBLICATIONS** of the **OFFICE OF EDUCATION**

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1. Educational directory, 1939. (4 parts.)
Part
 - II. City school officers. 5 cents.
 - III. Colleges and universities, including all institutions of higher education. 10 cents.
 - IV. Educational associations and directories. 10 cents.

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4. School use of visual aids. 10 cents.
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1937

2. Biennial survey of education, 1934-36.

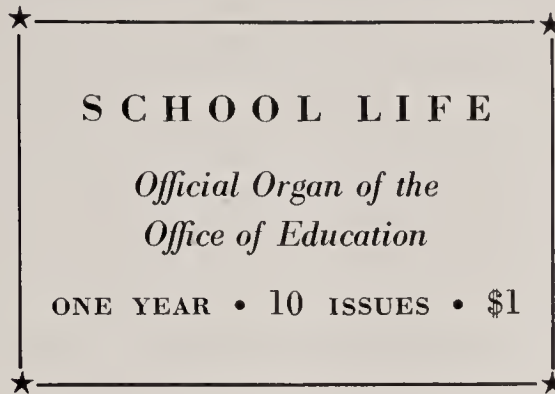
Volume I

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- III. Higher education, 1930-36. 15 cents.
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19. CCC camp education: Guidance and recreational phases. 10 cents.
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25. Forums for young people. 15 cents.
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Part IV. Classified list of courses of study, 1934-37. 15 cents.
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33. Let Freedom Ring! Manual. 20 cents.
34. Industrial arts—Its interpretation in American schools. 15 cents.
35. The school building situation and needs. 10 cents.
36. Guidance bibliography, 1935. 10 cents.

37. Guidance bibliography, 1936. 10 cents.
38. Vocational education and guidance of Negroes. 20 cents.

MISCELLANY

1. Choosing our way. 35 cents.
2. To promote the cause of education. 20 cents.

PAMPHLETS

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.
83. Handbook for compiling age-grade-progress statistics. 10 cents.
84. Safety and sanitation in institutions of higher education. 10 cents.
85. Salary and education of rural school personnel—Status and trends. 5 cents.

LEAFLETS

30. Federal aid for education, 1935-36 and 1936-37. 10 cents.
31. Government publications of use to teachers of geography and science. 10 cents.
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.

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BULLETINS

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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.
194. Duties and responsibilities of the general household employee. 10 cents.
195. Homemaking education for adults. 15 cents.

[USE ORDER BLANK ON OPPOSITE PAGE]

AIR-WAYS TO LEARNING

United States Department of the Interior • Office of Education

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
AMERICANS ALL THE WORLD IS IMMIGRANTS ALL YOURS			WINGS FOR THE MARTINS			
			LEARNING TO READ	2	3	4
ITALIANS IN AMERICA						
 5			THE CHILD IN A GROWN-UP HOUSE	9	10	11
MODERN MEDICINE	6	7				
NEAR EASTERN PEOPLE			WHAT'S THE SCHOOL-BOARD FOR?	16	17	18
 12	13	14				
ANIMALS OF FABLE			NO PLACE TO PLAY!	23	24	25
OTHER GROUPS						
 19	20	21	SCHOOL HOUSES THAT WORK!	30	31	
THE AIR ABOVE US						
CONTRIBUTIONS IN INDUSTRY						
 26	27	28				
ELI WHITNEY						

Wings for the Martins

Every Wednesday from 9:30 to 10 p. m., E. S. T.
Coast-to-coast, NBC blue network in cooperation with
the National Congress of Parents and Teachers

March 1, Learning to Read

Barbara sometimes pronounces her words queerly and she doesn't know all the "sounds," but she reads more than anyone in the family. You'll learn with the Martins that children learn to read best by reading for a purpose.

March 8, The Child in a Grown-up House

How would you like to live in a house where the hook for your hat was 10 feet high . . . the lavatory 5 feet from the floor? The chairs so big that you had to pull and push yourself into them? That is the way your house may seem to the 5-year-old. How is he to learn to wait on himself or to keep his things in order? The Martins "remodel" two rooms to fit Dicky and Barbara.

March 15, What's the School Board for?

If you haven't a modern school, would you like to have one? Do you know how to get it? Do you know who hires your teachers . . . who selects the equipment . . . who says how teachers shall teach . . . how children shall study . . . what they should learn? Is there anything you can do? You'll get new ideas from the Martins.

March 22, No Place To Play!

Suppose your children want a game of basketball, badminton, or tennis after school. Where can they have it? You are not too old for a game of volley ball or handball yourself. The program tells what the Martins did about a place to play.

March 29, Schoolhouses That Work

Has your schoolhouse movable desks or tables? Adjustable seats? Work rooms? A gymnasium? Low windows, low shelves, low hooks, and low easels for the little ones? You can have a modern school even in an old-fashioned schoolhouse. The broadcast will show you how the Martins helped modernize their school.

Americans All-Immigrants All

Every Sunday from 2 to 2:30 p. m., E. S. T.
Coast-to-coast, CBS network in cooperation with the
Service Bureau for Intercultural Education

March 5, Italians in America

The seventeenth dramatic chapter in the story of many-peopled America concerns Italians. First they came as explorers and artisans—later as railroad and highway builders. Here is special tribute to more than 4½ million citizens who have distinguished themselves in music, sculpture, ceramics, cookery, and agriculture.

March 12, Near Eastern People

The first naturalized citizen of the colonies was an Armenian (1618) . . . Since that time, the Armenians and other Near Eastern peoples (Turks and Syrians) have enriched the United States with their philosophy, poetry, manual skills, and unique artistic sense.

March 19, Other Groups

From every country in the world—large and small—the march of peoples to the United States continues. From Portugal, Rumania, from lake-dotted Finland, from the plains of Latvia. Each people came bearing gifts—the labor of their hands, noble traditions, and artistic powers.

March 26, Contributions in Industry

The great stock taking of wealth brought by immigrants continues: What have immigrants contributed to industry? Who developed the cotton industry? Steel? Mining? Lumber? Can any one group claim credit for developing a particular industry? Listen to the dramatic . . . and surprising . . . answer in the twentieth episode of the series.

The World Is Yours

Every Sunday from 4:30 to 5 p. m., E. S. T.
Coast-to-coast, NBC red network in cooperation with
the Smithsonian Institution

March 5, Modern Medicine

"New faces for old!" A seeing eye for a blind one! Plastic surgery is the new miracle worker! What other advances has modern medicine made? This broadcast is based on the latest news from the doctor's laboratory.

March 12, Animals of Fable

Fable, mystery, and knowledge are here blended in an unusual program. Animals of fable are part of the lore of every nation. The dragon, villain of children's stories, is nothing but a version of the Chinese alligator. How did the sea serpent originate? What part are they playing in the literature and drama of our people? The Smithsonian has the answer!

March 19, The Air Above Us

Layer upon layer of complex gases form the roof of the world. Some of these layers help to operate your radio, some prevent the sun from killing you, others spread diseases. Learn the secrets of the air—by air.

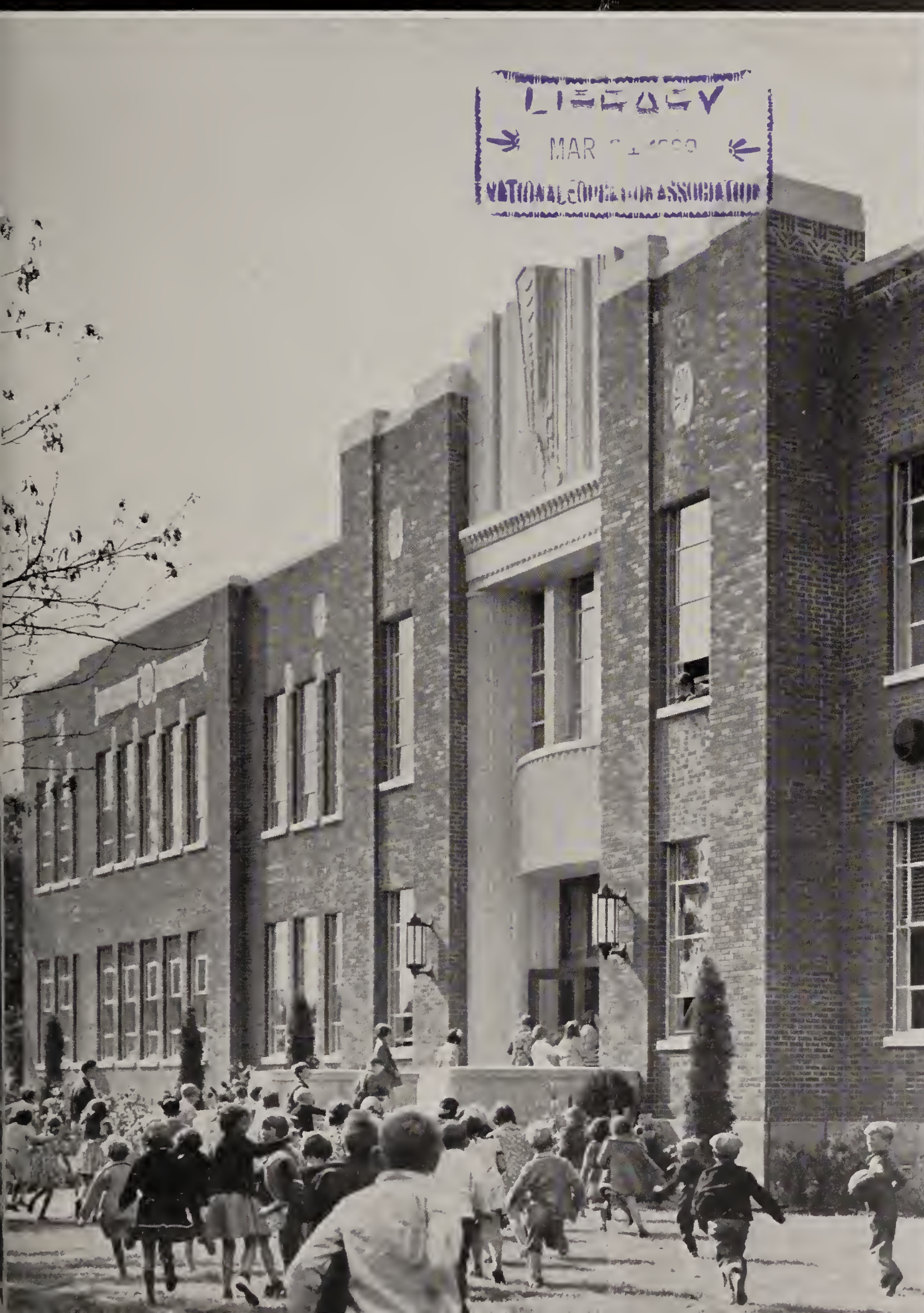
March 26, Eli Whitney

Eli Whitney invented the cotton gin! Yes; but he did something even more important. He invented the method of replacing machine parts—a contribution which makes modern industry possible. "The World Is Yours" is rewriting history in this program in terms of a man of destiny you must learn to know better.

For more information write the UNITED STATES DEPARTMENT OF THE INTERIOR,
OFFICE OF EDUCATION, WASHINGTON, D. C.

Watch for next month's program titles • *Airways to learning are pleasant ways to fact*

SCHOOL LIFE



April 1939

VOLUME 24

NUMBER 7

**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



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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, October through July. 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, \$1.50 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.



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

APRIL 1939

On This Month's Cover

The modern school is a wholesome, happy place. The scene on this month's cover is from the new Training Building at State Teachers College, Cheney, Wash. It could be reproduced on thousands of schoolgrounds throughout the United States, where proper educational facilities are provided. We appreciate the courtesy of the Public Works Administration in supplying this photograph.

Among the Authors

PETER ALEXANDER SPEEK, author of the second article in the series on *Education in the Baltic States*, is a native of Estonia and had his early training in the schools of that country. He attended the University of Tartu for 3 years as a student of economics, statistics, and law. Later he completed his studies for the degrees of master and doctor in the University of Wisconsin. He has been connected with the Carnegie Corporation of New York as a research and field investigator, was for some years in charge of the Slavonic Division of the Library of Congress, and is now with the United States Department of Labor. Dr. Speek presents an interesting picture of education in Estonia.

J. W. STUDEBAKER, Commissioner of Education, states in his article entitled, *Rural Youth as a National Asset*, that "new and more modern rules of the game for operating public education, especially in the rural areas of many sections of our Nation, are long overdue."

Teaching Controversial Issues

WE MUST GIVE youth real experiences in grappling with controversial issues and with significant modern problems, and we must do this during several years before the pupils leave the secondary schools.

A citizen in a democratic society must know how to think and talk about public issues concerning which there is an honest (or even a dishonest) difference of opinion. Young people must learn how to do this in the schools. This ability possessed in common by the people is essential to the democratic way of life. Therefore, the development of this ability is a primary obligation of public schools.

But it is not the mission of the teaching profession to force either young people or older people to accept so-called "right" thoughts or to come to "right" conclusions about controversial issues. That is the declared aim of education in dictatorships. It is also the purpose of men with totalitarian temperaments who today lead certain groups in this country. But as devotees of democracy, as believers in a system of society which recognizes the dignity and value of human personality, the aim of educators must be to make men free by teaching them to think critically and to draw upon the experience and understandings of one another.

In this rapidly changing world we suffer from the burden of obsolescent beliefs and attitudes. It is therefore one of the major tasks of education in a democracy to equip citizens with the knowledge, with the techniques, and with a grasp of working principles by which the citizens may be enabled from day to day intelligently to build up their *own* beliefs and attitudes out of the facts and experiences of their changing world. People are prepared for democratic citizenship to a large degree when they know *how* to attack their problems and how to *find out* for *themselves*. Nothing is so futile as the teaching of answers to questions which do not concern the learners at the time and will not concern them in the future.

When we suggest that the schools bring today's vital conflicts into the classroom for examination and critical study, we are not primarily interested in what the pupils may do about those specific conflicts; we merely claim that pupils live in our world today and that vital issues are real and exciting to them and are an important means of teaching them how to handle controversial issues generally. Surely if one of the purposes of education is to enable people to do better the things they will inevitably be called upon to do in any event, then an important obligation of the schools is to develop in pupils improved abilities to find their way to the most satisfactory conclusions in the midst of controversies.

In adult civic education we are definitely concerned with the immediate development of understanding of today's problems by persons who have the power to do something about those problems.

J. W. Studebaker
Commissioner of Education.

BESS GOODYKOONTZ, Assistant Commissioner of Education, in an article entitled *Some Problems of Federal-State Relationships in Education*, discusses in this issue, three important educational problems which involve Federal-State relations. Dr. Goodykoontz indicates some of the problems involved in coordinating Federal-State activities.

CARL A. JESSEN, specialist in secondary education, states "in an effort to learn what is being done by school systems in conducting school tours the Office of Education sent an inquiry form to school superintendents in all cities having 30,000 or more inhabitants." Mr. Jessen discusses the replies received to this inquiry in his article entitled *School Tours*.

RALPH M. DUNBAR, Chief, Higher Education Division, discusses *Developments in College Libraries*. He states "according to the latest figures compiled by the Office of Education, the libraries in our institutions of higher education at present contain well over 62,000,000 bound volumes." He points out that the proper utilization of the printed materials is now being stressed rather than the physical growth of the libraries.

HOWARD W. OXLEY, Director, CCC Camp Education, points out that guidance in the CCC camps has been considered the major educational activity. He states "the guidance program pays dividends not only to the enrollee but to the corps itself and to society."



Convention Calendar

- AMERICAN ASSOCIATION OF COLLEGIATE REGISTRARS. *New York, N. Y., April 25-28.*
- ASSOCIATION FOR CHILDHOOD EDUCATION. *Atlanta, Ga., April 10-14.*
- NATIONAL CATHOLIC EDUCATION ASSOCIATION. *Washington, D. C., April 12-14.*
- NATIONAL CONGRESS OF PARENTS AND TEACHERS. *Cincinnati, Ohio, May 1-6.*
- NATIONAL EDUCATION ASSOCIATION, AMERICAN ASSOCIATION FOR HEALTH, PHYSICAL EDUCATION, AND RECREATION. *San Francisco, Calif., April 3-6.*

New State School Officials

The following list shows the names of new principal State school officers reported to the Office of Education since the Educational Directory for 1938 was issued: (The Directory for 1939 will soon be off the press.)

- ARKANSAS: T. H. Alford, Commissioner of Education.
- CONNECTICUT: Alonzo G. Grace, Commissioner of Education.

- IOWA: Jessie M. Parker, Superintendent of Public Instruction.
- KANSAS: Geo. L. McClenny, Superintendent of Public Instruction.
- MASSACHUSETTS: Walter F. Downey, Commissioner of Education.
- NEW MEXICO: Mrs. Grace J. Corrigan, Superintendent of Public Instruction.
- TENNESSEE: B. O. Duggan, Commissioner of Education.
- WYOMING: Esther L. Anderson, Superintendent of Public Instruction.

Regional Conference Schedules

Assistant Commissioner for Vocational Education, J. C. Wright, announces the following schedules for coming regional vocational conferences:

<i>North Atlantic region:</i>		
Agricultural education.....	Boston, Mass.....	April 4-6.
Trade and industrial education.....	New York, N. Y.....	May 17-19.
Distributive occupations education.....	do.....	May 17-22.
<i>Southern region:</i>		
Agricultural education.....	Little Rock, Ark.....	April 3-7.
Home economics education.....	Little Rock, Ark.....	April 3-7.
Trade and industrial education.....	Little Rock, Ark.....	April 3-6.
Distributive occupations education.....	do.....	April 3-8.
<i>Central region:</i>		
Trade and industrial education.....	Chicago, Ill.....	April 17-21.
Distributive occupations education.....	do.....	April 17-22.
<i>Pacific region:</i>		
Agricultural education.....	Berkeley, Calif.....	May 8-13.
Home economics education.....	do.....	May 8-13.
Trade and industrial education.....	do.....	May 8-12.
Distributive occupations education.....	do.....	May 8-13.

Commissioners of Education • United States Department of the Interior

During the 72 years of its existence, the Office of Education has had 10 Commissioners. From time to time, the library of the Office is called upon to furnish information about these Commis-

sioners. In order to make certain facts concerning them readily accessible, the following table has been prepared by Edith A. Wright, of the library staff.

No.	Commissioner	Place and date of birth	Date of appointment as commissioner	Age	Appointed by President	Term of office ¹	Date of separation from service	College attended
1	Henry Barnard.....	Hartford, Conn..... Jan. 24, 1811.	Mar. 14, 1867	56	Andrew Johnson.....	3 years....	Mar. 15, 1870	Yale University, New Haven, Conn.
2	John Eaton.....	Sutton, N. H..... Dec. 5, 1829.	Mar. 16, 1870	41	Ulysses S. Grant.....	16 years....	Aug. 5, 1886	Dartmouth College, Hanover, N. H.
3	N. H. R. Dawson.....	Charleston, S. C..... Feb. 14, 1829.	Aug. 5, 1886 ²	57	Grover Cleveland.....	3 years....	Sept. 3, 1889	St. Joseph's College, Mobile, Ala. ³
4	William T. Harris.....	North Killingly, Conn..... Sept. 10, 1835.	Sept. 12, 1889	54	Benjamin Harrison.....	17 years....	June 30, 1906	Yale University, New Haven, Conn.
5	Elmer E. Brown.....	Kiantone, N. Y..... Aug. 28, 1861.	July 1, 1906	45	Theodore Roosevelt.....	5 years....	June 30, 1911	Illinois State Normal University, Normal, Ill. University of Michigan, Ann Arbor. University of Halle-Wittenberg, Germany. University of Tennessee, Knoxville.
6	Philander P. Claxton.....	Bedford County, Tenn..... Sept. 28, 1862.	June 8, 1911	49	William H. Taft.....	10 years....	June 1, 1921	University of Tennessee, Knoxville.
7	John J. Tigert.....	Nashville, Tenn..... Feb. 11, 1882.	June 2, 1921	39	Warren G. Harding.....	7 years....	Aug. 31, 1928	Vanderbilt University, Nashville, Tenn. Oxford University, England.
8	William J. Cooper.....	Sacramento, Calif..... Nov. 24, 1882.	Feb. 11, 1929	47	Herbert Hoover.....	4½ years....	July 10, 1933	University of California, Berkeley.
9	George F. Zook.....	Fort Scott, Kans..... Apr. 22, 1885.	July 11, 1933	48	Franklin D. Roosevelt..	1 year....	June 30, 1934	University of Kansas, Lawrence. Cornell University, Ithaca, N. Y.
10	John W. Stuebaker.....	McGregor, Iowa..... June 10, 1887.	Oct. 23, 1934	47	do.....	.....	.....	Leander Clark College, Toledo, Iowa. Teachers College, Columbia University, New York.

¹ Approximate.

² Commissioner Dawson was appointed by the President, Aug. 3, 1886; the appointment was confirmed by the Senate Aug. 5, 1886; but Dawson did not enter upon his duties until Sept. 27, 1886.

³ Now Spring Hill College, Spring Hill, Ala.

Rural Youth as a National Asset¹

by J. W. Studebaker, Commissioner of Education

★★ The virility of democracy comes largely from individual freedom of expression, from the drive of individual initiative. But from time to time in the evolution of democratic government it becomes obviously necessary in the interests of the general welfare, indeed in the interests of democracy itself, that the unorganized, uncoordinated, more or less self-organizing and self-neutralizing powers and effects of what has become a sprawling, chaotic individualism should be brought into a form which makes possible what we commonly call good organization and administration, that is, the orderly handling of a large number of interested social forces which for the benefit of all concerned must be carried forward according to accepted rules of the game. What is needed in our country to insure the preservation and improvement of democracy is not an absence of rules for the game of managing our common lives but rather a much more pervasive, thorough understanding of the problems we face, so that the constantly changing rules of the game will be improved and will more truly be the expression of the rank and file of the people—rules democratically agreed upon.

New and more modern rules of the game for operating public education, especially in the rural areas of many sections of our Nation, are long overdue. The extreme individualism which originally, for good reasons, geared our school systems to the era of cowpaths and mud roads must now be replaced by a larger conception of the role of education in a democracy and of the practical ways through which our social machinery for public enlightenment—the public-school system—may be enabled to speed up and make more efficient its processes for securing and maintaining the degree of enlightenment which is essential to democratic way of life.

Opportunities Should Be Equal

If our rural youth are to be increasingly as valuable as national assets they must be given educational advantages equal to the educational opportunities available to the youth in urban centers. We should democratize education in the Nation if we expect education to produce the essential safeguards of democracy.

This large problem of modernizing rural education will have to be solved if rural youth in rural life are to be given the chance to become the national assets which are clearly visible of development.

Guidance for rural youth is likewise a very broad and technical field. In its broadest

sense all of education is guidance and all of guidance is education. But there has been emerging, especially during the past two decades, a body of principles, of subject matter and of techniques which may be more precisely thought of as being peculiar to what we have come to think of as guidance, particularly guidance of adolescents, for young people and adults.

Of course what we all really want is not merely a set of labels for the numerous aspects of education. We want an accumulation of educational outcomes which represent constantly enlarging social values. But we have learned that such outcomes are not the result of accident or wishful thinking; they result only from good organization and administration designed to give power and effect to significant social vision. In good administration we properly bring together in the several respective units of a scheme the functions that belong together, and then we give these units certain appropriate labels; hence such terms in education as "guidance," "art department," "agricultural education," "journalism."

It is clear, therefore, that the potential assets of rural life and rural youth will not be properly developed unless the complete organization of public education in rural areas, and available to people from rural areas, is put in gear with the known standards of modern educational administration which have been made possible by improvements in many other aspects of our lives; such as road building and transportation facilities.

Good Teaching Most Important

Within such a framework of education all of the most effective asset-developing influences of modern education can be put to work. The most important of these influences is *good teaching* in every classroom and in every group of young people anywhere outside the classroom, every hour of every day of every year. Good teaching is the most important objective toward which we should work. But there are many other types of vital educational services for children and youth and adults not ordinarily considered to be "classroom work" which must also be provided. These are services which are commonly available in many urban communities. Included among them are physical examinations and the proper follow-up work, opportunities to use a library, participation in games and sports, club activities which are sometimes put in the so-called extra-curricular category, dramatics, music organizations, community projects of civic value, radio activities, forums, student government organizations, excursions, and last among only these few which I have mentioned, but not by any means least in

importance, is provision for causing each youth to feel his responsibility for seeking the fullest possible understanding of the most appropriate vocational opportunities for himself, coupled with facilities which are adequate in assisting him in making his choice and often in helping him to secure employment.

Now the quality of "good teaching" which I have in mind and which is generally available to youth in urban communities, and most of the other types of service mentioned above or implied are not at the present time available to a large majority of our rural children and youth. And these opportunities will not be available in rural areas generally nor even in many of the small cities and towns except in the degree in which certain standards of fiscal support and organization, with their appropriate adaptations, are made universal throughout the Nation. The standards to which I refer would aim at benefits to the entire country by providing necessary educational advantages directly to large numbers of our children and youth, particularly those in rural communities.

Statements of Fact

As a preface to a consideration of the standards, a few rather terse statements of fact will be helpful.

The total enrollment in the public schools of the Nation in 1936 was as follows:

Elementary schools.....	20,495,767
Secondary schools.....	6,020,268
Colleges and universities.....	614,131
Total.....	27,130,166

The total number of local school districts, each having its own governing authority, and usually its taxing authority as well, exceeds 125,000. These districts range all the way from the district or township unit in some States, to what in many respects is a State unit in Delaware, with county units like or similar to those of West Virginia in between. West Virginia has 55 counties. It has 55 school districts, organized by counties. It, therefore, has only 55 local boards of education, and 55 local superintendents of schools with their respective staff organizations. My native State of Iowa, which, with respect to school organization is typical of a number of other States, has 99 counties and about 5,000 local school districts. In Iowa, educational individualism, so to speak, is still too much in vogue to satisfy the demands of modern American society for up-to-date educational outcomes. Iowa has more school board members and lay school officials than it has school teachers. Iowa presents a striking illustration of a big business in which there are more members of the board of directors than there

¹Address before the Alliance for Guidance of Rural Youth, Washington, D. C., January 26, 1939.

are of the staff of employees. In other words, the operation of elementary and secondary public education in Iowa is top heavy with nonprofessional lay management, because much of education in that State is so subdivided at the bottom as to be almost unorganized in the sense of what has come to be recognized as efficient and economical local units of school administration.

There are about 3,000 counties in the United States. The Nation would be enormously wealthier in human resources and could operate its total school system at less cost if there were not more than approximately 4,000 or 5,000 local school districts in the entire country instead of the 125,000 which now make us school-district poor. The reorganized local districts would not always be co-terminus with county boundary lines. Two or more counties might be joined together for purposes of school administration.

There are still 130,000 one-room schools in the United States and, in addition, 25,000 two-teacher schools. About 7,000 of the one-room schools have enrollments of fewer than six pupils each. Some of these one- or two-teacher schools in isolated places will need to remain for many years, but a general modernization of the local school organization would eliminate most of them. To those that must remain, superior teachers should be assigned, under inducements sufficiently generous to make them happy in their work. It requires superlative ability to make the most of the extremely difficult teaching situation in an ungraded school.

There are about 23,000 high schools in the Nation exclusive of junior high schools. In each of approximately half of these high schools there are fewer than 100 pupils. Twenty percent of them enroll fewer than 50 pupils each. There are more than 2,000 high schools each trying to offer 4 years of work with a total staff of but 2 teachers. Practically all of these small schools in rural areas employ more teachers in terms of enrollment than most cities think they can afford in their high schools. But in spite of that fact, thousands of these rural high schools operate with fewer than 4 or 5 teachers. With the expansion of the complexities of modern society and of the technical requirements of business, industry, agriculture, and social service, all clearly reflecting the need for important modifications in secondary schools involving appropriate diversification of curricular offerings, should we be surprised at the disappointments of large numbers of youth who cannot find in their small high schools the types of courses and general activities, and the quality of instruction which at once should offer new challenges to students and appeal to them as fitting their anticipated occupational needs?

The small school usually means that each teacher must teach a large number of classes each day and that for large parts of the day the pupils are unassisted and unsupervised; it means that the teacher is seldom qualified

to teach in all of the many fields in which instruction must be provided; it means, moreover, that such important fields of instruction as agriculture, home economics, music, art, trades and industries, and business are not likely to be provided. The result is too often exclusively the old, limited, book-learning type of education which cannot adequately meet the needs of the rural young people who desire to take their proper places in the life of the Nation.

With reference to sources of total local school revenue receipts, the facts for 1935-36 for all States combined show the following averages:

	Percent
From State funds.....	29.3
From county funds.....	7.2
From local district funds.....	63.0
From Federal funds.....	.5
Total.....	100.0

Throughout all of the States the contribution by the Federal Government is relatively negligible. In no State is it more than 2.6 percent. But the proportions of sharing by the State, the counties, and the local school districts, when looked at in the records of the 48 States, present a queer assemblage of inconsistencies.

The State treasury in Delaware pays nearly 90 percent of the total local school bill. The local districts provide 8 percent of it, and the Federal Government 2 percent. The picture for North Carolina is about the same.

Viewed from the standpoint of the escape of the State from its responsibility for the general support of local schools, Iowa again is typical of 28 States in which the States do not assume as much as a third of the cost of supporting local education. About a dozen States in all support local education only to the extent of about 10 percent of its full cost. As an illustration, the facts for Iowa will be revealing.

	Percent
Support from the State.....	1.6
Support from the counties.....	2.7
Support from the local districts.....	95.3
Support from the Federal Government.....	.4
Total.....	100.0

Purposes and Standards

Here are some of the purposes and standards toward which we should work in our efforts to help rural youth:

1. Since each State has accepted education as one of its primary responsibilities, the State should clearly specify what it regards as being a foundation program of educational service which should be available on equal terms to all children and youth throughout the State, including teachers who should be paid uniform minimum salaries, plus supplies, equipment, etc.

2. Legislation should be passed in each State providing that no local school district in the State need contribute a larger proportion of its own local resources than any other district as its share of the foundation program.

3. The State should specify a local tax rate for school purposes and should pay out of State

funds the part of the cost of the foundation program which any school district is unable to meet with the proceeds of the specific tax rate.

These three principles or standards for State school support may, of course, be adapted somewhat to meet special situations, but the main thing they form the basis upon which States may work toward modern systems of education under modern principles of financial support.

Coincident with the acceptance of modern democratic plans for State support of a program of equalized State-wide opportunity for education, there should be inaugurated policies looking toward more modern organization of district schools.

4. The small district should be abandoned as a unit of school administration. With rare exceptions each new and enlarged school administrative district should involve as a minimum a gross population of approximately 25,000 people. Many of the reorganized districts would have populations of 50,000 or more, but even if the minimum population for a school district, as suggested above, were more generally achieved through the process of reorganization, certain educational services in general, including guidance, would be provided in large numbers of places where they are now entirely absent, and all educational functions would operate on a much higher level of effectiveness. A school district with only as many as 25,000 persons in the gross population would have in it approximately 6,000 children of school age. Such a district is large enough to justify a competent professional staff of administrative and supervisory persons without whom city school systems today do not assume that the children and youth in the classrooms can be adequately served. Such a school district would have approximately 4,800 elementary-school pupils and 1,200 high-school pupils. If the area were densely populated and good roads prevailed or could be built, the area could be effectively served by about 8 elementary schools of 600 pupils each and by 2 high schools each with an enrollment of about 600 pupils. If the area were sparsely settled a larger number of schools somewhat smaller in size would of necessity have to be provided. With few exceptions rural elementary schools should eventually enroll not fewer than 125 pupils with about 4 teachers in each; rural high schools should enroll not fewer than 150 pupils each with about 6 teachers for each school.

5. What can the Office of Education do to help the States develop the potential assets of youth? The Office now has a very competent staff but nevertheless only a skeleton staff in educational administration consisting of one person in each of a few of the important fields, such as State school administration, school finance, city school administration, rural schools, and educational legislation. No relatively small sum of Federal money could affect more pro-

(Concluded on page 204)

Some Problems of Federal-State Relationships in Education

by Bess Goodykoontz, Assistant Commissioner of Education

★ ★ ★ In a federation of sovereign States such as this country is, it is inevitable that the maintenance of educational facilities should present problems both between the States and between the Federal Government and the States. Some of these Federal-State relationships in educational matters have assumed such importance in recent years, or the practices involved have been of such general interest as to justify some analysis. Briefly then, three educational problems which involve Federal-State relations will be defined: (1) educational planning as a phase of the work of Federal and State planning boards; (2) the education of children residing on Federal areas; and (3) the inclusion of State residential schools in the State's educational programs. I shall try to describe the present situation so far as each one is concerned and to indicate some of the problems of coordinating Federal-State activities rather than to analyze or evaluate any of the agencies involved.

Educational Planning

The ideal and the fact of long-range planning of governmental programs have developed rapidly in recent years.

According to a report issued by the National Resources Committee in March 1938, State planning boards have been established by 45 States since 1933, bringing the total to 48, including Hawaii, Alaska, and the District of Columbia. At first created by order of the Governor, planning boards have been made permanent statutory agencies in 42 of the commonwealths.

Membership on the boards ordinarily includes both lay members and State department heads ex officio. In four States the boards are composed entirely of lay members. At the other extreme, three States have boards composed solely of ex officio members. The State agencies most frequently represented on the boards are highways, health, conservation, and the State agricultural colleges. Of the 94 State officials on State planning boards 52 represent agencies concerned with rural land use; 44 come from State engineering departments; 27 from State departments of education and State universities. Eleven State departments of education are represented.

As defined by the National and State planning commissions, State planning has come to mean a systematic effort to work out interrelated long-range programs for wise use of the resources of a State. The process involves three distinct phases: First, survey

activities through which boards obtain an estimate of the situation; second, the formulation of a plan for dealing with the problems; and third, the correlation of the plans of the several individual State departments concerned. It is this third phase which justifies an over-all, coordinating State agency. State boards have not on the whole arrived at the plan-making stage. For the most part their activities have been devoted to the collection of basic data fundamental to the formulation of comprehensive plans. Emphasis has so far been put on the development of long-period programs for land use, for water use, for highways, for public works, and for other types of governmental activity involving capital outlays. The reports of only 15 State planning boards included studies on education when the report was issued. The boards recognize that if planning is to be comprehensive it must include social planning as well as physical planning, but the major emphasis for the immediate future will continue on physical aspects of the State's resources.

Naturally, the relation between State planning boards and the National Resources Committee is close. National planning cannot function without the support of basic studies carried on in the States. Neither can State planning boards function adequately without the support of a coordinating central committee. The National Resources Committee has aided State boards in a variety of ways: First, by promoting the organization of State planning boards; next, by assisting in staffing of State boards; and finally, through direct financial assistance. In the earlier stages of the work the committee assigned consultants to each State. These men frequently became directors of the State planning program. As the State boards became more firmly established the National Resources Committee inaugurated a policy of assigning consultants to the States on a part-time basis.

An illustration of how this works in the case of education may be given from an experience of the Office of Education in working with the National Resources Committee on a problem involving a certain State planning board. In that State the legislature is confronted each biennium with requests for appropriations from the board of regents for the university and from the State board of education for normal schools. Therefore the legislature in seeking a way to secure an impartial appraisal of the building needs of all of the State institutions passed a law requesting the State planning board to report to the legislature on the build-

ing needs of the State's institutions—educational, eleemosynary, and penal. The board finding itself confronted with problems upon which it needed outside assistance, called upon the National Resources Committee for expert service. The National Resources Committee in turn asked the Office of Education to assign a staff member to work with the State planning board, his expenses to be paid by the National Resources Committee.

Something of the extent of this service on a national basis may be seen from the fact that during the period 1934-38, eleven and a half millions of dollars were spent for State planning. Of that amount two and one-quarter millions were contributed by the National Resources Committee, and nearly two and a half millions came from State funds. The balance of the expenditure came from relief appropriations for the employment of staff members under the employing regulations of the Works Progress Administration.

The National Resources Committee's report calls special attention to the importance of the establishment in each State of effective working relationships between the State planning boards and the several departments of the State government. It cautions State planning boards against any invasion of the jurisdiction of other State departments, most of which consider that planning for the field of their especial responsibility is a function of their department rather than of any general over-all department of the State.

At present then, questions of policy facing education agencies interested in long-range planning for education include these: How may the interests of public education be included in major national, regional, and State surveys; and how may education officials cooperate most effectively both in surveys and in preparation of long-range plans involving education?

Education of Children on Federal Areas

The Federal Government in carrying on its various functions and activities throughout the Nation and its outlying parts, reserves certain areas from State and local government control. Among these areas are the District of Columbia, the Canal Zone, the national parks, reclamation dam sites, Indian reservations, the national forests, Army posts and stations, navy yards and naval and marine stations, Coast Guard stations, life-saving stations, public health service hospitals, light-house stations, and numerous others.

For some of these areas Congress regularly

provides Federal funds for educational purposes, but for the great majority of Federal reservations no Federal funds are provided for the education of children living thereon. In a study recently made by the Advisory Committee on Education approximately 29,000 children 6 to 18 years of age were found living on 686 reservations and projects, not including Indian reservations. Of these children, about 21,000 were enrolled in public schools without the payment of tuition charges. The cost of education for those children is borne by State and local taxpayers.

Since lands set aside in Federal Government reserves cannot be taxed, since the income of Federal employees cannot be taxed by the States in which they live, and since frequently no direct taxes are paid by these employees on purchases for personal or household use, State and local school administrative units are left with the entire burden of supporting the educational facilities provided for these children unless their parents pay tuition. If proper educational facilities are to be assured for all children on these reservations without placing an undue burden on the various States or local school administrative units or on their parents, assistance is needed.

The history of legislative efforts to provide adequate educational facilities for children on government reservations and property dates back for approximately three decades. One of the principal issues has always been: Should Federal funds be made available to the score or more of Federal agencies controlling the Federal areas, so that a State department of education shall deal individually with each one represented in the State, or shall one fund be made available for distribution to the States so as to meet this problem on the basis of working agreements with each reservation and project.

State Residential Schools

In every State there are several public residential institutions for handicapped children which are generally considered and which ordinarily are called schools. These are the State residential schools for the blind, for the deaf, for the delinquent (or socially maladjusted), and even for the mentally deficient. Some of these schools are functioning under the general administration and supervision of State education authorities, but a larger number are administered by State boards of public welfare, public institutions, charities, or allied functions. There is an increasing tendency to make State schools for the blind and the deaf an integral part of the State educational system, more than one-third of such institutions now being administered either by the State education authority alone or by that agency in cooperation with some other State or private board. State schools for delinquents are not so generally considered parts of the State educational system, and institutions for the mentally deficient even less so.

Several years ago the Commissioner of Edu-

cation called a conference at the Office of Education on problems of Coordination of Effort for the Education of Exceptional Children. Representatives of residential institutions for handicapped children attended the conference, and one of these, coming from a leading private school for the mentally deficient, made the following statement:

"There is a tendency also for the State institutions to fall outside the usual supervisory agencies which State departments of education may provide. Some State schools or institutions are in welfare departments; others are in educational departments. In any case, these public institutions provide school departments that often operate without State supervision. The experiences of the public-school system ought to be carried over into the educational departments of public institutions, and this should be provided by empowering State departments of education to supervise all State institutions, or at least the educational departments of such institutions."

Several months ago the Commissioner of Education called another conference, this time of representative administrators of residential schools for the blind, the deaf, and the delinquent. Unanimously, this group voiced the conviction that their institutions should be considered schools, and that they should have a closer relationship with their State departments of education.

There are, no doubt, many administrators of residential schools who are content to remain outside the jurisdiction of the State educational system. Some of them probably prefer the degree of independence which they now experience. In relation to those who do desire closer contact, however, the State education authority faces a valuable opportunity and a grave responsibility: An opportunity to develop in the residential school a progressive educational program looking toward the adequate adjustment of the pupils enrolled when they leave the school to take their places in their respective communities; and a responsibility to do whatever is possible to bring about an integration of all educational facilities within the State. The same principles govern the education of handicapped children everywhere, in residential and in day schools alike. If there is to be an integrated development of the program, the same educational agency should have a leading responsibility toward both types of schools.

So far the Office of Education has taken the point of view that State residential schools are educational agencies. The Office has called their officials to Washington for conferences; it has continued to collect and publish statistics of their operation; the revised Vocational Bulletin No. 1 which states policies for the administration of vocational education includes specific reference to the conditions under which residential institutions may participate in the vocational education program but much still needs to be done by school officials to hasten acceptance of the point of view that residential schools are truly schools.

The Challenge

The teachers of the J. C. Murphy Junior High School of Atlanta, Ga., publish a monthly magazine, *The Challenge*. The object of the publication is to make it possible for every teacher in the school to become familiar with professional literature without having to read all the magazines that are received at the school library. Annotations call the attention of teachers to worthwhile articles.



An illustration from *The White Stag* (Viking), written and illustrated by Kate Seredy, to whom the annual Newbery award was presented by a section of the American Library Association for the most distinguished children's book of the year. The legend of *The White Stag* is the romantic and heroic tale of the light that guided the Huns to the land "between two rivers, surrounded by mountains." The Newbery Medal was first given in 1922 to Hendrick Van Loon for writing and illustrating *The Story of Mankind*.

School Tours

by Carl A. Jessen, Specialist in Secondary Education



Some student tour scenes:

Top left: Grand Coulee Dam on the upper Columbia River.
Top center: United States Supreme Court Building.
Top right: Spangler's Spring at Gettysburg.

Above left: Horseback riding being enjoyed by a student tour group.
Above center: Indian lore by the camp fire.
Above right: Carlsbad Caverns in New Mexico being entered by a student group.

★★★ The modern school is increasingly emphasizing the importance of learning through concrete meaningful experience and observation. By this is not meant that deductive processes have been abandoned or that book learning as such has been discredited. Teachers today are, however, recognizing that study should be linked closely to experience and that understanding is perfected, interest heightened, and retention facilitated by practice of the processes studied and by observation, both within and outside the school, of the facts and conditions discussed.

The school excursion is one of the ways in which observation is employed. Field trips in connection with work in science, social science, fine arts, vocational subjects, and other fields of study are becoming more and more common, and many school systems have made definite provisions looking toward the stimulation and control of such trips.

Usually these trips are local in character requiring only an hour or two, or at most a half day. Less frequently they are for greater distances and require one or more days for their completion.

Inquiry Made

In an effort to learn in a preliminary way what was being done by school systems in conducting longer tours, the Office of Education sent an inquiry form to the school superintendents in all cities having 30,000 or more inhabitants. There are 326 such cities in the United States. At the suggestion of some superintendents, forms were sent to high-school principals within their districts. In this way the total mailing list was expanded to include 381 names. Inquiry was made regarding number of tours within a period of 2 school years, their destinations, preparation for them, costs, and general conditions under which the trips were conducted.

The large majority of those responding stated that they did not plan school trips of longer distances except for school bands, athletic teams, and contestants of various kinds. Thirty-nine said that they did organize longer trips for school pupils. Of the 39 reports, 23 came from New England and Middle Atlantic States, 6 from the South, 7 from the Middle West, and 3 from the Mountain States and Pacific coast.

A total of 72 tours were reported by these 39 schools. Individual trips lasted from 1 to 93 days. More than one-third of the total number were 1-day trips and another third were 2 or 3 days long. It is apparent that costs as well as school policy tend to eliminate the over-night stop from school excursions.

Destinations and Purposes

Washington, D. C., is given as destination for two-fifths of the tours. In part this may be because the large majority of the cities

canvassed—those with a population of 30,000 or above—are located along the eastern seaboard with easy access to Washington. Nine of the schools reporting indicate that the trip to Washington is an annual occurrence. West Point is second in frequency as destination. New York, Boston, and Carlsbad Caverns are the only other destinations reported by two or more schools.

Since only occasionally were the purposes of the tours indicated in the reports, it is somewhat difficult to classify them in this respect. It is apparent that most of them are made to some important city not too far distant from the school. Probably four-fifths of the trips are of this type. At times one may be reasonably sure that some special feature of the city is the object of the trip. Most of the trips to Washington and West Point are undoubtedly actuated by a desire to see the Capital City and the United States Military Academy. One recognizes an historical interest in visits to the battlefields of Gettysburg and Vicksburg and in trips to Boston, San Francisco, and probably a number of other cities. Recreation and the viewing of scenic beauty probably were principal purposes of trips down the Mississippi River or into the snow-covered mountains of Colorado. Underlying many of the trips may be a scientific motive; this purpose is undoubtedly present in trips to the salt mines of Louisiana, to the large dams in Western States, and to the Carlsbad and Luray Caverns.

The spring of the year is the time when three-fourths of these trips are made. May is the most popular month followed in frequency by April and June. October appears to be the favored month in the fall of the year.

Participation and Costs

The average number of pupils participating was 149 per trip. The range was from 12 to 1,500. Preponderantly the excursions were planned for senior high school pupils and often only for members of the senior class. Inquiry was not made into how many of the trips were for both girls and boys, but the indications are that generally both girls and boys participated.

The average distance traveled was 680 miles per trip. The average mileage of 1-day excursions was 214 miles. Usually transportation was chartered, although private automobiles and school busses were sometimes used. In the large majority of cases hotels were used for overnight accommodations; only occasionally does one find trips that are of the camping-out variety.

The cost of trips where transportation is hired and overnight stops are made at hotels is about \$6 to \$8 per day. The pupils of many schools build up a central fund over a period of months and sometimes years by charging admission to plays, carnivals, and concerts, and by selling tickets, candy, stamps, and the like. This fund is frequently supplemented by money supplied by the pupil or his parents. More often than not, how-

ever, there is no central fund and the entire expense is borne by those making the trip.

One school reports that the pupils begin earning and saving in the ninth grade for a 4-day trip which is taken in the spring of their senior year in high school. The members of the senior class from another school take a 5-day trip to Washington, D. C., and Norfolk, Va., in chartered coaches of a train and by boat; the tour is thought of as a class project

Schools and School Systems Reporting on School Tours¹

South High School, Denver, Colo.
Wilmington (Del.) Public Schools.
Columbus (Ga.) Public Schools.
Terre Haute (Ind.) Public Schools.
Senior High School, Dubuque, Iowa.
New Orleans (La.) Public Schools.
Lewiston (Maine) High School.
Deering High School, Portland, Maine.
Vocational School, Holyoke, Mass.
Somerville (Mass.) Public Schools.
Classical High School, Springfield, Mass.
Revere (Mass.) High School.
Senior High School, Highland Park, Mich.
Central High School, Jackson, Miss.
Meridian (Miss.) Public Schools.
Central Senior High School, Trenton, N. J.
Mont Pleasant High School, Schenectady, N. Y.
Newburgh (N. Y.) Public Schools.
Greensboro (N. C.) Public Schools.
Omaha (Neb.) Public Schools.
Bristol Township (Ohio) Public Schools, Bristolville.
Canton (Ohio) Public Schools.
Norwood (Ohio) High School.
Allentown (Pa.) High School.
Frankford High School, Philadelphia, Pa.
Germantown High School, Philadelphia, Pa.
Kensington High School, Philadelphia, Pa.
Northeast High School, Philadelphia, Pa.
Olney High School, Philadelphia, Pa.
Simon Gratz High School, Philadelphia, Pa.
South Philadelphia High School for Girls, Philadelphia, Pa.
South Philadelphia High School for Boys, Philadelphia, Pa.
West Philadelphia High School, Philadelphia, Pa.
William Penn High School, Philadelphia, Pa.
Reading (Pa.) Public Schools.
Seattle (Wash.) Public Schools.
North Central High School, Spokane, Wash.
Chattanooga (Tenn.) High School.
Senior High School, Amarillo, Tex.

¹ A number of other reports were received too late for tabulation.

and the entire cost is met from a central fund which has been built up by the pupils throughout the years they have been in high school.

In a western State a high-school travel club operates the school tours for the benefit of its own members and other pupils. The trips are privately financed; some of them are annual, while others are occasional. The club owns its own bus, an automobile, a trailer, and complete camping equipment—much of this having been supplied throughout the years by donations from parents who believed in the purposes and administration of the club.

Educational Significance

Those replying to the inquiry were urged to submit statements regarding the educational methods used in preparing for the trips and in following up after the trip was completed to see that lasting educational results were secured. Very few gave information on these subjects; apparently the trips are most often in the nature of recreational excursions from which pupils will undoubtedly secure some educational value, but for which little educational planning is done.

Some schools, however, enhance the pleasure of the tour by taking care that it shall be educationally as well as recreationally valuable. One school principal states that "the planning is done carefully by the school's director in conjunction with representatives from the hotel, the railroad, and the sight-seeing bus company. Plans include as much of the historic and modern Washington and environs as can comfortably be fitted into 3 days' time." The director of excursions in one large city reported that for both long and short trips study plans involved informational preparation for the trip, directed observation during the trip, and, following the trip, classroom use of experience and information gained. One school sends the school nurse on the trip and a teacher for every 20-25 pupils. In another school the dean of girls is in charge of the tour and has under her direction an assistant for every 25 pupils.

Many school officials consider excursions, short and long, beyond the walls of the classroom an important part of the school curriculum. This is especially true where the school happens to be located near the State capital, some large city, some historic spot, or a National or State park. One superintendent writes: "In many cases it would be almost impossible to conduct our unit of work program without the benefit of these trips. We will have had approximately 1,500 excursions of various sorts by the time school closes, made by children of all levels—elementary, junior high school, senior high school, and junior college." And another says: "It would be a fine thing for our under-privileged youth who travel little to have the opportunity of visiting the Capital City, or for the children in the prairie States to visit the mountains of the West or some ocean resort."

Residential Schools for the Blind

by *Elise H. Martens, Specialist in the Education of Exceptional Children*

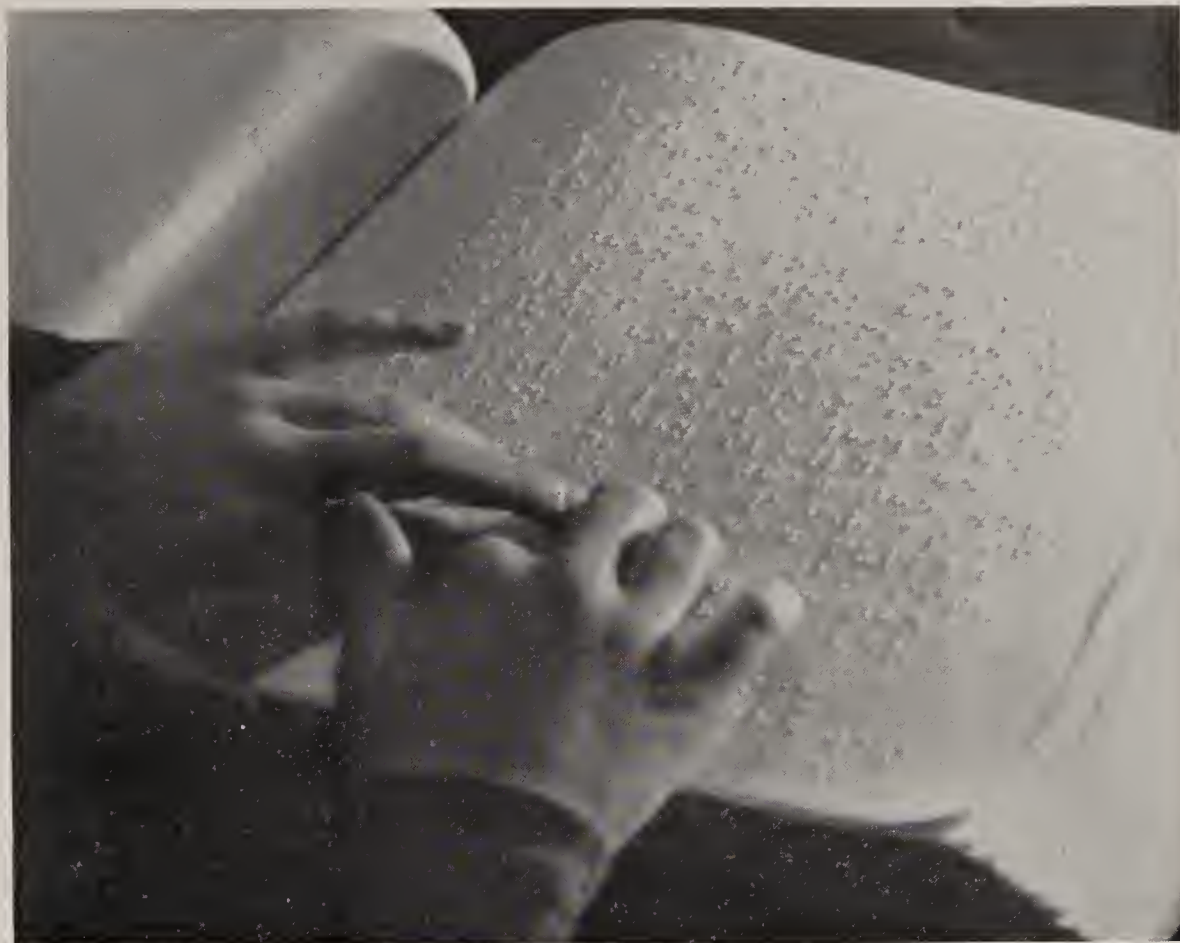
★★★ The organized education of the blind in the United States is a development of the past hundred years. The decade from 1830 to 1840 saw residential institutions for blind children established in Massachusetts, New York, Pennsylvania, Ohio, and Virginia. Other States took action in succeeding years until at the present time every State makes provision for the education of the blind either in a school within its own boundaries or in a school of a neighboring State. There are also such schools in Hawaii, Puerto Rico, and the Philippine Islands. The total enrollment in all residential schools established for this group is approximately 6,000 pupils. In addition, about 500 blind children are being educated in day school classes organized in some of the larger city school systems of the country.

Some people suppose that a residential school for the blind serves or should serve only totally blind children. This is far from the case. There are many children who have some vision, yet insufficient to enable them to participate in regular educational activities even with the aid of sight-saving techniques. These are sometimes classified as "educationally blind" and include children who have vision of less than 20/200; that is, they are unable to see even at a distance of 20 feet what a person with normal vision can see at a distance of 200 feet. Yet between 20/200 vision and total blindness there are degrees of sight which are valuable assets to the children possessing them. Almost every school for the blind enrolls a number of pupils in this low-vision group as well as totally blind children.

Visually handicapped children having better than 20/200 vision are generally considered candidates for sight-saving classes in the public day schools. There are, to be sure, some border-line cases and other special problems which find their way into residential schools, especially when the day school system of the State does not make the necessary provision for them. The primary concern of the residential school, however, is the education of children whose vision is either totally lacking or too limited for the ordinary type of sight-saving instruction offered in day schools.

Doubly Handicapped Pupils

To be deprived of vision is tragic enough, but when that loss is accompanied by an additional serious handicap the lot of the child becomes increasingly difficult. It is estimated that there are about 2,000 people in the United



Courtesy of the Wisconsin School for the Blind.

States who are deprived of both sight and hearing. Educational facilities for deaf-blind children have in the past been exceedingly meager. The life and achievements of Helen Keller are a well-known example of what can be accomplished despite such handicaps, and recent developments have attempted to meet in an organized way the special needs of children so afflicted. Centers for the education of the deaf-blind have been established in connection with two schools for the blind located in New York and Massachusetts. At other residential schools attention is being given to individual cases through the efforts of teachers specially trained for the work.

So also there are blind-crippled children, blind-subnormal children, and some deaf-blind-feebleminded. Modern schools for the blind attempt to serve the needs of mentally retarded blind children if the intellectual deficiency is not extreme. In that case, however, the child becomes a problem of the school for the mentally deficient.

In short, the school for the blind must meet not only the problems of visual deficiency common to all its charges, but also the wide array of pupil differences found in any school

for the seeing. There are physical abnormalities, emotional disturbances, personality difficulties, and intellectual deviations. All of these the residential school must recognize, and its guidance program must serve the individual needs of every pupil entrusted to its care.

The Curriculum

The American Association of Instructors of the Blind has called attention to the fourfold aim in the education of the blind: Physical efficiency, social adjustment, academic achievement, and vocational preparation. It has emphasized the fact that the course of study in the residential school should be comparable to that of the public-school system of the State, with the necessary adjustments in emphasis and in methods. The high-school course is expected to be the equivalent of the 4-year course of day high schools. This frequently makes it possible for the high-school student of advanced standing to take his work in the local high school with seeing boys and girls, with provision for assistance in reading assignments. In general, the course



Little people in the playroom at the Kentucky School for the Blind.

of study in the elementary and secondary grades includes the regular academic subjects, health and physical education, musical activities, a variety of the manual arts, and some types of vocational or prevocational training.

The progressive residential school for the blind is just as keenly alert to modern advances in education as is the regular day school for the seeing. Instructional units of activity, recreational programs, dramatic organizations and other "extracurricular" activities, the use of cumulative records and standardized tests, and a guidance procedure that explores each child's capacities, interests, and difficulties are elements of an educational program no less applicable to schools for the blind than to schools for the seeing.

Throughout his educational career, the blind student in a residential school is encouraged to participate in experiences common to seeing pupils and thus to prepare himself for adult living in a seeing world. It is not unusual to see blind children actively engaged in the home-making laboratory, at the woodworker's or cobbler's bench, at the sewing machine, at the typewriter or the switchboard, on the farm, in the garden and the greenhouse, on the athletic field and the dance floor, in the swimming pool, in boy and girl scout troops, in bands and orchestras. One cannot help but marvel at the skill with which a blind student can take the high jump, or weed the vegetable garden, or turn out a piece of furniture, or prepare and serve a meal.

Special Emphases

Without sight, the blind child must obviously depend upon other senses to make contact with his environment. The use of methods involving the senses of touch and of hearing are important features in his education. The teaching of Braille reading and writing is one example of tactile methods; the use of dissected wooden relief maps in teaching geography is another example. Miniature and life-sized models constitute the basis for studying the character of buildings, bridges, dams, animals, natural phenomena, and a wide variety of other experiences.

For example, a lighthouse model built accurately to scale, as shown in the picture on the following page, was used in the fourth grade of a residential school to teach a better understanding of the functions of lighthouses and the responsibilities of lighthouse keepers. Their relationship to the whole field of navigation and human safety was explored, and the topic became the absorbing center about which an entire activity unit was built. No description, however vivid, could have taken the place of the opportunity to feel this model from top to bottom in all its parts. Thus the blind child's fingers serve as both fingers and eyes, and sensitive indeed do they become with continued practice.

His ears, too, serve the blind child well, and he learns to make the most of them on the playground and on the street as well as in the classroom. His Braille reading is supple-

mented by use of the talking book, a machine equivalent to a phonograph on which specially constructed records are played bringing to the listener an entire story or other piece of literature. The use of the talking book is limited, however, by the comparatively small number of records as yet available. Most of the classroom materials needed are not thus prepared, and hence Braille books still constitute the blind child's major source of written information.

Music

Musical activity is prominent in the school for the blind, not because they are as a group peculiarly gifted in this direction, but because it is one of the fields in which they can generally approximate the achievements of seeing pupils. Those who are capable of specializing in some form of musical work are given the opportunity to develop their talents. Among the instructional offerings in music included in the curriculum of residential schools are: Piano, organ, voice, chorus, harmony, music history, Braille music, orchestra and band, with individual instruction on various instruments.

Occupational Experiences

It is conceded that the first responsibility of schools for the blind is to lay the foundation for satisfying human relationships through general education and social adjustment. They are not vocational schools, nor should they place undue emphasis upon this phase of the educational program. At the same time the need of vocational preparation is recognized, for some pupils as a part of the secondary school course, but for a larger number as subsequent to it. The exploratory occupational experiences offered to all secondary pupils may be sufficiently varied to constitute an excellent foundation on the basis of which a final vocational choice can be made.

The limitations of occupational outlets hitherto imposed upon those deprived of their sight have given direction to the vocational courses offered. Broom and mop-making, chair caning, basket weaving, and piano tuning are some of the time-honored activities still unduly emphasized in many schools. Some of the more progressive and better equipped institutions, however, are pioneering in other fields, offering courses in agriculture, radio, some phases of office work, salesmanship, shoe repair, and domestic service. Artificial restrictions are being removed both by the blind themselves and by educators of the blind, so that vocational activities once thought utterly impossible for them are being undertaken with optimism and success. For some, the university or professional school offers specialized training in intellectual or artistic pursuits beyond the secondary level.

Administration of Schools

Of the 58 residential schools for the blind reporting statistical data to the Office of



A lighthouse model 26 inches high, used at the Ohio State School for the Blind.

Australian Conference

The First Biennial Conference of the Australian Association for Pre-School Child Development was held at the University of Melbourne January 30 to February 4, 1939. Discussions were conducted on educational practices for children at the 2-, 4-, and 6-year levels, on child health and health education, child guidance and parent education, creative art and music, records, and social service work. Among those attending were teachers and members of executive boards from the different State kindergarten unions, physicians, nutritionists, welfare workers, and directors of teacher-preparation institutions. Visual education material on nutrition and hygienic conditions for building child health were demonstrated.

Among the exhibits were floor plans of the model child development centers now being constructed in the capital cities of each of the five States. The building of these centers and a 5-year program are being financed under the Federal Coronation Grant of \$500,000. The general supervision of these centers is under the Federal education officer, Christine M. Heinig—formerly of the Child Development Institute of Teachers College, Columbia University—and the Federal medical officer, Dr. F. W. Clements.



Cook County Report

Cook County, Ill., recently issued a pictorial publication entitled "Highlights of Three Years' Building Progress" in that county and showing some unusually fine structures which, according to the statement of County Superintendent Noble J. Puffer, were built at a "relatively low cost per unit" and which combine beauty and utility. The pamphlet shows interiors as well as exteriors, library facilities, a "bookmobile" which carries reading materials of a variety of kinds to the more isolated schools, museum and science facilities, fireproof storage space, playground equipment, and visual aids to instruction in use.

Council Library

Cook County reports also a council concerned with the use of auditory and visual aids to instruction which functions widely in the suburban sections of the county adjacent to the city of Chicago. The council now has a library of educational materials valued at approximately \$9,000, cataloged and annotated with descriptive paragraphs designed to correlate the use of films and slides with courses of study and textbooks.

N. E. A. Radio

The National Education Association announces the following time schedule for its weekly radio broadcasts:

EVERY WEDNESDAY ON NBC (RED)

Our American Schools

6:00 p. m. Eastern	4:00 p. m. Mountain
5:00 p. m. Central	3:00 p. m. Pacific

EVERY WEDNESDAY ON CBS NETWORK

This Living World

2:30 p. m. Eastern	12:30 p. m. Mountain
1:30 p. m. Central	11:30 a. m. Pacific

EVERY THURSDAY ON CBS NETWORK

New Horizons

2:30 p. m. Eastern	12:30 p. m. Mountain
1:30 p. m. Central	11:30 a. m. Pacific

EVERY SATURDAY ON NBC (RED)

Our American Schools

10:30 a. m. Eastern	8:30 a. m. Mountain
9:30 a. m. Central	7:30 a. m. Pacific



Pilgrimages Announced

The Junior Members Round Table of the New Jersey Library Association, aware of historical treasures which are largely unknown and little appreciated, is promoting a series of tours to historic spots as its part in the celebration of the fiftieth anniversary of the New Jersey Library Association. Focal points will center on the 13 historically important libraries founded before 1800.

Those wishing further information regarding these pilgrimages, should write to Elizabeth Madden of the Montclair Public Library, Montclair, N. J., for a copy of the pamphlet prepared for the occasion.



Will Share Experiences

The health section of the World Federation of Education Associations, which meets in Rio de Janeiro, Brazil, August 6-11, 1939, is preparing a conference in which leaders and teachers, from all parts of the world, will share their experiences in health education, health services and physical education in the schools.

Program and information regarding especially arranged tours can be secured from the Executive Secretary, Health Section Secretariat, 200 Fifth Avenue, New York.

For detailed statistical data concerning residential schools for handicapped children, see Office of Education Bulletin 1937, No. 2, vol. II, Ch. VI, Statistics of Special Schools and Classes for Exceptional Children.—Editor

Expenditures for School Plant Operation

by Lester B. Herlihy, Associate Statistician

★★★ Comparative data from a study of the total amounts expended for the operation of the school plant in cities of 100,000 population and more for the years 1930, 1934, and 1936, respectively, are presented in the accompanying summary table. The data are taken from the reports made by city school systems to the Office of Education for the Biennial Survey of Education.

Annual Cost Per Pupil

From the year 1930 to 1934 the average expenditure per pupil for operation of the physical plant of the school system declined from \$10.98 to \$9.47, a decrease of \$1.51 per pupil, or 13.7 percent. The return to more normal spending restored 4 percent of this reduction by 1936 when the amount per pupil was \$9.86 or about 10 percent less than the 1930 figure.

The operation item is divided into four sub-items: (1) Wages of custodians, engineers, and others engaged in the operation activities; (2) supplies for custodians and engineers; (3) fuel, light, and water; and (4) other expenses for the operation of the school plant. For each of the sub-items and all combined, the per capita costs are computed on the basis of the number of pupils in average daily attendance.

The cities of 100,000 to 1,000,000 population are grouped in seven regions according to geographical location. This arrangement brings together cities which are conditioned by factors common to a given region, and thus gives greater comparability to the data.

Regional comparisons reflect the differences in factors which influence the amount of the expenditure for operation of the school plant. For example, in the northeast region the average expenditure per pupil for wages of custodians, engineers, and others was \$7.93 for 1936; in the southern and southwestern regions for the same year it was \$3.74 and \$3.52, respectively. The differences reflect the higher wage scales prevailing in the cities of the northeastern region and the greater responsibilities of custodians and engineers due to differences in climate between the North and South. The difference in volume of fuel consumed between cities of the northern and southern regions, as evidenced in the expenditure per pupil of \$3.65 for the fuel and utility item in the northeast, and \$3.14 in the Great Lakes regions as compared with the expenditure of \$1.68 in the southern, and \$1.49 in the southwestern regions, shows one influence of climate as a factor in determining expenditures.

Supplies for Custodians and Engineers

For the item of supplies for custodians and

Average expenditures per pupil, by public-school systems, in cities of from 100,000 to 1,000,000 population for operation of the physical plant, 1930, 1934, and 1936

Items	Per pupil expenditure for each region ¹							
	North-east	Great Lakes	North Mississippi Valley	Southern ²	South-western	Rocky Mountain	Pacific coast	All regions
1	2	3	4	5	6	7	8	9
Wages for custodians and engineers:								
1930.....	\$8.39	\$7.00	\$7.58	\$4.17	\$4.06	\$4.67	\$6.79	\$7.29
1934.....	7.51	5.80	6.35	3.21	2.88	4.17	5.29	6.20
1936.....	7.93	6.34	6.74	3.74	3.52	4.56	6.72	6.67
Supplies for custodians and engineers:								
1930.....	.42	.44	.51	.19	.31	.35	.47	.39
1934.....	.26	.26	.30	.14	.22	.21	.42	.23
1936.....	.30	.30	.31	.17	.30	.23	.48	.26
Fuel, water, and light:								
1930.....	3.99	3.60	3.36	1.81	1.73	2.44	2.53	2.97
1934.....	3.39	3.11	2.70	1.41	1.29	1.68	1.96	2.51
1936.....	3.65	3.14	2.82	1.68	1.49	1.98	2.50	2.65
Miscellaneous expense:								
1930.....	.46	.54	.24	.25	.34	.47	1.01	.33
1934.....	.28	.29	.25	.13	.18	.48	.60	.53
1936.....	.30	.35	.31	.14	.20	.37	.36	.28
All items:								
1930.....	13.26	11.58	11.69	6.42	5.58	7.94	10.80	10.98
1934.....	11.44	9.46	9.60	4.89	4.57	6.54	8.27	9.47
1936.....	12.18	10.13	10.18	5.73	5.51	7.14	10.06	9.86
1930, 1934, and 1936 combined.....	12.91	10.35	10.26	5.64	5.23	7.28	9.83	10.66

¹ The following 28 States contain the cities with populations of 100,000 to 1,000,000 that comprise the several regions used in this table: 1. Northeast—Connecticut, Massachusetts, New Jersey, New York, Pennsylvania, and Rhode Island; 2. Great Lakes—Indiana, Michigan, Ohio, and Wisconsin; 3. North Mississippi Valley—Illinois, Kansas, Minnesota, and Missouri; 4. Southern—Alabama, Delaware, Georgia, Kentucky, Maryland, Tennessee, and Virginia; 5. Southwestern—Oklahoma and Texas; 6. Rocky Mountain—Colorado and Utah; 7. Pacific Coast—California, Oregon, and Washington.

² Excluding Washington, D. C.

engineers, the cities of the Pacific-coast region had an expenditure per pupil consistently greater for each of the three periods than that reported by the cities of the other regions.

The 1936 average expenditure for all sections of 26 cents per pupil for operation supplies is a 33½-percent reduction on the 1930 amount of 39 cents per pupil. Comparative regional expenditures per pupil for these supplies reveal considerable difference in amount, particularly between cities of the northern and southern regions. Factors of economy and of climate may both enter as elements in causing such marked difference in this expenditure between regions.

The miscellaneous expense item decreased in 1936 as compared with 1930 and 1934 in all regions. However, this general trend of the miscellaneous item would appear to indicate that a stricter classification or more exact distribution was being made of the various sub-items to their proper accounts.

The larger proportion, 60 percent of the total expenditure for operation of the school plant for these large city systems, was spent for wages and pay for custodians, engineers, firemen, switchboard operators, matrons, watchmen, and others connected with this major function. Fuel, light, water, power, etc., took 30 to 35 percent, and the other two sub-items of supplies and of miscellaneous expenses averaged together not more than 5 percent.

Rural Youth

(Concluded from page 196)

foundly for good the organization and administration of education in the States than an amount of about \$10,000,000 to be distributed annually through the Office of Education to the States for studies, many of which would be cooperative, and for demonstrations. A small percentage of this sum should be available to the Office of Education for the administration of the studies and demonstrations which would be wholly under the control of State departments of education and other educational agencies. Such a sum would prove to be an excellent investment for the Federal Government, for many reasons, but one certain result alone would justify it, namely, the most scientific determination of long-time school-building programs. During the years in the immediate future the Federal Government seems destined to invest hundreds of millions of dollars in school buildings as a part of its Public Works Program. Such fundamental studies as have been suggested as being needed, if constantly pursued, would effect large economies through better plans for locating and relating the functions of school buildings in properly reorganized school districts, to say nothing of the incalculable benefits to youth which would accrue from a very general improvement in all features of the school programs.

The Mystery of Tobacco

by James Frederick Rogers, M. D., Consultant in Hygiene

★ ★ ★ Parents and teachers anxious for the welfare of children are often perplexed over the "tobacco question." Even if they are users of the weed, or have no objection to its use by adults, there are few who do not regret to see the beginning of the habit in young people, and no one has yet suggested that it is of any benefit at this period of life.

So long as such a large percentage of adults of both sexes use tobacco with apparent or real satisfaction, and so long as children are imitative, about the best the teacher or parent can do by way of discouraging its use by them, besides setting a good example, is to cite examples of persons of eminence (including the whole list of notables before the great adventure of Columbus) who did very well without snuffing, chewing, or smoking tobacco. The example of the users may more than offset that of the abstainers, but the solicitous adviser will have done what he can in the matter and have eased his conscience.

Noted Men Nonsmokers

So seemingly universal is the use of tobacco in our country (or is it because the smoke and smell are so pervasive) that one is somewhat surprised at the number who do not use it.

Professor O'Shea in his study of *Tobacco and Efficiency* asked concerning the habits of noted persons. Of 156 college presidents, physicians, artists, Congressmen, writers, and others, who were questioned, about half were nonsmokers. A majority of financiers and writers of fiction smoked, but 55 percent of the Congressmen who responded were not smokers. Sixty percent of school superintendents set the example of smoking, as also a larger percentage of university presidents.

O'Shea did not divulge all of the names on his list, but he gives the following persons of note who in past or recent tobacco-using time did not have the habit: Robert Burton, William Penn, Jonathan Swift, George Fox, Samuel Johnson, Napoleon, Wellington, Cowper, Hugo, Balzac, Goethe, Heine, Southey, Swinburne, Lincoln, Greeley, Wendell Phillips, William Lloyd Garrison, Beecher, Whittier, John Burroughs, Theodore Roosevelt, Taft, Wilson, Lord Roberts, Robert Baden Powell.

History has repeated itself again, for 40 years ago an Englishman, A. Arthur Reade, sent out a similar questionnaire to representatives of literature, science, and art in Europe and America asking as to their use of both alcohol and tobacco. Of the 124 distinguished men who replied only 24 confessed to the use of tobacco, although only 30 were

abstainers from alcohol in some form. Among the latter were: Mark Twain, Bayard Taylor, Taine, Darwin, Trollope and Edison; and among the nonusers of tobacco were: Cardinal Newman, Martineau, Tourguenieff, Lauder Brunton, Matthew Arnold, Gladstone, Lecky, Ruskin, Charles Reade, Lyman Abbot, Frederick Harrison, Thomas Hardy, and G. F. Watts.

Reasons Vary

It is a lesson in variety of human nature both physiological and psychological to read the testimony of O'Shea's correspondents as to the effects of tobacco. There are dogmatic assertions of all degrees pro and con, though it is to be noted that while a considerable percentage of those who use tobacco believe they would be as well off without it, no nonuser is so inconsistent. There are employers who find the best work done by smokers, and vice versa, which indicates how the employer's own habits may perhaps bias his observations.

The results of O'Shea's study whether as regards laboratory or opinionaire methods are inconclusive so far as adults are concerned. In both high schools and colleges the average marks for scholarship have been found to be somewhat lower among smokers, but we cannot infer from this that the use of tobacco was the cause of the inferior grades. Earp, Kennedy, and others have found that tobacco has a deleterious effect on physical skill and endurance, at least in a considerable percentage of users.

A recent summary of our knowledge of the effects of nicotine is that made by Professor Dixon of the University of Cambridge. In reading it we are strongly reminded of the general conclusions arrived at by students of the effects of alcohol. No two people are alike and the effects of both alcohol and tobacco vary accordingly. Alcohol is spoken of as a stimulant and also as a narcotic. Under the influence of tobacco Professor Dixon says the supersensitive become calm and lose their irritability and the dull and apathetic are stimulated. Just how a substance which is a narcotic can produce the feeling of stimulation seems a mystery but in the case of alcohol this is interpreted as due to a deception of the judgment of the user. Though it improves his opinion of himself it does not improve his work save where it may serve to free him from the trammels of self-consciousness.

If this is the explanation for its extensive use, tobacco may well serve as a milder and safer and more continuously useful substitute for alcohol. The overuse of tobacco, and its use in any quantity by certain persons, is harmful.

While tobacco may in some measure seem beneficial to a large percentage of adults who use it, it is still not proved that it is at any time beneficial for the child, and the time of its use may well be delayed until the days when the stress and strain of "civilization" fall heavily upon his consciousness. It is important also that he be informed that a large percentage of adults do not find the use of tobacco pleasurable or profitable and for a few it is always decidedly harmful.

Impairment of Life Duration

Whether or not users of tobacco get their money's worth in other ways, Professor Peart, from his recent study of a group of nearly 7,000 men reached the conclusion that smoking "was associated definitely with an impairment of life duration, and the amount or degree of this impairment increased as the habitual amount of smoking increased."

The vagaries of human habits are inscrutable. Two centuries ago smoking was considered a "low, vulgar habit, suitable only for the scum of society." Today few would care to be seen using tobacco in the form of snuff as was the polite practice in colonial days. Does the human organism become sensitized to such alien substances, or weary of their use in certain forms, or are these changes of custom due to changes in social atmosphere? Will there be a decline in the smoking of tobacco in favor of some as yet undiscovered method of its use, or will there be the substitution of some new means of solace? Perhaps one of these days a voyager to Mars or some other distant sphere will return with a weed which will be even safer and more satisfying to its consumer and, let us hope, less detestable to those who do not use it.

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New Sight-Saving Classes

The National Society for the Prevention of Blindness has reported that 44 new sight-saving classes were established during the year 1937-38, and that by the end of the year 558 such classes were in operation in the United States and Hawaii. In 1930 the society reported 352 sight-saving classes established. This means that from the year 1930 to 1938 there was an increase of 58 percent in the number of such classes. In the face of unfavorable economic conditions this would seem a most gratifying development.

Education in Estonia

by Peter Alexander Speek



★★★ Estonia is rather a solid national State because the Estonians, close kinsfolk of the Finns, make up nearly nine-tenths of the population of about 1,200,000. The area of the country is 18,353 square miles, just a little more than that fairly rectangular piece of land in the United States that is occupied by Vermont and New Hampshire but it maintains 22 more persons to the square mile than those States do though it is 14 degrees of latitude farther north than they are and its people are predominantly (70 percent) rural.

The largest racial minority group is the Russians (Slavs) most of whom live in villages and towns along the eastern boundary of the Republic and constitute a little over 8 percent of the population. There are small percentages of Germans and Swedes. The relations between the Estonians and the minorities are of a friendly, cooperative nature which is due, it is believed, to a large extent to national self-determination in the educational, or as they term it, "cultural" field. That means that the minorities have the right to organize and maintain their own schools, press, theater, etc. In the minority schools the children are taught through their mother tongue. The schools may be recognized and granted public funds just as are the schools of the Estonian majority.

Primary Education

The fundamental group of schools for public instruction and the training of the population is the primary schools with compulsory attendance. They are maintained by the State, which pays 80 percent of the teachers' salaries in towns and 90 percent in rural districts, and the local governments which pay the remaining part of the salaries and the general maintenance charges. Tuition is free. Books, clothing, and in some cases food, are provided for the children of poor parents by the local government from state and provincial grants

for the purpose. These grants average annually about 300,000 crowns, or \$81,000.

The syllabus includes the mother tongue, religion (optional), home-making mathematics, natural sciences and hygiene, geography, history and civics, foreign languages (only in the upper classes), drawing, manual training, singing, and physical culture. It covers a period of 6 school years or 12 semesters, from the time the child is 8 to graduation from the school, or to the completion of the sixteenth year of age. A school year in towns and cities is from September 1 to May 31, about 196 school days, and in rural districts from the beginning of October to the second half of May, 184 days.

The managing authorities of a school are the principal, and in larger places, the assistant principal; the teachers' council; and the board of school trustees. The council includes the entire teaching staff, school doctor, a delegate from the board of trustees, and a delegate of the parents. It handles all matters pertaining to education and instruction such as drawing up a detailed scheme of work at the beginning of the school year, arranging the school regulations, recording the progress of pupils and deciding on their promotion, in short, the internal affairs of the institution.

The board of trustees is in charge of the material well-being of the school. It consists of two to four representatives of the local government, depending on the size of the school; two to four representatives of the parents, the principal, school doctor, and delegates of persons contributing a subsidy amounting to near one-fifth of the maintenance expenses (excluding salaries and buildings) of the school. It controls the school movables and immovables as well as the school budget. Particularly it sees that the pupils attend regularly and imposes fines for inexcusable absence. This is handled so effectively that the provincial school inspectors reported in 1933-34 that only 1.9 percent of the children of school age failed to attend during the year, principally for reasons of poor health.

Secondary Education

Secondary schools form the second stage in this unified education system. Prior to 1934 the secondary curriculum was 5 years in duration (following the 6-year primary school) in which all pupils studied the same subjects for the first 2 years and beginning with the third could choose any one of six options to pursue for the subsequent 3 years. This was changed by two laws in 1934, which fixed the period of secondary instruction at 8 years, beginning when the child had completed 4 years of primary schooling, and divided into two succes-

sive schools, the first a 5-year secondary school in the narrow sense of the word; the second a 3-year gymnasium. Provision was made for careful selection of those who would be admitted to the gymnasium, since the number of gymnasia was only about half that of the secondary schools.

As the reform went into effect, it created considerable opposition, especially in the rural sections and among the poorer people, who claimed that their children were not being given an equal opportunity to prepare for university studies. By 1937 it became necessary to change the situation and this was done by arranging for progymnasia and real schools, the former with a 5-year curriculum and taking the place of the 1934 "secondary school"; the latter, with a 3-year curriculum. They are parallel types and graduates of both will attain about the same level because the progymnasia admit young people who have completed the fourth year of the primary school while the real schools are for those who have been graduated from the full 6-year primary course. Progymnasia emphasize the humanistic studies; real schools, the technical sciences. Graduates of either may go on to higher vocational schools such as technicums, teachers seminaries, conservatories, schools of industrial and fine arts, etc., or by competitive examination enter the gymnasia.

The gymnasia form the third stage in the schooling of the young Estonians. In them practically the same subjects are studied as in the progymnasia and real schools, only in a deeper and broader way. From this point of view the gymnasium is a continuation school of the progymnasium and the real school. From another point of view it may be considered as the preparatory school for higher institutions of learning because its graduates may enter higher vocational schools, and either the University of Tartu or the Technical University of Tallinn, by competitive examination. Its curriculum lasts 3 years, which brings it about that an Estonian boy or girl may normally proceed through the primary school, progymnasium or real school, and gymnasium in 12 years and be ready for work on university levels.

The progymnasium, real school, and gymnasium are not really separate schools. They are often in the same buildings, under the same administration, and with the same teaching staff. The differences are in the classification of school years, the emphasis upon the groups of subjects of study and their extent, and finally in the right of entrance into the next higher stage. In fact they are one secondary school and are so counted.

This is the system of general education. In 1936-37 the primary schools to the number of

1,281 enrolled 53,750 girls and 55,784 boys and employed 4,143 teachers. It should be mentioned that most of these schools are coeducational. Only in some of the larger towns are there parallel classes for boys and for girls, and some private schools admit pupils of only one sex. In that same year there were 120 secondary schools with 8,173 boys and 8,442 girls in attendance taught by 2,001 teachers. Secondary schools are not so predominantly coeducational; many of those in large towns are separate for the sexes. There are approximately 11 primary and 1 secondary school for every 10,000 of the population or 10 inhabitants per primary and 68 per secondary pupil.

Vocational Education

From the inception of its regained independence Estonia gave serious attention to vocational education and after the economic depression came on much greater effort was applied to it. The schools then existing were reorganized and enlarged and new ones established in considerable numbers. In the Ministry of Public Instruction and Social Welfare, a special section for vocational education was created in 1934 and a series of steps were taken to better the training for vocations and spread it more widely throughout the country. The following table shows the accomplishment to and including 1937 in that direction.

Kind of school	Number of schools	Students		Teachers
		Total	Girls	
Technical and industrial.....	39	4,492	1,852	558
Agricultural.....	29	1,034	295	200
Commercial.....	14	1,408	858	231
Home economics.....	13	644	644	123
Fine arts.....	11	866	474	95
Various others.....	10	512	182	144
Total.....	116	8,956	4,305	1,351

The two main groups of these institutions are the lower with 1 to 2 years of instruction, and the higher with 2 to 4. As a rule the lower schools predominate in number. For instance, in 1937 there were 27 lower and 2 higher schools of agriculture, and 11 lower and 2 higher schools of home economics. Among the special vocational lower schools are a school for land amelioration including drainage and cultivation of swamps and bogs (2 years), one school each for nurses, foremen, and policemen, and dairy schools. Those of the higher grade include 2 teachers seminaries (4-year curriculum), The Institute of Industrial Arts, School of Fine Arts of "Pallas" in Tartu, the Conservatory of Music in Tallinn, the Music School of Tartu, and others.

Higher Education

Gustavus II Adolphus, King of Sweden from 1611 to 1632 and an extraordinary scholar as well as military strategist, while in camp at Nuremberg during his campaign in Germany, signed on June 30, 1632, the act creating the Academia Gustaviana at Tartu. His father, he, and later Swedish monarchs during the time that Estonia was part of their



Open-air school of K. Pats. The pupils are grading and seeding the lawn, Estonia.
Estonian school boys exercising in physical culture training.



country showed much interest in the education and general social welfare of the Estonian people. The Academia Gustaviana was the beginning of what is now the University of Tartu with a history so interesting that it is worthy a short sketch. Gustavus modelled the new academia after the University of Upsala, with the same rights, statutes, and regulations and endowed it liberally. For some years it functioned well, then ran into difficulties because Queen Christina withdrew from it the sources of most of its revenues. In 1656, when

the Russians took Tartu, the faculty went to Tallinn and carried on the work there until 1665. Lack of resources then kept it closed until 1690 when Charles XI reopened it as the Academia Gustaviana Carolina. In 1699 because of war it was moved from Tartu to Pärnu but not long afterward again closed its doors and they were not reopened for 92 years, or until Czar Alexander I of Russia reestablished it in 1802. From 1802 to 1889 it carried on as a local university essentially German in character with German as the language of instruction and the faculty mostly Germans.



Exhibition of the work of the pupils of the School of Industrial Arts in Tallinn, Estonia.

On November 20, 1889, Czar Alexander III, in pursuance of his Pan-Russian policy, issued an order that the language medium should be Russian and 3 years later when the city of Tartu was forced to change its name to Yuryev, it became the University of Yuryev, and as a thoroughly Russian institution made good progress until 1915. In that year, when the Germans attacked the Riga-Dünaburg front, the university proceeded to move its effects. Much of its property was sent to Nijni-Novgorod and Perm. It continued to work rather feebly until 1918 when the Germans occupied Estonia and in effect closed it. By the end of August of that year most of the professors were at Veronezh where the university's goods had been reassembled from different places in Russia. Work began there, but on September 25, 1918, the Germans reopened the university at Tartu in the presence of the Minister of Public Instruction of Prussia, and immediately began giving instruction to the thousand or more students that came. This German institution continued until in 1918, when the German army of occupation withdrew, and it was turned over to the Provisional Government of Estonia.

During all the years from 1632 to 1918 the university had not been an Estonian institution as Gustavus II Adolphus had intended; it was German or Russian. Few Estonians attended and rarely was an Estonian a member of the faculty. The Estonian language was accorded about the same recognition as a foreign tongue; no effort was made to develop it and no special attention was paid to Estonian history and literature. Independent Estonia could not be satisfied with such an arrangement. It must have a national university that would express Estonian education in its highest terms. The situation was studied carefully for nearly a year and in 1919, courses were begun in an institution that was to be and is a truly Estonian university. As such it has now had a life of nearly two decades. By 1936 it was maintaining departments of

theology, law, economics, medicine and pharmacy, philosophy, mathematics and natural sciences, veterinary science, agriculture, forestry, and technical sciences with a total of 3,052 students of whom 985 were women.

I have outlined this history of the university in the hope that my readers in the United States may understand better the difficulties that the Estonians have faced in trying to preserve their language and ideals and what it meant to them to have the right to establish and maintain their own center of higher learning. Moreover what was true of the university in the three centuries of its existence is applicable in great measure also to the primary and secondary schools.

The Institute of Technology at Tallinn is the higher institution for engineering and allied sciences. Such work was begun in 1918 by the Higher Technical School at Tallinn, a private organization, that was taken over by the State in 1920. Until 1933 it was much like the German "technikums." Then it was closed and a faculty of engineering opened in the University of Tartu. By decree of June 25, 1936, the institute was established as an independent university of technology, and all of the equipment of both the former college and the temporary faculty of engineering was transferred to it. It has 3 divisions; construction, chemical, and mechanical engineering. The regular curricula are 4 years in duration. Facilities are also provided for advanced study and research, leading to the award of the degree of doctor of engineering.

An Estonian Academy of Sciences was founded in 1938. Its purpose is to coordinate the activities of the various scientific associations formerly grouped around the University of Tartu, to promote the study of science in general, and scientific study of the Estonian people in particular.

Education of Teachers

Teachers for the primary schools during the years 1931-37 were prepared in two pedagogiums, one at Tallinn, the other at Tartu. The curriculum was 2 years and graduates of the gymnasia were admitted to it. In 1937 these were replaced by two teachers seminaries with 4-year curricula, the first 3 years to be general training, and the last one especially devoted to pedagogy and methods of teaching. Students may take up work in the seminaries after they have completed the progymnasium or the real school. Teachers for the progymnasia, real schools, and gymnasia are educated in the University of Tartu.

General Developments

In large measure the changes and developments that have come in Estonian education in the past 10 to 15 years have been much like those in several other countries. They have taken the direction of limiting the number and more carefully selecting the students that are expected to complete university training, providing more kinds of education



School girls on excursion in national costumes.

through more vocational schools with curricula of greater variety, allocating to the national treasury larger percentages of the financial support of education, giving to the national government closer control of the social agencies of the country, and including in the educational process not only young people but the adult population as well.

Post-school training is constantly gaining in favor and is carried on in people's universities, extension courses, free libraries, and other agencies now being so much used for that purpose. To celebrate the four hundredth anniversary of the printing of the first Estonian book, in 1535, the year 1935-36 was designated as "Book Year" when the value of reading and the use of books were stressed, popular libraries were given special attention, and stocks of books were greatly increased.

Travel Survey

The Minneapolis Board of Education is having a city-wide survey made of the distance children travel to school. The specific uses to which the Board plans to apply the survey result, as reported in the *Minneapolis School Bulletin*, are: Determination of district boundaries for construction of new buildings, and possible reassignment of pupils to reduce distance to schools; furtherance of traffic safety for pupils by routing of children away from heavily traveled streets, as far as possible; study of possible economics through transportation of pupils to some schools in buses to obviate the necessity of new buildings in lightly populated areas; determination of general direction of school population movements as shown by comparison of survey results with information obtained by the board in previous years.

State Aid for Pupil Transportation

by Timon Covert, Specialist in School Finance

★★★ Pupil transportation service provides the most practical and frequently the most economical means of furnishing satisfactory educational facilities for many children. Because of this fact and since in the final analysis the making of plans for the successful operation of the public schools is a responsibility of the State government, a number of States provide funds for the definite purpose of assisting local school districts with the expense of transporting their children to school. Other States provide funds for general current expenses of the schools, and these expenses of course frequently include transportation. When provision is specifically made for the use of State funds for pupil transportation service, however, it is from the point of view of the State chiefly for one or both of two purposes, namely, to encourage localities to consolidate their small schools and to equalize school costs.

The electors and officials of local school districts frequently hesitate to give up their small weak schools and unite in establishing stronger and probably better ones because of the necessary additional costs for transportation which would result. If there are State funds for meeting part or all of the additional expenses, however, a higher local tax rate may not be necessary and the electors probably will be more likely to decide favorably upon the consolidation and school improvement program. And if transportation service is necessary for children in some but not in all localities funds may be provided by the State for this item of expense where it is necessary in order to distribute such expense equably throughout the State. Accordingly, State aid for pupil transportation is provided in some instances to promote the establishment of better school facilities and in other instances to equalize school costs throughout the State.

Law Specifies

Usually when provision is made for State aid for pupil transportation the law specifies or authorizes certain officials to specify how such funds may be used. While there is considerable variation in these specifications among the States which provide funds for pupil transportation, all indicate attempts on the part of the States to improve educational facilities.

The amount of State aid which is provided especially for pupil transportation for a given year is, of course, either stated in the law or can be computed in accordance with the terms of the law. This is not true of State funds provided indirectly for pupil transportation as a part of the general current expenses. From available information, it appears that at

least 16 States provide funds especially for public-school transportation service. The accompanying tabulation shows the amounts

of such funds in these 16 States for the year 1937-38. The principal legal provisions sur-
(Concluded on page 212)

State Aid for Pupil Transportation in 16 States, 1937-38

State	Transportation for which aid is provided	Minimum distance for which State funds are provided	Payments	Amount in 1937-38
1	2	3	4	5
Connecticut.....	To a high school in an adjoining town, when no local high school is maintained.	Not stated.	One-half cost not to exceed \$35 per pupil annually.	\$108,809.00
Delaware.....	To any school.....	1 mile.....	Total cost, but no more than 6.3 percent of the State appropriation for schools.	302,301.35
Florida.....	.....do.....	2 miles ¹	Not to exceed 12.5 percent of State salary fund in any county without special permission from the State board of education.	1,033,087.43
Maine ².....	.....do.....	.....	Total for transporting children living on unorganized territory and for children elsewhere of temporary residents living 2 miles or more from school.	10,775.21
Massachusetts.....	(a) To a high school in an adjoining town, from 1 (of less than 500 families) that does not maintain a high school.	(a) Not stated.....	(a) One-half, three-fourths, or the total cost (depending upon the local school tax rate, distance pupil travels, and approval of State department of education) not to exceed 40 cents per pupil per day; 50 cents if distance is above 3 miles.	(³)
Michigan.....	(b) To schools on mainland for children residing on Islands. To schools of township and rural agricultural school districts and for that provided by districts voting to close one or more grades.	(b) Not stated.....	(b) Total cost not to exceed \$3.50 per pupil per week. Based on actual cost but not to exceed \$40 per pupil per year.	708,458.97
Minnesota.....	(a) To schools in consolidated districts.	(a) 2 miles.....	(a) Maximum of \$3,600 per school and 7.2 cents per child per day for each mile traveled one way.	(³)
Missouri.....	(h) To any school.....	(b) Not stated.....	(b) For crippled children maximum of 70 cents per pupil per day.	
Missouri.....	To any public school.....	2 miles.....	15 cents per day per pupil transported.....	1,234,060.00
New Jersey.....	To any school approved by county superintendent of schools.	Not stated.....	75 percent of approved cost.....	1,648,508.00
New York.....	To high school in another district, to schools in union free and consolidated or central districts.	.....do.....	One-half of approved cost.....	2,148,105.98
North Carolina.....	To any school.....	1 mile.....	Total approved operating costs.....	2,443,168.77
Pennsylvania ⁴	To school in home or adjoining district.	1½ miles.....	75, 60, or 50 percent of approved cost depending upon true valuation per teacher of the district, maximum amount to any district \$4,000 or \$3,000 depending upon valuation and not to exceed \$1 per day per pupil; transportation vehicle depreciation allowance not to exceed \$100 per vehicle per year; and \$200 per year for each closed school since 1911.	1,864,556.73
South Carolina.....	Transportation over approved official routes.	Not stated.....	Rate per pupil mile determined by State officials over routes approved by State school officials.	234,000.00
Texas.....	(a) To nearest convenient accredited high school from elementary school district or districts.	(a) Not stated.....	(a) Cost not to exceed \$2 per month per pupil.	1,731,599.00
Texas.....	(b) To any elementary school.	(b) Not stated.....	(h) Not more than \$1 per month per pupil.	
Texas.....	(c) To school in districts containing 100 square miles or more of territory.	(c) Not stated.....	(c) \$2 per pupil per month.	
Wisconsin.....	To school in another district from one with closed schools and to schools in consolidated and union high school districts.	2, 2½, or 4 miles, depending upon type of district.	10 cents per day per child transported; \$1 per day for board in lieu of transportation for pupil 2 miles from school; \$100 additional to a district for transporting its pupils to another district; but in no case to exceed actual cost of transportation.	240,000.00
Wyoming.....	To any school for each transportation vehicle which transports at least eight pupils a minimum distance.	Average of 8 miles to and from school.	50 percent not to exceed \$2,000,000 annually of the moneys received from the "Government royalty funds" is distributed to the counties on basis of number of teachers and school bus drivers employed.	37,540.00

¹ Regulation of State board of education, but not restricted by minimum distance.

² Also State aid for foundation program including transportation of pupils.

³ Not reported.

⁴ Revised laws will increase State's share somewhat beginning July 1, 1939.



New Books and Pamphlets

Motion Pictures in Education

Teaching with Motion Pictures; a guide to sources of information and materials, by Mary E. Townes. New York, Bureau of Publications, Teachers College, Columbia University, 1938. 25 p. 25 cents.

Contents: Pt. I, The educational film as a teaching aid; Pt. II, The theatrical film as an educational force; Pt. III, Making motion pictures in the school.

Motion Pictures and Radio; modern techniques for education, by Elizabeth Laine. New York, The Regents' Inquiry, the McGraw-Hill Book Co., Inc., 1938. 165 p. \$1.75.

Presents the findings of a special study of the use of the motion picture and the radio in the schools, made for the Inquiry into the Character and Cost of Public Education in the State of New York.

Safety Education

Safety Education thru Schools. Washington, D. C., published by the Research Division of the National Education Association, 1938. p. 239-298. 25 cents, single copy. (Research Bulletin of the National Education Association, vol. xvi, No. 5.)

Discusses the teaching of safety and lists organizations in the field of safety, local and State courses of study, and motion pictures which should be of special benefit to curriculum committees.

The Challenge to Democracy

"Calling America," a special number of Survey Graphic on the Challenge to Democracy. Special editor, Raymond Gram Swing. February 1939. illus. 50 cents.

Articles on the European situation and its implications for America, contributed by well-known foreign correspondents, columnists, religious writers, educators, etc. Topics discussed include: Consequences of modern despotism abroad; Minorities overseas; The Refugees—over there; Tests of democracy at home; The Refugees—over here; Democracy in a changing America; Facets of our new world; What we can do about the challenge reaching here: a symposium.

Classroom Practices

Instructional Practices in Elementary Schools; selected classroom practices reported by teachers in Michigan schools. Published by Eugene B. Elliott, Superintendent of Public Instruction. Lansing, Mich., 1938. 178 p. (Michigan. Department of Public Instruction. Bulletin no. 306.)

This bulletin planned primarily for smaller schools offers definite examples of progressive teaching in the elementary school. "It is a digest of teaching practices of recognized merit, selected, not because of their newness, but because their use has not yet become general."

Adult Education

Community Planning in Adult Education; a practical handbook for the administrator of classes for adults. Prepared by the staff of the Department of Adult Education, School of

Education, New York University. New York, N. Y., Published by Service Bureau for Adult Education, Division of General Education, New York University, 1938. 66 p. 50 cents.

Concrete and helpful information for the administrator of adult education programs.

For Junior High Schools

Leisure Reading for Grades Seven, Eight, and Nine, 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, co-chairmen. Chicago, Ill., National Council of Teachers of English, 211 West Sixty-Eighth St., 1938. 147 p. illus. 20 cents, single copy.

New classifications include The Animal Kingdom, Discovery and Exploration, Etiquette, Games and Sports, Handicrafts, Hobbies, and Photography. Revised edition, with rewritten annotations.

Secondary School Standards

Cooperative Study of Secondary School Standards, 744 Jackson Place, Washington, D. C., announces that the following publications are available:

How to Evaluate a Secondary School. 157 p. 90 cents.

Evaluative Criteria. Bound form. 152 p. 60 cents.

Evaluative Criteria. Separate pamphlets, 4 to 24 p. each. 5 cents.

Educational Temperatures. 56 p. 50 cents.

Educational Temperatures. Wall charts. \$1.50 per set. (Sets of 19 wall charts, 17 by 22 inches showing all thermometers. Suitable for display purposes.)

Educational Temperatures for Five Representative Schools. 41 p. 20 cents.

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.

BASSETT, OCTAVIA R. Health and culture in the CCC camps. Master's, 1938. George Washington University. 65 p. ms.

BINFORD, GEORGE H. A study of discipline in the Negro schools of Buckingham County, Virginia. Master's, 1938. Hampton Institute. 60 p. ms.

BUNDY, LEON F. Emphasis on religion in courses of study: the relative space given to religion in courses of study in the field of the social studies in grades 7 to 12, inclusive. Master's, 1938. Syracuse University. 37 p. ms.

COLLINS, STANLEY N. An investigation to determine what principles of commercial law are used most frequently by 100 business workers. Master's, 1938. George Washington University. 63 p. ms.

COOPER, RUSSELL S. Educational services for out-of-school Negro youth in North Carolina. Master's, 1938. Hampton Institute. 41 p. ms.

DILLINGHAM, HOWARD I. Relationship of certain factors of social adjustment to academic success. Doctor's, 1938. Syracuse University. 87 p. ms.

DRAKE, BEULAH J. Survey of the crippled children of the District of Columbia and existing facilities for their care and education. Master's, 1938. George Washington University. 86 p. ms.

EBERLE, ALMA M. Controlled experiment to determine the value of technical analysis in music appreciation. Master's, 1938. Pennsylvania State College. 25 p. ms.

GILES, DOROTHY E. and LILLIS, C. F. The reliability and validity of the Klar scale for evaluating children's drawings. Master's, 1938. Pennsylvania State College. 53 p. ms.

HAMILTON, HERBERT H. Study of truancy in the junior high schools of Muncie, Ind. Master's, 1934. Ball State Teachers College. 56 p.

HOLT, ANDREW D. The struggle for a state system of public schools in Tennessee, 1900-36. Doctor's, 1937. Teachers College, Columbia University.

JOHNSON, MARION E. A study of the social problems and vocational needs of the youth of Pottsville, and the program for meeting the needs. Master's, 1938. Pennsylvania State College. 40 p. ms.

LATSHAW, MARY LEWERS. Interchange of teachers. Master's, 1938. George Washington University. 122 p. ms.

LECRON, WILBUR R. A plan for allocating funds to state teachers colleges in Pennsylvania. Doctor's, 1938. Pennsylvania State College. 121 p. ms.

LOESSIN, ARTHUR L. Educational survey of young people between the ages of 12 and 20, inclusive, not in school attendance, Brown county, South Dakota. Master's, 1938. University of North Dakota. 123 p. ms.

LOMBARDI, MARYELLEN M. The inter-trait rating technique. Doctor's, 1937. Teachers College, Columbia University. 99 p.

MADEIRA, SHELDON. Some current practices in high school play production in Pennsylvania. Master's, 1938. Pennsylvania State College. 47 p. ms.

MOSS, LOUIS Q. Project method applied to curriculum construction in the apprentice schools of United States Navy yards. Doctor's, 1938. Temple University. 157 p.

PEARSON, GAYNOR. The United States Marine Corps institute. Master's, 1938. George Washington University. 85 p. ms.

PRICE, RALPH G. A report of vocational guidance in rural high schools. Master's, 1937. Teachers College, Columbia University. 57 p. ms.

SMITH, CLARENCE E. Socially creative leadership as illustrated by studies in theory and practice in the administration of a rural supervisory district. Doctor's, 1938. University of Buffalo. 292 p. ms.

STRICKLAND, RUTH G. Study of the possibilities of graphs as a means of instruction in the first four grades of the elementary school. Doctor's, 1937. Teachers College, Columbia University. 172 p.

VEIT, MATHILDE. The Oregon state board of higher curricula: a sequence of its actions relating to the University of Oregon and the Oregon Agricultural College. Master's, 1929. University of Oregon. 74 p. ms.

WALLACE, MIRA. A study of the hard-of-hearing child with some provisions for meeting his needs in the school program. Master's, 1938. Boston University. 67 p. ms.

YOUNG, ALFRED R. Appraisal of 30 rural schools of Atchison county, Kansas. Master's, 1938. University of Kansas. 82 p. ms.

RUTH A. GRAY

Governor's Power of Removal

by John H. McNeely, Specialist in Higher Education



In the organization of State universities and colleges throughout the country it has been a common policy among the States to designate boards of trustees or regents to govern them.

The boards were established as more or less separate entities within the governmental structure, the purpose being to make them independent as far as possible of the authority and influence of the regularly constituted executive officers of the State government. The chief officer of the State government is the governor. A question of vital interest in this connection is whether the governor is vested with the power to select or remove the members of these boards.

A number of studies have been conducted into the methods of selecting the board members, in which it has been found that they are appointed by the governor with or without the consent of the senate in most of the States. In a few States the board members of all or some of the institutions are selected by popular election or by joint ballot of the two houses of the legislature. In the case of certain individual institutions, one or two members are frequently chosen by the alumni. Practically no studies on an extensive scale, however, have been made of the power vested in the governor to remove members of the boards during their regular term of office. It is proposed in this article to review the extent to which the legal provisions of each of the 48 States confer such power on the governor.

Legal Provisions

An examination of the legal provisions of the several States shows that the governor derives his removal power either from the State constitution or statutes enacted by the State legislature. In some of the States the constitution or statutes vesting this power in the governor is general in scope and applies to all State officers including the members of the governing boards of State universities and colleges. In other States the power is contained in specific statutes applicable to the governing boards of the individual institutions.

The governor's power to remove board members may be classified into two types: (1) Unconditional removal power and (2) conditional removal power. Where the governor possesses unconditional removal power he is at liberty to remove a board member without cause and at his own pleasure, will, or discretion. In case he possesses conditional removal power, he may remove a member only for cause, that is, conditional on the member having given the governor cause for his removal. The legal provisions fixing cause for removal vary from State to State, but com-

monly involve malfeasance, misconduct in office, neglect of duty, or incompetency.

Furthermore, where the governor has been vested with conditional removal power or the right to remove board members for cause, he may or may not be subject to certain limitations in exercising the power. For instance, the laws of some States confer power on the governor to remove a board member for cause without presenting charges and giving him an opportunity for a hearing. In others the governor must first present the member with the charges and permit him an opportunity for a hearing. A significant point in this connection is that even after the member has been allowed to present evidence in refutation of the charges at a hearing, the governor is the sole judge as to whether his charges justify the member's removal. In still other States the governor may remove a member for cause only with the consent of the senate, that is, the removal power is vested jointly in the governor and the senate.

Power in 34 States

Of the 48 States, it is found that the governor possesses the power to remove members of one or more governing boards unconditionally or conditionally, that is, without cause or for cause, in 34 States. This means that in 14 States, or approximately 30 percent, the governor has no authority whatever to remove members of any governing boards of State universities and colleges. These States are:

Alabama	Kansas	New Jersey
Arizona	Minnesota	New York
California	Mississippi	Pennsylvania
Delaware	Montana	Tennessee
Georgia ¹	Nevada	

In the 34 States in which the governor has been vested with removal power, either unconditional or conditional, variations exist as to the application of the power to boards governing institutions of different types. The removal power in many States applies alike to all the governing boards of institutions within the State. There are some States, however, in which the removal power applies to boards governing institutions of certain types while those governing institutions of other types are not subject to removal by the governor. In other States the governor's removal power is restricted to the governing board of one particular institution.

Of special interest are the States in which

¹ The governor has legal power to remove 1 of the 16 members of the single board governing all institutions in Georgia. This particular member serves for a 2-year term and is appointed by the governor apparently as his special representative on the board.

the governor possesses unconditional removal power, or the right to remove board members at his pleasure, will, or discretion. There are eight such States, the list including:

Indiana ²	New Mexico	Rhode Island
Kentucky	North Carolina	Vermont
Missouri	Oklahoma	

The governor's unconditional removal power in each of these States is applicable to the governing boards of all the institutions in the State with three exceptions. In North Carolina the Governor possesses this power over the boards governing one of the State teachers colleges, all the State Negro colleges or normal schools, and the State Indian normal schools. Members of the boards governing the State university and the three other State teachers colleges in North Carolina are not subject to removal by the Governor.

Similarly, in Oklahoma unconditional removal power is vested in the Governor only over the boards governing the State's four junior colleges. As will be shown later, he possesses conditional removal power over the governing boards of the other institutions in Oklahoma, such as the State university or State agricultural and mechanic arts colleges. In Vermont the Governor's unconditional removal power applies to the single board governing the three State normal schools, but not to the governing board of the State university.

The governor in the remaining 26 States is empowered to remove board members of one or more institutions conditionally or for cause. In the following States he may exercise this power without presenting charges and giving the board members an opportunity for a hearing:

Arkansas	Michigan	Texas
Colorado	Nebraska	Utah
Idaho	Ohio	Washington
Illinois	Oklahoma	West Virginia
Louisiana	South Dakota	Wisconsin
Maryland		

Seven States Excepted

This removal power is applicable to the governing board of each of the State institutions in all except seven of these States. In Arkansas the Governor's removal power applies only to certain State agricultural and mechanical colleges. He has no power to remove members of the governing boards of the State university, teachers colleges or

² A difference of opinion exists as to whether the statute conferring broad powers of removing State officers and employees on the governor of Indiana is applicable to the members of the governing boards of the two State universities and two State teachers colleges.

Negro college. In Illinois only the members of the single board governing the State teachers colleges are subject to removal by the Governor, no removal power being vested in him over the State university's governing board. On the other hand, the board members governing the State university in Louisiana may be removed for cause by the Governor while no legal power is possessed by the Governor to remove members composing the single board governing all the other State institutions.

A slightly different situation exists in Maryland. The Governor in that State may remove members of the governing board of the State university for cause without presenting charges and giving them an opportunity for a hearing. At the same time, he is limited in exercising this power over the members of the single board governing the State teachers colleges and normal schools. In Michigan, the Governor's removal power is applicable only to board members of the State's school of mines. He has no removal power over members of the boards governing the State university, the State agricultural and mechanic arts college, and the State teachers colleges. In Nebraska, the Governor may remove only the members of the single board governing all the State teachers colleges, but does not possess removal power over the governing board of the State university. The governing boards of two State universities in Ohio are subject to the Governor's removal for cause without presenting charges or giving opportunity for a hearing. These two institutions are Bowling Green State University and the Kent State University. In removing the members of the governing boards of the other three universities, the Governor is subject to certain limitations.

In contrast with the States in which the governor may remove board members without presenting charges and giving an opportunity for a hearing are those in which he is required to present charges and give the members an opportunity for a hearing. The latter situation is found in the following States:

Connecticut	Oregon
Maryland	South Carolina ³
New Hampshire	Wyoming
North Dakota	

In all except two of these States the governor's removal power applies to the boards governing the institutions of different types within the State. The exceptions are Maryland and New Hampshire. In both of them the Governor's power is applicable only to the single boards governing the State teachers colleges. As already indicated, he may remove the board members of the State university in Maryland without presenting charges and giving an opportunity for a hearing. In the case of the State university in New Hampshire, no removal power whatever has

³ Members of the governing boards before the governors, removal becomes effective have the right to appeal to the circuit court.

been conferred on the Governor over its board members.

Consent of Senate

One of the most restrictive limitations placed on the governor's removal of board members for cause is that requiring him to obtain the consent of the senate. Among the States in which the governor's removal power is so limited are the following:

Florida ⁴	Maine ⁵	Ohio
Iowa	Massachusetts ⁵	Virginia

This limitation applies to the removal by the governor of the board members governing all the institutions in each of the States except Ohio. In that State it is applicable to the governing boards of three of the State universities. These institutions are the Ohio State University, Ohio University, and Miami University; the other State university boards being subject to removal by the governor for cause without presenting charges and giving an opportunity for a hearing, as already pointed out.

Summarizing

In summary, it has been shown that the governor does not possess removal power over governing boards of State universities and colleges in 14 States. On the other hand he has been vested with the legal right to remove the members of boards governing one or more institutions either unconditionally or conditionally, that is, without or with cause, in 34 States. Of striking significance is the fact that no governor has taken advantage of his power and has actually removed any board members of State universities and colleges within recent years. The most recent occasion when a governor exercised his removal power over board members occurred in the State of Washington in 1928. In this instance, the Governor removed two members of the board governing the State university in Washington for cause. A possible explanation is that the members of these boards for the most part represent a high type of citizenship and there is no reasonable cause for their removal.



Kindergarten Enrollment

The Thirty-Third Annual Report (1937) of the New York State Department of Education lists 178 villages and 52 cities in that State which were maintaining kindergartens. The total kindergarten enrollment in the villages was 12,933, and in the cities 78,727.

⁴ If senate is not in session the governor may suspend the board members until the next session when the senate must consent to the removal or the members remain in office.

⁵ Removal must be with the consent of the governor's council instead of the senate.

State Aid for Pupil Transportation

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rounding the use of the funds in each case are also indicated. Most States provide funds for transporting atypical children to special State and/or local schools; neither these, with a few exceptions, nor State funds for current school expenses, some of which may be used for pupil transportation, are included in the tabulation.

Transportation expense for which State funds are made.—The funds may be used in Delaware, Florida, Maine, Missouri, New Jersey, North Carolina, South Carolina, and Wyoming for the expense of transporting pupils to any public school, providing, in most cases, that the service has been approved by State authorities; in Connecticut, Massachusetts, Michigan, Minnesota, New York, Pennsylvania, Texas, and Wisconsin, their use is limited to the expense of transporting pupils to certain schools. As an example of such limitation, in Connecticut the State shares in the expense of transporting pupils to a high school located in a town adjoining that in which the pupil resides when no high school is maintained in his town.

Minimum distance for which State funds are allowed.—Two of the sixteen States specify that the funds may be used in transporting pupils a minimum distance of 1 mile; one specifies 1½ miles; two specify 2 miles, while three others specify the same minimum to certain schools, but a different or no minimum to others; one requires that the average bus route be not less than 8 miles; and the remaining seven either do not fix the minimum distance or authorize State officials to approve it.

Payments.—Bases for the payments of the State funds are as follows: In Connecticut, Delaware, Maine, Massachusetts, Michigan, New Jersey, New York, North Carolina, and South Carolina, operating costs; in Minnesota, Missouri, and Wisconsin, definite amounts are granted; in Pennsylvania and Texas both of the preceding bases are used; in Wyoming, number of pupil transportation vehicles used; while in Florida the basis is not stated in the law.

Eight States pay, usually within prescribed limits and according to graduated rates, 50 percent or more of the transportation costs. In Delaware, where practically all school costs are assumed by the State, the appropriation act specifies a definite part of the funds for pupil transportation. In a number of instances, the State funds cannot be used until the service has been approved by designated State officials. An annual allowance of \$200 for each school closed since 1911 is made in Pennsylvania and a bonus of \$100 per district is made in Wisconsin when the district closes its schools and transports its pupils to another district.

Guidance in CCC Camps

by Howard W. Oxley, Director, CCC Camp Education

★★★ From the very beginning of the CCC educational program, guidance has been considered the major educational activity—the dynamo generating motive power for all of the other activities. The real meaning of the term, however, has broadened and deepened during the past 5 years. As it is now understood in the corps, guidance includes all those devices and activities employed by the supervisory personnel in adjusting members to camp life and preparing them for employment and citizenship upon their discharge from camp.

Another development is the fact that all CCC agencies and most CCC officials now recognize guidance to be one of their paramount responsibilities. The educational reports of the Army show that during the past fiscal year, 1,462,509 guidance interviews were held in the camps by officers, members of the using services (Forestry Service, Soil Conservation Service, National and State Park Service, etc.), and educational advisers. The training reports of the Forest Service show that during 3 months (April to June 1938), 34,227 interviews were held by the personnel of that agency alone. Similar activities were carried on by the personnel of the other using services.

This twofold development of the guidance program—the change in the meaning of the concept and the acceptance of responsibility by every CCC agency has developed naturally out of the camp situation.

New Influences

When an enrollee joins the corps he is subjected to a score of new influences. His education and development are not confined to a classroom. Work, play, study, the routine and discipline of camp life, association with his fellows, and contacts with the supervisory personnel—all of these aid in his development. The whole of camp life, the 24 hours of the camp day, are in the best sense of the word, educational. He must be guided, however, in order to secure the maximum benefits from these experiences.

The guidance procedure actually begins with the selection of the men. Under the supervision of the United States Department of Labor, State welfare and relief agencies select those men who are considered to be most in need and best qualified for the work and educational opportunities of the corps. About 2 million young men have been selected on this basis during the past 6 years.

Their need for guidance is apparent from a description of an enrollee, typical of the 2 million. He is a young man, barely 20 years of age, who left school when he was in the



Individual guidance in the CCC camp.

eighth grade. His family was either on relief or eligible for it. He has had little or no work experience and has been bewildered and disheartened by his futile efforts to secure a job. He has had no vocational training nor has he received any vocational guidance. In most cases he is underweight and undernourished. Because of his unfortunate experiences, he may have lost faith and confidence in himself and others, and as a consequence, he may be apathetic and listless, or perhaps embittered and antisocial in his attitudes. A large number of the men leaving their families for the first time, are homesick and skeptical of the opportunities awaiting them in their new environment. There are, of course, numerous exceptions to this general picture but by and large, it fits the great majority of the men as they first enter the camps.

After their selection, the men are sent forward to a central point to be accepted and enrolled by representatives of the Army. Again, the guidance process enters into the picture for only those individuals are accepted who demonstrate their physical and mental ability to profit from the experience in the corps. After enrollment, the men are assigned to a camp.

Procedure Differs

The orientation procedure used for inducting new men into the CCC differs in various sections of the country. In some camps there is a conditioning period of a week or so, during which talks are made by officials on camp life and regulations, different phases of the work project, safety precautions and the educational program. The men are taken on a tour of the camp and work projects to aid them in

acquiring an intelligent understanding of the entire work of the camp. Insofar as possible, the new men are assigned to the job and the crew which they prefer.

In other camps, the supervisory personnel and outstanding enrollees are designated as sponsors or "buddies" of the new members to introduce them to the various activities of camp life; to inculcate in them respect for the ideals and rules of the camp; and to help them in getting acquainted with the other men.

In most companies, the commanding officer writes a letter to the parents of each new man, giving a brief description of camp life and the opportunities for learning and advancement. They urge the parents to write cheerful letters to their sons stressing the fact that a cheerful letter from home does much to prevent homesickness and improve morale.

These plans, modified or combined in a number of ways, are used to assist the new member over the difficult humps of the first month.

The establishment of a workable guidance procedure is essential to a sound camp educational program. Camps differ greatly in the extent and quality of their guidance work. The ideal guidance process would include the orientation program already described, a systematic and thorough initial interview, a minimum testing program, a follow-up personal counseling program, and a referral or placement system. Such a procedure is carried on in many camps at the present time and it is the ideal toward which all camps are working.

Initial Interview

The initial interview is usually conducted by the educational adviser to ascertain, insofar as that is possible, the interests and needs of each individual. Tests may be administered to determine educational achievements and special aptitudes. A cumulative record card is provided to record data regarding the background of the enrollee. The card likewise serves for recording information as to the interest and progress of the enrollee while in camp.

The best type of follow-up counseling program includes as agents of its administration not only the camp adviser but also all supervisory personnel in the camp and certain key enrollees. Many camps have adopted the "sponsor" plan, already described in relation to orientation, whereby each officer, member of the using service, camp adviser, or an enrollee assumes responsibility for the guidance of certain groups of enrollees. The adviser, acting as coordinator, interprets the records of the interviews and translates the needs of the

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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

● That modern electrical equipment may be used to good advantage in home economics and manual training classes in rural schools is demonstrated in REA Film Strip No. 5, *The New Rural School*, a series of pictures taken in consolidated schools by the Rural Electrification Administration.

Orders for the film strips should be sent direct to the L. E. Davidson Picture Service, 438 Delaware Avenue, Buffalo, N. Y. The price including postage is 55 cents. Prepared lectures accompany each film.

Film strip projection machines may sometimes be borrowed from county agents and others, or may be rented from commercial companies dealing with such equipment.

● A *Digest of Laws Affecting Organized Camping*.—Laws dealing with sanitation, health, child welfare, child labor, social security, workmen's compensation, civil liberties, sales tax, foodstuffs, Sunday closing, lodging houses, innkeepers, motor vehicles, navigation, State parks, forests, and public lands—is available free from the National Park Service, Washington, D. C.

● The Superintendent of Documents has revised the following price lists of Government publications: Laws—Regulations, decisions of courts, opinions of attorney general, No. 10; Finance—Banking, budget, accounting, loans, No. 28; Tariff and taxation, No. 37; Federal specifications—Federal standard stock catalog, No. 75. Free.

● In 1937 exports from the United States to Brazil—the largest political division of South America—almost doubled. *Trading Under the Laws of Brazil*, Trade Promotion Series No. 183, provides a practical handbook for the exporter who is seeking a practical exposition of those laws with which he will come in daily contact—the laws of commerce. (20 cents.)

● Groups of farmers planning to form a cooperative association should have technical advice from those experienced in the services to be rendered and in the organization and operation of cooperatives. Various publications designed to assist groups of producers interested in forming a cooperative may be obtained on request from the Farm Credit Administration, Washington, D. C.

● Two main functions of the Bureau of Fisheries in Alaska are the conservation of the fisheries and the protection and management



Courtesy Rural Electrification Administration.

Modern electrical equipment in a rural school.

of the fur-seal herd. *Alaska Fishery and Fur-Seal Industries in 1937* contains data on how these duties are performed. Send 15 cents to the Superintendent of Documents for a copy of Bureau of Fisheries Administrative Report No. 51.

● In order to obtain data on the food-consumption habits and the nutritive value of diets of healthy young children, quantitative studies of the food consumed by children enrolled at the National Child Research Center, Washington, D. C., were made during the period 1931–36. *Food Consumption of Children at the National Child Research Center*, Department of Agriculture Circular No. 481, describes the types of meals served to children ranging in age from 24 to 71 months. Data on the food intake of these children is expressed in terms of quantities of common foods and in terms of essential nutrients. (10 cents.)

● The Advisory Committee on Education, appointed by the President to give consideration to the whole field of Federal relationships to State and local conduct of education, has prepared 19 staff studies and a pamphlet summary in addition to the general report of the committee, of which the following are off the press: Vocational Education, Staff Study No. 8 (50 cents); Library Service, Staff Study No. 11 (15 cents); The National Youth Administration, Staff Study No. 13 (15 cents); and The Federal Government and Education (10 cents).

● A handbook designed to assist State and local communities through cooperative action of relief administrators to see the character-

istics of the population receiving public assistance, the types and amount of public assistance received, and the interrelations of the several forms of aid rendered has been prepared by the Social Security Board.

A simple standard form for collecting data on families and persons receiving assistance and directions, standard definitions for the use of the schedule, and the arrangement of tables into which the information thus collected can be cast are also included. Write for *A Plan for a Case Census of Recipients of Public Assistance*, Social Security Board, Bureau of Research and Statistics Report No. 2 (15 cents).

● More than 150 photographic enlargements of National and State parks go to make up the new traveling exhibits covering some 60 subjects and illustrating the scenic beauty, geology, flora and fauna, historic sites, and camping and other recreational activities of the National Park Service, according to Arno B. Cammerer, Director.

The collections available without charge for a 1- or 2-week display in libraries, museums, and educational institutions are available in two sizes—20 by 25 inches and 15 by 20 inches.

A catalog explaining the collections will be supplied free upon application to the National Park Service, Washington, D. C.

● The average life of a milk bottle is 35 trips, ranging from fewer than 10 to more than 90 trips. Data on the life of bottles, the various plans or systems used by dealers to get bottles returned from the routes, on the organization, management, equipment, and operation of milk-bottle exchanges for collecting, cleaning, and returning lost bottles, and on methods for preventing the misuse of milk bottles, cans, and crates, are given in *Milk-bottle Losses and Ways to Reduce Them*, Department of Agriculture Circular No. 469. (10 cents.)

● Woods used for floors, the subfloor, the finish floor, laying the finish floor, and floor finishing are the sections into which *Selection, Installation, Finish, and Maintenance of Wood Floors for Dwellings*, Department of Agriculture Circular No. 489, is divided (5 cents).

● *Courses in Sanitary Engineering Given by Universities and Extent to Which Case Records Guide the Nursing Service* are to be found in the No. 2 and No. 3 issues of the current volume of *Public Health Reports*. (5 cents each.)

Recognizing Possibilities in Elementary Science

by Helen K. Mackintosh, Specialist in Elementary Education

What Should Be the Place of Science in the Elementary School Program?

★ ★ ★ Elementary school science can play a most important role in the education of boys and girls provided that State and local school administrators and curriculum builders give it a place in their planning. Few States list elementary science as a required course as in the case of reading and arithmetic, geography, spelling, and other subject fields. Frequent comments from teachers have indicated further that although there may be a course of study in nature or elementary science, no time is provided for it in the school program, and the inclusion of science experiences is largely incidental. Several recent books which offer suggested daily programs for the elementary school on the basis of areas of experience indicate science as 1 of the 5 or 6 types of experience into which some 14 or 15 subject fields should be grouped—social studies, science, language arts, creative expression, practical arts, and skills. Recent publications of several State departments of education have described instructional procedures in elementary schools. They have listed science as 1 of 5 or 6 special areas around which school experiences are organized. If we can presuppose from these illustrations that there is a trend toward more emphasis upon elementary science, some of the possibilities for this field may well be pointed out.

How May Teachers Learn With Children?

Science offers to the teacher one of the finest avenues for learning with children. In arithmetic, in reading, in geography, in language the teacher has a basic knowledge which she uses over and over again although in different relationships. In science she must know principles rather than detailed information, and must be able to apply them. She must be able to track down sources of information which will help her to answer specific questions. This year it may be the water boatmen and a colony of ants; next year dragonflies and grasshoppers that represent the insect family. This year's fifth grade may wish to demonstrate their knowledge of magnetism and electricity by constructing a simple telegraph or a telephone, but next year's group may choose to collect illustrations of the use of the electromagnet. The blue heron, the robin, the bluebird, and the killdeer may claim attention because of children's observation. Next year in the same school the meadowlark, the brown thrasher, the barn swallow, the redwinged blackbird, or



Young explorers collect specimens of water life along the creek.

any one of 30 or 40 other birds that frequent the same locality may hold the center of the educational stage. Similar illustrations may be drawn from plants, animals, rocks and minerals, constellations, and other phases of elementary science work. Hundreds of members of the insect, plant, water, animal, bird families may be the specific means of teaching. The teacher cannot hope to know each one as an individual unless she has become a science specialist, but she can apply principles, and she can know sources.

Such variation in the actual content of learning makes it necessary for the teacher to be ready and willing to learn with children; to say frankly, "I don't know, but I can suggest some sources of information that will help us." It is the teacher's responsibility to see that previous experiences are not duplicated, but that they are used as a starting point. Together, the teacher and the class may pool their common background of information by listing on the blackboard or on newsprint sheets, "What We Already Know," "What We Want to Find Out," and "Where We Can Look for Information." Such an approach makes science a cooperative study.

Experiences in this field lie very close to the natural interests of children. They invite activity—physical, mental, and manipulative—the use of real materials, of pets, of the out-of-doors itself, and of the school environment. The system of heating and ventilation in use, room temperature, lighting, acoustics of the auditorium, cleanliness in toilet rooms

and in classrooms, growing plants in the classroom, drainage of the playground, kinds of plants and shrubs used to beautify the school ground—all of these problems with their many ramifications offer first-hand opportunities for learning on the part of both teachers and children.

Boys and girls invariably make a favorable response to the opportunity to take an excursion which has been properly planned for in advance. If a trip away from the school grounds is impossible, each child may stake off in his own yard or on the school ground a space a foot square. Within the space chosen each may collect every kind of plant, animal, insect, or mineral specimens that can be found, may list them for identification, or having pooled their collections, the class may use some of the examples most commonly found, as a basis for group study. Here again the teacher should participate as one member of the group.

The teacher's own hobby may take the form of a science collection, which may serve as an incentive to children to make collections in a wide variety of fields. Suggestions for hobbies in science run into the hundreds as mentioned in various bulletins of public-school systems which encourage children to become specialists in some field through following an individual hobby.

Some of the most successful science rooms have developed in situations where a teacher and a group of children have taken over a vacant classroom, have planned ways and means of supplying home-made equipment, and have brought together there the science materials and science information on which the whole school could draw. Such a room frequently has much more significance than does a ready-made science laboratory in a new building. Children have a more personal interest because they have had a part in planning.

More than in any other field the teacher can give herself science training on the job. To supplement her own individual efforts, a number of public-school systems have found it possible to arrange with science specialists to offer courses at the college level, not in terms of textbook content, but based primarily upon practical experiments and demonstrations which teachers can develop with their own pupils, as units of experience. To further supplement the teacher's background, monthly excursions to nearby parks have been conducted under the guidance of a specialist, so that teachers can secure specimens and first-hand information which can be used by themselves in turn as they take their groups of children or committees over the same park, at different seasons of the year.



Group cooperation in preparing food on the nature hike.

What Part Should Textbooks Play in Elementary School Science?

Although the child's first experience needs to be with concrete materials and objects, he needs to have access to many and varied reference sources, which will give him further detailed information. Sometimes these sources may disagree. Such disagreement may be helpful in developing in the child the scientific attitude of mind. He will learn to raise such questions as "What is the copyright date of this book? Is the author an authority in his field? How many sources do I need to consult to verify a statement?" Just as in the case of the teacher, the pupil will not want to store his mind with information, but he will learn to know a number of different kinds of reference books which can direct him to the information that he needs.

How Can Science Vitalize Other Areas of Learning?

At the present time people in the science field are questioning the use of social studies as the core of an elementary school curriculum. They are asking, "May not science be the core of certain units, just as logically as literature, social studies, or any other field? Must science always be merely a related field?" Attempts to use a science experience as an organizing center for oral and written expression, reading, arithmetic, spelling, handwriting, art, music, literature, and social studies indicate a natural relationship. In a large city school system the school which serves as a science demonstration center gives its school newspaper a science title. Recreational reading materials are rich in their use of real animals and real nature and science experiences. Factual reading materials exist in a number of excellent science series designed for grade-school use. Arithmetic may have an important science angle when it calls for measuring, weighing, or estimating in experimenting or constructing. Spelling and handwriting contribute to any type of written record whether it be a nature diary, a report of experiments, or a bibliography of reference sources.

Creative expression through art, music, and literature is evidenced in art exhibits, in original songs, and in original poems and stories with nature and science themes. Social studies concepts often are clarified by means of science. Problems related to tools and machines, food, clothing, shelter, transportation and communication, find their most satisfactory solution through demonstration in a science classroom.

The possibilities in elementary school science are endless. They call for ability on the part of the teacher to recognize in the curriculum and in the environment both inside and outside of school, the experiences which involve science principles.



Guidance in CCC Camps

(Concluded from page 213)

individual enrollee into active elements of the program.

Rating Practice

Another important development in many camps is the practice of rating enrollees every month or quarter, not only on their participation in the educational program but also on their conduct in camp and their progress and attitude on the work project. These ratings serve as an excellent index of the progress of each man and bring to the attention of the camp staff those who require assistance as well as those who are in line for promotion.

Here and there across the country, systematic attempts have been made to assist discharged enrollees in securing employment and readjusting themselves to normal civilian life. In New York City, Cincinnati, and Los Angeles, referral and placement services have been established by various organizations for ex-enrollees. In New England, all enrollees are registered with the United States Employment Service prior to their enrollment and referral cards are forwarded to the Employment Service upon their discharge. In the majority of camps, officials attempt to secure jobs for qualified enrollees by contacting employers.

The guidance program pays dividends not only to the enrollee but to the corps itself and to society. There is a direct correlation between an effective guidance program and the successful administration of a camp. Neither the CCC nor an individual camp can operate efficiently without guidance. Its results are directly reflected in the number of men who receive disciplinary discharges, the number of men who "go over the hill" or desert, and the number of men who are refused reenrollment. Its effects are also mirrored in the amount and quality of the work performed.

According to a careful study made by Kirkland Sloper, a camp adviser in Massachusetts, an intensive program of individual guidance increased the participation of a group of en-

rollees more than twofold and had an equally significant effect on the quality of the work performed. He concluded that if the CCC "is to fill its place in the entire picture of secondary education it must continue and enlarge its emphasis upon individual guidance as the basis for the educational program."

A number of developments point to the continued but more rapid growth of guidance work in the camps. In July 1937, the War Department in a letter to corps area commanders called attention to the fact that homesickness is one of the main causes for enrollees leaving camp without authority. The letter further stated that "this feeling should be combated through general persuasion and frequent conversations on the part of both company officers and educational advisers with young enrollees."

Special Camps

More recently, the War Department acting jointly with the Labor Department, issued another directive which has far-reaching implications. This letter authorizes the assignment of selected enrollees to special camps because of the educational opportunities available therein. The letter states in part:

"It is fully realized that it is impossible to send all selectees to camps of their preference but it is felt that in some cases such preferential assignments can be made with a resultant improvement in the training possibilities of the corps and a resultant decrease in desertion, disciplinary discharges, and discontent subsequent to enrollment."

A third development is the recent establishment of the Occupational Information and Guidance Service in the Office of Education. As this service progresses, it will be possible to integrate its efforts with those of the camps.

The far-reaching effects of the guidance work carried on in the camps can be seen in the fact that the age of maximum crime, as represented by arrested offenders, has risen in the past few years from 19 to 22 years. Scores of penologists, jurists, and social workers attribute much of this decrease in crime to the establishment of the CCC. H. W. Jespenson, superintendent of the Nebraska Reformatory for Men, stated that the CCC was responsible for a 25 percent decrease since 1937 in the number of inmates in the reformatory. Federal Judge E. Marvin Underwood, commenting on a 16-year-old boy who was sentenced to a reform school, for 5 years, made the following significant statement:

"It's a pity that the money that will be spent to reform this boy, after he has committed two crimes and has started life on the wrong foot, could not have been spent in a more sensible fashion. I don't like to see the public money spent when it might be too late, and the money might be wasted. How much better it would be for the Government to extend the CCC opportunities to younger boys, such as this one, and steer him into the right path before he had made a mistake."

Developments in College Libraries

by *Ralph M. Dunbar, Chief, Library Service Division*

★★★ College and university libraries are now emphasizing the reader and the use of books rather than the books themselves. Although it is important to have adequate resources available, it is still more important to see that these printed materials are being utilized to aid the college and the university in attaining their educational objectives.

In a consideration of library developments in this field, the growth of book collections, of course, should be taken into account. James T. Gerould, former librarian at Princeton University, tracing the growth of 36 selected colleges from 1876 to 1930, found that in 1876, the average content was 12,145 volumes; in 1908, it was 55,216 volumes; in 1930, it was 132,069 volumes. Although in 1900 there was no university with a million volumes, in 1938 no less than nine contained a million volumes or more each. According to the latest figures compiled by the Office of Education, the libraries in our institutions of higher education at present contain well over 62,000,000 bound volumes. Despite limited book funds, our college and university libraries really have shown remarkable growth.

It is significant, however, that the professional literature and the statements of college administrators and librarians are now stressing the proper utilization of these printed materials, rather than this physical growth. Regarding the library, the North Central Association says: "The Library should provide the reading facilities needed to make the educational program effective and there should be evidence that such facilities are appropriately used." Instead of a set number of books being required, the quality of the collection and the performance of the library judged on certain criteria are stressed.

Generally speaking, college and university libraries have two major functions. One is that of serving undergraduate instruction and the other is that of aiding research and graduate work. These functions exist in varying degrees at different institutions, depending upon the emphasis placed upon undergraduate instruction or upon research at a given institution. To a large extent, these functions present different problems to the library, although changes in undergraduate teaching methods and organization, with stress on independent study and thought, are tending to lessen the differences as far as the library is concerned.

Needs and Procedures Altered

In the undergraduate field, the college library has been profoundly affected by these new teaching methods and by the modifications made in the traditional 4-year unit. Survey courses, honor courses, independent

study programs, and tutorial plans along with the Harvard house plan have greatly altered library needs and procedures. Under most of them, more reading and more use of library facilities are required on the part of both faculty and students. Instead of a few books, many are needed for a given course.

These changes have presented new problems to the libraries, in the way of additional physical facilities, decentralizing of the book collections in many instances, increased book stocks, and duplication of printed materials. A. F. Kuhlman, now director Joint University Libraries, Nashville, estimated that \$40,000 would be needed to equip a liberal arts college of 1,500 students with an adequate book stock to meet course needs in the junior college under the Chicago plan. As an instance of the increased use made of the library may be cited the report of the president of Southwestern College in Tennessee, that the tutorial plan was a large factor in raising the average number of volumes read annually per student from 41.3 volumes to 73.46 and 75.59.

Until recently, however, there have not been many studies to measure the effects of these developments upon the library, or what is perhaps more important, to evaluate the contribution of the library to the new educational procedures. It has been taken for granted more or less that the libraries were in a position to meet these responsibilities and that they were so doing.

Measuring Performance

College libraries are now turning their attention to this problem of measuring their performance. A significant development has been the formulation of a plan for self-surveys of the small college libraries. This undertaking is being sponsored by the College Library Advisory Board of the American Library Association, with a view to discovering the extent to which these libraries are capable of meeting the objectives of the institution.

Another illustration is that of the study sponsored by the Association of American Colleges to see how the work of the library may be integrated with the teaching work of the liberal arts college. Still another is under way at the University of Chicago, where in order to evaluate certain results of the Chicago plan, a careful analysis is being made of the student reading. At the same university, Lulu R. Reed has developed a technique for measuring the competency of students to use a college library. The University of Washington, after several years of experimenting, has now begun an organized readers' advisory service, another indication of the trend towards seeing that the resources of the library are properly utilized.

Librarians and students of library problems

are considering, therefore, not merely gross circulation, but rather what types of books are being read by what types of students, differentiated as to class, sex, and scholarship. They are also seeking to discover what effect the use of the library is having upon the students.

The obtaining of such data requires far more professional and clerical labor than the majority of our college libraries can afford. In an effort to overcome this difficulty, some librarians are proposing to introduce punched card machines to perform the statistical work connected with library procedures.

At the University of Texas, where such a machine has been in operation, it has been found that a study of the distribution of circulation by class of book and by type of reader, which required 2,000 hours of clerical time, could be accomplished by 125 hours of machine work; in other words, in about one-sixteenth of the time.

Two Developments

If attention is turned from the task of serving undergraduate needs to that of aiding research and graduate work, at least two important developments may be noted. One is that the universities and colleges which have research functions to fulfill are changing their acquisition policies to a large extent; and the other is that a determined effort is being made to render these research collections more available to scientists and scholars.

As regards the acquisition of materials, libraries have in the past competed against one another in an effort to attain in a comparatively short time that position which has taken the European research libraries many years to achieve. Except for budget limitations, each library has built up in an individualistic manner its own collection, regardless of the policies or holdings of other institutions. Within recent years, however, there has been a growing tendency to substitute planning and cooperation for this individualistic method.

As a result of this change, before purchases of new source materials, documents, manuscripts, and other research items are made, the holdings of other universities and colleges are considered and frequently agreement is reached upon the division of the field, so that as far as possible the collections will be supplementing, not duplicating, one another. If one institution has already built up a special collection in a certain period of English history, the other tries to keep out of that field and specialize in another. Instances of such agreements may be cited as those at the University of North Carolina and Duke, at Vanderbilt and the joint institutions there, and at other places.

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Libraries Turn Attention Toward Young People

by Nora E. Beust, Specialist in School Libraries

★★★ Statistics gathered by the American Library Association show that library registration of school children is often as high as 80 percent, while that of adults, even in selected groups such as League of Women Voters, Y. W. C. A., Y. M. C. A., is rarely higher than between 25 to 30 percent. The time is fast coming when librarians will be called upon to close the gap between the age level of their patrons and the population span. In most libraries the children up to high-school age have expert, or at any rate interested assistance from the librarians of the children's departments. The adults also have a department organized to suit their needs. In large libraries they find readers' advisers; in small libraries, if they wish to confer regarding their reading, they usually find a congenial staff member.

What about the young person who wishes to go beyond the children's department? He ventures out into the adult department, exhausts a certain group of books which he wants to read, discovers a few more books that appeal and perhaps asks a question or two of a librarian in the adult department; and then finds that he is not wholly satisfied. He may not know what he is seeking, but he does know that there is something that he wants.

Youth Tell Their Story, a publication of the American Council on Education, contains the following significant information in regard to the use of libraries by Maryland youth as indicated in the figures and table. Figure I shows that 51 percent of the city youth took advantage of available library service and only 31.5 percent of the young people on farms used the libraries their communities provided. Figure II shows that when the data are considered from the point of view of the school grades completed, a progressive increase in the use of libraries was found with each grade level attained. In spite of this fact the library registration of youth drops sharply after they leave school. Of youth, 40.7 percent said that they obtained reading material from sources other than the public library in answer to a question regarding the reasons for not using available library service.

Important Method

There is a distressing decline in the use of the library by the boys and girls after they leave the children's department. R. E. Ellsworth in his *The Distribution of Books and Magazines in Selected Communities* found in comparing the library population with the general population in South Chicago, that there were twice as many 10-year-olds using the library as 20-year-olds. The situation is not peculiar to South Chicago. Furthermore, William C. Haygood in his *Who Uses the Pub-*

FIGURE I. Extent to Which Farm and Nonfarm Youth Used Available Public Library

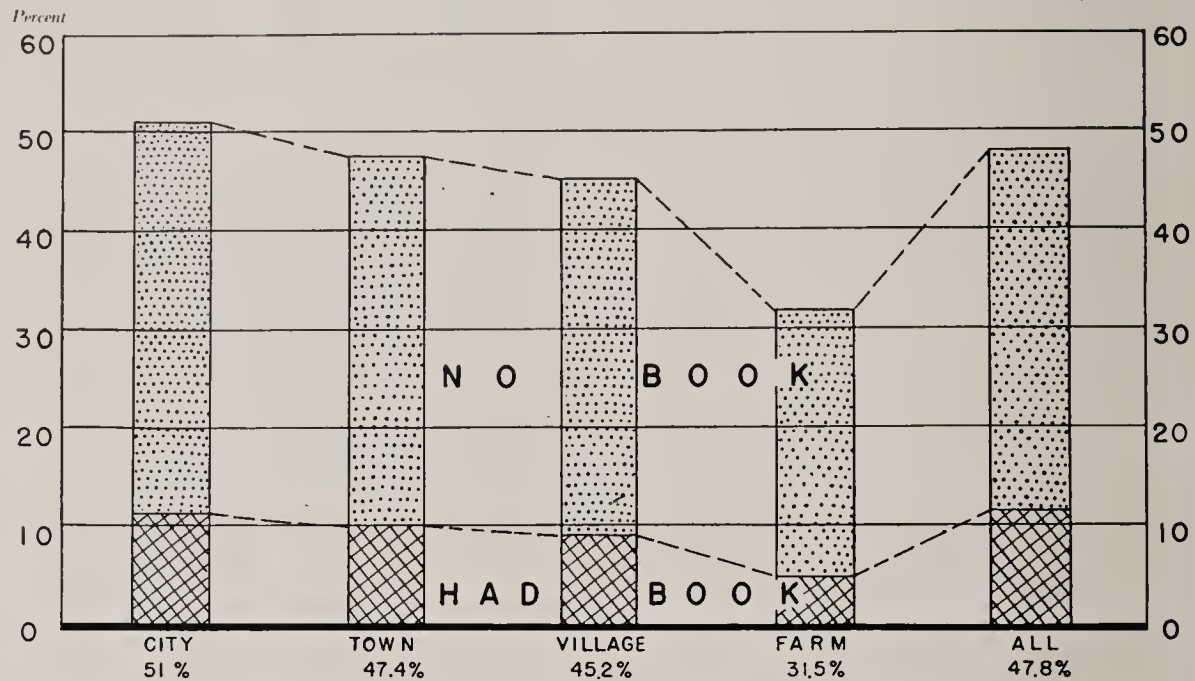
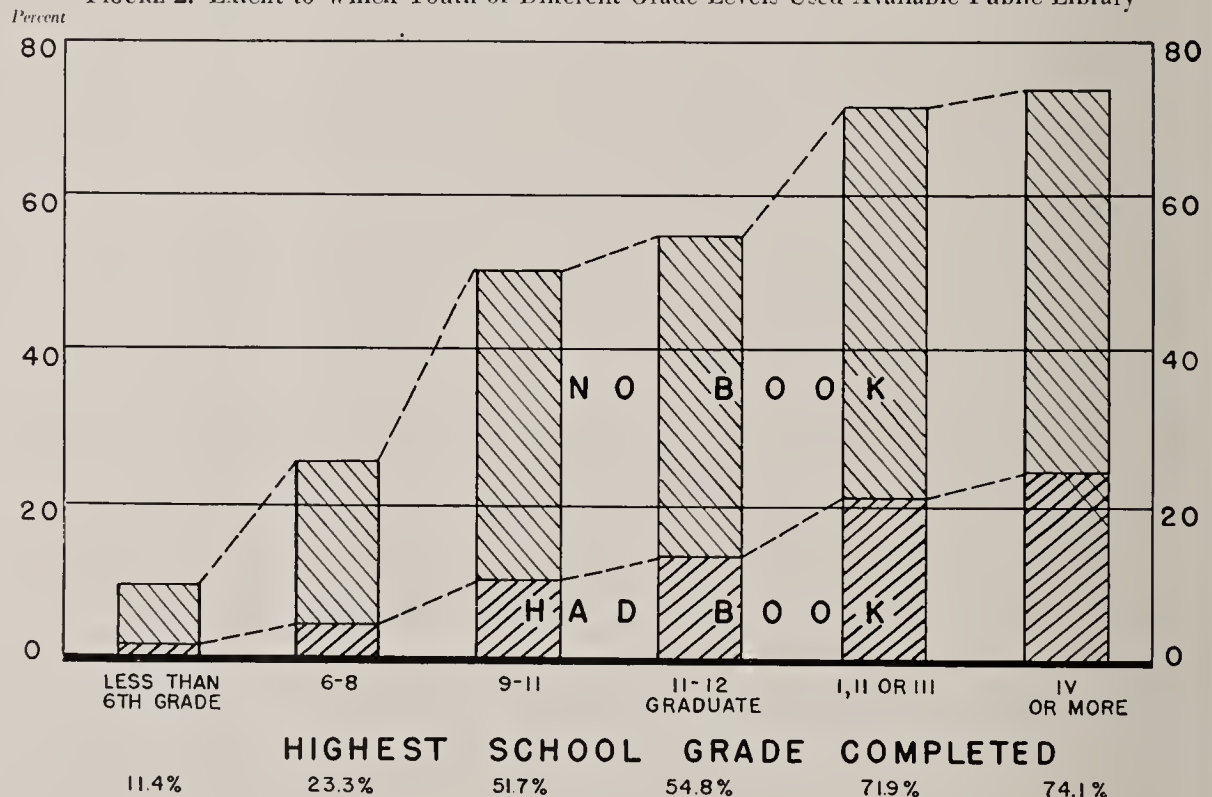


FIGURE 2. Extent to Which Youth of Different Grade Levels Used Available Public Library



lic Library shows that students made up almost 50 percent of the total adult registrants in three large cities. This seems to indicate that many young people associate books with formal school assignments rather than with their own intellectual life.

Librarians have long been aware of the fact that the work of the children's department in libraries has not resulted in creating the adult clientele which a study of the activities of

children's departments would lead us to expect. We are beginning to realize that there is a definite period between childhood and adulthood. It is to provide for this period that the coordinator, the young people's librarian, is necessary in the public library and in the school.

A librarian who wants to understand youth, who is educated and trained in working with youth, can help young people to realize that

books are necessary for intelligent living today. Gratifying results are attained by librarians who strive to make books an integral part of the young person's living. A survey made in Omaha, Nebr., by May Ingles, librarian of the Technical High School, where this effort is made, showed that 62 plus percent of 2,000 high-school graduates had public-library cards 4 years after they had left school.

Distressing Decline

An important method that may be adopted by librarians to discover needs of youth and to make books more vital to them is the case study. This method has not been feasible for many librarians, however, because of the inadequate size of the library staff. At present the mass or crowd of young people is brought so forcibly to the librarian's attention that it is difficult to be aware of the problem of the individual.

An illustration of an interesting case study that shows the need for individual guidance in the realm of books is one carried on by a librarian member of a class in high-school book collections at the University of Chicago last summer. The reading of a 16-year-old girl who was having difficulty making the transition to adult life was studied. This young girl's mother managed to make a happy home for the 16-year-old girl and her two younger sisters, although her income was small. The subject of the study apparently dreaded growing up and facing the realities and struggles around her which entailed accepting responsibilities in the household. She was precocious in many ways but childish in others. She was hoping to be able to get a scholarship to the university since her ambition was to become a lawyer. She had read widely of many types of juvenile books, but had not changed her card to the adult department until recently because the other collection seemed to supply her needs. She recognized the fact that she did not enjoy reading the novels which some of her schoolmates were reading and discussing because she hesitated to give up her irresponsible youth.

Here was a reader who needed adult books which would permit her to experience vicariously the satisfactions that come with responsibility. According to psychologists, if she did not grow up emotionally it would be hard for the people who had to live with her, and her chances of becoming neurotic would be increased. Society is burdened with the care of adults who live on an infantile level of development. Similar case studies give the young people's librarians some basis for discovering the reading needs of their clientele. Librarians often have the impression of the mass or crowd rather than the individual. Types of books that fill the varying needs of youth can be supplied more satisfactorily if the librarian studies her clientele as individuals who cannot be separated from their environment. The work takes on reality if the librarian has facts rather than suppositions as the basis from which to work.

Reasons given for not using available library services

Reasons given	Percentage not using available library		
	Male	Female	Total
Not interested in reading.....	56.1	38.5	47.9
Reads magazines and other books	33.2	49.3	40.7
Owes money; difficulty with library rules.....	2.1	1.6	1.8
Inconvenient distance or hours....	1.4	2.0	1.7
Other reasons.....	7.2	8.6	7.9
Total.....	100.0	100.0	100.0
Number of youth.....	2,673	2,362	5,035

The school, elementary and secondary, and public-library librarians must work together if the desired results are to be achieved. If book experiences in school give satisfactions, young readers will continue, during and after school days, to seek these satisfactions in books borrowed from the public library. Because of shyness or indifference or misunderstanding some boys and girls need guidance in the effective use of the school library as well as of the public library. Cooperation between schools and public libraries is invaluable.

Need for Specific Service

Librarians have recognized the need for specific service to youth. The school and children's library division of the American Library Association was established in January 1936. In June 1937 this group sponsored a round-table discussion preceding the meeting of the American Library Association. About 50 persons, including educators, representatives of social service agencies, parents, and librarians, considered the needs and the possibilities of more adequate library service to youth. The consensus of opinion seemed to be that though there is considerable good library service to youth, some libraries give indifferent service and other libraries do not welcome young people because they disturb adults. Among the questions discussed were:

(a) How can libraries cooperate with other educational agencies and with civic, social and recreational agencies to achieve a more satisfactory service to young people?

(b) What is necessary to make library work with young people more adequate?

Five conferences on young people's reading were organized and conducted in the spring of 1937 by librarians of New York State at the suggestion and the request of the Library Extension Division. Seven similar conferences were held in New York State during 1938. Specific improvements in young people's library service may be traced to these stimulating conferences.

Data Gathered

The young people's reading round table, a section of the American Library Association,

established approximately 12 years ago, has gathered data on service to young people through a questionnaire sent out in April 1937. It was found that 20 large cities were providing librarians especially chosen because of their ability to work with young people. In a few libraries there are special rooms filled with books selected to meet the needs of young people. In some libraries there are special sections of books for young adults. The young people's librarian has the potential tools and information to guide young people to find fruitful and significant ways of living within adolescence. Young people need literature that has meaning for them. Young people want a philosophy. A philosophy of life does make a difference. Here is a challenge for workers with youth who know their book stock and try to understand their clientele.



Developments in College Libraries

(Continued from page 217)

Preliminary to this planning must come careful surveys of the resources of a given region or section. An illustration of this, although not restricted solely to college and university libraries, is the recently completed survey of the research materials available in the Southern States, listing the location of and describing the various collections of manuscripts, newspapers, government publications, periodicals and society publications, and research materials on special subjects. Inventories, such as this, reveal where weaknesses exist, serve as a basis for a cooperative acquisition plan, and show what material is now available.

In the matter of making research material more generally accessible, university and college libraries have progressed notably, a fact which becomes very significant when it is realized how unevenly distributed and widely scattered these collections of printed materials are. One means of bringing about this availability has been a survey such as the one just mentioned. Still another has been the sponsoring, by university libraries along with other types of libraries, of such undertakings as the Union List of Serials, which indicates the location and the holdings of various scientific and scholarly journals. University libraries are also benefiting greatly from such bibliographical tools as the Union Catalog with its fifteen million cards at the Library of Congress. Similar activity is being pushed in other regions of the country.

Moreover, the cause of availability has been strikingly furthered by the advent of the microfilm. The modern processes of photography, in the opinion of many librarians, may revolutionize the distribution of printed

(Concluded on page 223)



Is He Thankful?

"When I started to high school I had nothing to look forward to. Now I own a third interest in our farm swine herd, a third interest in a new tractor, and will farm 240 acres next year in cooperation with my dad and brother. I think farming is the basic industry of the world and see great hopes for the future."

So writes an Iowa farm boy who 5 years ago moved from south central Minnesota to Iowa Falls, Iowa, and enrolled in the vocational agriculture course offered in the local high school.

In his story of his progress, this boy, Don Robinson, tells how he developed from a lazy, indifferent lad into an ambitious, energetic individual, how through his supervised farm practice work both he and his father became interested in farming not as just a way of making a living but as a profession and a way of living; how as a student he became interested in community life and community service; how he helped to develop through experiment a variety of high-yielding corn which was distributed to farmers in the Iowa Falls community; and how he with other vocational agriculture students procured certified potato seed and sold it at wholesale prices to farmers, and made purebred swine available to the community at a reasonable charge.

Don closes his ode to the vocational agriculture course and the vocational agriculture teacher as follows: "The past 4 years of my life have been the happiest I have ever spent. I now have a goal and a future to plan for. My interest in agriculture has come from a scientific study of the advantages and possibilities of success which a career of farming represents." And he adds: "It's a real feeling to know there is a vocational agriculture teacher willing to give his unbiased opinion on these problems."

Supply, Demand, Turnover

Encouraging to those eligible for teaching positions in home economics in Maryland is the report of the director of vocational education for the State, John J. Seidel, that "the supply of and demand for home economics teachers in white schools continues to balance." This year, according to the Maryland report, "there were no available teachers in the middle of the year, and considerable difficulty was experienced in filling several vacancies after Christmas. Teacher turnover during the year is ascribed to: Marriage, 5; inefficiency, 1; health, 1; and teaching outside of State, 3.

At the close of the fiscal year, ended June 30, 1938, there were 127 white and 21 Negro teachers of home economics education in Maryland high schools.

Pottery and Succotash

The impetus given in different ways to "home industries," "the fireside occupations," or "arts and crafts," as they are variously designated in the past 5 or 6 years, and in the educational training of those engaged in these occupations lends particular interest to the work of individual groups engaged in these employments.

Outstanding among these groups are the Plymouth Potters who carry on in the 200-



Trainee at Plymouth Potters fashioning a reproduction of an early New England bean pot.

year old Sparrow House in Plymouth, Mass. This group is famous among other things, for its succotash bowls. And just by way of helping to make its bowls known, it serves periodic succotash dinners whose fame is already widespread. And succotash, a la New England, you must understand, is something far different from the sweet corn-lima bean combination commonly known by that name. It consists of chicken and corned beef, yellow turnips, hulled corn and pea beans—a "very hearty dish" someone has designated it.

Here is what a columnist for the Boston Herald Traveler recently wrote of a succotash dinner at Sparrow House:

"There was a fire burning in the big old fireplace, and a lighted candle in each of the criss-cross leaded glass windows, as well as lighted candles on the tables. At each place the guests found a bouquet of herbs with one or two small flowers in it. The dishes used were all made at the Plymouth Pottery Shop.

"Glasses of cranberry cocktail were served first, then succotash and wonderful graham rolls and big wooden bowls of the prettiest and most delicious salad made by Miss Alden. Hot apple pudding with whipped cream for dessert, coffee and a delectable herb tea."

Miss Alden, it should be explained, is the director of Plymouth Potteries, under whose supervision the work of the group has been built up and carried on.

Writing editorially in the Old Colony Memorial published in Plymouth, the editor of that paper describes the atmosphere of Sparrow House on the occasion of a succotash dinner as follows:

"Shadows playing over the heavy rafters as the blaze in the huge fireplace leaps and crackles—the gleam of candles on dinnerware shaped by the very potters who serve the food—red berries decorating the otherwise austere panels—nosegays of autumn flowers—huge bowls full of a salad so varied and brilliant in color that it looks as though someone had whipped up a painter's palette—all set off by row after row of fascinating pieces of original pottery glowing in the chaste but charming hues—all serve to provide an excursion into the seventeenth century for those who attend the dinners occasionally served at the Sparrow House by the Plymouth Potters."

Recently, Plymouth Potters lost their kiln-house and expensive electrical equipment.

Both the Massachusetts State Board for Vocational Education and the local public schools have cooperated in the training program carried on by Plymouth Potters.

A Lot of Visits

The value of visits by home economics teachers to the homes of their students for the purpose of getting a better understanding of home conditions and the problems which might well be emphasized in class instruction, has been stressed by State boards for vocational education for a number of years.

The report of the Pennsylvania State Board for Vocational Education for the fiscal year ended June 30, 1938, is of interest in this respect. It shows, for instance, that home economics teachers in the State made 5,902 visits to the homes of their students, which stimulated 4,272 return visits of parents to the schools and resulted in 471 conferences with parents on home projects.

The report shows, further, that 23,329 home projects of more than a dozen types were undertaken by homemaking students during the year.

Another form of visitation—visits of the itinerant teacher-trainer at the Pennsylvania State College to graduates of the teacher training courses, in the schools in which these graduates are employed in Pennsylvania are

reported by the State. In some instances, the teacher-trainer is accompanied on such visits by members of the home economics staff of the college. Through these visits, records of the individual teacher's progress is kept. Such visits may result, also, in the addition of new courses to the teacher-training curriculum at the college.

Among the F. F. A.'s

Recent reports from local chapters seem to indicate that the busier members of the Future Farmers of America are, the more activities they take over. Here are a few examples to illustrate this statement picked at random from recent records.

Late in February, Governor Herbert H. Lehman of New York made the ninth annual 4-H awards sponsored by a New York farm journal to the eight youths in New York who have played an outstanding part as members of the Boy Scouts, the Juvenile Grange, 4-H Clubs, and the Future Farmers of America. And F. F. A. members—Irving Davis of Corning, and Ward Burdick of Central Square—captured two of the awards.

Here's a report from Carlisle, Ky., that the Carlisle F. F. A. chapter is carrying on a "Lord's Acre" project started 2 years ago, under which members give one-tenth of the returns from supervised farm practice projects they carry on in connection with their vocational agriculture course, to a local church of their choice. At Christmas time the chapter distributed 150 baskets of fruit to needy persons.

Out in Hot Springs, Ark., the State F. F. A. Association, composed of 164 chapters, is sponsoring a safety move to equip all horse drawn vehicles with reflectors and lights. Each of the 164 chapters in the State will contact local farmers and solicit their cooperation in the plan. The project is a cooperative one with the Governor, the State Safety Council, and Arkansas State police.

Milton, W. Va., F. F. A. is cooperating with the Sportsmen's League and State Conservation Commission in a wildlife conservation project. Last summer they assisted in inoculating, packing in 8-pound bags, and distributing, over 3,000 pounds of grain seed to other F. F. A. chapters and to farmers in southern West Virginia. Each bag contained instructions for planting the seed. As a result, many birds and game found shelter under the cover made by the grain crops and a supply of winter food from the grain itself. Twenty-seven of the Milton chapter members competed in a contest to determine which could raise the best crop from the seed provided for the wildlife project.

Members of another West Virginia chapter, that in Petersburg, treated more than 500 horses, colts, and mules for bots during the month of January. They arranged in advance the dates and hours they would be in the various communities and requested all farmers interested in the treatment to have their animals there on time.



Attractive 200-year-old fireplace in Sparrow House, Plymouth.

Conferences Consider Problems

Several conferences of importance were held under the auspices of the Office of Education early in the year.

First of these conferences was the one on evaluation of the community programs in education for home and family living, now being carried out in Wichita, Kans.; Box Elder County, Utah; Obion County, Tenn.; and Toledo, Ohio, under the sponsorship of the Office of Education and State boards of education. This conference, which was attended by representatives of three of the States in which the community programs have been set up and by specialists in family life education and in evaluation, was an outgrowth of a similar meeting held in November to consider ways and means of developing programs in these centers. The object of the January conference was to consider what data should be collected and what kinds of evidence should be sought to show whether progress is being made toward the objectives set up for these community programs.

During the spring months conferences will be held in each of the four community centers, in which representatives of various school levels and school subjects on which emphasis on home and family living may be given, will participate, as well as family life and evaluation consultants and representatives of the United States Department of the Interior, Office of Education, and State offices of education.

During the week of January 23 a committee on standards in vocational agriculture, consisting of two representatives in the field of

agricultural education from each of the four administrative regions of the country, met in Office of Education headquarters to discuss agricultural education standards with members of the staff of the Office.

Three definite actions were taken at this conference. The committee decided first to formulate in writing a statement of the philosophy of vocational education in agriculture and to set up a study of standards for this field of education. Secondly, the committee set up areas in which standards are needed primarily for local programs of instruction in vocational agriculture and also for administration, supervision, and teacher-training. Finally, the committee decided that its principal function is not to discuss minimum standards but rather to discuss a sliding scale of standards for vocational agriculture whose purpose would be to stimulate local communities to improve their instructional programs.

Third of the Office of Education winter conferences was that held the second week in February and attended by Office of Education representatives, representatives of the Federal Bureau of Investigation, and 10 other persons—officers and staff members of State and city police departments. The objective of this conference was to develop a report on standards for police-training programs which will be sound from the standpoint of the Federal Bureau of Investigation and the vocational division of the Office of Education. This report is now in process of preparation.

C. M. ARTHUR



In Public Schools

Curriculum Program

The State of Michigan Department of Public Instruction has recently issued its third report of progress on the "Michigan Curriculum Program." The report states:

The third year of the State curriculum program has been characterized by achievements and reports of promising movements in local schools. An appraisal of the curriculum program based upon the reports of 301 superintendents, commissioners, and supervisors indicates that curriculum study and curriculum improvements are widespread. Their replies indicate the following results:

1. Major curriculum changes numbering 202 ranging from the addition of vocational education to complete reorganization of a program.
2. Plans for curriculum programs and changes for next year (1938-39) number 234.
3. Organized faculty study groups in 154 cases.
4. Aims, basic points of view, and approaches of the State program receive almost unanimous approval.

School Transportation

According to a recent report of the State school commission of North Carolina there were, in 1937-38, 4,255 school busses in operation in that State; 306,953 children were transported; and the number of miles covered by the busses was 23,011,385. The total cost for transportation during the year was \$2,443,168, the average cost per bus for the year was \$574, and the average cost per child for the year was \$7.95.

New Regulations

The present requirement of 12 semester-hours of graduate work in administration and supervision for administrative and supervisory certificates issued by the Department of Public Instruction of Pennsylvania has been extended so that by April 1, 1941, new entrants into the administrative and supervisory service of the public schools will have completed a year of graduate education or earned a master's degree in an approved graduate school, according to Lester K. Ade, superintendent of public instruction. The plan provides for additional education to the present requirements, and suggests that future administrative officers shall have had 18 semester-hours of graduate credit after April 1, 1939; 24 semester-hours of graduate credit for the year beginning April 1, 1940, and 30 semester-hours or a master's degree beginning April 1, 1941.

The study made by the department of public instruction reveals that more than 50 percent of the county, assistant county, and

district superintendents have already earned the master's degree, and that a large number of superintendents have continued their education beyond this point toward the doctor's degree. At the recent State-wide election of superintendents, the certificates of election indicate that practically all of the newly elected superintendents have already met the standards of preparation suggested by the new regulation effective April 1, 1941.

Nonresident Attendance Increases

According to the 1937-38 report of the Missouri Public Schools, "During the school term 1930-31, the year previous to the enactment of the free tuition law, when the pupil paid his own tuition, approximately 20,000 nonresident rural boys and girls attended high school. Since the enactment of the new law in which the State and rural districts together are required to pay the high-school tuition, the attendance of these nonresident pupils has greatly increased. For the 1937-38 school year 42,473 nonresident high-school pupils were enrolled. These rural school pupils went to school enough to establish an average daily attendance of approximately 37,309. The State apportionment to high-school districts on account of the attendance of nonresident pupils is made on the basis of \$50 per pupil in average daily attendance. The total State apportionment was \$1,865,460."

The Missouri report referred to is an illustrated publication showing many of the activities of the schools of the State.

Consider Regent's Inquiry

Six public meetings under the general title "Inquiring Into the Regents' Inquiry" are being held by the Public Education Association of New York City and cooperating organizations. The purpose of the meetings is to help citizens and educators to understand the recommendations of the regents' inquiry report and their bearing upon the public schools of the city. The subjects of the meetings are teacher training and selection, school finance, vocational schools, high schools, elementary schools, and the school health program.

Kindergartens in Utah

The State superintendent of public instruction of Utah in his biennial report, 1936-38, says: "A very gratifying observation is the fact that a large percentage of the local superintendents have made it possible to extend the school program downward to include some preschool education in the form of kindergartens. It is true that in most cases this instruction has covered only a 6-week summer term, but housing arrangements are being made in a few of our larger centers whereby this important part of childhood education will become a permanent addition to the regular school year."

Threefold Purpose

"View Pointe," a pictorial production from the 6-year high school at Grosse Pointe, Mich., has the following threefold purpose: To capitalize on the creative photographic and writing ability and enthusiasm of the students; to find a satisfactory substitute for the traditional senior annual; to use it as an effective and legitimate public relations instrument. The pictures in the publication were chosen from nearly 500 submitted by the two photography clubs. The editorial captions, the organization, and the features selected were also done by amateurs.

W. S. DEFFENBAUGH



In Libraries

New Hampshire Report

According to the 1936-38 biennial report of the New Hampshire Public Library Commission, of the 235 cities and towns in the State, 225 have their own free public libraries, either tax supported or endowed, or both. During the last complete fiscal year, 57,317 new books were purchased, 25 percent of these being for children and 75 percent for adults. Although library service is now being extended to the rural population of New Hampshire, the commission estimates that \$26,000 instead of the \$5,200 now being spent should be available if really adequate service is to be rendered to this part of the population.

Sailors Receive Books

The American Merchant Marine Library Association not only supplies the sailors on our ships with chests of books, but also serves 106 lighthouses. The same tender which carries the supplies to the keepers also takes boxes of specially selected books. If families also live in the lighthouses, some books for women and for children are included in the case. Limited budgets have prevented the association from developing this service as adequately as it would like.

Archival Movement

The archives division of the Illinois State Library is now housed in a new building of its own. At the recent dedicatory ceremonies, speakers noted numerous evidences of the acceleration and importance of the archival movement in the United States. An archives building with its provisions for the proper care of historical materials in the making, said one speaker, must be considered as a going business concern necessary not only to the historian and research student, but also to public officials.

Contributing Factors

Basing its report on returns from 35 cities of over 100,000 population in the United States and Canada, the American Library Association notes an increase in public library use in 1938 as compared with 1937. Among the factors contributing to this gain were extensive series of lectures and forums, trailer and messenger service to homes, the European situation, and larger book budgets. For example, the gain of 450,000 books borrowed for home use in Minneapolis during the first 11 months of the year is explained in part by the forums, lectures, and clubs which brought 30,000 people to the library. Seattle points to forums as a contributing cause of its increase, and St. Louis attributes its gain partly to adult education classes. Except in one or two cities, encouraging increases have been made in the use of nonfiction collections.

RALPH M. DUNBAR



In Other Government Agencies

National Park Service

The preservation and presentation in word, picture, and artifact of the way of life of the pioneer men and women who settled in the wilderness areas of the present Great Smoky Mountains National Park, half of which lies in Tennessee and the other half in North Carolina, is part of the long-range development program of the National Park Service.

Plans call for the establishment of a central museum area and a number of field exhibits consisting of groups of original mountain buildings—cabins (see illustration), barns, old mills, corn cribs, with all their surrounding fields, gardens, and orchards. Old roads, trails, and bridges in the areas selected for the establishment of the field exhibits would be preserved. Some of these old buildings have already been moved to selected sites by CCC enrollees. The buildings were carefully dismantled, the pieces numbered, and then moved and reassembled.

The Badlands National Monument in southwestern South Dakota, established through proclamation of President Roosevelt, stretches for 39 miles in an arc north of the White River and the Pine Ridge Indian Reservation. Title to the major portion of the land was recently acquired by the Department of the Interior by transfer from the State of South Dakota, the Department of Agriculture, the General Land Office, and by purchase from private owners. A modern highway traverses the monument from Cedar Pass, near its eastern boundary through Big Foot Pass, Dillon Pass, and the Pinnaeles. An extension of the road is being built from Sage Creek to Sheep Mountain Table, in the southwestern corner of the monument.



Courtesy Division
of Motion Pictures.

Old cabin in Cades Cove, Great Smoky National Park.

Works Progress Administration

Although more than 150 books in the American Guide Series—books and pamphlets prepared by the Federal Writers' Project, WPA—have appeared so far, almost a hundred more are nearing completion and twice as many more are projected.

Guidebooks have been prepared for each of the 48 States and for Alaska, Puerto Rico, and Hawaii. Besides the guides to cities and towns, the project is also producing guides to the important roadways in America, and books dealing with nationalities, with folklore,

history, and many other subjects of social and cultural value.

Books in the American Guide Series are issued through sponsors who assume the responsibility for their publication, with the exception of *Washington: City and Capital* and *Intracoastal Waterways* which were issued through the Government Printing Office.

A *Catalog to the American Guide Series* will be sent upon request to the Federal Writers' Project, 1734 New York Avenue N.W., Washington, D. C.

MARGARET F. RYAN



Developments in College Libraries

(Concluded from page 219)

material for research. In the case of rare and expensive items, no longer must a university library attempt to acquire every single item in a given subject field in order to fulfill its research obligations to its patrons. If the desired item is in another library, a photostat of a short article or a film of a longer may be purchased, and used at the local library by means of a projector or a reading machine. Still again, it is no longer necessary to restrict the use of research material to the institution possessing it, for a compact photographed reproduction may be sent to the requesting library without the danger that is involved whenever the original is forwarded.

In cases where the copyright and royalty questions are not involved, university libraries and others are cooperating in making films of rare and valuable documents and journals. The University of Chicago has made films of many of the journals, newspapers and pam-

phlet series issued at the time of the French Revolution, and is preparing to make arrangements whereby copies will be available to other libraries interested in this subject field. The microfilm is also proving a means of preserving rare material which otherwise might be lost through the deterioration of the paper.

These various cooperative endeavors on the part of the university and college libraries, such as agreements as to fields, mutual assistance in making material available, pooling resources wherever possible, all mean greater aid and more efficient service to the scholar. No less important developments are indicated in the field of library responsibility to undergraduate instruction. The present trend, as indicated by studies under way and by the emphasis upon performance, is distinctly towards finding means of integrating the work of the library with the teaching work of the institution.

Some **CURRENT PUBLICATIONS** of the **OFFICE OF EDUCATION**

BULLETINS

1939

1. Educational directory, 1939. (4 parts.)

Part

- II. City school officers. 5 cents.
- III. Colleges and universities. 10 cents.
- IV. Educational associations and directories. 10 cents.

1938

1. Educational directory, 1938. (4 parts.)
 - I. State and county school officers. 10 cents.
2. The school custodian. 10 cents.
3. Nature and use of the cumulative record. 10 cents.
4. School use of visual aids. 10 cents.
5. Bibliography of research studies in education, 1936-37. 35 cents.
6. Offerings and registrations in high-school subjects, 1933-34. 15 cents.
7. Curriculum laboratories and divisions. 10 cents.
8. The elementary school principalship. 10 cents.
9. College projects for aiding students. 10 cents.
12. Development of State programs for the certification of teachers. 20 cents.

1937

2. Biennial survey of education, 1934-36.

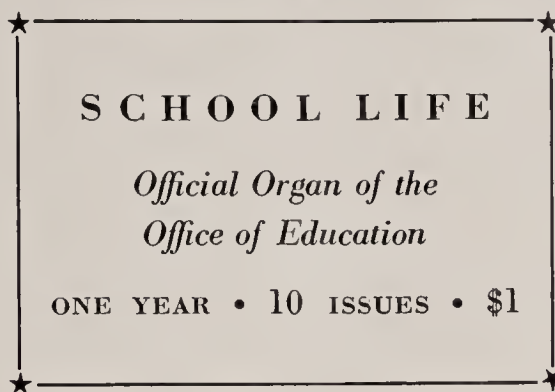
Volume I

Chapter

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

Volume II

- II. Statistics of State school systems, 1935-36. 15 cents.
- III. Statistics of city school systems, 1935-36. 10 cents.
- V. Statistics of public-school libraries. 20 cents.
- VI. Statistics of special schools and classes for exceptional children. 20 cents.



9. College salaries. 10 cents.
10. Economic status of college alumni. 25 cents.
11. College student mortality. 15 cents.
12. Some factors in the adjustment of college students. 10 cents.
13. Economic status of rural teachers. (In press.)
14. Successful practices in the teaching of English to bilingual children in Hawaii. 20 cents.
15. Learning English incidentally: A study of bilingual children. 15 cents.
16. Student interests and needs in regard to hygiene. 10 cents.
17. Opportunities for the preparation of teachers of exceptional children. 10 cents.
18. Preparation for elementary school supervision. 15 cents.
19. CCC camp education: Guidance and recreational phases. 10 cents.
20. Education and the civil service in New York City. 15 cents.
21. University unit costs. 10 cents.
22. List of publications of the Office of Education and the Federal Board for Vocational Education, 1910-36. Free.
23. Professional library education. 15 cents.
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.
30. Occupational experiences for handicapped adolescents in day schools. 15 cents.
31. A survey of courses of study and other curriculum materials published since 1934. 20 cents.

Part

- IV. Classified list of courses of study, 1934-37. 15 cents.
32. Let Freedom Ring! 13 radio scripts. 60 cents.
33. Let Freedom Ring! Manual. 20 cents.
34. Industrial arts—Its interpretation in American schools. 15 cents.

35. The school building situation and needs. 10 cents.
36. Guidance bibliography, 1935. 10 cents.
37. Guidance bibliography, 1936. 10 cents.
38. Vocational education and guidance of Negroes. 20 cents.

MISCELLANY

1. Choosing our way. 35 cents.
2. To promote the cause of education. 20 cents.

PAMPHLETS

82. Physical education in institutions of higher education. 10 cents.
83. Handbook for compiling age-grade-progress statistics. 10 cents.
84. Safety and sanitation in institutions of higher education. 10 cents.
85. Salary and education of rural school personnel—Status and trends. 5 cents.

LEAFLETS

30. Federal aid for education, 1935-36 and 1936-37. 10 cents.
31. Government publications of use to teachers of geography and science. 10 cents.
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.
47. Know your board of education. 5 cents.
48. Know your superintendent. 5 cents.
49. Know your school principal. 5 cents.
50. Know your teacher. 5 cents.

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.
194. Duties and responsibilities of the general household employee. 10 cents.
195. Homemaking education program for adults. 15 cents.
197. Training for the police service. 15 cents.



MONOGRAPH

19. Agricultural education program. 10 cents.

[USE ORDER BLANK ON OPPOSITE PAGE]

AIR-WAYS TO LEARNING

United States Department of the Interior • Office of Education

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
AMERICANS ALL IMMIGRANTS ALL	THE WORLD IS YOURS		WINGS FOR THE MARTINS			1
CONTRIBUTIONS IN SCIENCE  2	GEMS AND GEM LORE  3	4	MAKING THE MOST OF THE LIBRARY  5	6	7	8
ARTS AND CRAFTS  9	FIRST LADIES' FASHIONS  10	11	HE DIDN'T MAKE THE TEAM  12	13	14	15
SOCIAL PROGRESS  16	TRAIL BLAZING WITH SCIENCE  17	18	THE RADIO MAKES DAD NERVOUS  19	20	21	22
A NEW ENGLAND TOWN  23	HEAD HUNTERS  24	25	LEARNING TO COOPERATE  26	27	28	29
AN INDUSTRIAL CITY  30	NEW FRONTIERS OF PHYSICS  30					

Americans All—Immigrants All

Every Sunday from 2 to 2:30 p. m., E. S. T. Coast-to-coast—CBS network with the cooperation of the Service Bureau for Intercultural Education. Purpose: To promote better understanding of the American family of peoples

April 2, CONTRIBUTIONS IN SCIENCE

The story of science told from a new and unusual angle! Men and women—of Italian, Chinese, German, Jewish, and other backgrounds—conquered pain, measured the speed of light, explored the heavens. Hear how great advances in medicine, physics, chemistry, and other sciences were made.

April 9, ARTS AND CRAFTS

Here is a program in which the Negro spirituals blend with the folk tunes of a dozen peoples—to give the listener the story of the beginnings of American song and music. In addition, this program will dramatize the rise of American art, drama, sculpture, and craft—from Indian handiwork to skyscraper building.

April 16, SOCIAL PROGRESS

The struggle for social justice—fought not in legislative halls alone, but in the slums, among the sick, in sweatshops and mines—this is the keynote of the broadcast. Again, the heroes in this struggle—Jane Addams, Lillian Wald, Jacob Riis, Samuel Gompers—will retell the story through actions and words.

April 23, *A NEW ENGLAND TOWN

Life in a town in the New World was a colorful patchwork of cultures. Get a close-up of early American life, when the English, German, French-Canadian, Irish, and Polish cultures intermingled in wholesome relationships. Here is life in early America in a new light.

April 30, *AN INDUSTRIAL CITY

In the mills and mines of the United States are people who have brought with them the culture, creed, and color of their distant homes. How does our industry of steel and smoke affect these cultures? Here is a great chapter on a theme which will help us understand better our own country.

The World Is Yours

Every Sunday from 4:30 to 5 p. m., E. S. T. Coast-to-coast—NBC red network with the cooperation of the Smithsonian Institution. Purpose: To dramatize significant areas of human knowledge

April 2, GEMS AND GEM LORE

Stones—treasured by men for their beauty and their power to bring good luck! Stones—precious in terms of fortunes and lives!

April 9, FIRST LADIES' FASHIONS

Gowns worn by Presidents' wives, daughters, sisters, and nieces—from Martha Washington's hand-painted reception gown to Mrs. Coolidge's short velvet dress—illustrate the fashion of the day. Dolly Madison's stubbornness saved her pansy brocade from British soldiers. Mary Todd Lincoln wore her pansy velvet to the Ford Theater. Mrs. Pierce's inaugural gown—black because of the death of her son—contrasts strikingly with the white wedding dress of President Buchanan's niece. Here is the life and the gay talk and the music of the White House through generations.

April 16, TRAIL BLAZING WITH SCIENCE

Each year a world-wide network of scientific expeditions is thrown out by the Smithsonian Institution to round up new knowledge of our earth and its inhabitants. High lights of 1938 will be broadcast in this program.

April 23, * HEAD HUNTERS

Smithsonian scientists come out of the jungles of northwest South America with an argosy more thrilling than fiction. Soldiers, settlers, and missionaries have told many tales of the Jivaro Indians. This true and amazing story is told for the first time in THE WORLD IS YOURS.

April 30, * NEW FRONTIERS OF PHYSICS

What discovery—by Galileo about 300 years ago—was one of the most important achievements in the history of human thought and marked the beginning of the science of physics? How has our picture of the universe changed since then? What clue—brought to this country only a few weeks ago by a notable scientist—started a feverish activity in several physical laboratories here and may result in the most important discovery in science in this generation? Listen to the answers on this program.

For more information write the UNITED STATES DEPARTMENT OF THE INTERIOR, OFFICE OF EDUCATION, WASHINGTON, D. C.

Watch for next month's program titles • Airways to learning are pleasant ways to fact

Wings for the Martins

Every Wednesday from 9:30 to 10 p. m., E. S. T. Coast-to-coast—NBC blue network with the cooperation of the National Congress of Parents and Teachers. Purpose: To encourage public interest in education

April 5, MAKING THE MOST OF THE LIBRARY

Lending books is only one of the many services of the library. Can your library help you build a house, raise a baby, or help you find a job? Of course! Discover the many unusual services of the library—with the Martins.

April 12, HE DIDN'T MAKE THE TEAM

What's athletics for? Some schools hire a coach instead of a physical training teacher and work chiefly for a winning team. Others plan for every child to have the type of physical training he needs for health. A few do both; many do neither. Listen to the Martins and consider what your school should do.

April 19, THE RADIO MAKES DAD NERVOUS

What's a family to do when everyone wants a different program? When Dad can't stand the noise? When Mother has a headache and Barbara must report on a broadcast? When Patty can't endure Jimmy's mystery plays? These are some of the Martins' radio problems. What are yours? Listen in, and you may get help for solving them.

April 26, * LEARNING TO COOPERATE

Guess what it is:
Something which begins at home and in school.
You learn it only by experience.
You have to practice it everywhere.
You cannot do it alone.
You can find an answer in this drama of the Martins.

*Consult your daily newspapers for change of schedule to daylight saving time.

SCHOOL LIFE

May 1939

VOLUME 24

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



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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, October through July. 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, \$1.50 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.



SCHOOL LIFE

Education as Exploration

SCHOOLS IN A DEMOCRACY must give both young people and older people a positive experience in free exploration. While we may insist that learners should know certain facts and principles which we judge to be important, we must also encourage independent exploration and original thinking.

Democracy is a way of life that prepares people to meet the unexpected and the unforeseen. No one can prophesy what free men in possession of their highest human powers may achieve. Dictatorship tries to fence in the future and to hold it to a preconceived course. But education for a democratic society must avoid boxing-in the minds of youth to the molds of the present.

Democratic education is concerned with liberating the minds of youth for an unpredictable future. Our youth must grow up in an atmosphere of freedom. They must know that a democratic society wants men and women with explorative minds capable of breaking through old forms and outworn dogmas.

Let educators beware of those actions and regulations which seek to curb the zest of youth for chasing its curiosities, or which are apt to make youth cynical and subservient "yes men."

Commissioner of Education.

Among the Authors

BESS GOODYKOONTZ, Assistant Commissioner of Education, writes an article this month under the title *Elementary Education: Is It All Settled?* Miss Goodykoontz names six primary characteristics of present-day elementary education and using these as a background discusses some of the critical problems of elementary education at the present time.

J. C. WRIGHT, Assistant Commissioner for Vocational Education, presents to readers an article dealing with *Trends and Developments in Vocational Education and Rehabilitation*. Dr. Wright points out that enrollment in vocational education schools and classes—agriculture, trade and industry, home economics, and the distributive occupations—last year was 1,810,150, an increase of more than 313,000 over the previous year.

C. F. KLINEFELTER, Assistant to the Commissioner of Education, discusses *Aviation and the American Boy*. Dr. Klinefelter asserts

mentation require much time. The work must be done by the expert or specialist in a particular field of subject matter, or by the master classroom teacher, one whose skill in method, in the selection and organization of subject matter is outstanding.

"Undoubtedly, the best results are obtained by these two people: The specialist in subject matter and the master classroom teacher working together with the principal, each contributing from his knowledge, understanding and experience the criticisms and suggestions for technique and for organization of the material. This has been the procedure in our work. The teachers are freed from classroom and other duties for the period of time necessary to complete a series of broadcasts.

"Several years of experience with writing radio scripts show that the most successful scripts have been written with the help of the following persons: A specialist in the subject; persons understanding the whole elementary field and coming directly into contact with the children; visual aid advisers; teacher and children in the classroom; principal and teacher advisers in the field."

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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
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 Art Editor, GEORGE A. MCGARVEY

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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 1939

On This Month's Cover

This month our appreciation is extended to the Cleveland public schools for their courtesy in giving us the cover-page illustration. The picture comes direct from the Board of Education's Broadcasting Station WBOE.

Superintendent of the Cleveland schools, Charles H. Lake, gives the following information regarding Station WBOE:

"On March 30, 1938, the Cleveland Board of Education received a construction permit from the Federal Communications Commission authorizing it to proceed with the plans for Station WBOE.

"One hundred and fifty radio sets, specially constructed for ultra-high frequency reception, were purchased, or one for each school. In several instances these sets were 'tied in' to existing public-address facilities so that the WBOE radio programs could be received in each classroom.

"Three radio studios have been constructed in the new Administration Building, in addition to a master control room, a transcription room, and office space.

"Radio lessons in Cleveland have been such an integral part of the curriculum that each broadcast is designed to enforce and to enrich the course of study, and to meet the needs of specific groups of pupils.

"Organizing, writing materials and experi-

that "In order to be of assistance to those responsible for training mechanics and other aviation personnel a central organization such as the Office of Education must secure information and assistance concerning personnel needs, or there will be too few or too many trained, neither situation being socially desirable or conducive to orderly long-range planning for our future welfare as a Nation."

WILLIAM DOW BOUTWELL, Director, Radio Division, gives *SCHOOL LIFE* this month an article on *Trends in Education by Radio*. Mr. Boutwell asserts that "We are on the frontier of a new field which is bound to have its effects on all phases of education. There are no imaginable limits to the opportunities that lie before educators who are interested in developing this new field of education by radio."

WALTER H. GAUMNITZ, Specialist in Rural Education Problems, presents information this month on *Socializing Correspondence Instruction in New Zealand*. Dr. Gaumnitz describes some of the means employed to socialize correspondence instruction. He points out that many of the shortcomings of this type of education can be overcome "if those responsible for this work are open-minded and resourceful."

Convention Calendar

- AMERICAN ASSOCIATION FOR ADULT EDUCATION. *Niagara Falls, Ontario, May 15-17.*
 AMERICAN ASSOCIATION ON MENTAL DEFICIENCY. *Chicago, Ill., May 3-6.*
 AMERICAN LIBRARY ASSOCIATION. *San Francisco, Calif., June 18-24.*
 NATIONAL CONGRESS OF PARENTS AND TEACHERS. *Cincinnati, Ohio, May 1-6.*

Recordings Available

Recordings of the *Americans All-Immigrants All* radio broadcast series are now available at cost through the Office of Education Script Exchange, Washington, D. C.

The series was first heard over the Columbia Broadcasting System. Programs told, through dramatizations, the story of the growth of the United States in terms of immigrant contributions. Upon requests of schools and educational groups, the series was made available in permanent form.

Recordings are in two sizes: (1) 12-inch—playable at 78 revolutions per minute. These recordings can be played on the ordinary phonograph. (2) 16-inch—playable at 33 $\frac{1}{3}$ revolutions per minute. Special play-back equipment is needed for the latter.

For further information about the recordings, write the Office of Education Script Exchange, Washington, D. C.

Excerpts

Summary of "The Summary"

★ ★ ★ As a compact record of the American Association of School Administrators Convention held in Cleveland February 25-March 2, a summary of the convention was distributed on the closing day in the form of a 32-page pamphlet.

The following are excerpts from that summary:

Education for Democracy or Dictatorship

"The 1939 convention reflected the concern of our day for the security of democratic institutions. The recurrent crises which have shaken domestic and foreign affairs in the past year have echoed through our thought as a group during the past week. It is impossible to refrain from inquiring whether the educational foundations of our democratic society are in good order. How have these foundations endured 10 years of depression and conflict? Are there hidden, rotting timbers which have served their day and need to be replaced? This was a convention profoundly, almost anxiously, concerned with the function of education in safeguarding and improving democracy."

Education, Propaganda, and Press Freedom

"The press and the radio and the school have common cause in the freedom of expression. Where one is censored or restricted, the others cannot hope to remain free.

"Shall American society go the whole way in permitting freedom of speech even to fanatics and fools? 'Yes,' answers the panel on Propaganda and Intellectual Freedom, qualifying its affirmative only by recognition of the laws of libel and slander. Little faith in democracy is evidenced by those who fear that its institutions will not survive comparison with those of any other type of government."

Administrative Foundations of Education

"The school administrator must subordinate personal advantage. He must look ahead as a governmental statesman. He must ever remember that he is a component element in a tremendous social force. Promoting the general welfare through professional service must be one of his mottoes.

"The administrator's vision must extend to wide and far horizons. A superintendent of schools must realize that the very nature of administration demands the careful observance of democratic principles. Undemocratic policies cannot prevail in the administration of democratic public education."

Social Foundations of Education

"The schools' obligation consists of helping the individual to see that his random impulses must be expanded into significant purposes in harmony with the best interests of the social group. These purposes must eventually incorporate a democratic way of living which includes: (1) 'a profound respect for the worth of the individual . . . (2) a belief that each individual has the capacity to learn to act on thinking . . . and (3) a belief that the purposes of education should be formed by teachers and pupils through the interactive processes of living.'"

* * * *

"New social conditions and new conceptions of the nature of instruction modify school administration, guidance, and supervision. Certain administrative features, out of harmony with modern educational conceptions, block improvement of the educational opportunity of children. Administration exists to make instruction possible and all administrative judgments should be made on the basis of effect on the development of children. The guidance service provides for a careful definition of student characteristics and needs. It aids in the definition of personal goals. Its relationship to instruction is very close and the teacher will carry many of the guidance responsibilities. The shift in emphasis in supervision has been very striking. The focus is now on the learner and his needs and not on the teacher, as it was formerly. The total staff, including the administrator and the supervisor, improve in service as they carry on activities designed to improve learning."

* * * *

"History gives boards of education an increasingly important place in the service of the people. The board of education should be fiscally freed, be elected by the people, and be unrestricted by geographic or political limitations. Schoolboard membership must train itself for statesmanlike protection of budgets. The board member must understand the culture and government under which the public schools operate. He sloughs off prejudices; he examines traditions; he respects the rights of others; he gives courteous hearing to all; he is the protector of freedom; he seeks guidance in hitherto unexplored realms. Through State organizations, schoolboards relate their problems to those of other communities and serve with the state and national implications of the service in mind."

* * * *

"School buildings must fit the needs of each community. Significant advance has been made with reference to safety, sanitation, lighting, decoration, and other similar matters, but insufficient attention has been paid to the basic problem of what constitutes a school plant. Medieval architectural inheritances still dominate largely in this field."

Illustration at right:
The artist's conception of education in our democracy today.



Courtesy Willard Combes, Cleveland Press.

* * * * *

"The rural community can become a tremendously powerful influence in the direction of social stability if proper and adequate educational opportunities are provided. To serve this end the small community demands big men as educational leaders, broader concepts of the educational program, and larger units of support, administration, and supervision. The unit of administration should be as large as possible consistent with the retention of the feeling of ownership of and responsibility for the schools. Local autonomy should ever preserve and accentuate that American spirit which says 'These schools are our schools.'"

* * * * *

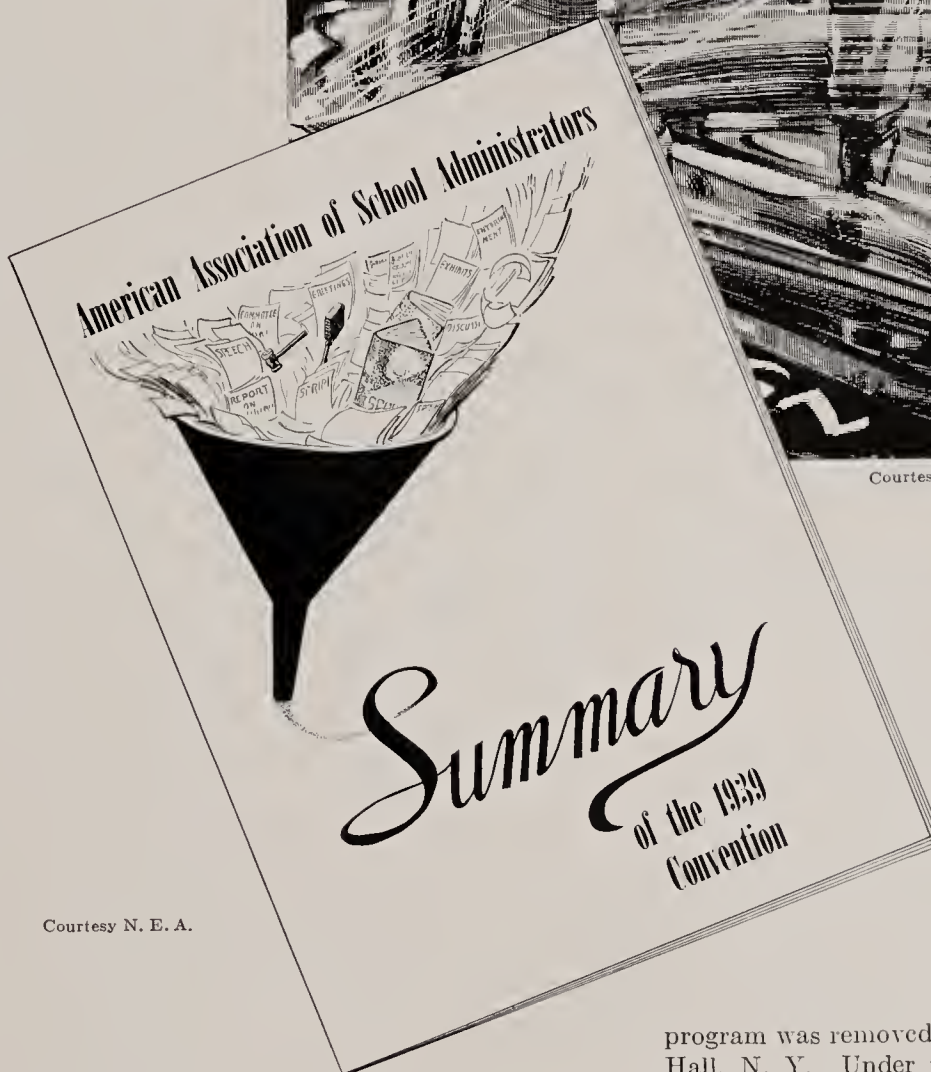
"Delegates attended nearly 250 sessions addressed by more than 700 speakers, among them Jan Masaryk, former minister from Czechoslovakia at London; Secretary of the Interior Harold L. Ickes; Lord Bertrand Russell, English philosopher; Ben S. Cherrington, director of the Bureau of Cultural Relations of the United States Department of State; Rabbi Abba Hillel Silver, Cleveland, Ohio; in addition to many leading educators.

"The convention program was organized under the direction of President John A. Sexson, superintendent of schools, Pasadena, California. Dr. Sexson chose for his theme 'The Foundations of American Education.' Many sessions had for their purpose putting to work in the schools the recommendations of the Educational Policies Commission which for three years has been outlining the fundamental nature of education."

* * * * *

"Informal conferences were conducted especially to acquaint superintendents of schools with new and practical approaches to vital problems. Nearly 100 specialists were on hand at appointed times to conduct the discussions and confer with interested visitors. A notable feature of the conferences was the high type of leadership personnel.

"The displays of carefully selected materials won more attention than the conferences themselves. Especially prepared exhibits came from 216 sources, including State, city, county, and village school systems. Contributions were also received from commercial and civic organizations. There was something helpful for all types of school workers, organized in attractive and usable ways. Many visitors took advantage of the opportunity to make careful notes. Numerous requests were received to borrow the exhibit panels for use by students and teachers in universities and for display at educational gatherings.



Courtesy N. E. A.

Illustration at left:

The cover page of the "Summary of the 1939 Convention" which appeared so promptly on the convention's closing day that it seemed like an "extra" just off the press.

"The subjects selected for emphasis were safety education, policymaking, curriculum planning, guidance, placement, personnel, tests and measurements, American Education Week, and reports of superintendents of schools.

* * * * *

"The sessions of the convention closed on March 2, with a presentation on America's Town Meeting of the Air from the platform of the Cleveland Hall. For the first time this

program was removed from its home at Town Hall, N. Y. Under the direction of George V. Denny, Jr., three speakers discussed the question *Arc the Schools Doing Their Job?* The speakers were Luther H. Gulick, Director, Regents' Inquiry Into the Cost of Public Education in the State of New York, J. W. Studebaker, Commissioner of Education, and Mortimer J. Adler of Chicago.

"Newly elected officers are: Ben G. Graham, Pittsburgh, Pa., President; John A. Sexson, Pasadena, Calif., First Vice-President; Homer W. Anderson, Omaha, Nebr., Second Vice-President; and William J. Hamilton, Oak Park, Ill., Executive Committee member."

Elementary Education: Is it all Settled?

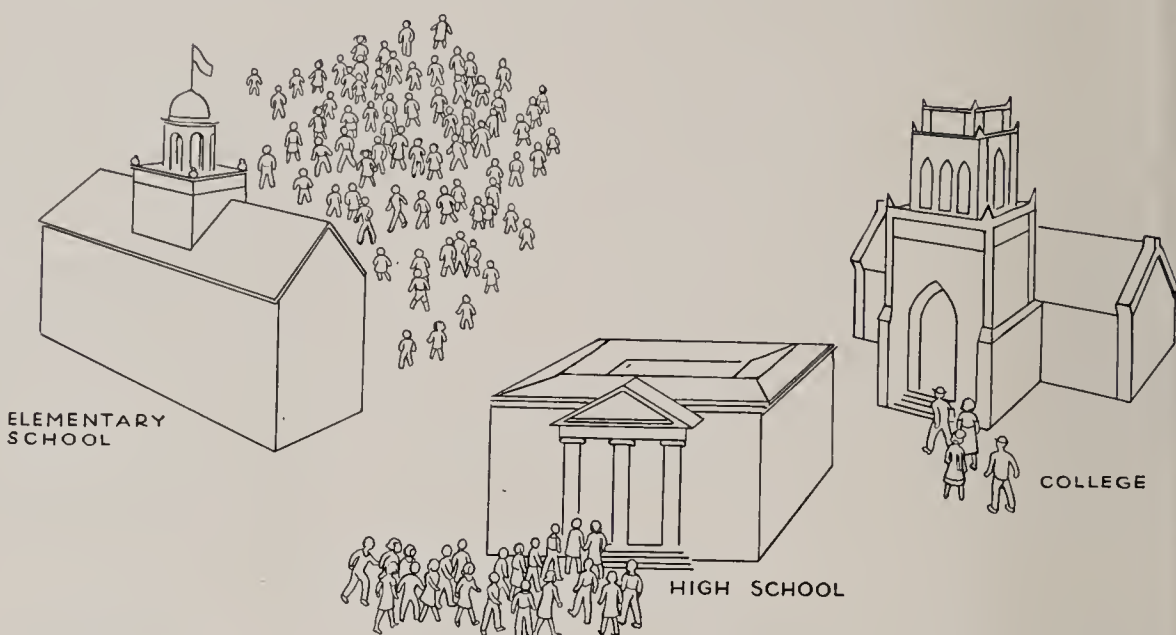
by Bess Goodykoontz, Assistant Commissioner of Education

★★★ A certain radio commentator ends each of his broadcasts with the statement, "Well, that's the top of the news as it looks from here, ladies and gentlemen." In the same spirit I shall try to describe some of the "top problems" which workers in elementary education face, as those problems look to me. But it may be profitable first to review some of the characteristics of this educational empire. The list could be extensive, but I shall name only six primary characteristics of present-day elementary education which may serve as a sort of background against which later to consider its problems.

Some Characteristics

1. *In terms of the numbers of persons involved, elementary education represents our biggest educational program.*—The numbers themselves are startling. Twenty-two and three-fourths millions of persons, in this case persons aged 5 to 14 or thereabouts, make up this educational level. Most of them are in public schools; 1 in 10 are in private elementary schools. This group of more than 20 millions represents nearly one-fifth of all the Americans on the mainland. I doubt if many similar groups with common interests such as theirs can be found.

These millions of elementary school children represent a phenomenal increase in numbers. In 1880 elementary schools enrolled 10 million children; in 1900, 16 million; in 1920, 21 million—a growth of more than 100 percent in 40 years. Something of the proportionate size of this school group can be seen in



Of 100 students, 75 are going to elementary school, 21 to high school, and 4 to college.

the fact that secondary school enrollments, which have certainly pyramided dramatically in recent decades, are now less than one-third of elementary school enrollments, with a total of about 6½ million. In fact, of every 100 children and young people attending school in this country, 75 are going to the elementary schools; 21 to the high school; and 4 to college. When September rolls around each year and students pack up their books and start back to school, 75 march off to the nearby elementary school, 21 to the high school, and 4 to college.

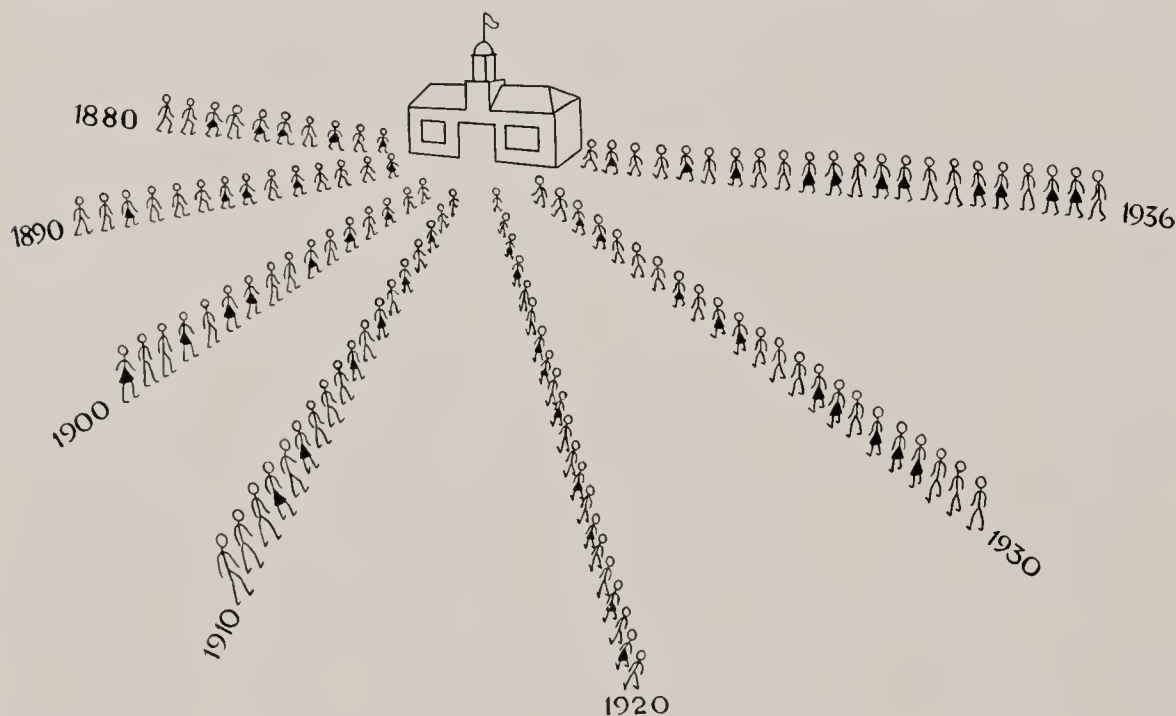
It is easy for the public to be unaware of this, our biggest school group. For one thing,

the public sees the constant increases in secondary schools and sympathizes with the pressing problems of young people at that age. But so far as numbers are concerned, if the present small decreases in elementary school enrollments and the present dramatic increases in secondary enrollments continued at present rates (which is highly improbable), by 1950 enrollments in secondary schools would still be less than one-half of those in elementary schools. In other words, the sheer bulk of the problem of elementary education is a characteristic which cannot be overemphasized.

2. *The elementary school is typically grades I to VIII.*—Traditionally this has been true since the early years of graded public education in this country, and at the present time in 41 States the common school is recognized as grades I to VIII; in 4 States, it is grades I to VII; and in 3 States, there are both seven- and eight-grade schools.

During recent years reorganization of the upper grades of the elementary school and the lower grades of the secondary school has been urged. This came about partly because of pressure for space in many school systems as both elementary and secondary school enrollments expanded; but in addition, psychological and educational investigations showed the need for richer school programs for adolescent children. Therefore a new unit in the school system—the junior high school—developed to provide these richer programs. This unit promptly took on some of the characteristics of secondary schools, with their specialized courses and instructors, departmentalization, course and credit systems, and so on. New-type programs included more social sciences; exploratory courses in science, mathematics, languages; courses in the practical arts.

Increase in elementary school enrollments: Each figure represents a million children.





Enrollments in the public elementary school.

from 2,500 to 10,000 population; 7 in cities from 10,000 to 30,000; 5 in cities from 30,000 to 100,000; and 19 in cities of 100,000 and more. These figures show that so far as elementary school children are concerned, 70 percent of them still live in the country or in little towns close to the country. This necessarily influences the thinking in regard to their school programs. Can there be a fixed State curriculum? What problems are there in the selection of State texts? How do statements of standards take into account these background differences? What problems are raised by the administrative demands for the reorganization of school units into larger geographic areas?

Nationality backgrounds also show wide variations. We have been Americans a long time now, and we tend to think that because immigration has been slowed down, relatively few new Americans are coming into the country. But according to the census, one child in five, aged 14 years or under is foreign-born or of foreign-born or mixed parentage. That is, one in five may speak or hear frequently some foreign language; one in five has emotional and social connections which color his beliefs, understandings, and reactions.

But in spite of arguments, in spite of pressure for space, in spite of new training courses especially designed for junior high school teachers, the junior high school is by no means universal. In 1934, only 27 percent of seventh-grade and 30 percent of eighth-grade boys and girls were in reorganized secondary schools. In other words, 70 percent of all seventh- and eighth-grade children are still in elementary schools; in rural areas nearly all upper grades are in elementary rather than secondary schools.

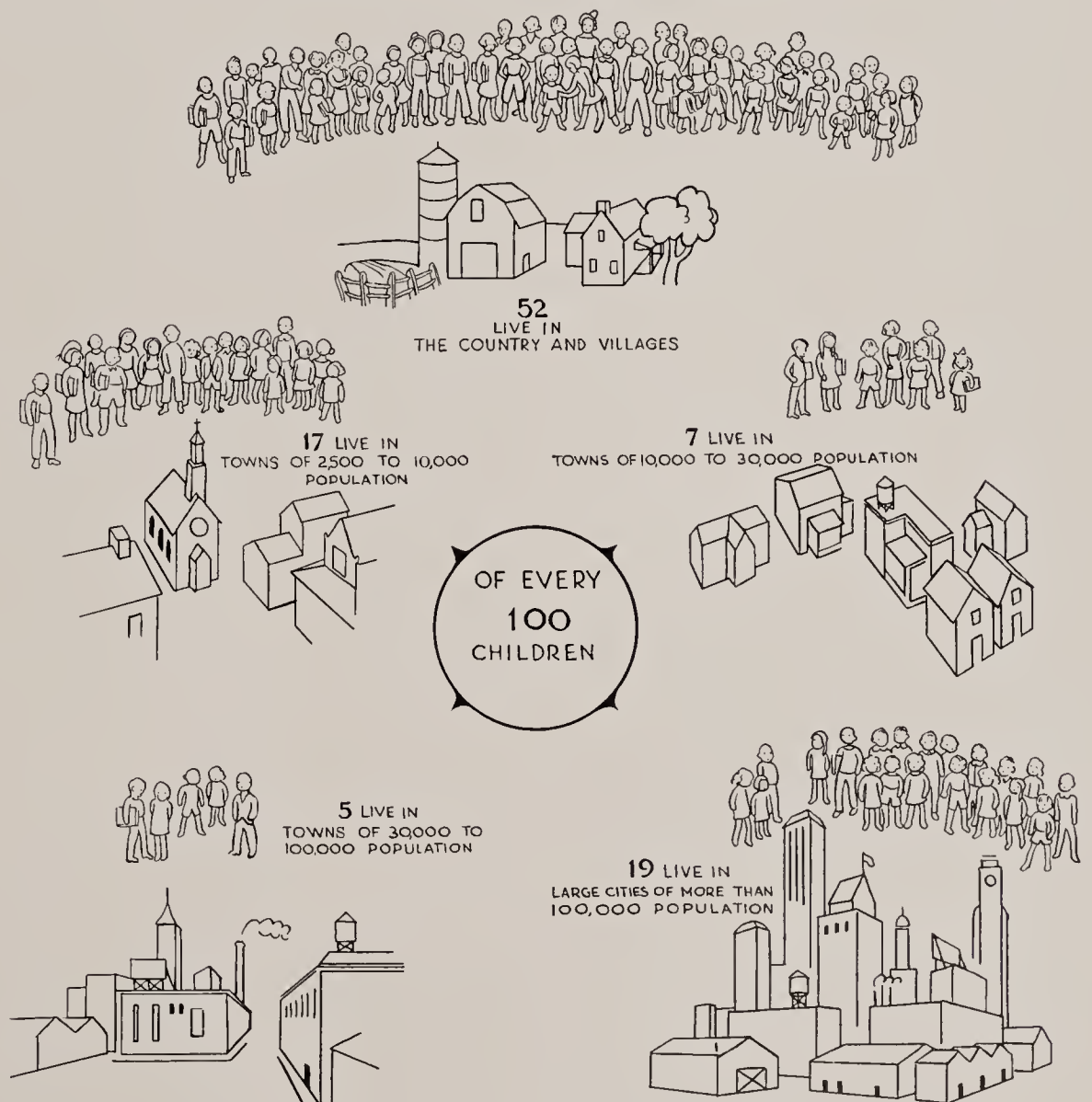
concerned? To state it briefly, of every 100 children attending elementary schools, 52 live in the country or in villages; 17 in small towns

At the lower end of the age range, kindergartens are ordinarily thought to represent the beginning year for elementary schools. Over a period of about 80 years movements have waxed and waned for the establishment of kindergartens as an integral part of elementary schools. But apparently the country is not convinced. In 1936, 650,000 children were attending both public and private kindergartens. Had they all been 5-year-olds, this number would have represented only about 30 percent of all the 5-year-olds in the country. Kindergartens must then be ruled out as a typical element in present elementary schools, so far as general practice is concerned. We are still dealing with an eight-grade elementary school.

3. *The home backgrounds of elementary school children represent wide differences, all of which influence the school program.*—If someone were to list the names of 10 persons who are considered authorities in elementary education, persons devoting their lives to work in this field, it is probable that most if not all of the 10 persons would now be living in large towns or cities. The same would be true of authors of children's texts, or of the persons working on the elementary school curriculum. They may have come from the farm or small town, but they must now plan consciously if they are not to think primarily in terms of city life.

But what is the situation so far as home backgrounds of elementary school children are

Where elementary school children live





One elementary school child in five has a foreign background.

These are only two ways in which differing home backgrounds present school problems. There are many others, but these will serve to illustrate their importance.

4. *Public elementary teachers represent one of the Nation's largest employee groups.*—There are at present more than 600,000 teachers, principals, and supervisors in elementary schools. This may well be one of our largest single employee groups. It is certainly one of the largest professional groups with common interests and common purposes. The present total National Education Association membership is around 200,000. The American Legion in February of this year had a membership of approximately 750,000. The Y. W. C. A. had something over 600,000. There were approximately 300,000 trained nurses, 150,000 physicians. In other words, in comparison with these groups, public elementary school teachers represent a very large, a very useful and potentially a very powerful group. Sixty percent of all American teachers, including college teachers, are in public elementary schools.

5. *The elementary school must continue to work for higher standards of training for its teachers.*—It is still possible to hear the statement that teaching in this country is not yet an educated profession. Records show that by no means all teachers in elementary schools have the equivalent of graduation from a 2-year normal school. In fact the proportion of teachers having 2 years of college ranges from 38 percent in the one- and two-teacher schools in open country to 91 percent in cities of 100,000 population. To be sure some States (Arizona, California, Connecticut, Delaware, and Rhode Island) now require 4 years of college as a minimum for certification for elementary school teaching, but we have a long way to go before elementary school teachers as a group will be college graduates.

Salaries have much to do with this situation, both as cause and effect. It is not reasonable for the public to expect to buy much education for 40 children for \$882 a year, the average

annual salary of elementary school teachers in 1936. On the other hand, it is not reasonable to expect that a school district will pay generously for the services of a teacher who has little more than high-school training as professional preparation.

6. *Elementary education is changing in its philosophy and its practices along fairly definite, consistent, and generally accepted lines of growth.*—This final characteristic is the least statistical of all, unless it be in an enumeration of satisfied customers. Testimony of parents and teachers that children enjoy school is plentiful, but it is hard to tabulate. However, the changes taking place in elementary schools are without doubt in the direction of more meaningful, more valuable experiences for boys and girls.

It is not unusual for onlookers to be misled by the confusion of sounds, the imposing vocabulary, the apparent conflicts in fundamental philosophy enveloping elementary education like a fog. But behind the fog things are going on—maybe not so fast as we should like, not so universally as we could wish, not always so wisely as might be. But no more can the dictum of a former university president be true that elementary schools “very properly devote themselves largely to enabling children to acquire tools of knowledge.” Elementary schools are planning their programs close to the needs, the interests, and the potentialities of their clientele.

Critical Problems

These characteristics make a sort of backdrop against which we may consider some of



TEACHERS IN PUBLIC ELEMENTARY SCHOOLS



TEACHERS IN ALL OTHER SCHOOLS

the critical problems of elementary education at the present time. I will suggest only a few.

1. *Developing a profession of elementary school teaching.*—There are many evidences that we do not yet have such a profession. When will we hear for the last time: “I am only a grade teacher!” That expression reflects a feeling of inferiority, an assumption of an inferior social and economic status. So long as that exists, it is difficult to build professional spirit.

Not long ago at the convention of one of the State teachers' associations, a member of our staff addressed two sections—the primary teachers and the intermediate grade teachers. The intermediate grade teachers totaled fewer than 15; the primary teachers were several hundred in number. These two meetings took place on the same day. They represent, I think, a typical situation. There is a profession of teaching in the primary grades which has been built up over many years by supervisors of primary grades and by persons in teacher-training institutions who have devoted their lives to preparing teachers for the primary school. Primary teachers have had excellent training; they have received higher salaries than teachers in other grades; they have fairly permanent tenure; they stay on the job. Teachers in intermediate and upper grades do not have these advantages. In teachers' meetings they wander from one section to another; on the job they wander more frequently from one grade to another and from one school to another. They hope to get into an upper grade or into high school where conditions are better. Too often they are wanderers actually and professionally.

There are still other difficulties in the way of creating a profession of elementary school teaching; the youthfulness of teachers, their mobility, and the relative isolation and loneliness of their jobs. The high schools have needed more and more teachers and have been in a position to pay for them. Consequently, though the elementary schools have served a very useful purpose as a training ground for high-school teachers, they have suffered in the process. What can be done about this situation? Closer relationship with teacher-training institutions, a new organization for intermediate and upper grade teachers, or the stimulation of an existing one in the State teachers' associations may be possibilities.

2. *Facilitate adjustments in elementary schools required by changing enrollments and changing standards.*—What do the decreasing enrollments in elementary schools suggest? For one thing, smaller groups, fortunately; for another, more adequate space for the activity

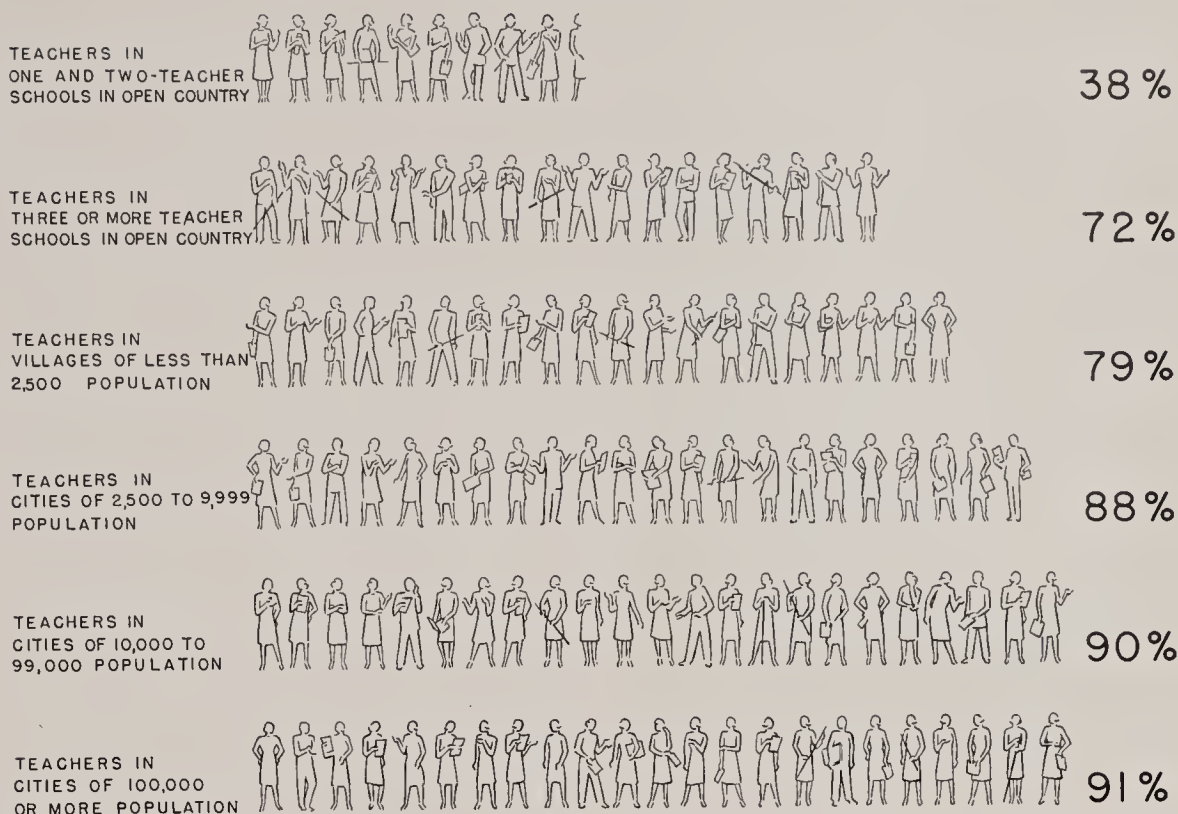
programs which have been so handicapped in crowded quarters; for another, more equipment than when the available funds had to be spread over continually increasing numbers. These things we hope for. There may be others.

What about the lower grades in the elementary school? Probably there is no one now who does not agree that what we think of as the kindergarten type of training is desirable for all children. Recent emphasis on reading readiness and readiness for other educational activities has shown us the importance of the kindergarten type of initial school experience. But 80 years of trying to make the kindergarten an adjunct to the school and comparative failure in securing that objective should lead us to be realistic about the situation. Should we longer continue to permit most of the beginning first-grade children to miss kindergarten training? Since we are up against a stone wall so far as legislation and funds are concerned for the establishment of more kindergartens, is there a possibility of working out some reorganization in the beginning classes of the elementary school—a sort of primary school which will incorporate kindergarten type of training as the first year or first grade for every child? In every elementary school could kindergartens then become the *first year* in name and the first year become *kindergarten* in type?

If that were done, every child might have the type of training which we recognize as desirable for him in his first experience at school.

And what about adjustment at the upper end of the elementary school? We have seen that most of the seventh and eighth grades are now in the elementary school. Have their programs been changed in line with recommendations for junior high-school programs? In some schools they certainly have: Exploratory courses in science, in industrial arts, and in social studies open up new and meaningful worlds to the young student, at the same time providing opportunity for continued practice of fundamental reading, language, and mathematical skills. For the

TEACHERS HAVING TWO YEARS OR MORE OF COLLEGE EDUCATION



elementary schools, including these upper elementary grades, fundamental studies are much needed to give some dependable bases for deciding what is a good life for children at different stages of development; what are the educational vitamins essential for a good fare. Any adult who has worked with children could list dozens, if not hundreds of topics—units of work—which are of interest to children and which have a measure of desirable content. Which of all of these to select is the difficult problem.

The question is no more important for children in the upper elementary school than it is for others, including high-school students. It is only heightened by our present indecision as to what to do about these seventh and eighth grades. Since the depression stopped school

building programs and the top floors of many elementary schools are empty because of the declining enrollments, superintendents and the public are asking, "Why move the seventh and eighth grades to high-school buildings that are already jammed?" In some cities there is now a definite plan to keep seventh- and eighth-grade children in the elementary school. There can be no harm to them in this, if their programs are well thought out. The harm comes if they are to remain in or to return to the traditional programs of former years. Curriculum adjustments of this sort are needed here, and for other age groups as well.

3. *Instituting an in-service training program.*—To supervisors of elementary schools this may seem the most important problem of all. What we have seen of the inadequate training or unevenness of training of teachers, of the rapid turnover in the teaching staff, and of the remoteness of many elementary school positions, points emphatically to the importance of an in-service training program. Other things heighten this impression—the typically large classes, the frequently inadequate equipment, and the present-day conflicts in philosophy which cannot help but concern teachers, all show the need for wise, constructive, thoughtful plans for helping teachers on the job.

The difficulty is of course to find techniques for in-service training that will work at long range. Such techniques can be classified roughly into three types—personal visits of supervisors, supervision through local officials such as principals, and printed matter. Usually the elementary supervisor must have

Teachers' salaries

ELEMENTARY SCHOOLS



\$1,005

SECONDARY SCHOOLS



\$1,477

EACH SYMBOL REPRESENTS \$500

(Concluded on page 248)

Trends in Education by Radio

by William Dow Boutwell, Director, Radio Division



Radio's "important public trust."

★★★ In a fast moving field such as education by radio it is fruitful to consider frequently the trends in ideas among private companies, and the trends in the schools and colleges. It is important to ask: "What's ahead?" "Where are these trends leading us?" "What significance do they have for education by radio?"

Trends in Ideas

A few days after the Orson Welles broadcast dramatizing a fictitious attack upon the earth from Mars, I sat in the office of an official of one of our major networks. He said he was rather glad that the disturbance aroused by the broadcast had taken place. Why? "Because," said he, "it brought home to those of us responsible for the day-to-day management of radio programs the fact that we hold an important public trust. We must be increasingly sensitive to our public responsibilities."

This view of an official of one of our great radio companies was echoed again a few days later when Chairman McNinch, of the Federal Communications Commission, addressed a conference of radio broadcasters. Mr. McNinch said:

"Underlying every phase of broadcasting is the basic fact that all radio frequencies belong to the people. . . . This means that the primary use of these frequencies should be to serve the American people through programs that are informative, educational, entertaining, or now and then perhaps all three.

"Such a policy is not inconsistent with the making of a reasonable return upon investment, provided there is good management.

But it excludes any right to make such a profit at the expense of the quality of the service rendered."

These declarations of the public responsibility in radio are not exactly new, and yet there are elements of newness in the situation. There is broader recognition today that radio is no longer a plaything and no longer a device merely to bring entertainment into the home. There is a growing understanding of the tremendous power of this new medium of communication, and a growing sense of responsibility to use it in the interests and for the welfare of our democracy.

There is evidence also that our ideas of the special nature of radio as a medium of communication are beginning to take shape. We are beginning to accept the idea that this medium, like any other medium, has special rules, and unless one discovers and follows the rules, one cannot be successful.

Trends in Private Agencies

What do we see when we turn to the study of trends in private agencies having responsibility for radio? The first thing we see is rather little change in the types of broadcasts commercially sponsored. The daytime 15-minute human drama "shows" and the big nighttime variety "shows" are still the favorites. Audience participation shows, and particularly good drama, seem to be growing in favor among the commercial agencies. On the whole, however, there is less experimentation than one might expect. The networks, on the other hand, are experimenting on sustaining programs. The experiments made on the Columbia Workshop programs are finding their way into commercial practice. Experiments are also being made in recruiting outstanding playwrights to create programs. The radio concerts under the direction of Toscanini are themselves a demonstration and a signpost to the future. Joseph Maddy's adventures in teaching the playing of instruments, and the "Adventures in Reading" are examples of programs out on the new frontiers of radio.

In the field of education, significant trends also appear. The Columbia Broadcasting System last year formed a distinguished committee to guide its development of programs in the field of adult education. The National Broadcasting Co. engaged former President James R. Angell of Yale, and more recently Walter Preston, to assist and guide the development of educational programs. There is a growing willingness of the networks to engage in practical cooperation with educational agencies interested in creating high-grade educational programs. Both NBC

and CBS have cooperated generously in the creation of programs of the Office of Education.

The World Is Yours, a series based on the Smithsonian Institution; *Wings for the Martins*, a series on education; and *Americans All—Immigrants All*, a series showing contributions of the various races to the building of the United States.

The broadcasting companies contributed valuable network time, studios for rehearsals and program presentation, technical staffs, assistance in promotion and station relations services.

In connection with the activities of private companies concerned with radio, the Federal Radio Education Committee should receive special mention. This committee was set up by the Federal Communications Commission with Commissioner of Education, J. W. Studebaker as chairman, in order to find ways of developing cooperation between the broadcasters and educators. Commercial broadcasters, through the National Association of Broadcasters, and educators, through outstanding foundations, have contributed to carrying on of services of this committee. Two research programs financed from this source have been under way for some time: One at Princeton and one at Ohio State University. In addition, the Script Exchange has been inaugurated in the Office of Education, making scripts available for noncommercial production throughout the United States.

Script Exchange

The extent of the services of the Script Exchange may be measured by the fact that more than 155,000 copies of scripts have been distributed on request during the past 2 years. There are now 281 script titles in the exchange. The demand for scripts has been so heavy that the Script Exchange has instituted a library service by which scripts are loaned for 3 weeks while they can be copied. One important set of 13 scripts, the Let Freedom Ring series on the Bill of Rights (Office of Education Bulletin, 1937, No. 32) together with a manual of suggestions on their use (Bulletin, 1937, No. 33) may be obtained through the Superintendent of Documents, United States Government Printing Office. In addition, the Script Exchange has prepared other aids for the promotion of local educational broadcasting: Radio Manual, Production Manual, Glossary of Radio Terms, Bibliography of Good References on Radio, and more recently a Handbook of Sound Effects. To date more than 20,000 copies of these aids have been distributed on request.

(Concluded on page 248)

Vocational Education and Rehabilitation

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

★★★ Many interesting and significant trends and developments come to light as one studies the annual reports of State boards for vocational education.

Because the reports present such tangible evidence of growth, it may be well to state at once that enrollment in vocational education schools and classes—agriculture, trade and industry, home economics, and the distributive occupations—last year was 1,810,150—an increase over the previous year of more than 313,000. The comparison may be carried still further, also, by recalling that the enrollment for the fiscal year 1917-18—the first year in which the Federal vocational education act was in operation—was 164,123. Enrollment in vocational education schools and classes has increased steadily and consistently, even during years of economic recession, over a period of 21 years.

It is possible by means of table I to compare year by year the enrollments in each field of vocational education with the exception of distributive education which was not provided for under Federal grants until July 1, 1937, when appropriations authorized under the George-Deen Act for distributive education became available.

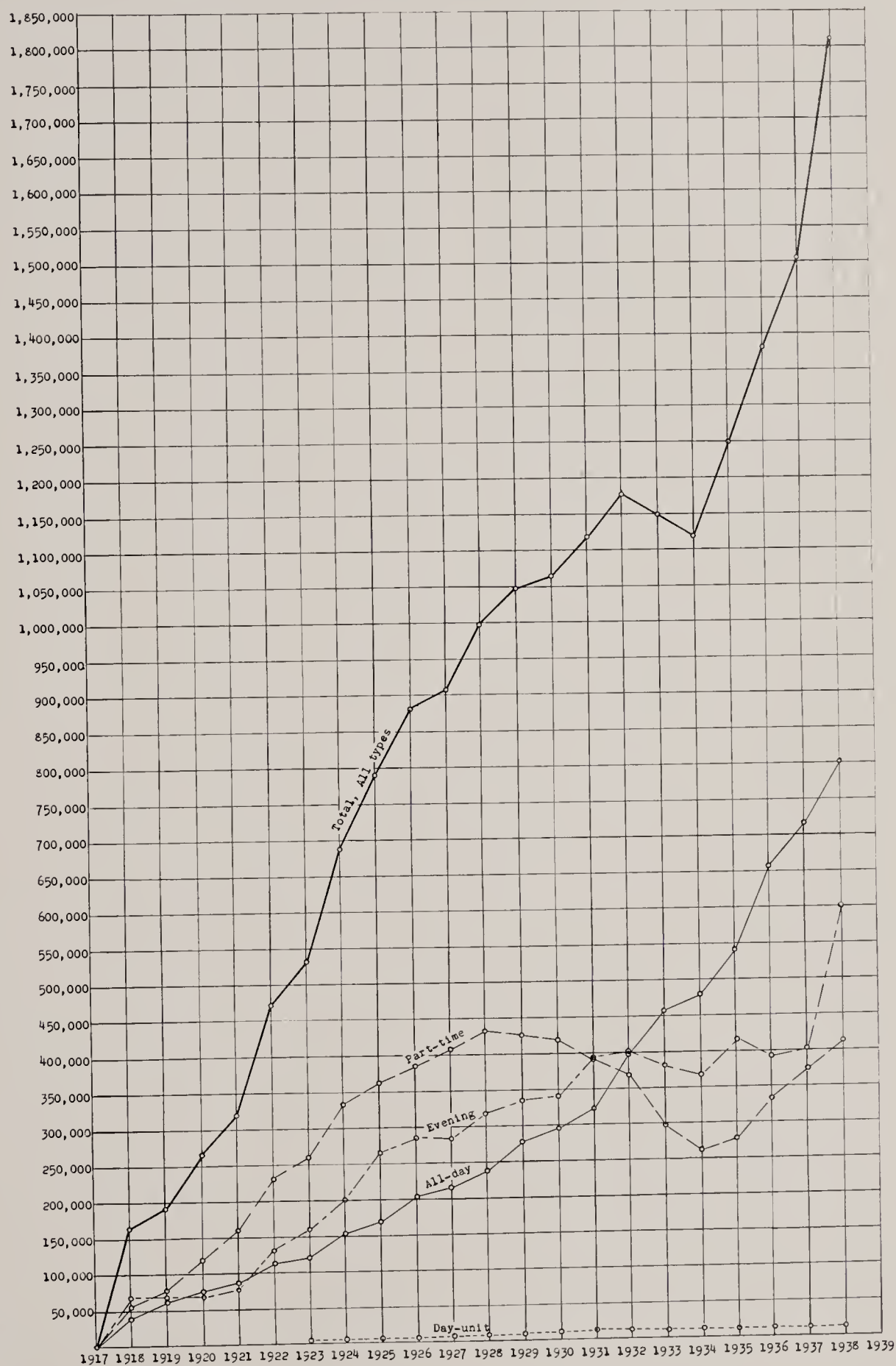
Table II, it will be noted, shows the enrollment of schools and classes by types in 1937-38, as well as the increases in these enrollments over the previous year.

Agricultural Education

One of the important developments in the field of agricultural education is the practice in a number of States and local communities of vocational agriculture teachers cooperating with home economics teachers in setting up programs for the improvement of the farm, the farm home, and the community.

Worthy of mention is the cooperative effort now being made by supervisory and teacher-training staffs to plan long-time programs of research in agricultural education. This plan is based on the assumption that State programs of vocational education in agriculture should be founded upon information obtained through studies and research in phases of agricultural education which need development. About 12 States have already set up long-time research programs.

Diagram I—Enrollment in All Schools Operated Under State Plans, Including Federally Aided and Nonfederally Aided, by Years, 1918-38



Nearly all the States report increased emphasis on improving instruction in farm shop. Institutions which train prospective teachers of vocational agriculture are providing better facilities than heretofore. Several States now have full-time resident and itinerant teacher trainers in farm mechanics, some of whom serve not only as instructors in preemployment courses, but also as teachers of courses in special summer schools and off-campus courses for employed teachers. Especially important is the fact that many farm-mechanics courses place special emphasis upon practical farm repairs.

Instruction for those enrolled in vocational agriculture classes carried on under Federal grants has taken on some new angles. There is a more or less universal tendency on the part of teachers of vocational agriculture, for instance, to insist that vocational agriculture students plan their supervised farming programs on a long-time basis and on a diversified plan, so that these projects may become the nucleus around which to build their permanent farming programs.

In New Jersey, photostatic maps of counties have been analyzed to show farm and enterprise data for each of the townships of the various school areas in which vocational agriculture departments are organized. On the basis of the information secured in this way, agricultural teachers have organized supervised farm practice patterns for their school areas, and are helping their pupils to fit their individual farm project programs to these patterns. Vocational program planning for counties and local communities has become almost a routine policy in the Central States. In such programs, recognition is given to the need of a complete program of agricultural education which includes instruction for high-school groups in day classes, for young farmers in part-time classes, and for adult farmers in evening classes.

Some States have found it necessary to meet the demand of adult farmers for instruction in evening classes by appointing special teachers to devote full time to adult classes.

Special importance attaches to the policy adopted by a number of States of adding to their teacher-training staffs subject-matter specialists whose duty it is to make available to the teacher materials relating to activities being carried on by various agencies set up to render service to the farmer, and to supply other information which will be of value.

Vocational education agencies are more and more coming to realize the necessity for providing a program of placement for those who have completed training in a field of vocational education. Many effective plans have been adopted by agricultural teachers, working with various agencies such as private banks, Federal land banks, insurance companies, and others to secure placement of agricultural education graduates as far as possible on farms of their own.

Increased attention is being given in connection with vocational agriculture courses to

TABLE I.—Enrollment in vocational schools operated under State plans, by years: 1918-38

Year	Total		Agricultural	Trade and industrial	Home economics	Business education
	Number	Increase				
1938	1,810,150	313,313	460,876	685,804	627,394	36,076
1937	1,496,837	115,136	394,400	606,212	496,225	
1936	1,381,701	134,178	347,728	579,971	454,002	
1935	1,247,523	128,383	329,367	536,932	381,224	
1934	1,119,140	¹ 31,187	289,361	486,058	343,721	
1933	1,150,327	¹ 25,835	265,978	537,512	346,837	
1932	1,176,162	58,606	257,255	579,591	339,316	
1931	1,117,556	53,020	237,200	602,755	227,601	
1930	1,064,536	16,560	193,325	633,153	238,058	
1929	1,047,976	48,945	171,466	627,397	249,113	
1928	999,031	87,405	147,481	619,548	232,002	
1927	911,626	26,351	129,032	564,188	218,406	
1926	885,275	92,851	111,585	537,738	235,952	
1925	792,424	102,369	94,765	490,791	206,868	
1924	690,055	153,527	89,640	428,473	171,942	
1923	536,528	60,700	71,298	325,889	139,341	
1922	475,828	151,581	60,236	296,884	118,708	
1921	324,247	59,189	43,352	217,500	63,395	
1920	265,058	70,163	31,301	184,819	48,938	
1919	194,895	30,772	19,933	135,548	39,414	
1918	164,123		15,450	117,934	30,799	

¹ Decrease. The decreases for 1933 and 1934 should be considered in connection with the decreases in Federal funds available in these years. A reduction in 1933 of 8 percent in these funds, and a further reduction in 1934 of 10 percent, as compared with the previous years, largely account for the decrease in enrollments of less than 3 percent for each of these years.

TABLE II.—Enrollment in vocational schools or classes operated under State plans: Year ended June 30, 1938

Type of school	Total	Agricultural	Trade and industrial	Home economics	Business education
All types	1,810,150	460,876	685,804	627,394	36,076
Evening	602,256	158,813	195,867	215,168	32,408
Part-time	406,513	42,900	305,734	54,211	3,668
All-day	801,381	259,163	184,203	358,015	
INCREASE OR DECREASE OVER 1937					
All types	313,313	66,476	79,592	131,169	36,076
Evening	200,753	36,066	67,216	65,063	32,408
Part-time	29,638	13,572	8,480	3,918	3,668
All-day	82,922	16,838	3,896	62,188	

training in cooperative buying and selling activities. Students receive training in these activities by participating in cooperative buying and selling organizations already in existence or by organizing and participating in the management of an association of their own.

Because of the fact that a comparatively small number of Negro boys reach high school and remain to study vocational agriculture, a definite attempt is being made to draw into Negro vocational agriculture classes young men who have not had high-school training but who need agricultural training.

A step in the right direction has been taken in a number of States which have started studies to determine how the training of vocational agriculture teachers in the land-grant colleges may be more closely correlated with the actual needs of agricultural teachers in service.

Several States report increased emphasis on vocational agriculture subjects in junior colleges. Special courses in secondary grade agriculture are now offered in at least two States of the Pacific region.

An effort has been made in the past year to meet instruction for out-of-school farm youth who desire or need training to help them become established in farming. This

has been done by freeing agricultural teachers from the necessity of teaching academic subjects, by the employment of teachers to do only part-time and evening teaching, and by the employment of special coordinators or supervisors to promote and supervise part-time and evening classes.

Trade and Industrial Education

Reports from the country as a whole indicate that there has been a definite improvement and expansion in the evening trade extension training program for journeymen workers. This is probably due to the realization on the part of these workers of the need to keep abreast of changes in their trades and occupations.

Increased attention has been given to the development of training for those engaged in public service occupations—one of the groups designated by the George-Deen Act as definitely entitled to vocational training. Although training had previously been carried on in public service occupations which were clearly in the field of trade and industrial education, it was not until the George-Deen Act was passed in 1936 that vocational training was specifically extended to these particu-

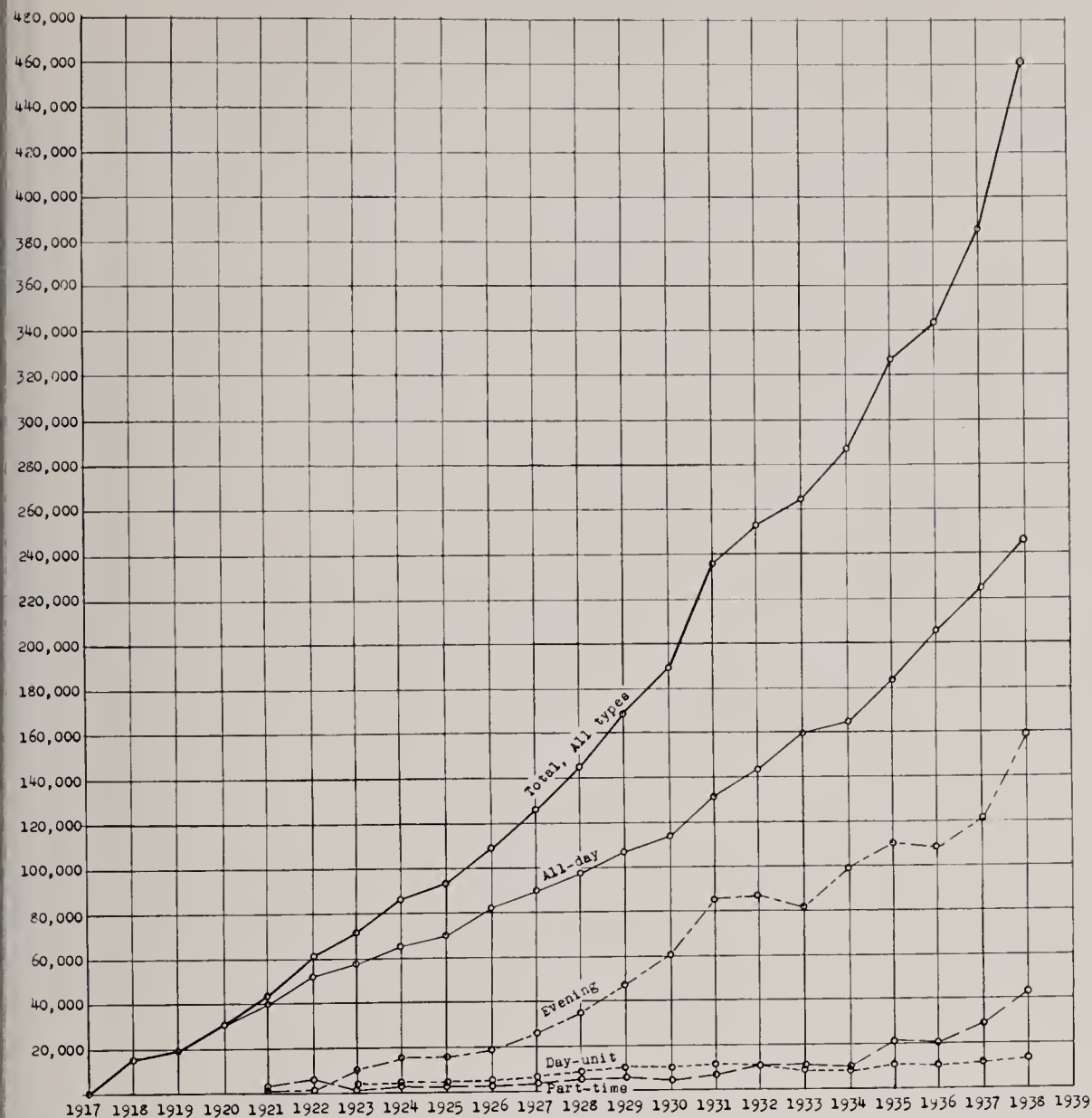


Diagram II—Enrollment in Federally Aided Agricultural Departments or Schools, by Years, 1918-38

lar occupations. Through this program policemen, public-health nurses, firemen, tax assessors, inspectors of weights and measures, food inspectors, park officials, water plant operators, and workers in dozens of other public-service occupations are now receiving special vocational training.

Special studies are being conducted to determine occupational opportunities for girls and women and the kind of training which should be developed for them. Changes in economic conditions, the enactment of wage and hour legislation, and the raising of the age of compulsory school attendance have significant bearings on vocational education and on the placement of girls and women in wage-earning pursuits.

A glance at the varied types of problems on which research is being conducted by the States in trade and industrial education indicates that State boards for vocational education are definitely aware of the need for making changes in the training program and expanding it to meet present-day conditions. Among studies now under way, for instance, are those

concerned with the results of trade and industrial training courses; those concerned with occupational trends in various States; those having to do with training needs; those relating to curriculum development; and those concerned with administration.

Improvement and expansion is reported by the States in the program of training carried on in day trade classes. This is attributed to: (1) the raising of the age of employment which has barred youth of high-school age from regular jobs and has caused them to enroll in day trade classes in order to secure work experience; and (2) a realization on the part of school administrators that secondary school offerings must be made much broader if the needs of young people are to be met.

More noticeable than ever before is a tendency to include in trade-training courses, not only training in manipulative skill but also instruction in the technical and economic phases of industry.

In small communities where the number of new workers needed in any single occupation is relatively few, it is sometimes difficult to

organize training. To meet this problem a cooperative type of program in diversified occupations has been developed. Under this plan, young people are regularly employed for at least half time in various occupations in the community and spend the other half in school. A coordinator—often the instructor—assists in adjusting school instruction and employment needs and in personnel problems which arise in connection with cooperative training.

To take care of enrollments in trade and industrial classes in rural sections a number of general industrial courses have been organized. Among such have been noted: Courses in boat building and gasoline and Diesel engine operation and repair; general industrial courses offering training in auto-mechanics; building construction; watch repair; and general machine-shop work. New vocational courses of a technical nature have been added to the vocational offerings in a number of centers.

Interesting information has been developed during the year through a study carried on in the North Atlantic States which has attempted to get an answer to the question, What Becomes of the Trade School Graduate? This study shows that 64 percent of those trained last year were placed in the employment for which they trained. An incidental result of the study is the information it brought to light concerning new courses of study in such subjects as lithography, cafeteria management, millwrighting, and jewelry manufacturing, now being conducted in some of the North Atlantic States.

The advisory committee plan—under which courses in trade and industrial education are organized and operated with the advice and cooperation of committees composed of representatives of employers, employees, and school authorities—has had special attention during the past year. More and more States are using this plan of safeguarding their training programs.

States are centering much attention on teacher-training activities, both preemployment and in-service. As an example, 38 courses for employed teachers were offered last summer at the University of Florida, under the auspices of the State board for vocational education, in which 406 men and women were enrolled.

In the Southern States 142 diversified occupations training programs were offered last year, 74 of which were new. A special 10-day training conference for coordinators of the diversified occupations type of program was conducted at Gulfport, Miss., and at various points in Alabama, Arkansas, Texas, Georgia, North Carolina, and South Carolina. Similar conferences have been held also in many other sections of the country.

Interest in development of apprenticeship training programs has continued during the year. Not only have special classes for apprentices been organized, but efforts have been made to relate the work of day trade

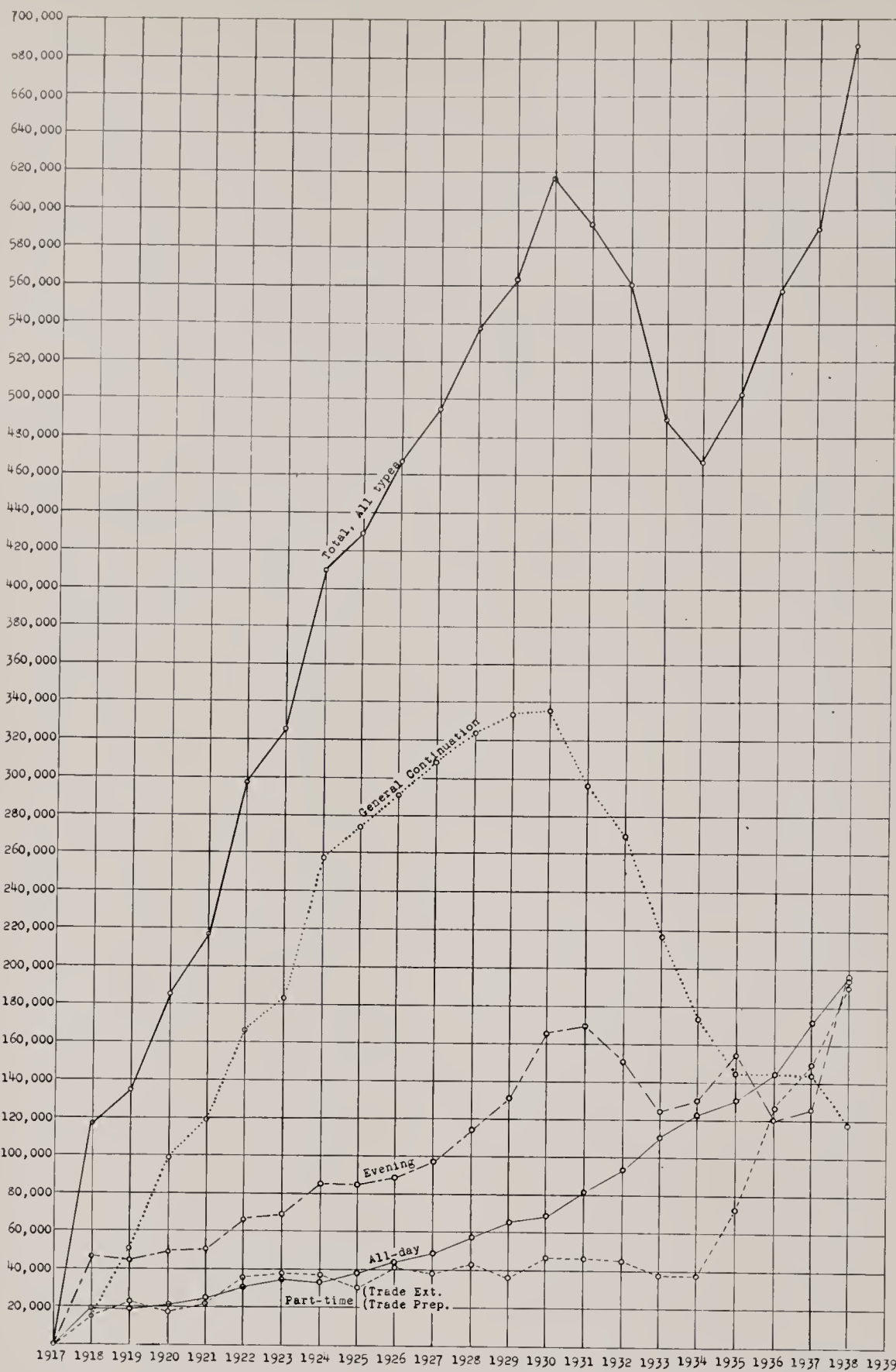


Diagram III—Enrollment in Federally Aided Trade and Industrial Classes by Years, 1918-38

schools more directly to preapprentice training.

Two other factors in the trade and industrial education field have received marked attention in the year—development and strengthening of the conference method of training through which problems encountered by workmen may be fully and freely discussed, and the use of local and district supervisors and coordinators to see that trade and in-

dustrial education courses are organized and operated to meet local needs.

Home Economics Education

State plans for vocational education for the 5-year period 1937-42 make special provision for the broadening of the kinds of home economics education programs to include groups of various ages and educational levels. Through the cooperative effort of school

administrators, teacher trainers, supervisors, and teachers, home economics education programs have been adapted to varying school situations and to the needs of members of many types of family groups. These broadened programs have been developed to meet conditions revealed through studies of actual home and community situations.

Accompanying the effort to broaden the scope of home economics education programs has been the movement to strengthen pre-service training for teachers—particularly by providing experiences which will prepare them to function in school and community programs. To this end pre-service training work has emphasized student-teaching of classes for out-of-school youth and adults and experience in home visiting.

The "broadening" tendency apparent both in the instructional and teacher-training fields has extended, also, to the home projects carried on by students as a part of their classroom instruction. In all, approximately 615,000 home projects were carried by home economics students during the year, divided as follows: Aspects of housing, 111,000; provision of food for family, 148,000; clothing problems, 175,000; laundering problems, 19,000; care of children, 25,000; family health and care of the sick, 17,500; personal care and improvement, 23,000; home management, 34,000; consumer buying, 14,000; family and social relationships, 28,500; home ground improvement and gardening, 10,000; and miscellaneous projects, 36,000.

The States have during the year given attention to joint classes for out-of-school young men and young women. When the joint instructional plan is followed, men and women are in separate groups for a part of the class period, the rest of the time being devoted to a joint discussion of such common problems as family finance, consumer buying, and community recreation. A number of States have arranged to expand programs already under way in the field of adult and parent education. In North Dakota two full-time itinerant teachers for adult classes have been employed. Similar additions have been made in other States. Special attention is being given to the preparation of teachers for adult education classes through State conferences, summer sessions, or regular session courses in six of the Central States.

State supervisors and teacher-training departments report that they have given considerable assistance to high-school administrators and teachers in the organization of additional courses in homemaking for boys.

Additional States have increased the effectiveness of the work of home economics teachers by extending their terms of employment, by providing for necessary traveling expenses of teachers in connection with home and community activities, and by arranging for conference periods in which teachers may counsel with students in regard to related home experiences.

(Concluded on page 251)



Circle left: A seriously retarded girl learning to weave at the Vineland State School, Vineland, N. J.

Lower left: Little people enjoy the "eireus" floats at St. Coletta School, Jefferson, Wis.

Top: Pyramid building at the Elwyn Training School, Elwyn, Pa.

Center: A primary class at the Northern Wisconsin Colony and Training School, Chippewa Falls, Wis.

Circle right: Training for beauty parlor service at the Syracuse State School, Syracuse, N. Y.

Third Article in the Series

Residential Schools for Mentally Retarded Children

by Elise H. Martens, Specialist in the Education of Exceptional Children

★★★ When a child has been committed by order of the court to a State institution for the "feeble-minded," it is popularly supposed that his intellectual condition is hopeless. In the eyes of the community he is ostracized—relegated to institutional life for the rest of his days—unsuited to live among normal people. The door of community interest is closed upon him.

It is undoubtedly true that a considerable percentage of the approximately 100,000 inmates—young and old—of institutions for

the mentally deficient rightfully belong to the category of permanent dependents. But it is equally true that even those who are permanently dependent because of a serious mental deficiency are not for this reason hopelessly uneducable. Some indeed are, and they lead a vegetative existence. But the degrees of mental deficiency extend over a wide range. At the bottom of the scale are those who must be classed as idiots. Others are not so far from normal capacity, and between the two extremes one finds a large number of imbeciles and morons. It is a

well-known fact that numerous inmates of residential institutions for the feeble-minded have an intellectual ability equal to that of many persons who are at large.

Why then are they there? Because complicating situations, such as antisocial behavior or inadequate home or community supervision, have made such placement advisable. Yet society still faces the responsibility for their education—education which recognizes their limitations, develops their capacities, and prepares them either to live happily and constructively within the institution or to

resume their activities in the community outside the institution.

The Place of Education

The degree to which residential institutions for the mentally deficient discharge their educational responsibility varies widely among the States. Some institutions are predominantly custodial in character, emphasizing the physical care of the inmates and physical work by the inmates to promote institutional industries. Others give to the educational program the prominence which it deserves, fulfilling the purposes of the earliest schools in the United States established in the middle of the nineteenth century "for teaching and training idiotic children."¹

From one point of view the entire life of the institution is considered an educational experience. Work in the fields, in the cottages, or in the institutional shops can be of significant instructional value if it is carried on as a means to pupil development and not merely as an end in itself deemed useful to the institution. Likewise supervised recreational activities constitute a potent factor in growth and are therefore a valid part of the total educational program. Yet within this total structure of institutional life there is a segment which corresponds to that which is called "school"—an organized program of work in classroom, gymnasium, music room, shops and laboratories, carried on for those pupils who can profit by it or by any part of it. In 1936, according to reports sent to the Office of Education by 130 institutions for the feeble-minded in the United States, about one-fourth of the total number of inmates of these institutions were engaged in such school work.

The School Program

The plan of school activities in residential schools can best be compared with the program of special classes for mentally retarded children in day schools. There is the same need for making the material of instruction simple and concrete, familiar to the pupil's experience and within his comprehension. There is the same emphasis upon the development of his sensory and motor abilities, the same recognition of his academic limitations, the same need for consideration of "the whole child", with all of his idiosyncrasies, defects, interests, and emotions. In fact, the residential school has a distinct advantage over the day school in that it has the *whole child* the *whole day* and the *whole year*. It thus has the opportunity to study every phase of his life and to unify the entire institutional program about the child as a center.

The progressive residential school accepts as its first objective the maximum physical and mental health of its charges. It eradicates every physical defect yielding to treatment and makes the general environment of the

child contribute to contentment and social adjustment within the confines of institutional life. The pupil's education begins with sensory training and the development of muscular control, for which the classroom, the gymnasium, and the playground offer abundant opportunities. To what heights physical skill can attain among the mentally retarded is amply demonstrated in the picture of pyramid-building shown on page 237. Baseball, basketball and softball teams, Boy Scout and Girl Scout troops, hobbies and clubs fulfill their double function as socializing influences and means of physical development, both of which are conducive to mental health.

Academic skills are not neglected, for these are the right of every child, and mastery of even the simplest elements of reading, writing, and numbers can bring untold satisfaction to the mentally deficient. Each pupil in the well-conducted residential school is encouraged to go as far as he can in academic accomplishment, and not infrequently one finds pupils doing fifth or sixth grade work, or achieving even higher standards in certain fields.

Experience Units

But academic skills are valuable only insofar as the pupil can apply them to the experiences of his everyday life. Units of experience, which integrate the learning of the child, have just as important a place in the residential school as in the day school. If the experience and interests of the child can be used as the approach to teaching the fundamental processes common to every child's education, a learning situation results which makes his education a meaningful unit instead of being composed of isolated compartments, no one of which seems to him to have any connection with any other.

In one residential school, for example, "The Story of My Milk Bottle" was the basis of a complete unit of activity developed in the primary grades. There were excursions to the institutional dairy and observation of all the processes involved in the journey of the milk from the cow to the child. The pupils constructed a miniature dairy farm in the classroom. They drew illustrative posters and made a booklet telling the story of milk and its uses. Correlated activities in oral expression, reading, art, number work, handwriting, and spelling all drew their content from the story of milk, and the children were fascinated with the reality of it all.

Similarly planned units of work reported from this and other schools deal with the varied and interesting experiences of communication, transportation, Indian life, bird and animal life, and numerous other topics commonly used in regular day schools. Boys and girls of a given age are interested in many of the same things regardless of their level of academic intelligence. It is the task of education to adjust the content of the unit and the standards of expected achievement in accordance with the capacity of the students

to learn, whether they are in day schools or in residential schools.

Creative Expression

Residential schools recognize the need of every child for some avenue of creative expression. To satisfy this need they assign an important place to music, art, dramatics, handicraft, and other forms of creative outlets. Orchestras and bands organized among the pupils do very creditable work. Dramatic performances are sometimes of a high order. The results of handwork are heralded far and wide. In fact persons visiting a residential school for the first time are frequently amazed at what they see being accomplished through the educational program. "If mentally deficient children can do that", one hears a visitor say, "what should we expect of normal children?" Another says, "I don't believe these children are feeble-minded. No feeble-minded child could do that. I couldn't do it myself."

It is true that some routine mechanical skills are mastered by mentally deficient persons through persistent practice to a degree seemingly inconsistent with their mental ages. But no one yet knows what the limits of achievement for particular mental ages are in many directions other than the academic. And again let it be said that the members of residential schools for the mentally deficient are *not* all of extremely low intelligence. Many of them approximate in academic capacity some of the retarded pupils enrolled in day school. To these—and to all—every opportunity should be given to develop creative ability in whatever direction it can find expression.

Occupational Experiences

One of the important factors in the social adjustment of the mentally deficient is their occupational training. Residential schools offer a wide variety of experiences designed to make the individual at least partially self-supporting, either as a member of the institution or as a citizen returned to the community. They make persistent efforts to prepare for community life all those who are socially and occupationally equal to the change into a less restricted environment. Those who must remain in the institution indefinitely are taught whenever possible to contribute something of their own labor to its maintenance. Yet the modern school for the feeble-minded does not exploit the pupil for the sake of the institution. It considers of first importance the pupil's individual guidance and development. To this end exploratory occupational courses have a distinct place in the residential school as they have in the day school.

Among the offerings of a vocational nature in which pupils can try out their abilities in some residential schools are various forms of

(Concluded on page 252)

¹ From documents and reports of the Commonwealth of Massachusetts, 1852.

Aviation and the American Boy

by C. F. Klinefelter, Assistant to the Commissioner of Education

★★★ A recent study of the Office of Education not yet completed is concerned with finding out what colleges, universities, junior colleges, high schools, technical schools, and vocational schools are doing in the field of aviation in conducting courses and fostering other aviation activities.

No activity or study appears to arouse such interest in boys and girls as does aviation. Not only is this true of those who have reached the more mature years of school but even young children show evidence of interest when airplanes are mentioned.

The Office of Education study according to current figures, shows that out of over 1,700 institutions of higher education, about 100 conduct courses in aeronautical subjects, usually aeronautical engineering. This figure is approximately what would be expected. However, when one considers the 26,000 public and private high schools, it is most significant to find that only 130 report aviation courses of various types and only about 800 indicate aviation club activities. These figures of course do not include the large numbers of boys and girls occupied in various aviation activities not in any way connected with the schools. These figures point out, however, the woeful lack of organized effort on the part of educational institutions in satisfying the curiosity and interest of boys and girls in aviation, and in using that interest to motivate the whole learning process.

Interest Stimulated

Magazines, newspapers, books, and organized plans in our country are used to stimulate aviation interest among young people but no attempt has been made on the scale common in some countries where from all standpoints aviation appears to mean most at the present moment. Because of its national importance, it would appear that the opportunity to encourage interest in aviation through organized information and organized activities should not be overlooked.

An estimate of the number of children attending public and private schools in the United States is nearly 30 million. About 6½ million of these boys and girls are in secondary schools. These figures indicate the number of boys and girls who are of an age when the romance of aviation makes a special appeal.

It is doubtful if there are many boys who do not at some time or other want to be aviators. While this interest is evident, it is the most desirable time to provide the boy with reliable information on the fundamentals of aviation. He should have access to reliable data on what a pilot does, what the duties of

an aviation mechanic are, what types of work are carried on in connection with aviation, the principles of flight, construction of aircraft, the routes followed by commercial airlines throughout the world and other pertinent facts concerning the progress of aviation. On the manipulative side he should be encouraged to build scale models of aircraft and to construct and fly rubber-powered and other types of flying models.

A great deal of attention has been given in recent years to the sport of soaring or powerless flying. Using favorable air currents, individuals have reached great heights and flown many miles. The record of 405 miles for soaring is held by Russia, while the altitude record of 21,939 feet is held by Germany. In the United States this field of activity has not been developed to a great extent. Our record for distance is 212 miles, and for altitude 6,806 feet. Such glider activities as are carried on here are almost entirely an adult interest. Yet I am informed by an old friend of long standing, a reliable American citizen of German birth who visited Germany a year ago, that the building of gliders has been an important activity for boys and girls for some years past. Glider clubs are officially sponsored, similar to our soap-box racer clubs and derbies. As a consequence, it is estimated that fully 75 percent of the young people of Germany are able to fly gliders.

Development of Transportation

From an unpretentious beginning in 1903, when the Wright brothers made their first man-carrying power-driven flight, air transportation has developed until it covers every major city throughout the world. From the World War when airplanes were first used for military purposes for reconnaissance mainly, aircraft has now become the most significant new factor in modern warfare. This tremendous growth has been no mere matter of visionary interest. Our best-trained engineers, our finest mechanics, our most up-to-date machinery and our most physically fit men have brought this to pass. An important element in aviation education has been the training of skilled personnel. The engineers are largely the products of mechanical-engineering courses and have added an aviation bias to their engineering abilities, while others have been directly trained in aeronautical engineering in colleges and universities offering courses of this type.

As is usually the case in connection with new industries, opportunities for training in aviation skills were offered first in private schools only, but as the aviation industry progressed and became of national importance the public

schools began to assume some of this responsibility. By 1927 a few public schools were participating in the training of young men for aviation through unsatisfactory courses of automobile work combined with aircraft-engine work. Some private schools followed this plan and were only in part successful, for it was discovered that the standards of the two industries do not mix.

In this connection, when we were making an analysis for training purposes of the job of an aircraft-engine mechanic at the Naval Aircraft Factory in Philadelphia some years ago, we were told by engine mechanics with years of experience that their first choice of tradesmen to adapt to aircraft-engine work was general all-round machinists. Their second choice was wood pattern makers.

Standards Maintained

In any consideration of the desirability of expanding training facilities for producing competent engine mechanics, the preferred machinist background must not be overlooked. This is particularly true at this time, when a survey made since the first of this year by the International Association of Machinists reveals between 25,000 and 30,000 unemployed machinists throughout the United States. Many of them would be glad to take training if made available for such an allied line of work if actual employment opportunities were in sight in the not-too-distant future.

Other public-school courses, however, did maintain such standards as to be eligible for Federal aid through the Smith-Hughes Vocational Education Act. Demands for this type of work have been increasing each year until the latest State reports show that around 7,000 individuals were being trained in aviation subjects in federally aided schools last year. About 25 percent of those enrolled were receiving preparatory training for entrance into aviation mechanic's work, while the major number consists of those already employed in some phase of the industry who were given training fitting them for more skilled positions or more technical work leading to promotion. The actual figures are 2,182 in preparatory classes, 3,242 in part-time classes, and 1,653 in evening classes.

Because of a shortage of adequately trained personnel, the industry has had to resort to a great deal of specialization so that a large part of manufacturing and servicing of aircraft is done by persons in jobs requiring only moderate training. But reports indicate that industry is short of men of long-time training and experience who are capable of serving as leading men and foremen and holding down responsible positions. Undoubtedly, with the possi-

bility of rapid expansion there will need to be set up a much more expansive long-range training program in order to provide sufficient skilled personnel to cope with the increasing personnel problems of the aircraft industries.

In the early days both in private schools and public schools not a great deal of regard was given to standards of training. Courses of study were set up largely on the ideas of single individuals. Equipment and supplies were determined to a great extent by the availability of material. Enrollment was either for those who had the funds or who could get into the classes and as a result the training program as a whole was not noticeably efficient. Today this situation is considerably changed because the majority of aviation mechanics schools and classes are based on careful analysis of needs.

Schools Approached

It has never been a policy of the Office of Education to suggest training of individuals for any occupation unless there has been evidence of immediate or near-future need. In the majority of cases, the aircraft industry has approached the local school through the director of industrial education or other responsible individual to find out what the schools could do in the way of providing training for positions for which there is definite difficulty in securing personnel. For instance, in one area it was a problem to secure persons with sufficient training for employment in aircraft drafting. After a careful study of the situation, an estimate was given as to the number of persons needed and the content and length of the courses of study. At the expiration of 2 years from setting up the training, the aircraft industry in this area began to secure a more adequate supply of young men for this work. In another aircraft-manufacturing area the industry itself was responsible for the plans which resulted in building and equipping the trade school and the setting of standards in connection with the entire training program. A representative advisory committee constantly in touch with the situation has been continually active in connection with the training in this area and as a result everybody who graduated last year was placed in the aircraft industry with the prospect of advancement because of the thoroughness of the training given.

Immediate Prospect

To train for positions in which available openings do not exist at the time the training is completed or within a short time afterwards is detrimental to the entire program of training and will eventually spoil such efficiency as it may ordinarily have. As soon as it seems that a program of training is no longer needed, good judgment indicates that it should be stopped.

The immediate prospect of large scale expansion of aircraft manufacturing through an increase of private flying, commercial airlines,

and military services presages the inauguration of expansion of training facilities for aviation mechanics. Some types of jobs in the aircraft industry are more or less routine in character and require little consideration from the standpoint of training. In all probability the aircraft industry itself can take care of the training for less skilled phases of aircraft work. But through definite apprenticeship and adequately planned longtime mechanics programs, technically trained mechanics who can assume leadership in the industry later need to be trained. It is in personnel needs that difficulties will arise in an expansion program of the industry.

Today, no school set-up for training aviation mechanics can afford to take all applicants for training. The aircraft industry more than any other must make certain that its employees have both manipulative and also personal qualifications. Young men may be physically, mentally, morally, and manually fitted for aircraft work but personal habits of carelessness or unreliability may make them unsuitable for any type of work in aviation. Carelessness in even minor phases of the industry may be serious. No instructor should be forced to retain in his classes any young men who have proved themselves undesirable as candidates for positions in aviation work.

Industry Particular

In general, it may be said that the aircraft industry is more particular over the quality of its personnel than any other industry. This is essential because of the paramount importance given to safety and is in part possible because of the keen interest which young men have in aviation.

The failure of some young men to secure employment in the aviation industry after training lies in the inadequacy of the courses of study offered. In a few schools, as a result of lack of contact with the aviation industries, courses of study have been arranged which have little relationship with employment requirements. In most cases where this exists the equipment and shop lay-outs are on a par with the course of study and not suitable for actual training for the industry. It is encouraging to know that schools of this type are rapidly being eliminated and high grade standards substituted.

Study Needed

The study being made by the Office of Education on aviation in educational institutions represents a type of study needed today. The airlines, aircraft manufacturers, associations, and individuals all have conducted studies of various kinds, but not until now has a comprehensive national study of this particular type been attempted. The cooperation of presidents of colleges, professors and principals of high schools, department heads, and instructors has been all that could be desired and as a result, a vast amount of information

is available. The Office of Education has information showing where engineering courses are conducted and what subjects are taught, present enrollments in these courses, credits offered, equipment used, the number and types of licenses held by faculty and students and figures concerning aviation clubs, either in universities or in some way associated with such institutions.

Secondary School Figures

In connection with secondary schools, the Office of Education now has definite figures covering general courses, industrial arts courses, technical courses, and vocational courses in the various States, including enrollments, and in addition considerable information on aviation clubs and equipment, the type of activities sponsored and the numbers of boys and girls who are members. To date, figures show that over 28,000 boys and nearly 5,000 girls are enrolled in regular aviation courses in high schools and that nearly 23,000 boys and 2,000 girls hold memberships in high-school aviation clubs.

It will be necessary as a result of this study to do some further work along this same line, to bring out other phases about which information is urgently needed. The Office of Education is frequently asked for detailed information in regard to types of courses offered, locations of institutions offering courses in aviation, and other facts pertinent to one wishing to enter the aviation industry and finding it necessary to make a decision as to where to go for training. No such answers can be provided without having available complete records. In order to be of assistance to those responsible for training mechanics and other aviation personnel, a central organization such as the Office of Education must secure information and assistance concerning personnel needs, or there will be too few or too many trained, neither situation being socially desirable or conducive to orderly long-range planning for our future welfare as a nation.



N. E. A. Radio

The National Education Association announces the following time schedule for its weekly radio broadcasts (effective after April 30):

EVERY WEDNESDAY ON NBC (RED)

Our American Schools

5:00 p. m. Eastern	3:00 p. m. Mountain
4:00 p. m. Central	2:00 p. m. Pacific

EVERY SATURDAY ON NBC (RED)

Our American Schools

9:30 a. m. Eastern	7:30 a. m. Mountain
8:30 a. m. Central	6:30 a. m. Pacific

Socializing Correspondence Instruction

by Walter H. Gaumnitz, Specialist in Rural Education Problems

★★★ Realizing that education is much bigger than just learning to read, to write, and to acquire sufficient information to satisfy this or that examination, the New Zealand Correspondence School has set itself the task of building up special techniques, not only of teaching boys and girls by "remote control," but also of fostering pupil-teacher relationship, of developing friendships among fellow pupils, and of stimulating interesting social and civic contacts and experiences.

While the school recognized that nothing could adequately make good the lack of daily physical associations of residence instruction, the New Zealand Correspondence School insisted that so far as possible these isolated children were to have a real school—one that provides education through the normal development of each individual pupil. To do this it was necessary to devise various clubs and activities designed to promote contacts with real life problems and to bring about the conflict and cooperative relationships essential to the development of normal personalities.

New Zealand, like its Australian neighbors in the "Lands of the Southern Cross," has for many years been developing a correspondence school. This school is charged with the responsibility of providing education for children who cannot "reasonably be expected to attend a public school." Indeed, New Zealand's Correspondence School serves as a "public school" for those children who without its services could not receive public instruction. It provides, free of cost, as many school advantages as it can.

The "Correspondence School" of New Zealand was established in 1922. Until 1929 its work was limited to the elementary field; in that year a secondary department was added. In 1938 this school enrolled 1,776 pupils of primary (elementary) grade and 974 pupils of post-primary grade, being, respectively, 0.8 and 2.7 percent of the total public-school enrollments. Employed to serve this far-flung school was a teaching staff of 75 and a clerical staff of 30 persons.

New Zealand is a land in which, because of sparsity of population and certain isolated types of industries, many thousands of children live beyond reasonable walking distances (2 miles for children under 7, 3 miles for those 7 to 11 years, 3½ miles for elementary and 5 miles for post-elementary children over 11 years old) as well as beyond the reach of a school bus. And for various reasons they are unable to take advantage of government conveyance or boarding allowances. For such

children the correspondence school is an alternative to no school at all.

Some 20 years of elementary and secondary education by correspondence methods in Australia, Canada, and in other parts of the world have convinced many educators that a great deal more can be accomplished by this device than was first believed possible. Many successes have been scored in the way of scholastic achievements. One of the greatest and most persistent difficulties, however, has been the problem of providing social development in correspondence pupils. The all-important face-to-face relationships between pupil and teacher and among pupils was lacking. New Zealand Correspondence School has, with characteristic pioneer spirit, faced this problem and has developed ways and means of mitigating it.

Clubs and Organizations

The correspondence school has struggled to develop among its pupils clubs and organizations which will not only stimulate interesting activities but which will nurture common interests, encourage friendships, and create a desire to get together and to exchange ideas. The various clubs and organizations fostered cannot much more than just be listed in this brief account. The correspondence school has developed the organization of Lone Guides among its girls, and Lone Scouts among the boys. These are organized by patrols and companies which effect contacts by mail and occasionally get together for camping purposes. Stamp collection and exchange clubs are encouraged to publish descriptive accounts of their prize possessions and to make, periodically, exchanges of collections or individual stamps. The school circulates the *Mecanno Magazine* and arranges loans of sets of *Mecanno* and other construction outfits among pupils belonging to model-building clubs. Pupils interested in photography join camera clubs and participate in an annual competition of snapshots. Besides these there is a Junior Red Cross Circle interested in personal hygiene and first aid, a Gardening Circle, a Field Naturalists Club, a Pen-friendship Club, and even an Ex-pupils Association. All of these operate largely by mail but actual visiting and personal contacts are encouraged.

These various organizations are fostered chiefly through the circulation among all correspondence pupils of (1) a monthly circular; (2) a yearbook known as *The Postman*; and (3) individual efforts by pupils and teachers. The *Monthly Circular* seems to serve much the same purposes as the student-assemblies of

residence schools. Besides carrying notices to keep the pupils informed about all the current problems and successes of the widely scattered members of the school, the *Monthly Circular* provides a medium for reporting the special achievements of pupils, for publishing their most meritorious written products, for describing the special activities of the various clubs, and above all for bringing to each pupil interesting facts concerning far and nearby correspondence pupils, as well as information and personal news relating to the various members of the faculty of the school. Pictures and other graphic materials are extensively used to make these accounts vivid and interesting.

The Postman, in many respects, serves the purpose of an "annual." But it is really much more than just a yearbook of the type commonly published by American high schools. This annual publication has become a sort of annual exhibit or school fair in which the outstanding compositions, poems, drawings, and other achievements are published. This publication is not limited to a senior class, nor to the pupils of secondary grade. It serves all grades, all of the clubs, and all of the activities of the correspondence school. It even publishes news from the various branches of ex-pupil associations and reports the activities of the Correspondence School's Parents' Association.

Other Unusual Features

The correspondence school has built up a library for the use of its pupils. Each pupil receives a classified list of the books available. He is urged to use all the books necessary to his work and is encouraged to draw as many as he may wish for general reading. The books are sent out and returned free of cost to the pupil in two-way envelopes. Special efforts are made to provide correspondence pupils with tools and equipment necessary to educational progress other than books. For pupils pursuing commercial courses typewriters are made available, for those training in woodwork tools are provided, and for those taking science courses arrangements are made with standard high schools whereby correspondence students are permitted to spend brief but intensive periods in the various laboratories conducting experiments for which more elaborate equipment is needed than the pupils can improvise in their homes. In all cases the tools and equipment provided, or the costs entailed in traveling to and from the high school, are in part or entirely met by the correspondence school. The degree of fi-

(Concluded on page 249)



New Books and Pamphlets

For 4-H Club Members

4-H Horizons, Wellesley, Mass. Published monthly, except July and August. One dollar a year to 4-H Club members, local leaders, and extension workers. To others, \$2 a year.

A magazine beginning January 1939 for 4-H Club members, local leaders, and 4-H officials. In addition to news and activities of the 4-H clubs, contains articles (on science, nature, arts and crafts, photography, etc.), fiction and special departments.

What Foods to Eat and Why, foods and nutrition handbook for 4-H Club members, by Anne R. Matthews and Therese E. Wood. Ithaca, N. Y., Published by New York State College of Agriculture at Ithaca, 1938. 85 p. illus. (Cornell junior extension bulletin, no. 58.)

A booklet on the principles of nutrition and on the planning and serving of meals.

Mathematics Teaching

Enriched Teaching of Mathematics in the Junior and Senior High School. A source book for teachers of mathematics, listing chiefly free and low cost illustrative and supplementary materials, rev. ed., by Maxie Nave Woodring and Vera Sanford. New York City, Bureau of Publications, Teachers College, Columbia University, 1938. 133 p. \$1.75.

Lists material for the development of specific units in the field of mathematics, tests and workbooks, assemblies and clubs, excursions, classroom equipment, pictures, and exhibits.

Education and Democracy

Education and the Quest for a Middle Way, by Paul H. Sheats. New York, The Macmillan Co., 1938. 190 p. \$1.25.

A quest for a middle way in the solution of current problems in American education by reference to recent political and economic data.

Bricks Without Mortar, the story of international cooperation, by Varian Fry. New York, The Foreign Policy Association, 8 West 40th St., 1938. 96 p. (Headline Books, No. 16.) 25 cents, single copy.

The object of this series is to supply unbiased background information on important international problems of the day. Study packets have been prepared for each Headline Book to aid those interested in group study. They contain discussion programs, suggestions for group projects, charts, and supplementary readings. Each packet, 15 cents.

Town Meeting Comes to Town, by Harry A. Overstreet and Bonaro W. Overstreet. New York and London, Harper and Brothers, Publishers, 1938. 268 p. illus. \$2.50.

A history and description of Town Hall in New York and its creation America's Town Meeting of the Air, devoted to the American method of working things out together.

Motion Pictures and Radio

Motion Pictures and Radio; modern techniques for education, by Elizabeth Laine. New York and London, The Regents' Inquiry, The McGraw-Hill Book Co., Inc., 1938. 165 p. \$1.75.

A special study made for the Regents' Inquiry into the Character and Cost of Public Education in the State of New York. Contents: The role of the motion picture theatre.—II. Production, distribution, and cost of nontheatrical motion pictures.—III. Adaptation of motion pictures to education.—IV. Role of the state in an educational motion-picture program.—V. Radio as a means for mass impression.—VI. Adaptation of radio to education.—VII. Educational projects in radio broadcasting.—VIII. Role of the State in an educational radio program.

The Association for Arts in Childhood presents Tales from Far and Near, a literary program sponsored by American Library Association, National Education Association, and National Council of Teachers of English, produced by Columbia Broadcasting System, American School of the Air, Fridays, 2:30 P. M., E. S. T.

Radio bulletin will be sent for 10 cents in stamps. Address: The Association for Arts in Childhood, 70 Fifth Avenue, New York, N. Y.

Community Study

Utilization of Community Resources in the Social Studies. Ruth West, editor. 1938, Ninth Yearbook. Cambridge, Mass., The National Council for the Social Studies (18 Lawrence Hall, Kirkland Street) 1938. 229 p. \$2.

Emphasizes the community in the social studies. Presents techniques for guiding students to clearer understanding of the communities in which they live and helping them to find useful places there with the maximum of satisfaction to themselves and to others.

U. S. Congress

Congress at Work; a graphic story of how our laws are made and of the men who make them. Pittsburgh, Pa., Scholastic Corporation, Chamber of Commerce Building, 1939. 32 p. illus. 25 cents, single copy.

A booklet for high-school pupils; covers the organization and activities of Congress, follows a bill through committees, debates, hearings, etc., and includes some workbook features.

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:

ARMSTRONG, BYRON K. Factors in the formulation of collegiate programs for Negroes. Doctor's, 1938. University of Michigan. 125 p. ms.

BENNETT, CHESTER C. An inquiry into the genesis of poor reading. Doctor's, 1938. Teachers College, Columbia University. 139 p.

BIMSON, OLIVER H. Participation of school personnel in administration: A study of the conditions which make for

effective participation and the philosophy underlying the theory and practice of this type of administration. Doctor's, 1938. University of Nebraska. 117 p.

BURGESS, HUGH O. Vacation plans for staff members of large city school systems. Doctor's 1938. George Peabody College for Teachers. 135 p. ms.

CLINE, ALVIN B. Interpreting economic democracy to the high school student. Master's, 1938. Boston University. 99 p. ms.

COWEN, PHILIP A. The college tuition fee in relation to current income. Doctor's, 1929. New York University. 141 p. ms.

GUSSNER, WILLIAM S. Comparative study of the work programs in a selected group of North Dakota high schools. Master's, 1938. University of North Dakota. 104 p. ms.

HARBY, SAMUEL F. A study of education in the CCC camps of the second corps area, April 1933—March 1937. Doctor's, 1938. Teachers College, Columbia University. 264 p.

HARDING, PAUL E. A study of the load of instrumental music teachers of Pennsylvania. Master's, 1938. Pennsylvania State College. 57 p. ms.

HEIL, CLINTON F. Predicting success in ninth-year English, algebra, and civics on the basis of seventh- and eighth-year records. Master's, 1938. Pennsylvania State College. 38 p. ms.

HEYMANN, MIRIAM E. The relation between the intelligence and achievement of pupils grouped by parental occupations. Master's, 1938. University of Louisville. 94 p. ms.

HYATT, VERNON MCK. Limited school survey of the Gorham-Seneca, New York, area. Master's, 1938. Syracuse University. 62 p. ms.

MCKEE, JOSEPHINE M. A course on manners and social customs: A study of its development, teaching, and testing as a part of the group-guidance program for the eighth grade of the junior high school, Jeffersonville, Ind. Master's, 1937. University of Louisville. 170 p. ms.

MARTIN, LEWIS A. The secondary school principal and the community. Master's, 1938. University of Kansas. 107 p. ms.

MARTIN, ROBERT W. The relation of certain factors of instruction to pupil growth in general science, with reference to certain schools in Missouri. Doctor's, 1937. New York University. 286 p. ms.

MARTIN, RUTH M. The activity program versus the traditional method of instruction at the second-grade level. Master's, 1938. University of Louisville. 200 p. ms.

MEYERSON, MAXWELL. Educational and legal aspects of in-service training and certification, with special reference to New York State. Doctor's, 1938. New York University. 294 p. ms.

MILLER, DOROTHY H. Survey of the universities in the District of Columbia. Master's, 1938. George Washington University. 258 p. ms.

PLUGGE, DOMIE E. History of Greek play production in American colleges and universities from 1881 to 1936. Doctor's, 1938. Teachers College, Columbia University. 175 p.

RAMSEY, GRACE F. The development, methods, and trends of educational work in museums of the United States. Doctor's, 1937. New York University. 338 p. ms.

SHEEHY, Sister LORETTA MARIA. A study of preadolescents by means of a personality inventory. Doctor's, 1938. Catholic University of America. 76 p.

SMUTS, ADRIAAN J. The education of adolescents in South Africa. Doctor's, 1937. Teachers College, Columbia University. 283 p.

TRAVIS, ESTHER T. A survey of the nursery schools for white children in the District of Columbia and vicinity. Master's, 1938. George Washington University. 108 p. ms.

WHITE, SIDNEY P. A discussion of some of the problems facing the American system of broadcasting. Master's, 1938. State Teachers College, Fitchburg, Mass. 66 p. ms.

YARBROUGH, DOROTHY. A diagnosis of pupils' errors in arithmetic with a view to corrective work carried on through the cooperation of the teachers. Master's, 1938. Boston University. 116 p. ms.

RUTH A. GRAY

Using Government Publications

by Grace S. Wright

★★★ The United States Government issues many publications of a non-technical nature. The wealth of informational material, the many photographs, charts, and maps which they contain, make them especially valuable for the teacher's use in classroom work.

In the belief that there are schools which find it difficult to secure all the material they need in developing units of work or for their social studies activities, the following illustration is given of how Government publications, which may be secured at nominal cost, may be utilized. This material does not comprise a complete unit, but is intended merely to be suggestive. Topics which are most frequently included in units on "Trees" are listed, and those Government publications, or sections of them, which are especially helpful in developing these topics are briefly summarized.

TREES

Kinds of Trees and Where Found

Pines—tall western pines, with their long, coarse, yellow-green needles of from 4 to 11 inches, the rare old Torrey pine bent by sea winds into a crooked sprawling tree, and a dozen other varieties; firs, cedars, and sequoias, including the big tree or sequoia of the Sierra Nevadas, known as "the oldest living thing," and the giant redwoods, some of them more than 300 feet tall and over 1,400 years old; other California cone bearers including the hemlocks, the spruces, and the gnarled and twisted Monterey cypress; oaks—deciduous oaks and the evergreen or live oaks; alders and birch which grow along the streams and high up on the mountains; willows, poplars, maples, and others—these are a few of the many kinds of trees which are described in the circular *Let's Know Some Trees*.

The eastern division of forests, including the northern, central hardwood, southern, and tropical forest regions, has a total of 600 native tree species. The western division including the Rocky Mountain and Pacific coast forest regions, has a total of 227 native tree species. In order to lead to a broader appreciation of the value and importance of trees, the publication entitled, *Forest Trees and Forest Regions of the United States* presents in simple form the names of all the tree species of continental United States with their geographic ranges and a few distinguishing characteristics of each, and gives brief descriptions of the various natural forest regions, together with the names of the principal trees which make up each

region in the United States, Alaska, Puerto Rico, and Hawaii. *Our Forests* (pp. 8-15) sets forth the principal varieties of trees in each of the different regions and gives something of the extent of the forests.

How New Trees Are Started

Propagation by seeds.—"Under conditions in the wild, most woody plants are dependent in large measure upon seed for their reproduction. Falling from the trees the seed is covered by leaves and scattered by the wind to drop in moist soil or in crevices; it is floated down streams and left in the mud on the banks; it is frequently carried many miles by birds. Large seeds, such as acorns and nuts, are often buried by squirrels in places where the conditions are favorable for germination."

Propagation by cuttings.—Some varieties of trees which grow from seed will be slightly different from the parent tree. In order to avoid this, cuttings are used to produce trees which will be like the parent tree and true to variety.

Propagation by grafting and budding.—These methods are used for the propagation of trees which do not root easily from cuttings. Most fruit trees are produced in this way.

"Practical details concerning the care and handling of tree seeds, the culture of seedlings, the successive steps in the handling of cuttings, layers, grafts, and buds in order to

succeed in these operations, as well as the methods of propagation most suitable for the several different kinds of woody plants are presented" in *Propagation of Trees and Shrubs*.

How Trees Grow and Live

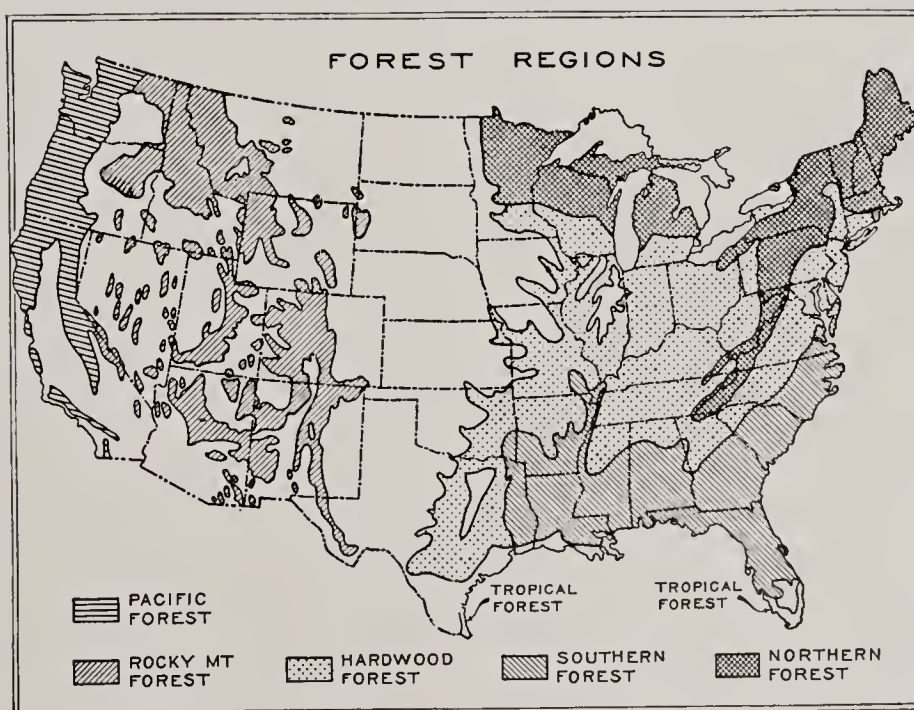
1. *Growth.*—Trees grow in two ways, in height and in girth. Each year new shoots are sent out from the terminal bud of the main stem or stems, which increase the height of the tree. Also each year a coat of new wood cells is added. This growing layer, called the cambium, increases the girth of the tree. The age of a tree can be told by counting the rings on a section of the stump after the tree has been cut. *Our Forests* (pp. 3-7).

2. *Water, air, and food requirements.*—The roots of the tree which extend deep into the ground bring water and raw food materials from the soil up through the trunk and the branches to the leaves where, by the action of chlorophyll and sunlight, food necessary for the life of the tree is manufactured and then distributed to all living parts of the tree. *Our Forests* (pp. 2-3; 7-8).

Chemical substances are carried to the leaves in weak solution which means that quantities of water flow from roots to leaves each day and is evaporated or transpired. Unless this water lost by transpiration is promptly replaced by water taken in at the roots, the leaves will wilt, and, if the lack of water is continued, will die.

Trees breathe just as we do. Air reaches the interior of the tree through special openings in the bark and in the lower surface of the leaves.

In order to thrive trees need soil rich in substances which can be changed into organic food. In the forest this is supplied by the humus resulting from decayed leaves and twigs, but in the city and open country addi-



Courtesy United States Forest Service.

tional fertilizer frequently must be applied. *Treatment and Care of Tree Wounds* (pp. 4-9).

Conservation of Trees and Forests

1. *Injuries to trees.*—Injuries to trees are caused by such factors as pavements which prevent water and air from entering the soil; insects; parasitic fungi and plants, such as toadstools and mistletoe which live on the food prepared by the tree; and bruises which result in larger and larger cavities in the tree if not treated.

Weakened trees need to be taken care of by proper feeding and watering. They also need to have the diseased or decayed portions treated. *Treatment and Care of Tree Wounds* (pp. 9-38) explains the methods of treating the various types of tree wounds.

2. *Fire prevention.*—"In California, each year, there are on an average over 2,000 fires, which burn over more than 500,000 acres, and cause damage to timber, brush, watershed cover, forage, and improvements amounting to a million or more dollars." *A Forest Fire Prevention Handbook for School Children* tells about the causes and effects of forest fires.

Causes of fires. Although nature in the form of lightning causes many forest fires, 70 percent of these fires are caused by acts of man, such as throwing away lighted matches, cigarettes, etc.; failure to extinguish camp fires; and sparks from engines used by industrial concerns.

Effects of fire. When fire runs through a forest it burns down all the little trees which would make the forest of the future, and kills or seriously injures the large trees. It burns up all the dry underbrush so that there is no covering to hold the water when the rains come. The rich top soil is washed down to the streams, making it that much more difficult for a new forest to develop.

3. *Reforestation.*—Fires and destructive logging practices have left vast areas of idle land in all sections of our country. Much of this is fast becoming waste land, the streams in their work of erosion, carrying away with them valuable silt. In connection with its reforestation program the Forest Service has established nurseries where seedlings are grown to replant these devastated areas. *Here Are Forests* contains excellent pictures to illustrate the work of the destructive forces which operate to deplete the forests and of the constructive work that is being done to offset this destruction.

"The forester endeavors not merely to grow repeated crops of timber on the land; he endeavors to grow the greatest possible amount of timber of the most valuable kinds. He also studies how to harvest the timber to the best advantage. He is careful in harvesting to get all the good timber possible out of each tree by cutting low stumps and using as much of the tops as he can, to leave the slash in such condition that there will be the least possible danger of fire, and to leave young trees and seed trees for a new crop." *Our Forests* (pp. 24-33).

Value of Trees and Forests

1. *Conservation of soil and moisture.*—Forests on our mountain slopes are invaluable in the conservation of soil and moisture, and in preventing floods. The leaves and branches break the force of the rain and evaporate as much as a third of the rainfall. The leaf litter and humus soak up much of the water and prevent the remainder from running off as rapidly as it otherwise would. The rainfall sinks into the ground slowly and the water stored there is an important natural means of regulating and equalizing stream flow and preventing floods. Streams which originate in well-forested mountain regions are clear. *Forests and Floods.*

2. *Forest products.*—Wood is the principal forest product, and wood for building purposes, wood for fuel, and wood pulp for paper manufacturing are three of its most important uses. After wood, the most important forest products are turpentine and rosin which are obtained by the distillation of the gum from certain pines of the South. *Our Forests* (pp. 15-19).

Over 12,000,000 cords of pulpwood are required for the manufacture of the 11,000,000 tons of paper which the United States consumes annually. At the present time more than 50 percent of these requirements are imported from Canada and other countries. Future pulpwood requirements have been estimated at 25,000,000 cords annually. The potential ability of forests of the United States to meet these pulpwood requirements depends upon scientific management and utilization of the forests. *National Pulp and Paper Requirements in Relation to Forest Conservation.*

Maple sirup and sugar are other products of the forests in certain parts of the country. "The earliest explorers in this country found the Indians making sugar from the sap from maple trees, and in some sections, especially along the St. Lawrence River, producing it in quantity for trade. The crude methods of the Indians were soon improved upon by the white people, but beyond the tapping and boiling the general process is still the same as it was at that time." *Production of Maple Sirup and Sugar* contains directions for caring for maple trees and for planting new maple groves as well as for handling and collecting the sap and making maple sirup and sugar.

Observance of Arbor Day

Arbor Day originated and was first observed in Nebraska in 1872. Prizes were offered to the county agricultural society and to the individual who should plant the greatest number of trees. Since then Arbor Day has come to be observed in various months of the year, all over the United States. The bulletin entitled *Arbor Day* gives the date for the celebration in the various States, suggests the kinds of trees to plant in each of the States, and gives directions for planting and caring for the trees.

References

- Arbor Day. Its Purpose and Observance. 1936. Farmers' Bulletin No. 1492. 5 cents.
- A Forest Fire Prevention Handbook for School Children. 1926. United States Department of Agriculture Miscellaneous Circular No. 79. 15 cents.
- Forests and Floods. 1931. United States Department of Agriculture Circular No. 19. 5 cents.
- Forest Trees and Forest Regions of the United States. 1936. United States Department of Agriculture Miscellaneous Publication No. 217. 15 cents.
- Here Are Forests. Their Relation to Human Progress in the Age of Power. 1936. 10 cents.
- Let's Know Some Trees. 1931. United States Department of Agriculture Miscellaneous Circular No. 31. 5 cents.
- National Pulp and Paper Requirements in Relation to Forest Conservation. 1935. Senate Document No. 115, 74th Congress, 1st Session. 10 cents.
- Our Forests. What They Are and What They Mean to Us. 1933. United States Department of Agriculture Miscellaneous Publication No. 162. 5 cents.
- Production of Maple Sirup and Sugar. 1935. Farmers' Bulletin No. 1366. 5 cents.
- Propagation of Trees and Shrubs. 1932. Farmers' Bulletin No. 1567. 5 cents.
- Treatment and Care of Tree Wounds. 1934. Farmers' Bulletin No. 1726. 5 cents.
- Additional references on this subject, as well as on many others which are dealt with in the classroom, will be found in Office of Education Leaflet No. 31, Government Publications of Use to Teachers of Geography and Science. To secure any of these publications address the *Superintendent of Documents, United States Government Printing Office, Washington, D. C.* They cannot be secured from the Office of Education.



Chinese Alumnae Active

Chinese women graduates of the University of Michigan are playing important roles in the present far eastern conflict, according to information received there recently by W. Carl Rufus, executive secretary of the Barbour scholarship committee of the university. In a conference of 54 outstanding Chinese women called recently by Mme. Chiang Kai-Shek, wife of the Chinese generalissimo, 8 were former students at the university, including 7 former Barbour scholars. Michigan has played an increasingly important role in the education of Oriental women during the past 2 decades, principally because of the late Regent Levi L. Barbour, who established a scholarship trust fund of over \$650,000.

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

● The story of the beginning and growth of the American Nation is told in *Land of the Free*, a publication of the General Land Office, United States Department of the Interior. The Land Office has served as the Government's agent in land negotiations since 1812, under provisions of more than 5,000 laws passed by Congress for the supervision of vast tracts of public domain. (See illustration.) A folded map of the United States showing the acquisition of the public domain is appended to the bulletin, copies of which are available free upon application to the General Land Office, Washington, D. C.

● *The Nation's Health*.—The report on the discussions at the National Health Conference held in Washington, D. C., July 18-20, 1938, sells for 20 cents a copy. The conference was called by the interdepartmental committee to coordinate health and welfare activities to consider a national health program which was proposed in the report of the Technical Committee on Medical Care, made up of experts from the Federal agencies.

● Many visitors to the San Francisco World's Fair will stop at some of the national parks en route, especially at Yosemite and Grand Canyon. Circulars of information on the history, geography, geology, and accommodations of these and other national parks are free upon request to the National Park Service, Washington, D. C.

Six-page illustrated folders on *Great Smoky Mountains National Park*—North Carolina and Tennessee, and *Olympic National Park*—Washington, are also available from the National Park Service.

● A colored map, 40 by 28 inches, showing the countries of the world with which trade agreements have been concluded or with which negotiations are in progress or contemplated, has been issued by the Department of State as Map Series No. 7, Publication 1258. Price, 10 cents.

● Amateur fruit growers will find information of practical help on growing temperate-climate fruits such as the apple, pear, peach, plum, cherry, grape, and berries, in *Farmers' Bulletin No. 1001, Growing Fruit for Home Use* (10 cents). Varieties desirable for the different parts of the country are listed.

● *Unemployment and Health Insurance in Great Britain, 1911-37*, the first of a series of studies on the legislative and administrative provisions of foreign social insurance systems



Government surveyors trace course of an empire.

to be published by the Social Security Board, is limited to an analysis and comparison of the provisions for weekly cash benefits under the two compulsory insurance programs. (Bureau of Research and Statistics, Report No. 3, 10 cents.)

● Digests of the technical and extensive reports of the National Resources Committee have been prepared in pamphlet form summarizing the views covered in the various fields of physical and human resources: *Planning Our Resources, Our Cities, Population Problems, Regional Planning, The States and Planning, Technology and Planning, and Water Planning*. (Each, 10 cents.)

● In 30 States having accident compensation systems there is no provision for injuries due to occupational diseases. *Occupational-Disease Legislation in the United States, 1936*, Bureau of Labor Statistics Bulletin No. 652, deals with the history and development of occupational-disease legislation in the United States and gives the provisions of the laws for those jurisdictions where such laws exist. Price, 15 cents.

● What the forest is; Forest regions in the United States; How our forests serve us; Enemies of the forest; Forestry in the United States; Timber—a vital national resource are the topics discussed in *Our Forests—What They Are and What They Mean to Us*. Department of Agriculture, Miscellaneous Publication No. 162. 5 cents.

● The Superintendent of Documents has revised the following price lists: Animal Industry—Farm Animals, Poultry, and Dairying, No. 38; Army and Militia—Aviation and Pensions, No. 19; Farm Management—Farm Accounts, Farm Relief, Marketing, Farm Homes, and Agricultural Statistics, No. 68; Government periodicals, No. 36; Maps, No. 53; Publications of Interest to Suburbanites and Home Builders, No. 72; United States National Museum, Contributions from United States National Herbarium, National Academy of Sciences, Smithsonian Institution, No. 55. Free.

● Three new Government-produced sound motion-picture films are available in both 16- and 35-mm sizes: *The River*, a three-reel documentary film dramatizing the Mississippi River, the results of soil erosion, deforestation, and flood control; *Good Neighbors*, a two-reel film produced by the United States Maritime Commission depicting the launching of the "Good Neighbor Fleet" which marked the inauguration of east coast service to South America. The voyage of the S. S. *Brazil* is shown together with scenes in the various ports of call. The third film, *Three Counties Against Syphilis*, a two-reel film made by the United States Public Health Service, pictorializes a three-county control experiment in the southeastern part of the United States. The principal feature of this film is the use of a trailer medical clinic used in the treatment.

Inquiries concerning the first two films should be addressed to the United States Film Service, National Emergency Council, Washington, D. C., and for the third to the Office of Health Education, United States Public Health Service, Washington, D. C.

While no rental is charged for Government films, borrowers are asked to pay transportation costs to and from the nearest point of shipment.

● In the *Story of the Constitution and Information Sheets* issued by the United States Constitution Sesquicentennial Commission, Washington, D. C., is to be found much material useful to schools, libraries, organizations, and individuals, in the celebration of the formation of the Constitution and in the study of the resolutions of the Continental Congress.

Since the sesquicentennial celebration closes with the anniversary of the inauguration of George Washington, much of the material issued during the period of the George Washington Bicentennial Celebration in 1932 may be adapted to this celebration.

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THE VOCATIONAL SUMMARY



Pennsylvania Police Profit

Ten schools for police officers have been established under the Department of Public Instruction in Pennsylvania. These schools are set up in 10 strategically located zones.

Designed particularly for police patrolmen in the larger police forces and for all officers of smaller forces, the police training classes are limited to 30 members. Enrolled officers attend the class nearest their station.

Included in the instruction provided for police officers are such subjects as the following: Civil government and the Constitution, criminal law, criminal procedure, observation and patrol, traffic laws and procedure, firearms, self-defense methods, first aid, public relations, and the police sciences.

Classes in each zone are conducted 1 day a week in 12 different centers. The faculty of the police school includes representatives of the Federal Bureau of Investigation, the Pennsylvania Motor Police, the criminal courts of Pennsylvania, and other Federal, State, and municipal agencies.

A Helpful List

Teachers, coordinators, and supervisors in the field of trade and industrial education frequently have need for a list of trade periodicals serving the needs and interests of worker, manager, and employer.

Such a list, compiled by Betty W. Starbuck, coordinator, Julia Landon High School, Jacksonville, Fla., is now available from the Office of Education.

It is issued as Misc. 2127 under the title, "A List of Trade and Industrial Periodicals."



Some jobs consist of operations which are monotonous and confining. Many young people thus employed spend several evenings a week at night school taking vocational courses which will broaden their specialization and help them get ahead.



Young people look for jobs through private employment agencies, newspaper advertisements, schools, personal applications, United States Employment Service, National Youth Administration, and through friends and relatives.

Because They Were Trained

Young men and women with specialized trade training have found it easier to get jobs in the past few years than those who have not had this vocational training, the Survey of Youth in the Labor Market made recently by the Works Progress Administration indicates. In general, this survey shows that jobless vocationally trained youth attribute their unemployment to the lack of jobs rather than to any specific inadequacy of training.

One young man who had traveled in 23 States and had had 10 jobs since 1935 observed: "If I had learned a trade in school I would have been established long ago in a secure job as a machinist, painter, or carpenter."

The story of another young man who, after he had finished an architectural drafting course in a vocational school in 1936, started out with a job at \$10 a week and is now making \$22 a week as a draftsman in a refrigerator factory, is of interest. This youth has never had any occasion to regret, he declares, the fact that he transferred to vocational school, after he had finished 1 year in high school. He "feels sure" that "in his case such training

was far more practical than an academic education." Drafting jobs being scarce when he finished his drafting course, this young man found employment in routine machine operation with a sash and door factory because his vocational training had included instruction in cabinetmaking, and later in the drafting room designing kitchen cabinets. Subsequently, when he was again out of a job he applied at a local refrigerator factory. There were no jobs for draftsmen. However, he was given a temporary job as a metal polisher and 6 weeks later was transferred to the drafting room where he has been employed for more than a year.

Another youth interviewed in the Works Progress Administration survey after finishing training for work as a machinist, took his first job in the tool room of a stove factory. Applying for a job at an automotive equipment factory when he needed employment at a later date, he was set to work as an apprentice tool and die maker. He has completed 3 out of his 4 years' apprenticeship. To keep up with the latest developments in his trade, improve his efficiency on the job, and thus to keep himself in line for advancement, he attends classes in a postgraduate course in tool and die making at the local vocational school. On two other nights he attends classes in public-speaking at the high school, a subject he believes "will come in handy no matter what I do."

Of special interest is his comment that he has no fear of being replaced by machinery. "The more machines there are introduced," this young man declares, "the more work there is for the tool and die makers. Dies are necessary for everything from metal clips for women's dresses to turret tops or fenders for automobiles."



Sometimes vocational training leads to the establishment of a small individual enterprise. This unemployed vocationally-trained youth has set up a radio repair shop in his own home.

The Works Progress Administration survey report cites the example of a young girl who spent 6 months looking for work after graduating from a course in commercial art at the local high school. This young lady, who had graduated from high school before pursuing the art course in vocational classes, secured a minor job with a chain of shoe stores as an artist, illustrating shoes, lettering signs, and doing similar work. Subsequently she tried her hand at free lance shoe designing. Through a contact made with a pattern company in this work she secured a job at a local shoe factory as an illustrator, which she hopes will lead to an opening in the advertising field at some future time.

The WPA Survey of Youth in the Labor Market indicates that well over half of the young people interviewed found their vocational training satisfactory and beneficial, and that a large majority are in favor of training and guidance.

About half the young people interviewed in the survey who did not complete their vocational education dropped out because of lack of funds or because they secured a job before graduation. A similar proportion of those who completed training claimed that it assisted them in securing a job. Two-thirds of those who received vocational training declared that their vocational courses helped them to hold their jobs.

The WPA survey was made to determine whether or not youth were getting jobs, the kind and length of their employment, the extent and type of education of these youth, their reasons for leaving school, and the difficulties they encounter in the search for employment.

It Will Be Watched

The demonstration of possibilities of developing community programs for education in home and family living is progressing through cooperation of local educational agencies, State departments of education, and the Office of Education in four States—Ohio, Tennessee, Kansas, and Utah.

Wichita, Kans., where one experiment is being carried out, is an urban but highly stabilized and homogeneous community; Toledo, Ohio, is a large and highly industrialized city with a somewhat heterogeneous population; Obion, Tenn., is a rural educational unit organized on a county basis; and Box Elder County, Utah, represents the rural, sparsely settled section of the West, with a relatively stable and homogeneous population.

Each demonstration center plans to develop its program to meet its particular needs. Tentative immediate and long-time plans for carrying on the demonstration have been set up on the basis of information secured in studies made by State and local educational and other agencies with the help of specially selected local planning committees and in cooperation with the Office of Education. Representatives of the Office of Education

will make visits to the centers from time to time to assist State and local groups cooperating in the experiments.

First developments in the experiments and characteristics and goals of their demonstration programs are summarized in Misc. 2159, issued recently by the Office of Education.

Research, Training Dovetail

Eighty-five classes in distributive education, enrolling 1,608 individuals in 21 centers in Indiana, are reported by John H. Dillon, itinerant teacher trainer in distributive occupations for the State.

Mr. Dillon calls attention to the fact that classes for training teachers and conference leaders in the distributive education field were held during the past year at Evansville, Hammond, and South Bend, in which 52 carefully selected individuals with a background of selling or management experience were given short, intensive training courses.

In other centers the teacher trainer gave individual instruction to persons selected to act as teachers or conference leaders, and also supervised class meetings conducted by these trainees. A 3-day training conference for coordinators in distributive education in the State was held in December in which nine cities were represented.

Indiana has already done outstanding work in research in the distributive occupations, particularly in the field of job analysis. Analyses have been made under the supervision of the teacher trainer on the job of the retail grocery salesman, the grocery store owner and manager, and the hostess or head waitress and the waitress in a restaurant. The findings of these studies are used as the basis for instruction given by the teacher trainer to prospective conference leaders or teachers.

Other studies in the distributive education field, Mr. Dillon reports, have been made by coordinators in the field. These include: (1) An analysis of the work of the buyer or department head in a department store; (2) the use of advertising by the store operator; and (3) a study of sales situations which arise in the work of a salesperson selling fashion merchandise.

It is planned to develop the research program in distributive education in Indiana under the direction of the recently appointed research specialist.

On Their Way

From Toms River, N. J., comes the story of three boys who, last year, made profits of from \$100 to \$220 each on poultry production projects undertaken as a part of a course in vocational agriculture at the local high school.

A little more than a year ago according to the supervising principal of the Toms River School, Dr. Edgar Fink, each of these boys put 300 eggs in the school incubator. One boy had to borrow the money with which to purchase his eggs. All three boys had to

build houses to shelter the birds as they matured. When the eggs were hatched the boys raised the chicks to maturity, culled their flocks at the proper time, and marketed the eggs. Their records are interesting.

The first boy built two brooder houses, paid all feed costs and other expenses, and made a cash profit above expenses of \$50. This amount added to the value of his 96 New Hampshire Red hens worth about \$1.75 each, gave him a clear profit of \$218 aside from his buildings.

The second boy made a net profit of \$48, which with the value of his 72 laying hens and 6 pedigreed male birds, netted him a total profit of \$192.

The third boy made a profit of \$30 in cash over expenses, which with the value of his flock of 95 Barred Plymouth Rock laying hens and 6 male birds—\$160—gave him a gross total profit of \$190 in all, or \$100 net profit above his buildings.

Several months before their graduation from the school two of these boys put 500 eggs each into the Toms River vocational agriculture department's incubator. By the time they were ready to start farming on a permanent basis, therefore, they had some savings from their initial project from which they could draw, and their new flocks of laying hens had been brought to the point where they were beginning to produce an income for their owners.

Blind Making Good

Average net earnings ranging from \$25 to \$225 per month for blind persons established in vending stands in Federal buildings are reported by 24 States included in a recent study made by the Vocational Rehabilitation Division of the Office of Education. The placement of blind persons in these stands is authorized under the Randolph-Sheppard Act, which is administered by the Office of Education.

Forty-seven of the one hundred and forty blind persons included in the study reported net incomes of \$25 to \$49 per month; 29 persons from \$50 to \$75; 23 persons from \$75 to \$99; 15 persons from \$100 to \$124; and 12 persons from \$125 to \$225. The higher earnings, it should be explained, are those produced where the agencies supply the most supervision and maintain the highest standards.

Attention is called by the Office of Education in connection with its report on the study to the fact that while net income figures are impressive, they do not measure the whole value of the stand operation program. The successful operation of stands by the blind, it is brought out, constitutes an effective demonstration to the public of the capacities of blind persons. Each demonstration of this kind, it is contended, plays a part in changing the attitude of the average man toward the blind from one of maudlin sympathy to one of frank recognition of capabilities seeking only an opportunity for expression.

C. M. ARTHUR

Elementary Education

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a long arm to reach out over a large territory and seven-league boots with which to travel swiftly. But obviously personal visits cannot begin to do the whole job. The delicate technique of working through others must be used. Supervision by an elementary school principal of the teachers in a single building is a difficult enough matter. Supervision by a city or county supervisor who works through the elementary principals with the teachers in their buildings is supervision once removed. And still further, supervision by a State supervisor, cooperating with local supervisors and with the principals so as to assist teachers is supervision twice removed. It takes planning, precision, and sensitiveness to people's needs, in order to work out techniques of really helping teachers at long range.

State supervisors of elementary education have had to develop long range means of supervision, some of which seem to be particularly useful. In Tennessee, for example, the State supervisor holds a 3-day conference of county elementary supervisors and visiting teachers on the assembly ground at Monteagle, Tenn., at which time supervisors make plans for their year's programs. In New Hampshire, the State supervisor has a series of regional conferences with local supervisors. The practice of organizing State-wide committees for curriculum development has proven to be one of the most useful means of in-service training. The State supervisors in Alabama, Kansas, Virginia, Arkansas, Florida, Louisiana, and probably a number of other States have sent some of their leaders to summer workshops for curriculum planning. This procedure seems to be growing in favor.

Publications from State departments of education are increasing in number and value. The Michigan State department has issued a series of publications which are useful for study groups of teachers and local supervisors; a recent volume describes superior practices in the elementary schools of the State. The California State department, under the leadership of the chief of the division of elementary education, issues the *Journal of Elementary Education*, which reports the outstanding activities of the whole State. Many State departments have increased their efforts during recent years to secure county supervisors. Tennessee, Alabama, Virginia, California, New Jersey have made encouraging gains in this respect even in these difficult years.

4. *The formulation of a unified program of elementary education so far as the States' or the local school units' activities are concerned.*—This sounds technical, but it means only that all the persons in State or local departments of education who have something to contribute to or any responsibility for elementary schools should be able in some way to plan together. In some school systems there is a division of elementary education and a division of

secondary education. Others organize on a different axis, having a division of administration and a division of instruction. Each type of organization has its advantages, which we need not go into here. In addition to these divisions, however, there are supervisors of special fields, such as art, music, school libraries, health and physical education, school buildings, special classes, all of which have something to do with elementary schools. The need for machinery to synthesize the activities of all of these persons is obvious, if children's programs likewise are to have some unity.

Another difficulty has to do with working out agreements with other agencies which have plans for elementary schools. For example, there are at present 16 State departments of health which have health supervisors. How do they work in the schools? There are also State conservation departments with plans for conservation education and recreation for school children. There are State highway departments with a stake in safety education programs for the schools. There are boys' and girls' clubs, and other agencies which assert that they have something to contribute to a well-rounded program for children. Patriotic societies, temperance societies, humane societies have programs and sometimes printed matter which they wish to have adopted in the schools.

There can be no doubt as to the desirability of having one program rather than many. There is also no doubt as to the necessity of having all school activities under the direction of school authorities. In working out agreements with these nonschool agencies three questions must be considered: Do these other programs have something valuable for children? Is it something the schools cannot do? How can it be brought in as a part of and under the supervision of schools?

5. *Securing proper attention to elementary education problems.*—The present public attitude is that elementary schools are running out of children and that anyway they have all their problems solved. Secondary schools have been spectacular in their increases and important in their demands. The recent popularity of youth and their problems is shown by a report of approximately 400 different national organizations that have programs for youth. Apparently elementary schools need sympathetic interpreters, even some high-class dramatists. Administrators are frequently secondary school principals promoted, and consequently, they have a better understanding of the high-school problems than of those of the lower school. Furthermore, some colleges and universities have in recent years dropped their programs of specialization in elementary education and have narrowed the limits of study in this field. Consequently, it is now and will continue to be one of the most important responsibilities of workers in elementary education to continue to call attention to the size and the basic importance of elementary education.

Trends in Education by Radio

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Transcriptions Available

The Script Exchange has recently been expanded to include transcriptions and recordings. Transcriptions of Americans All—Immigrants All broadcast, are now available for studio and phonograph use at 33½ and 78 revolutions per minute. These programs, useful from junior high school level up, are obtainable on sale basis. This is but a beginning. As educational producing groups grow in ability, the Office of Education hopes to preserve the values of their broadcasts with transcriptions just as we now preserve their values through collection and dissemination of scripts.

A survey, which was recently completed, reveals interesting facts. Inquiries went out from the Office of Education to all commercial stations asking what educational programs they had offered on the air during the last 6 months. The response was quite surprising. Many stations found it necessary to add additional sheets in order to record and report the large number of educational programs which they had presented. It is almost impossible to imagine the variety of programs created by local organizations and offered on these stations. They range from 5-minute talks to 1-hour dramatizations with all the trimmings. There is evidence of the rise of many local schools of the air in these reports. There is also evidence of a widespread activity by schools and colleges on the air. The survey indicated vigorous efforts by a large number of local stations to discharge their public responsibilities.

What are the trends on the school front? The heavy demand on the Script Exchange for scripts is an important indication of the increasing attention educators are giving to radio. Although reports are incomplete, we know definitely of more than 700 producing groups in schools and colleges which are broadcasting programs. Many have weekly programs, some of them with as many as five programs per week. There is also increasing activity in the writing of scripts.

There are other straws in the wind—the increase in public-address equipment for schools is one example. Another indication is the rapid increase in the instruction in radio. The Office of Education has completed a survey of courses offered by colleges and universities throughout the United States, published in the 1939 Broadcasting Yearbook. This survey shows the great variety of courses in radio offered by more than 300 institutions.

Short-Wave Field

Significant also is the development in the short-wave field. When this field was being opened up, Commissioner Studcbaker pointed

out to the Federal Communications Commission the desirability of setting aside a band of frequencies for the exclusive use of educational agencies. This was done. Two cities, Cleveland and New York, have already received licenses and are operating. More than 30 other inquiries have been received by the FCC from schools and colleges. There is no need to be hesitant about coming forward and claiming these opportunities since it is probable that there will be as many as 1,500 school-owned and school-managed radio stations in this band.

A mimeographed statement telling in detail about the opportunities for schools and colleges to use wave lengths in this frequency, how to apply for them, what the cost factors are, what the engineering requirements are, and the probable personnel needs is now available from the Office of Education. A moderate size school system can install a station with double studios for less than \$5,000.

Educators are beginning to perceive the true nature of radio and to learn, or perhaps admit, what it takes to communicate successfully by radio. There seems to be a growing suspicion as to the value of speeches as practical methods of using education by radio. There is much greater tendency to turn to dramatic forms, discussions, interviews, quizzes, and to persons with tested radio ability. There is growing recognition that an educator or anybody else cannot put his hat on and walk down to a radio station and talk into a *mike* and successfully reach an audience. We are discovering that radio, like the movies, requires elaborate organization and careful preparation. Eventually we will discover that it requires more energy, more effort, and hence more funds to create a satisfactory educational program than it does to create a commercial program.

Summarizing

In summary, the trends we see on the educational side of education by radio are: The rise of local school and college broadcasting groups, the increasing interest and appreciation by educational officials for the importance and significance of radio, the increase in training for radio, the opportunities for school-owned short wave stations, and finally recognition of the effort necessary to create good educational radio programs.

These trends indicate, for one thing, that future experimentation in radio in the United States lies mainly with the schools. It is clear that we are approaching the saturation point on the creation of privately owned, privately managed stations. Moreover, these stations, many receiving licenses for local service, do not have the financial resources to command the talent or effort necessary for extensive programming. Hence they must turn to community agencies, and the only agency in the community which has manpower resources enough to create successful radio programs is the school or the college.

I see the director of radio with, in many cases, a competent staff of assistants becoming

a standard part of American school systems. I see this director becoming perhaps as important a factor in the school systems as the dramatics teacher, or the music teacher. I see schools using radio as motivation for English, public speaking, music and many other studies. I see radio integrating these studies. I see, in the future, important training centers springing up where radio instruction will consist not merely of one or two courses, but which will embrace "radio workshops" requiring 2 years or more of practice in the art. I look forward to the day when

Socializing Correspondence Instruction

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financial assistance is apparently determined on the ability of the pupil to pay.

Once a week news items from the school, or about individual correspondence pupils, are broadcast. Special lessons, too, are given by radio. Special provisions have been made so that pupils not already owning receiving sets may purchase the necessary equipment at reasonable costs.

Experiments are constantly being made with various means and devices through which correspondence pupils living in remote areas can be brought into contact with the school staff and with each other. Selected groups of pupils are from time to time invited to come to Wellington to be the guests of the correspondence school faculty. At such times intensive programs of visiting Government buildings, museums, industries, and city living in general, is carried on. The headmaster frequently visits the agricultural fairs in the various districts, taking with him traveling exhibitions of the work of the pupils. These occasions are also utilized for conferences with correspondence pupils and their parents.

From time to time correspondence school teachers are sent out to the remote districts to visit the pupils in their homes. During these visits they make careful studies of the pupils' progress and difficulties. The various fields of work and the school's provisions are explained. But above all personal friendships are developed between the homes and the school staff. Correspondence pupils who are crippled or invalids, especially secure much benefit from such visits. The parents usually receive these teachers not only as guests in their homes but provide transportation to the next home.

Some experimentation has also been carried on with vacation schools. These are held in the regular schools during the period they are usually closed for vacation. The correspondence pupils are boarded and housed at a minimum cost in the school dormitories or in other satisfactory housing facilities. Special travel concessions are made in order to make these schools generally available. The schools chosen are as a rule located in urban centers thus providing country children contacts with city life. Boards and prin-

there will be 1,000 or more school-owned short wave radio stations, with radios, public address systems and studios as standard equipment in schools. Our schools will be adapted to acoustic needs created by radio. There will be also widespread use of radio as an aid to education in many fields.

We are on the frontier of a new field which is bound to have its effects on all phases of education. There are no imaginable limits to the opportunities that lie before educators who are interested in developing this new field of education by radio.

cipals of the public schools, as well as other agencies, have cooperated in these experiments. The pupils coming to these vacation schools or attending recreational trips not only carry on intensive programs of historic, civic, and geographic orientation but through the promotion of various social contacts they learn a great deal about how to live happily with their fellows. Of necessity the term of the vacation school is short.

While the shortcomings of education by correspondence is clearly recognized in New Zealand and it is limited to children living remote from school facilities, and to those who because of illness or other physical handicaps are unable to attend school, that progressive little country has found that many of the difficulties of this type of education can be overcome if those responsible for this work are open-minded and resourceful.



New Government Aids

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● Among the various demands for information that reach the Women's Bureau are those that come from persons interested in placing unemployed women and in advising them as to types of occupations that they may effectively seek or prepare themselves to enter. *Trends in the Employment of Women, 1928-36*, Women's Bureau Bulletin No. 159 (10 cents) was written to meet this demand.

● *Home Canning of Fruits, Vegetables, and Meats*, Farmers' Bulletin No. 1762 (5 cents) contains numerous helpful suggestions on desirable and economic methods of preserving many foods.

● *World Chemical Developments in 1937*, Bureau of Foreign and Domestic Commerce, Trade Promotion Series No. 177, reviews the principal developments in 42 chemical-producing countries of the world as well as many of the major and some of the minor chemical-consuming markets. The selection was based on the significance of the industry within a country, the importance of the country as a market for American chemicals, or the advent of chemical manufacturing. (25 cents.)

Educational Equipment and Facilities In CCC Camps

by Howard W. Oxley, Director of CCC Camp Education



The Civilian Conservation Corps is celebrating its sixth year of existence in the service of conservation of resources and the rehabilitation of youth.

Five years have passed since the educational program became a definite part of the organization. Much progress has been made in providing adequate educational equipment and facilities for carrying on this educational program.

In the beginning there was practically no provision for equipment and facilities. Educational buildings were constructed here and there over the country but only a small percentage of the camps were provided with separate structures. During the last quarter of 1937-38, funds were made available for a construction program to increase space in the camps for educational use. There are at the present time 90.4 percent of the 1,500 camps (1,356) which have at least 1,600 square feet of floor space. This total floor space makes it possible for each camp to have an educational office, a library and reading room, and two or three classrooms, and necessary space for vocational shops.

Slightly more than one-half of the 1,356 camps, or 52 percent, have a total of 2,600 square feet of floor space. Less than 10 percent have below 1,000 square feet of space.

Gradual Increase

With the increase of separate structures within the camps for school purposes there was provision made for adequate lighting and heating of buildings. A total of 91.7 percent of the 1,500 camps now have fair lighting equipment; slightly more than two-thirds of this number, or 68 percent, have adequate lighting equipment; and less than 9 percent have poor lighting facilities.

The gradual increase over the past 2 years in participation, on the basis of amount of work carried by the individual enrollee, has made it necessary to augment the other physical facilities of the educational department.

There are 249 different courses offered in camps—courses which provide pre-vocational and vocational training. There are approximately 90 different courses in avocational subjects, for which there has been an increase in equipment and facilities. Sixty-eight percent of the 1,500 camps have adequate equipment and facilities for training in photography; 43 percent for leathercraft; 12 percent for weaving, spinning, textile work; 4 percent for



CCC woodworking class.

taxidermy; 1.5 percent for training in pottery making.

There has been in the past year or so a substantial augmentation of facilities for vocational training as follows:

For courses of training in—	Percent of 1,500 camps
Woodworking: Hand tools, etc.....	89.8
Metal working: Hand tools, etc.....	62.7
Typewriting and commercial training: Machines, etc.....	63.0
Surveying instruction: Surveying instruments, etc.....	52.0
Auto mechanics: Repair shops, tools, etc.....	50.0
Mechanical drawing, drafting, mapping: Sets, boards, instruments, etc.....	50.0
Blacksmith training: Equipment.....	48.0
Agricultural training: Gardening, poultry raising, hog raising, beekeeping, etc.....	30.0
Welding training: Equipment.....	25.0
Electrical training: Equipment, shops, etc.....	8.0
Printing training: Large and small presses, etc.....	6.0
Aviation mechanic training: Equipment, etc.....	1.2

Visual Aids Widely Used

Probably no school unit has progressed further in the use of visual aids in a similar length of time than has the CCC. In 1933, the corps began to adopt the use of charts, maps, specimens, models, and motion-picture projectors. Nearly 900 of the 1,500 camps now own motion-picture projectors. Some have 16-millimeter silent projectors (19.8 percent); some have 16-millimeter sound projectors (31 percent); and others have 35-millimeter silent or sound projectors (9 percent). The remainder of the 1,500 camps have access to the use of either 16- or 35-millimeter equipment. In addition, 33 percent of the camps have film-strip projectors; 8.6 percent have equipment for projecting slides or other material. Over 50 percent of the camps are well supplied with charts and maps.

Today each corps area has a central film library which makes available to all the camps a large assortment of sound and silent motion-picture films and film strips.

Lantern slides, opaque projectors, globes, models for botany, mechanics, and other courses, collections, mineralogical, zoological, and other types are found in a large number

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Vocational Education

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Business Education

Special interest attaches to the developments in the field of business education during the year, particularly in view of the fact that this was the first year in which Federal funds were available for training in the distributive occupations—the first phase of business education for which Federal funds have ever been provided.

Nineteen States had appointed a State supervisor or teacher trainer or both, at the end of the fiscal year, 1937-38. In the other States, training in the distributive occupations was being directed temporarily by the State supervisor of trade and industrial education or of agricultural education. With few exceptions, the States plan to appoint full-time supervisors of distributive education.

In this field State boards concentrated last year largely upon the selection of competent supervisors, teacher trainers, coordinators, and teachers of distributive educational subjects. Instead of seeking to organize numerous classes with large enrollments, they have given major attention to building a foundation for their future program.

Notwithstanding the fact that Federal funds for distributive education were not available during the first half of the fiscal year 1937-38, substantial progress was made in the program in the last half.

More than 2,400 high-school students were enrolled in cooperative part-time classes in retailing and related subjects. This number is exclusive of 10,000 high-school students enrolled in cooperative part-time classes not reimbursed from Federal funds. In addition 33,614 distributive workers were enrolled in part-time and evening extension classes.

In general, classes in the distributive occupations were organized for store owners, managers, and executives, in which sound business principles of operation and management were emphasized. Most of these courses were organized on a short-unit basis in such subjects as store layout and equipment, store service and customer relations, display, advertising, sales promotion, budgetary control, merchandise control, personnel methods, credits and collection, and other similar subjects concerned with the management phase of distribution.

One of the encouraging factors in connection with these programs is the cooperation accorded by numerous national, State, and local associations representing groups in this field. Similarly regional and national associations of business educators have shown an active interest in the training programs.

To meet the demand for teachers in the field of distributive education, special teacher training plans are being set up by the States. At least 12 colleges and universities are planning to offer during the summer session professional courses in distributive education for

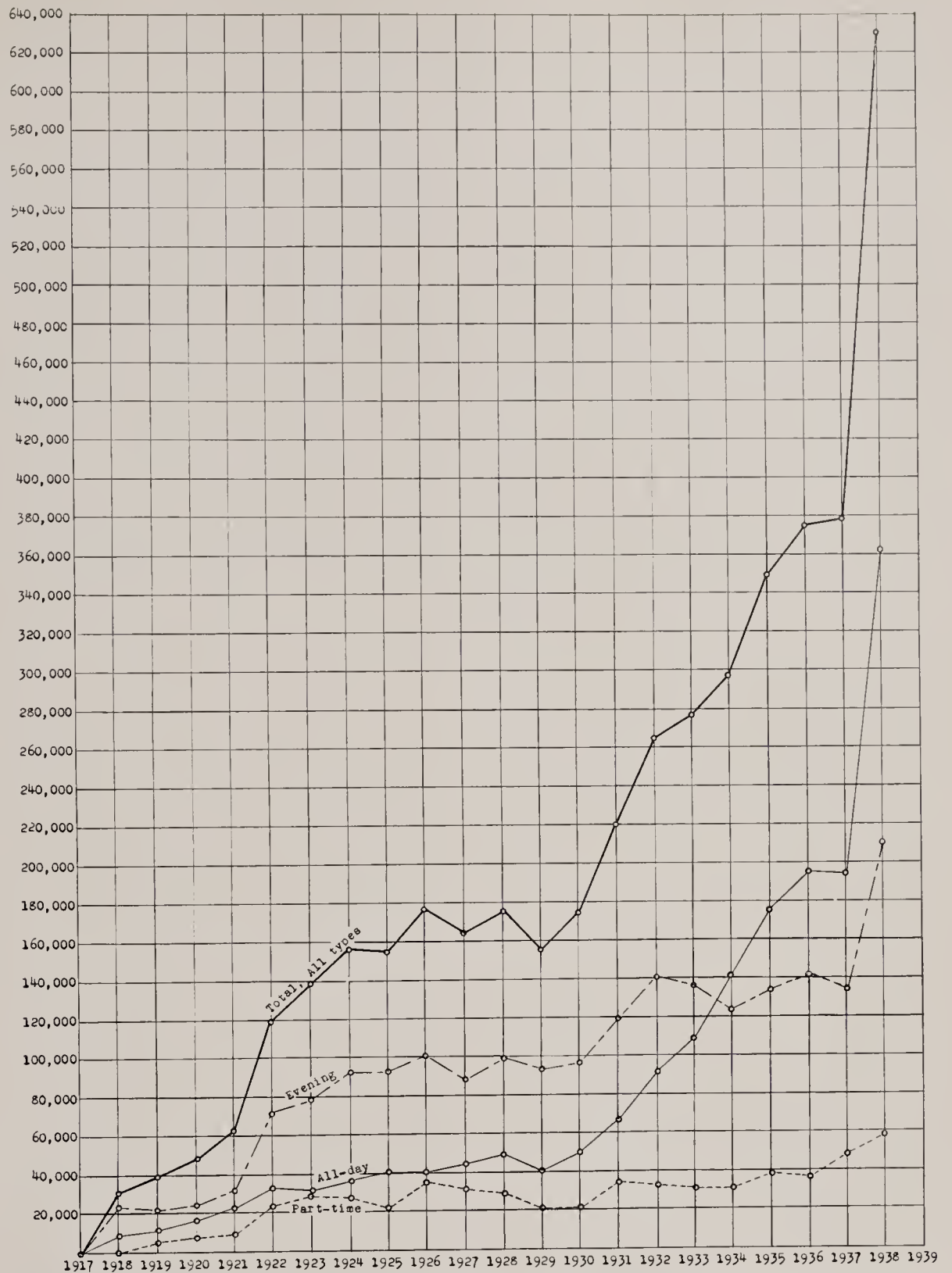


Diagram IV—Enrollment in Federally Aided Home Economics Departments or Schools, by Years, 1918-38

prospective supervisors, coordinators, and teachers of distributive subjects. Several institutions, also, will offer resident courses during their regular sessions.

Vocational Rehabilitation

More than 9,800 persons disabled through sickness or injury were prepared for and placed in remunerative employment last year in 46 States, the Territory of Hawaii, the island of Puerto Rico, and the District of Columbia, under the program of vocational rehabilitation promoted through Federal grants. In addition, 47,843 disabled persons were at the

end of the year on the active roll—that is, in process of complete rehabilitation. Table III shows the number of disabled persons vocationally rehabilitated and the number of those in process of rehabilitation for the years 1921-38 inclusive.

Vocational rehabilitation is accomplished not on a mass basis as is vocational education but upon a case basis, and it may take from a few days to 3 years or more to rehabilitate a disabled individual.

In view of the importance of maintaining a qualified personnel on the staffs of rehabilitation divisions, States are giving attention to

TABLE III.—Number of disabled persons vocationally rehabilitated, and number in process of rehabilitation (live roll of cases) at end of year, by years, 1921-38

Year ended June 30	Rehabilitated during year			Live roll, June 30			
	Total	Male	Female	Total	In preparation status ¹	Prepared awaiting placement	At work being followed up
1938	9,844	6,493	3,351	52,225	37,303	2 12,342	2,580
1937	11,091	8,691	2,400	45,096	32,345	2 10,149	2,602
1936	10,338	8,152	2,186	44,625	31,434	2 11,064	2,127
1935	9,422	7,527	1,895	40,941	31,064	8,171	1,706
1934	8,062	6,319	1,743	37,681	31,530	4,729	1,422
1933	5,613	4,432	1,181	30,619	25,304	4,566	749
1932	5,550	4,367	1,183	27,403	23,387	3,327	889
1931	5,138	4,118	1,020	23,714	20,434	2,414	866
1930	4,612	3,761	851	20,298	19,118	(3)	1,180
1929	4,645	3,893	752	16,787	15,821	(3)	966
1928	5,012	4,247	765	16,393	15,414	(3)	979
1927	5,092	4,364	728	16,148	15,230	(3)	918
1926	5,604	4,881	723	13,604	12,947	(3)	657
1925	5,852	5,088	764	12,542	11,928	(3)	614
1924	5,594			13,044	13,044	(3)	(3)
1923	4,530			11,267	11,267	(3)	(3)
1922	1,890			8,147	8,147	(3)	(3)
1921	457	444	13	1,682	1,181	(3)	501

¹ Includes number "eligible and feasible under advisement," "in training," "undergoing physical restoration or being fitted with appliance," and "training interrupted."

² Includes prospective cases carried on the live roll as follows: In 1936, 3,587; in 1937, 3,041; in 1938, 4,382.

³ Not separately reported. Included as "In preparation status."

the setting up of standard personnel qualifications. Among the qualifications upon which attention has been focussed are: Education, personal qualifications, and experience. The States are placing stress, also, on the importance of selecting qualified persons through civil service or other modified merit plan.

Research in the field of vocational rehabilitation during the year has centered largely around case work. Intensive studies have been made of employment problems of patients discharged from public and private tuberculosis sanatoria and of special services which may be given to cardiac and tuberculosis cases.

In several States annual reviews of rehabilitated cases are carried on in an effort to evaluate the various types of services rendered in terms of rehabilitation results.

At the request of the subcommittee of the States Advisory Council on Rehabilitation organized in 1936 to cooperate with the Office of Education in the State-Federal program of rehabilitation, the Office of Education has during the year been engaged in a cooperative study with the United States Employment Service, which has for its objectives: (1) To determine the possibilities of correlating the efforts of the rehabilitation service with those of the Employment Service; and (2) to encourage special efforts in this field in selected centers where favorable conditions exist for experimental and demonstration purposes.

The original plan of vocational rehabilitation provided under the Federal vocational rehabilitation act, does not contemplate service to persons who can be made only partially self-supporting, or those who can be employed only under sheltered workshop conditions or in their own homes. With this group in mind a study of the needs of these persons is now being made by rehabilitation workers in the States.

CCC Camps

(Concluded from page 250)

of the camps. Sixteen percent of the 1,500 camps have museums.

Library and general reading facilities in the camps have been constantly expanded during the 6 years since the inauguration of the CCC. At the present time the average camp has nearly 1,300 books. These include 429 textbooks and references, 547 of recreational reading nature, 122 of other types, plus a 100-book traveling library which remains in the camp approximately 60 days. In addition to the extensive book library, there are 51 different magazines coming into each camp weekly, monthly, or bi-monthly. Each camp on the average subscribes to six daily newspapers and a considerable number of camps have small town weeklies in their reading rooms. It is becoming more and more apparent that the camp library is an indispensable part of the educational program. Many of the enrollees want facts and not a course of training. The library provides these facts.

Eighty-six percent of the camps now have satisfactory library space and arrangement, leaving but 14 percent with unsatisfactory space. The library and reading rooms are well equipped with chairs and tables; the lighting facilities are adequate; and the increase in library space and facilities has increased the number of different enrollees who constantly use them.

For all the phases of the educational program in the 1,500 camps, training in academic subjects, pre-vocational and vocational training, training in informal subjects, such as, music, dramatics, arts and crafts, and general training, the equipment and facilities are being rapidly built up to the point where each camp will not be lacking in any type of educational necessities.

Residential Schools

(Concluded from page 238)

domestic service, needlework, arts and crafts, and beauty parlor service for the girls; for the boys, woodwork, sheet metal, shoe repairing, general farm work, poultry raising, baking, cement and plaster work, and numerous others. It is recognized that most of the pupils in the school will never become skilled tradesmen or tradeswomen, but they can become skillful helpers responsible for routine tasks. And many are placed in such a capacity.

Relationship to State Program

Residential institutions for the feeble-minded are for the most part administered by State institutional or welfare agencies. The eleemosynary character of the institutions has obviously been the influencing factor in this relationship. The same situation has in the past applied to State schools for the blind and the deaf, but these in increasing number are taking on a relationship to the State educational department which points toward the furtherance of an integrated State educational program.

In a conference held by the Office of Education in 1934, the following statement was made by Edgar A. Doll, of the Training School at Vineland, a large institution for the mentally deficient:

"There is a tendency also for the State institutions to fall outside the usual supervisory agencies which State departments of education may provide. Some State schools or institutions are in welfare departments; others are in educational departments. In any case, these public institutions provide school departments that often operate without State supervision. The experiences of the public-school system ought to be carried over into the educational departments of public institutions, and this should be provided by empowering State departments of education to supervise all State institutions, or at least the educational departments of such institutions."

Residential and day schools for the mentally deficient have much to give to each other. Examples might be cited of successes and failures among each, of strengths and weaknesses, of advantages and disadvantages in their method of operation. But to the extent that each attempts to serve the educational needs of its charges, it seems that they have a common obligation to fulfill to the State's educational objectives and a common right to expect from the State all it can give in supervisory service. Both are dedicated to the greatest possible development and happiness of those whose intellectual horizon is at best seriously restricted—and that through no fault of their own.



In Public Schools

Conservation Program

According to the thirty-fifth biennial report of the State superintendent of public instruction of Nebraska for the biennium ending January 1, 1939, the schools of that State are actively cooperating with established conservation agencies in gathering data and perfecting plans which will be used in a well-integrated program of conservation instruction. "The State department of public instruction is working with the Conservation and Survey Division, the Agricultural Extension Forester and the United States Forest Service in perfecting plans for establishing rural school plantings around each school playground of from 1 to 2 acres of well selected hardy trees and shrubs. With such plantings, it will be much easier for rural school instructors to teach the identification of our native trees and shrubs, and their relationship to agriculture and wildlife. At the same time these plantings will serve to bring greater comfort to the children at hand, effect economy in the heating of the school building and establish beautiful civic centers for rural life."

Recommends Reorganization

The Texas State Board of Education recently issued *A Report of the Adequacy of Texas Schools*. This is a report on an official project conducted by the Works Progress Administration under the sponsorship of the Texas State Board of Education. The study embraced each of 254 counties in the State. The report, which consists of 1,803 pages, presents (1) the public-school situation in Texas, (2) an administrative survey and proposed reorganization of the schools in Brown County, (3) statistical studies and maps showing present conditions and proposed reorganization of schools for each of 103 counties, (4) table and map showing present conditions and map showing proposed reorganization for each of 117 counties, and (5) table showing present conditions of schools in each of 33 counties.

In recommending the reorganization of the present school districts into larger administrative units the project staff says that it has proposed what it believes may be accomplished within a reasonably short time.

Adopts Regulation

The Florida State Board of Education has adopted a regulation that the county board of public instruction may, upon recommendation of the county superintendent, authorize the granting of school credit for music work taken under the supervision of a private

teacher. The conditions upon which such credit may be granted are outlined in the *Florida School Bulletin* of December 15, 1938.

Safety Education

For the nineteenth successive year, according to the report of the department of public instruction of Delaware for 1937-38, the Delaware Safety Council has aided the schools of that State in the continuous educational process of making safety a personal matter with each child. The council has endeavored to keep the schools informed of the latest and best safety educational experiences and has provided materials, extra equipment and personnel in this work. To assist teachers in developing their day-by-day safety lessons, 18,000 lesson outlines, 19,500 posters, 4,050 safety education magazines, 900 copies of *Accident Facts*, 40,000 safety calendars, and more than 100 safety motion-picture films were provided.

Superintendent's Report

The 1937-38 report of the superintendent of schools of Chicago, Ill., explains the work of the schools of that city not only by means of textual materials and statistics but also by means of pictures. The superintendent in his foreword says that while the report constitutes a summary of some of the significant events and activities of the past year, it is more generally a summary of achievements and new departures.

Visual Instruction Tour

The schools of Kansas which do not own motion picture equipment may now enjoy the benefit of such equipment, according to a recent University of Kansas news letter. Once every 2 weeks the Bureau of Visual Instruction of that university starts 12 large wooden boxes on a tour of the Kansas schools. Each box contains a motion-picture projector and at least eight reels of film. Each one visits five schools during the 2-weeks period and then returns to the bureau to be inspected and sent out again on a different route. Established last fall, the course now includes 59 schools or school systems. These 59 are arranged in 12 circuits in such a way that each school may use the program for a day and then ship it on, completing the circuit in 2 weeks.

Southern States Meeting

The State school superintendents and commissioners of education in the Southern States will meet at George Peabody College on June 15, 16, and 17 for the Tenth Annual School Administrators Conference to discuss current programs and objectives of public education in the South. City and county

superintendents and principals and school board members are invited to attend.

Comparison of Costs

"Comparison of costs per pupil in average daily attendance in Ohio city and exempted village school districts, 1937-38," has been compiled by T. C. Holy and H. H. Church, Bureau of Educational Research, Ohio State University, Columbus, Ohio. The average cost per pupil in all cities of the State in 1937-38 was \$95.89, and in exempted villages \$79.67. Between 1930 to 1938 the lowest cost was in 1935, when it was \$79.28 in the cities and \$63.83 in the exempted villages. The report also shows the cost per pupil for each of the current expense items for each of the cities and exempted villages in the State.

Boosts Nursery Schools

A recommendation that the New York City educational authorities undertake a program of nursery schools in connection with the public schools and colleges is carried in *Nursery Education in New York City*, a report of a survey of nursery schools recently completed by the Public Education Association, 745 Fifth Avenue, New York City. The report covers 149 nursery schools in that city. Most of these schools are conducted under private auspices with private funds. The exceptions are 14 WPA schools now under the supervision of the board of education and one school located in one of the city hospitals. Pointing out "that the public schools may never—or, at least, not for many years to come—achieve a large enough budget to provide nursery schools for 2- to 4-year-old children on a city-wide basis comparable to that now provided for kindergartens," the report suggests numerous ways by which a "necessarily limited number of nursery schools could enhance the whole program of public education." The report suggests that in addition to the board of education the following city departments could all use public nursery schools to advantage: The board of higher education, the department of health, the department of hospitals, and the city housing authorities.

The report recommends that the board of education undertake to conduct one or more nursery schools and that it request a special appropriation for this purpose. It also recommends that the board of higher education establish in cooperation with the board of education a nursery school in each of the city colleges in which teacher-training courses are given.

The report concludes: "However pressing may be the other needs of the school system we believe that the entrance of the public schools into the nursery school field is neces-

sary, not only to secure a sound development of nursery schools, but also to assure a sound development of the public schools."

W. S. DEFFENBAUGH

In Colleges

Research Results

According to George D. Stoddard, dean of the Graduate School of the University of Iowa and director of the Iowa Child Welfare Research Station, the station during the past 20 years has rendered among its services the following:

It has issued and distributed 898,738 popular bulletins and pamphlets, 1,534,062 standards and test materials, and 41,756 technical monographs.

It has enrolled 61,000 in child study classes conferences, and institutes.

It has also issued up to December 15, 1938, 896 publications including 255 on child psychology, 137 popular bulletins, 125 on parent education, and 101 on preschool education.

Study classes in Iowa towns have enrolled 26,000 parents in 15 years and 13,000 other individuals have attended special lectures and institutes.

The university has conducted 12 State conferences on child welfare and the radio child study club, the first of this kind in the Nation, and has enrolled 14,000 in 7 years.

New Junior College

The public-school system of Chicago has included in its \$9,000,000 program for next year the erection of a new junior college.

Serves 1,258,405 Citizens

During the past year, the University of Wisconsin has served through its educational work alone 1,258,405 Wisconsin citizens.

Of the total, 45,405 students studied in the various divisions of the State university during the 1937-38 school year. Of this total, 11,552 were enrolled in university courses and studies during the regular school year; 4,552 studied in the summer session; 26,609 took advantage of correspondence studies offered; 392 studied in the agricultural short courses; and about 2,300 were enrolled in workers' school classes. These figures may include some duplications in the extension and workers' school courses.

Even these figures, however, do not give a complete picture of the university's educational work in any one year, because they do not include figures as to attendance of State citizens at the various short-service courses sponsored by the university each year. Several scores of these short-service courses are sponsored by the various divisions and departments of the university annually, ranging in length from 1 or 2 days to several weeks. During last year, these courses were attended by 30,000 Wisconsin citizens.

In addition to all this, a grand total of 1,183,000 State citizens attended the 7,865 meetings held by county agents and extension specialists from the university during the year. All of these figures combined make the grand total of 1,258,405 Wisconsin citizens who were served by the State university through its educational work during the past year.

Enrollments Rise

Enrollments in Pennsylvania's 58 accredited liberal arts colleges show an increase of nearly 2,000 over the figures for last year, according to Lester K. Ade, superintendent of public instruction. During the year 1938; the total enrollment of full-time students in these institutions was 50,638; during the current term as reported in the fall of the present year, is 52,549.

Leads in Enrollment

The University of California with 24,809 full-time students has the largest enrollment of any college or university in the United States. The Berkeley campus alone, with 15,633 students, tops all other institutions of higher learning in the Nation.

Among the 10 largest institutions of higher learning in the United States, according to a recent report in *School and Society* by President Raymond Walters of the University of Cincinnati, were: The University of California, Berkeley, 15,633; University of Minnesota, 15,148; Columbia University, 14,980; New York University, 14,257; University of Illinois, 13,872; Ohio State University, 13,148; University of Michigan, 11,475; University of Wisconsin, 11,438; University of Washington, 10,393; and the University of Texas, 9,776.

Cooperate in

New Doctorate Program

The University of Michigan and the teachers colleges of the State have inaugurated a new policy of cooperation in the matter of providing facilities for graduate study and in the introduction of a new degree, that of doctor of education. This program has developed from the apparent demand for graduate instruction from various parts of the State.

Growth in Radio Courses

Donald Riley of Ohio State University reports in a recent number of the *Journal of Speech* that 5 years ago, 16 universities offered radio instruction. Today 180 institutions offer radio work for academic credit. When college officials found that students were needing and asking for training in the new art these officials turned in most instances to the speech, phonetics, and drama people on their staffs. This results that more than half the radio courses and nearly two-thirds of the credit hours offered are found in speech departments.

WALTON C. JOHN

In Libraries

Vocational Information Service

The Queens Borough Public Library of New York through its Readers' Advisory Service is undertaking an extensive vocational information service. Although the library does not attempt to give advice regarding occupations it is making available to inquirers all sorts of printed material on the subject. Over 1,400 pamphlets on vocations have been arranged under specific occupations and in addition current books on vocational guidance are being systematically collected. An account of the work of this service and a selected list of books on vocational guidance are contained in Reading List No. 11, issued recently by the Queens Borough Public Library.

Sutro Collection

In California steps are being taken to make the Sutro collection, belonging to the California State Library since 1913 and housed in the San Francisco Public Library, available to scholars and specialists. Gathered in part from a Bavarian monastery and an English ducal estate, this collection contains not only rare editions of Shakespeare, Jonson, and Sir Thomas Browne, but also 40,000 books, pamphlets, and broadsides bearing on the history of England from 1640 to 1670. Other treasures for research workers include source material on Mexican history during the sixteenth, seventeenth and eighteenth centuries, and also the period from 1810 to 1840. Among the manuscripts of the Sutro library is the private correspondence of Sir Joseph Banks of the Royal Society with Sir Humphrey Davy, Josiah Wedgwood, and Captain Bligh of the Bounty.

Service Since 1873

The Evanston Public Library in Illinois has just completed 65 years of service. In commenting upon the recorded home circulation of 794,978 volumes for 1938, the librarian notes that the average Evanstonian read 12 library books during the past year, as compared with the 4.5 books read per capita in 1873, the first year of the library's existence.

Library Work With Children

An Institute on Library Work with Children is being sponsored by the School of Librarianship, University of California, June 15, 16, and 17 at the International House, adjacent to the campus. The institute is open to anyone interested in library work with children.

Among the subjects to be discussed are the *Makers of Books*, in which authors, artists, publishers and printers will have a share. *Introducing Books* in which the arts of annotation and book lists will be discussed, as well as the reviewing of books, story-telling, and the future of library work with children, will form further subjects of discussion. There will be exhibits of books and book lists in addition.

In the Office of Education

In Other Government Agencies

The American Association for Adult Education recently held at Princeton, N. J., an important conference on the part which the public library is playing in adult education. At the invitation of the association a group of 35 persons, librarians from various sections of the country and others interested in adult education, discussed the findings presented by Alvin Johnson in his recent book, *The Public Library—A People's University*, and considered the part which the library might play in adult education in the future.

As fundamental to the problem, the conference considered first of all the objectives of the modern public library. For example, is the public library simply a medium for recreation and amusement? Is it an agency for the indiscriminate distribution of print, using no other criterion than popular demand? Or is it primarily an educational agency? With varying degrees of emphasis, the librarians indicated that public libraries are essentially educational agencies, and that they owe their creation in large measure to adult education needs.

At the conference it was noted that foremost among the adult educational activities of the public library has been the readers' advisory service with its reading guidance for individuals. In many communities, the public library has participated actively in the adult education council, sometimes aiding to organize this body and again serving as its headquarters. The cases of Pittsburgh, Denver, and Oakland were cited among the examples of effective cooperation in this respect. Other activities have been those of providing reading materials for forums, discussion groups, and adult education classes, and of cooperating with women's clubs and other organizations.

In discussing the problem with the group, Alvin Johnson stressed the fact that the public library is especially qualified to be a very effective agency in adult education. This is true, he explained, because adult education is highly individualistic and the public library is accustomed to working in terms of the individual; furthermore, adult education, particularly at the upper levels, will depend on selected, guided reading, a function which the public library is fitted to perform.

It was pointed out by a number of the conferees that public libraries face many problems in undertaking a comprehensive program of adult educational work. In the opinion of some, with present limited budgets, insufficient book supply, and inadequate personnel, it is difficult for many public libraries to carry on a fuller measure of adult education work without curtailing some of the services now rendered. It was maintained that economies in administration, readjustment of emphasis, and additional funds are necessary if the public libraries are to meet their responsibilities in adult education.

RALPH M. DUNBAR

Many Visit Exhibit

"Where can I get facts?" This was the theme of the Office of Education exhibit at the Cleveland convention of the American Association of School Administrators. Many school administrators and teachers stopped at the exhibit booth to inspect the new Office publications on display. Pictured on the exhibit was a superintendent of schools sitting at his desk and apparently trying to answer that question which many of us have to answer from time to time, "Where can I get facts?"

Demonstrated Recordings

William D. Boutwell, Director of the Radio Education Division, and Gordon Studebaker, Director of the Educational Radio Script Exchange, demonstrated recordings of the Americans All—Immigrants All radio series during the convention and held conferences with persons interested in education by radio.

Among Many Busy People

Two of the many busy people at the Cleveland convention were Commissioner of Education John W. Studebaker and Assistant Commissioner of Education Bess Goodykoontz. Dr. Studebaker participated in general sessions, panel discussions, conferences, and meetings of various national organizations. He made addresses on new trends in arithmetic, occupational information and guidance, democracy by discussion, adult education, education by radio, all of which were climaxed by participation in the Town Meeting of the Air program broadcast over a Nation-wide NBC network on the last day of the convention.

For Miss Goodykoontz the convention was a series of board and business meetings interspersed with addresses before the Administrative Women in Education and the State directors of elementary education. She presided at a joint meeting of the American Educational Research Association and the National Conference on Research in English. Both the American Education Research Association and the National Society for the Study of Education elected Miss Goodykoontz president for the coming year, the first time the highest offices in these organizations have been held by a woman.

Recent Office Visitors

Among recent visitors to the Office of Education were F. M. Wood, principal, Southlands Teachers College, London, England, and Mrs. Henry Clay, member of the Education Committee for Surrey County, England.

JOHN H. LLOYD

Public Works Administration

Educational institutions lead in the number of projects to receive allotments throughout the country, according to latest reports from PWA headquarters. Secondary schools received allotments of \$450,103,313 and colleges and universities received allotments amounting to \$110,728,039.

Department of the Interior

With the addition of a collection of carved ivory handicraft from Alaska and a picturization of the field for development of recreational facilities in State park areas, the exposition of conservation in the museum of the Department of the Interior, affords a graphic portrayal of the Department's work in promoting the preservation of natural resources in the United States. This unusual collection of spectacular dioramas, colorful pictures, out-of-the-ordinary specimens, and priceless historical documents assembled on the first floor of the New Interior Department Building, 18th and C Streets NW., is open to the public free of charge each weekday from 8 to 3:30, and until 12 on Saturdays. Special tours for groups of students may be arranged upon application to J. Paul Hudson, acting curator of the museum.

National Youth Administration

Total allotments of college and graduate aid funds for the academic year 1938-39 amount to \$11,849,760 and are made on a monthly basis usually over a period of 9 months. The monthly allotment to all States, the District of Columbia, Alaska, Hawaii, and Puerto Rico is \$1,318,192. A special fund of \$100,000 was set aside for the assistance of Negro college and graduate students residing in those States where there are limited advanced educational institutions for Negroes.

* * *

Four studies have been made by the WPA Research Division in an effort to learn how the new labor supply makes the adjustment from school to the labor market, what kinds of jobs are obtained, the difficulties encountered, and the factors found to be of greatest advantage to young job seekers. The first study showed lack of funds as the principal reason for youths leaving school; the second showed lack of work experience as the chief obstacle facing youths seeking jobs; the third showed that only 65 percent of grammar school graduates go through high school; and the fourth showed that older youths with the benefit of longer work experience command higher wages than youths who have more recently entered the labor market. Binghamton, N. Y., Birmingham, Ala., Denver, Colo., Duluth, Minn., St. Louis, Mo., San Francisco, Calif., and Seattle, Wash., are included in the survey of approximately 28,000 graduates of the eighth grades of public and parochial schools in 1929, 1931, and 1933.

MARGARET F. RYAN

Some **CURRENT PUBLICATIONS** of the **OFFICE OF EDUCATION**

BULLETINS

1939

1. Educational directory, 1939. (4 parts.)
Part
 - I. State and county school officers. 10 cents.
 - II. City school officers. 5 cents.
 - III. Colleges and universities. 10 cents.
 - IV. Educational associations and directories. 10 cents.

1938

2. The school custodian. 10 cents.
3. Nature and use of the cumulative record. 10 cents.
4. School use of visual aids. 10 cents.
5. Bibliography of research studies in education, 1936-37. 35 cents.
6. Offerings and registrations in high-school subjects, 1933-34. 15 cents.
7. Curriculum laboratories and divisions. 10 cents.
8. The elementary school principalship. 10 cents.
9. College projects for aiding students. 10 cents.
12. Development of State programs for the certification of teachers. 20 cents.

1937

2. Biennial survey of education, 1934-36.

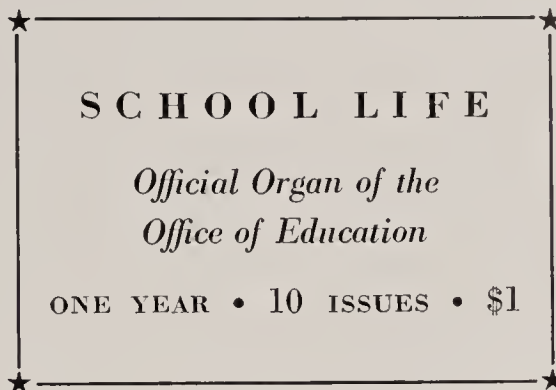
Volume I

Chapter

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

Volume II

- II. Statistics of State school systems, 1935-36. 15 cents.
- III. Statistics of city school systems, 1935-36. 10 cents.
- V. Statistics of public-school libraries. 20 cents.
- VI. Statistics of special schools and classes for exceptional children. 20 cents.



10. Economic status of college alumni. 25 cents.
13. Economic status of rural teachers. 10 cents.
14. Successful practices in the teaching of English to bilingual children in Hawaii. 20 cents.
15. Learning English incidentally: A study of bilingual children. 15 cents.
16. Student interests and needs in regard to hygiene. 10 cents.
17. Opportunities for the preparation of teachers of exceptional children. 10 cents.
18. Preparation for elementary school supervision. 15 cents.
19. CCC camp education: Guidance and recreational phases. 10 cents.
20. Education and the civil service in New York City. 15 cents.
21. University unit costs. 10 cents.
22. List of publications of the Office of Education and the Federal Board for Vocational Education, 1910-36. Free.
23. Professional library education. 15 cents.
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.
30. Occupational experiences for handicapped adolescents in day schools. 15 cents.
31. A survey of courses of study and other curriculum materials published since 1934. 20 cents.
32. Let Freedom Ring! 13 radio scripts. 60 cents.
33. Let Freedom Ring! Manual. 20 cents.
34. Industrial arts—Its interpretation in American schools. 15 cents.
35. The school building situation and needs. 10 cents.

MISCELLANY

1. Choosing our way. 35 cents.
2. To promote the cause of education. 20 cents.

PAMPHLETS

82. Physical education in institutions of higher education. 10 cents.
83. Handbook for compiling age-grade-progress statistics. 10 cents.
84. Safety and sanitation in institutions of higher education. 10 cents.
85. Salary and education of rural school personnel—Status and trends. 5 cents.

LEAFLETS

29. Textbook expenditures in large city school systems, 1932, 1934, and 1936. 5 cents.
30. Federal aid for education, 1935-36 and 1936-37. 10 cents.
31. Government publications of use to teachers of geography and science. 10 cents.
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.
47. Know your board of education. 5 cents.
48. Know your superintendent. 5 cents.
49. Know your school principal. 5 cents.
50. Know your teacher. 5 cents.
54. Federal funds for education, 1937-38. 10 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.
192. Training for the public service occupations. 20 cents.
193. Training for the painting and decorating trades. 35 cents.
194. Duties and responsibilities of the general household employee. 10 cents.
195. Homemaking education program for adults. 15 cents.
197. Training for the police service. 15 cents.

MONOGRAPH

19. Agricultural education program. 10 cents.

LEAFLET

3. Teaching the control of loose smuts of wheat and barley in vocational agricultural classes. 5 cents.

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Announcement of

OFFICE OF EDUCATION **BROADCASTS FOR MAY**

AMERICANS ALL IMMIGRANTS ALL

This series concludes with the May 7 program, entitled "Grand Finale"—a recapitulation of immigrant contributions to the growth of the United States. CBS network, Sunday, May 7, 2:00 to 2:30 p. m. EST.

WINGS FOR THE MARTINS

Concluding programs are as follows:

"Mother Steps Out" (House Management)	May 3
"After High School—What?"	May 10

NBC Blue, Wednesdays, 9:30-10:00 p. m. EST

THE WORLD IS YOURS

Its offerings for the month of May are as follows:

"Travel in Colonial Days"	May 7
"Lewis and Clark Expedition"	May 14
"Model Airplanes"	May 21
"Salt from the Earth"	May 28

NBC Red, Sundays, 4:30-5:00 p. m. EST

For further information and for free supplementary materials on these programs write to: Office of Education, United States Department of the Interior, Washington, D. C.

SCHOOL LIFE



June 1939

VOLUME 24

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:

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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
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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



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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, October through July. SCHOOL LIFE provides a national perspective of education in the United States.

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SCHOOL LIFE

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

Celebrate Lyceum Success

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HOW many of today's supporters of public education are conscious of the fact that the aspirations of the people for the public schools were realized largely through a great discussion society, the Lyceum?

In a very real sense, the Lyceums provided an effective drive which made possible the realization of Horace Mann's dream of universal common schools. In May 1839, 100 years ago, this movement of more than 3,000 town discussion forums had succeeded in its major purpose to establish publicly supported common schools. In that month a national conference was held in New York. And from that point on the Lyceum changed its course. It turned its main energies to the building of enlightened citizenship among adults, having succeeded to a great degree in its promotion of public education for children.

The thousands of independent town Lyceums offered platforms for the great American lecturers who discussed American problems and issues. Among the speakers who frequented the Lyceums were such men and women as: Henry Ward Beecher, Wendell Phillips, William Lloyd Garrison, Charles Sumner, Robert Ingersoll, Oliver Wendell Holmes, Frederick Douglass, Susan B. Anthony, Julia Ward Howe, Mark Twain, James Whitcomb Riley, Ralph Waldo Emerson, and Henry David Thoreau. These men and women of different opinions aroused and led discussion of the many problems which beset a democratic nation.

It is, therefore, fitting in this year of 1939 that the educational forces of America recognize in some fitting manner the success of one of America's great forum enterprises in creating the foundations of the public-school system.

I give to the profession and to friends of public education this slogan: "The Lyceum forums gave America leadership for a far-flung system of public education; let that system of education now give America leadership in the creation of a new Lyceum of town forums."

Commissioner of Education.

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JUNE 1939

On This Month's Cover

The cover-page illustration this month shows the Broadway High-School Student Forum in action at Seattle, Wash. Our appreciation to Seattle.

Among the Authors

NATHAN STRAUS, administrator, United States Housing Authority, gives SCHOOL LIFE readers an article this month in which he discusses *What Housing Means to Teachers*. Mr. Straus points out that one of the first things which the schools can do to make their knowledge and experience available to the local housing authority is to appoint housing committees composed of teachers, to investigate the country's housing problems, and to submit recommendations. He suggests that such committees could also develop studies on the effects of bad housing on scholarship and citizenship.

ARTHUR J. ALTMAYER, chairman, Social Security Board, gives SCHOOL LIFE readers an article this month on *The Child's Right to Family Security*. Chairman Altmeyer states that "school and vocational training, recreation and social contacts—all these are keys which help young people to discover them-

selves and develop their own capacities and their own character."

PAUL H. SHEATS, field counselor Federal Forum Demonstrations, describes the *Next Steps in Adult Civic Education*.

Many communities, Dr. Sheats says, report plans for continuation of the forum program during the spring and fall. He also states that as techniques for the dramatic presentation of controversial issues over the air are perfected there is more and more inclination to use the radio as an aid to the stimulation of citizen interest in public offices.

JANIS KRONLINS' article this month entitled *Latvian Schools and Their Attainments* is the last of a series of three articles published this year in SCHOOL LIFE, having to do with education in Lithuania. Mr. Kronlins dis-

cusses some basic principles, the character of school work, child health, people's universities and courses, and some statistics.

Convention Calendar

- AMERICAN ASSOCIATION OF MUSEUMS. *San Francisco, Calif., June 26-28.*
- AMERICAN HOME ECONOMICS ASSOCIATION. *San Antonio, Tex., June 20-23.*
- AMERICAN LIBRARY ASSOCIATION. *San Francisco, Calif., June 18-24.*
- ASSOCIATION OF COLLEGES OF OSTEOPATHY. *Dallas, Tex., June 26-30.*
- NATIONAL EDUCATION ASSOCIATION. *San Francisco, Calif., July 2-6.*
- WORLD FEDERATION OF EDUCATION ASSOCIATIONS. *Rio de Janeiro, Aug. 6-11.*



After school do they play here?

What Housing Means to Teachers

by Nathan Straus, Administrator,
United States Housing Authority

★★★ It is no accident that the level of education for the United States is higher than that of any other country. We have long regarded money spent for public education as an essentially sound investment. In a society where the rights of the individual are held sacred, it is necessary that those rights be generally understood, lest their abuse result in anarchy. The task of promoting a general understanding of individual and group rights we have assigned largely to our public schools.

"By the breath of the school children," says the ancient Talmud, "shall the State be saved." And so we have entrusted our educational system with the responsibility of guiding civilization forward to better things. We have been content to spend our billions annually, sure that the Aladdin's lamp of public education, thus generously polished, would preserve democracy.

Fundamentally we are correct. But the assumption is only too common that education begins at the age of 6 and lasts from 9 o'clock in the morning until 3 or 4 in the afternoon, 5 days a week, until the age of 18. What people in general are only now becoming dimly aware of, but what every educator worthy the name has been struggling for ages to make

clear, is that education is a lifelong process. Unless the maxims of the schoolroom are extended beyond the schoolroom (at home and in public), education must fight a losing battle.

Certainly every teacher, in visiting the homes of some of the students, has felt a keen sense of futility when he or she came face to face with the child's home environment. And, as he walked through the neighborhood to which the pupils return after school, he must have been impressed with its power to destroy what he so carefully struggles to form—intelligent concepts of citizenship.

And when that teacher is informed by J. Edgar Hoover that, where public education costs 2½ billions annually, crime, and the forces which destroy the work of education, exact a toll of 15 billions, he must indeed know the pangs of discouragement. Fortunately for us, teachers have not succumbed to them, but have continued, unwavering, the crusade.

It is well to consider these facts. The 15-billion dollar annual crime cost in the United States is over 10 times the cost of maintaining the Army and Navy, 4 times the cost of the normal operations of the Federal Government, and 6 times the cost of education. Against the corrosive influence of bad home and neigh-

borhood environments, public education, like public health, is fighting an uneven battle.

Some 10 million American families lack the essentials of decent housing—adequate shelter, safety, and privacy. We know that most of these families live in neighborhoods which challenge every concept of democracy. If the process of education went on only during school hours, this would not be so serious. But education neither begins nor ends with the school bell. A youngster's most lasting impressions often are formed at home or in the home neighborhood. Especially is this true for children from the slums, where, though life may be mean and hard, it is certainly never dull.

We have, in his own words, the attitude toward school of one child of the slums, in the following excerpt from Clifford R. Shaw's study, *Brothers in Crime*. The person, called John Martin for purposes of anonymity, is one of five brothers, all criminals. Of his early school life, John Martin says:

"When I was 7 or 8 years old I started to go to school. The first school I entered was the kindergarten class at the public school. They had quite a time keeping me in school however. I would ditch school with some of the older fellows around the neighborhood. Every other day the truant officer would be hot-footing it after me. At times I wouldn't show up at school for 3 or 4 days."

John and his brothers lived in the extensive slum area around the "Loop" in Chicago. Of it Mr. Shaw says:

"The community situation in which the brothers lived is neither unique nor unusual. It is part of the large area of deterioration that surrounds the Loop and extends out along the north and south branches of the Chicago River. Physical deterioration, low rentals, confusion of cultural standards, and a disproportionately large number of school truants, juvenile delinquents, and adult offenders, are characteristic of this whole area."

To assure us that the Martin boys and their associates are not special cases, Mr. Shaw adds:

"These attitudes, social groups, and practices are functions not of individual perversity, incompetence, or pathology, but, rather, human reactions to the cultural disintegration which has resulted from the natural processes involved in the growth and expansion of the city."

Home and Neighborhood

Whether or not we are willing to ascribe such great importance to environment, it is certainly evident that the activities of the schools must be supplemented in some effective manner by the home and the neighborhood if public education is to serve democracy as it should.

On September 1, 1937, President Roosevelt signed the United States Housing Act, giving to every school teacher in the country the assurance that he is not alone in the fight against the evils which threaten the effective-

ness of public education. The act provides public assistance to American communities for the destruction of slums and the building of decent homes for people who have been forced to live in slums.

How the Act Serves

Like our present system of public education, the new program of public housing is traditionally American. It is based on the principle that public funds should be expended to provide facilities necessary to the general welfare. It recognizes that a tumble-down, jerry-built house with people living in it, is in the same category as a polluted community water supply; that a littered alley or a city dump is a bad place for future voters to get their out-of-school education; that the costs of bad housing are too great to be tolerated.

The United States Housing Authority aids localities in tearing down slums and building good homes, to rent at prices often lower than tenants formerly paid for dilapidated rookeries. Houses that are structurally unsafe and without sanitary necessities (indoor toilets, heat, light, hot and cold water, proper ventilation), will be replaced by homes which are structurally safe, large enough to shelter their tenants comfortably, and equipped with sanitary necessities.

Obviously such housing cannot be provided at low rentals without some form of public assistance. Otherwise private enterprise would do the job. The fact is that private enterprise cannot profitably build good houses to rent for less than about \$30 per month; and the people who need better housing can afford no more than about \$15 per month. It is, therefore, up to public agencies to bridge the difference. That they have accepted this



Or here?

responsibility and are determined to see it properly discharged is evident from the fact that already 37 States have passed legislation giving their communities the right to enlist Federal housing assistance. Some 233 communities throughout the country have set up local housing authorities and are going ahead with their plans. Over 100 communities have signed loan contracts with the USHA, thus converting their plans into actuality.

Congress has already made available to the

USHA \$800,000,000 for loans to local authorities, the greater part of which has been either loaned or earmarked. When the present program is completed, half a million people will have been rehoused in new houses and in new, well-planned communities. Projects will range in size from 40 or 50 dwelling units in the smaller towns to several thousand units in great cities, but all will provide a generous amount of open space and recreation area as well as adequate shelter. USHA does not sponsor the building of isolated individual houses; it creates an entire new environment for children to grow up in.

We have then, made a beginning, but only a beginning. The precedents are mainly in European countries, where economic and social conditions are too unlike our own to make the comparison simple. We are, therefore, largely on our own in determining the extent and nature of our housing problems, and in developing techniques and methods.

Teachers Equipped

Teachers, coming in direct contact daily with every school child family in the community, are excellently equipped to tell us what local housing conditions are, and what their effects on the lives of future citizens. From whom may local housing authorities expect more intelligent cooperation than from the teachers, who see in housing a solution to one of their most discouraging problems?

The present housing program is completely decentralized. Projects are planned, constructed, and operated by the communities. The Federal Government lends 90 percent of

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Another picture that speaks for itself.

How Hobbies Educate

By Helen K. Mackintosh, Specialist in Elementary Education

★★★ Everyone is familiar with the frequently quoted lines, "Tell me what you like, and I will tell you what you are." But when this request is answered for *hobbies*, the results are sometimes surprising, for a president collects stamps, a business executive specializes in Indian relics, and a professor of law raises tropical fish. People seem to have adopted hobbies frequently without rhyme or reason. Perhaps this very fact accounts for the educative value of these experiences, since they may be quite different from the vocation or the logical interests of the individual.

Nature of Hobbies

In his pamphlet *The Care and Feeding of Hobby Horses*, Earnest Elmo Calkins classifies hobbies as things to do, things to make, things to collect, things to learn. The sum total of these stands for experience that is educative. Some hobbies may overlap and will include several of these activities. Any classification of hobbies runs into the hundreds of possible items. A magazine published to meet the needs of hobbyists regularly includes sections on stamps, coins, books, antique furniture, glass, Indian relics, minerals, prints, paintings, dolls, natural science, Lincoln items, match books, genealogy, and features a variety of other interests for individual issues. These indicate the types of hobbies which command a large enough following to break into print.

Many people have ridden hobbies for years without having the name specifically applied. And although children may have had their hobbies too, they seldom took an organized form, but instead existed in a small boy's pocket or in a girl's doll trunk.

School Hobby Programs

In 1925 the Lincoln School of Teachers College issued in pamphlet form *Vacation Activities and the School* which was designed to encourage summer vacation hobbies on the part of children. For a number of years schools were content to give this type of emphasis to so-called extracurricular activities, and printed or mimeographed pamphlets of suggestions to fit the needs of local communities were developed in many instances. Increasingly the feeling has developed that hobbies may be as important as, if not more important than, some types of experiences now accepted as a regular part of the school day. The trend is toward a co-curricular rather than an extracurricular interpretation of a hobby program.

And how do hobbies educate? Perhaps a word should be said concerning the partici-



Boys set up a boat shop.

pants in this process of education. Not only the children, but teachers, principals, parents, and other citizens in the community have a part in the learning engendered by a hobby program. Teachers come to know another side of the child which they have not met in the course of the school day.

The interests that are revealed as a boy brings a collection of moths and butterflies, a sketchbook, or a carefully mounted assortment of milk bottle tops makes it possible for the teacher to direct or to redirect her own teaching insofar as that child is concerned. As she develops a knowledge of the interests represented by individuals and by the group, she finds new kinds of emphasis and new approaches to the job of teaching and learning. The principal discovers certain types of community interest. The results of a hobby exhibit indicate to her the need for a cooperative survey by children, teachers, parents, and citizens of what the particular community has to offer in the form of educational outlets.

Parents may get a better idea of a child as a person as he makes his personal contribution to a hobby exhibit. Other citizens may be educated through emphasis on hobbies to see that worth while, leisure-time experiences may be the most effective means for training in good citizenship.

There are communities in which all of these groups just mentioned work cooperatively on a year-round hobby program. An informal census is taken of activities in which children are interested. A similar census is taken among parents and other citizens to find what are their special abilities for doing or making, what collections they have, and what information has made them specialists. Teachers or parents work with groups of children who organize themselves according to interests. Working committees develop on a more or less informal basis with reading, discussion, demonstration, excursion, record keeping, construction, observation, planning, and many other activities taking place. To one who analyzes a hobby program it seems to offer unlimited opportunity not only for securing close cooperation between home and school, but also for learning that is real and vital.

How One Group Worked

Take for example, a group of sixth-grade boys and girls who lived in a factory district. From her questions to them, and from her observations, the teacher felt that they had few interests at home in their out-of-school hours because the home backgrounds were

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The Child's Right to Family Security

by Arthur J. Altmeyer, Chairman, Social Security Board

★★★ This country has always taken pride in its children and in its efforts for their well-being. The belief that every child has the right to a good start in life is fundamental in our democracy, and we have put this belief into actual practice. Through our public schools, education has been free to all for more than a century. Through provisions for child health and child welfare, the need for special safeguards and special kinds of care has long been recognized.

These services and protections are essential. But they all assume that there is something else which is still more essential for every child—his home. Perhaps for this very reason, during most of our history family life was pretty much taken for granted. It was recognized, to be sure, that parents might die, that some few of them might be unable or unfit to bring up their own children. But these exceptions only proved the rule. The fact that most children should grow up in their own families was so closely woven into the pattern of our life as to go unquestioned.

Mothers' Aid Laws

Gradually, however, we realized that this time-honored pattern could not always withstand the pressures of modern life. Most families had come to depend on cash and wages; instead of "making" a living at home they bought it with money earned elsewhere. As a result, death or other disaster to the breadwinner meant desperate hardship for the children. Often the family was broken up; or if it managed to cling together, it was at the price of want and suffering. From 1911 on, State after State passed "mothers' aid" laws which were intended to meet this need by providing cash allowances, so that mothers could take care of their children without attempting the frequently impossible double burden of home-making and wage-earning.

These provisions recognized that protecting family security for children is a public responsibility. But in spite of earnest effort, States and local communities could never catch up with the need. Funds were inadequate; and, since aid was usually provided only in case of the father's death, the scope of the program was limited. Meantime it had become all too evident that other hazards, besides death, were bringing want and the fear of want to families and their children.

Social Security

In 1935, with the passage of the Social Security Act, the conservation of family life was recognized as a national concern. Under this

law, our Federal and State Governments have been cooperating for more than 3 years to protect the American people against certain widespread economic risks. Each of the 10 programs included in the act is directed toward a definite problem; but all contribute to the stability of the family and the security of its children.

Job insurance helps workers to tide their families over periods of temporary unemployment. All the States have unemployment compensation laws conforming to the Federal act and under these laws some 27,600,000 wage earners are estimated to have built up credits toward benefits. All but two States are already paying benefits and these will begin in a few months. Though benefit payment was just getting under way in 1938, about \$400,000,000 was paid out to some 3,800,000 men and women last year. Weekly benefits averaged around \$11. This represents about half pay—but half is far better than no pay. In many families these benefits, to which the insured wage earner is entitled as a right, have played the part of the boy with his finger in the dyke: They have closed the gap before the family's resources were wiped out, and have held it together as a self-supporting unit—able to buy its own food and shelter and needed clothing. Furthermore, even for those who do not lose their jobs, the knowledge that benefits will be paid if the blow does fall means security from nagging worry and fear.

Insecurity Hazard

One of the biggest hazards of insecurity today may seem at first sight to be of little concern to those who are still young. This is the risk of destitution in old age—a problem so serious that the Social Security Act contains two protections against it. One is a Federally administered old-age insurance system for workers; the other, a Federal-State program of old-age assistance for those who are already old and in need. Under the old-age insurance plan insured workers will be entitled, when they reach 65 and retire, to benefits by right of their past work and wages. More than 43,000,000 industrial and commercial wage earners already have accounts under this program. Old-age assistance, administered by the States with Federal cooperation and financial assistance, provides cash allowances, on the basis of individual need, for old people who are without means of support. All the States are taking part in this program and are now aiding some 1,800,000 needy old people. Even these old-age provisions make their contribution to youth; for in families on the borderline of want, efforts to care for older relatives have often jeopardized the health and welfare of

children. These two programs give families a chance to fulfill their obligation to their own children; and they assure young people, as they themselves become workers, of the means to protect their own future.

Similarly, other parts of the Social Security Act help families, and so also their children—aid to the needy blind, vocational rehabilitation for workers crippled in industry, and public-health services. Each of these measures is a real protection to those whose home life might otherwise be threatened.

Security of Children

But in addition to these general protections, the Social Security Act includes four provisions specifically designed to safeguard the security of children. Three of these, for which the Children's Bureau is the Federal agency cooperating with the States, provide special services. Maternal and child health programs protect the health of mothers and babies; this means that fewer families will be deprived of a mother's care and that more children will get a healthy start in life. Under the crippled children's program funds are provided both for locating children in need of preventive or remedial care and for their treatment; this means that more children will have a chance to grow up with straight limbs and sturdy bodies. Child welfare services provide care for homeless and neglected children and those likely to become delinquent; this means better safeguards against the kind of maladjustment which breeds crime and dependency.

Experience has proved how necessary these services are and what rich returns they yield in protecting children who stand in danger of growing up with physical or social handicaps. But there is another and much larger group of children who have none of these handicaps, but are still in danger of insecurity. These are the dependent children—children who themselves are normal, whose homes are normal, except for the loss of the breadwinner.

To keep such families together, so that dependent children can grow up in their own homes, the Social Security Act provides cash assistance. This Federal-State program, built on the experience gained under the earlier State and local mothers' aid laws, has already enabled the States to provide this kind of aid for many more children than they could care for in the past. Federal funds may be used not only for children who have become dependent because of the father's or mother's death, but also for those whose dependency is due to the disability or continued absence of either parent. Aid is not limited to children living with their mothers, but may also be given to those living with certain other rela-

tives. And no State may require more than one year of residence within the State as a condition of eligibility.

Some 660,000 children in about 270,000 families are now being cared for; and in February approximately \$9,000,000 was paid out from combined Federal, State, and local funds in the 42 participating States and Territories. As compared with August 1935, the month in which the Social Security Act was passed, this represents nearly a threefold increase. In that month—less than 4 years ago—only about 270 to 280 thousand children were receiving this kind of assistance and the total expenditure from State and local funds came to about \$3,500,000.

But the work in behalf of dependent children is far from finished. There is still a long way to go before this protection is available for all the children who need it. Estimates indicate that there are probably from 1½ to 2 million children who are "dependent" within the terms of this program. In other words, the 600-odd thousand now being cared for represent about one-third of the children potentially eligible for this assistance.

Far from Adequate

Moreover, the level of assistance in many States is still far from adequate. For all the participating States, the average monthly allowance is now about \$32.50 per family; but in more than half the States, the average falls below this overall figure. Since these are family allowances, and since there are, on the average, from two to three children in each family, it is apparent that in many parts of the country aid to dependent children does not yet provide even basic necessities.

Making aid to dependent children increasingly adequate is the joint responsibility of the States and the Federal Government. Eight States have yet to come into the cooperative program established by the Social Security Act; and in others the potential scope of the program has not yet been reached. But the Federal Government can also take certain steps to strengthen the available protection. The Social Security Board, in the report on possible changes in the act which it recently submitted to the President and Congress, has made certain suggestions looking toward that end.

Board Recommendations

In the first place, the Board strongly recommends that Federal grants to the States for aid to dependent children be increased. Under the present law, Federal grants for aid to the needy aged and the needy blind come to one-half the State's assistance expenditures up to a maximum of \$30 a month to each individual. But for aid to dependent children the Federal contribution under the present law is more limited: Grants for this purpose cover only one-third of the State's expenditures; and the maximum monthly allowances to which the Federal Government may contribute are \$18 for the first child and

\$12 for each additional child in the same home. That is, provided the State pays its stipulated share, the Federal Government can put up as much as \$15 a month for each individual aided under the other two programs, but it cannot contribute more than \$6 and \$4 per month for children. The States may, of course, pay larger allowances than those named in the act, making up the additional amount from State funds. But only a comparatively small number actually follow this practice.

This unfavorable differential has unquestionably retarded the development of aid to dependent children. The Board believes that it should be removed, and that Federal grants for this program should be placed upon the same basis—as regards both equal matching and maximum payments—as those for the other two programs.

In the second place, the Board believes that another change can be made in the Social Security Act which would help to prevent dependency—the provision of monthly benefits for widows and orphans in connection with old-age insurance. Under the system as it now stands death benefits based on past wages are already paid; but the present law provides that these be made in single cash payments. Paying a regular monthly benefit to the mother and children would give them much more protection without increasing the eventual cost of the program. Since these benefits would be part of an insurance plan, they would come to the family as a right based on the father's past work and wages. Nearly half of all the children now receiving Federal-State aid have become dependent by reason of the father's death. If some provision could be made on an insurance basis, it is evident that in the future fewer families would be compelled to seek this kind of aid. And if,

as the Board has also suggested, old-age insurance should be extended to include agricultural and domestic workers and others not covered by the present law, survivors' insurance would eventually make an even more significant contribution to the security of children.

In any social security program worthy of the name, prevention is at least as important as present care. That is why security for children—whether through assistance or insurance—is so important. The more children growing up now in wholesome surroundings, the less dependency there will be among the adults of the future.

But if a child is to have the kind of background which will fit him to make the most of himself in later years, he must have other experiences, as well as those that come to him at home. Recognizing the important part that adequate education plays in building up individual security, the Board recommends that the age limit for both aid to dependent children and survivors' insurance be placed at 18, instead of 16, if the boy or girl is regularly attending school. School and vocational training, recreation and social contacts—all these are keys which help young people to discover themselves and develop their own capacities and their own character. These individual qualities and abilities are, after all, the sources of that *inner* security without which no one can make his way in the world.

But the more clearly we recognize the child's right to opportunity for mature, well-balanced development, the greater our obligation to safeguard his home. For of all the influences which help to shape his life, none comes earlier or is more lasting. This, more than anything else, gives significance to present and future provisions for the preservation of family security in America.

Office of Education Conference

State School Library Supervisors

by Ralph M. Dunbar, Chief, Library Service Division

★★★ School libraries are making remarkable progress, but they still have many problems to solve before they can play their full part in the educational program. This fact was brought out clearly by the State school library supervisors invited by the Commissioner of Education to a conference at the Office of Education on March 30-31 to discuss common problems and plans.

Indications of Progress

In reporting on the present status of supervisory work in their respective States, the supervisors noted as indications of progress: The growing tendency upon the part of some

States to grant increased State aid for the purchase of library books; the more effective use of book funds through pooling of resources and advice at a central agency; the cooperation of school librarians with curriculum revision programs; the adoption of standards; the growth of certification for school librarians; and the institutes for the consideration of library problems by school librarians and teachers.

As other accomplishments, several conference members reported notable success with county public-school circulating libraries, as a way to meet the problem of the small schools. Furthermore, the supervisors stated that work

(Concluded on page 276)

Association for Childhood Education

★★★ *“Be It Resolved, That we, the members of the Association for Childhood Education, will become better informed concerning the community in which we live and work and play to the end that we shall know its possibilities and its needs, its people and their relationships with each other, their satisfactions, desires and problems, and thus act constructively for the common good.”*

The above is one of five major resolutions set forth this year by the Association for Childhood Education at its convention in Atlanta, Ga., April 10-14. More than 2,200 teachers in the Nation's elementary schools participated in the meetings. And “participated” is the right word because the 5-day program was for the most part devoted to study classes. The teachers participated by doing in groups exactly what they expect their own school children to do in their schools.

Study Classes

In all there were seven study classes, under general direction of Jean Betzner of Teachers College. Each class subdivided into discussion groups and studio and field groups. There was a central studio set up in one of Atlanta's school buildings which assisted the teachers in carrying out some of the ideas discussed in the classes. Mary Allen Tippet, Parker School District, Greenville, S. C., served as director of the central studio.

Class I of the study classes devoted itself to housing and equipment in home, school, and community, and their effect upon child development. The leader was Mary Dabney Davis, specialist in nursery-kindergarten-primary education, Office of Education, Washington, D. C.

Class II, under leadership of Maycie K. Southall, George Peabody College for Teachers, Nashville, Tenn., studied the uses of community resources; materials, products, people, institutions, and agencies, and their effect upon child development.

Class III, with Winifred E. Bain, New College, New York, gave consideration to many angles of administration and management in home, school, and community, and their effect upon child development.

Class IV, under the guidance of Edna Dean Baker, National College of Education, Evanston, Ill., studied together religious and social ideals held in home, school, and community, and their effect upon child development.

Class V, with F. H. Gorman as leader, discussed the kind and range of human relationships in home, school, and community, and their effect upon child development.

Class VI was devoted to a study of modes of communication in home, school, and community, and their effect upon child development. Dorothy K. Cadwallader, of the Trenton, N. J., public schools, was the leader.

Class VII gave its consideration to programs of work and play planned in school and their effect upon child development. Claire T. Zyve, Fox Meadow Elementary School of Scarsdale, N. Y., was this group's leader.

Other Resolutions

Other resolutions adopted by the convention emphasized the furtherance of peace and the promotion of democratic living and learning in the schools; study of and support for “suitable measures for State and Federal aid to public education;” active support to programs planned “to meet the needs of 5-, 4-, 3-, and 2-year-old children;” and continued contribution to the personal and professional growth of the association's members.

Officers Chosen

The convention was presided over by Jennie Wahlert, St. Louis, president. Officers elected for the next 2-year term include: Olga Adams, University of Chicago, president; Louise Alder, Milwaukee State Teachers

College, vice president representing kindergartens; M. Elisebeth Brugger, Iowa State Teachers College, vice president representing nursery schools. Other officers were elected last year for 2-year terms, and will thus serve another year. They include: Helen R. Gumluck, Denver, Colo., vice president representing primary grades; Beryl Parker, New York, secretary-treasurer. Mary E. Leeper is the association's executive secretary.

From Foreign Lands

Among representatives from other countries attending the convention were: Florence M. Wood, Southlands College, London; Helen Moffat Paul, Melbourne, Australia; Sylvia Cunha de Amorim and Maria da Gloria M. Almerda, of Rio de Janeiro, Brazil; and Sarah Jane Davies, Teachers' Training Center, South Africa.

Frances Mayfarth, editor of *Childhood Education* (the association's journal) and Mary Dabney Davis, Office of Education, were co-chairmen of a publications program on the final day of the convention. The principal address was given by Millicent J. Taylor, education editor of *The Christian Science Monitor*. Excerpts from this address which dealt with a subject of general interest to educators in all fields, follow:

Excerpts

Interpreting Education to Home and Community

by Millicent J. Taylor

If there is one thing that emerges more than all else from the social transitions of the modern scene, it is, I think, the fact that we who are trying to achieve spiritual and constructive goals belong to one another. Never has it been more important that we stand together. As we look out across the world—where maps are changed for materialistic reasons, where many developments both at home and abroad tend to make us live with disquietude—we are tempted to feel that there is little that we, as individuals can do to better so vast a situation. To me, there is this urgent answer: We must seek out one another, we must find others who believe in the things we believe in, we must reach those who care deeply for the same ideals we care about, we must arouse all who may be awakened to care for them. And having found, we must clasp one another by the hand,

must work side by side, must know that we can rely upon one another for support.

We care deeply for certain ideals of education. We would not want to lose the ground gained during recent years. But times have changed since most of us began working for these ideals. Widespread now is an emphasis upon a type of education in which we do not believe. Over the seas mass movements have caught up youth for military and political reasons and pressed schooling into the service of definite personal ideologies. Here in the United States, to be sure, and in some other democratic countries, the sort of education we care for has won an accepted place for itself to a degree; but in the face of encroaching movements abroad it cannot be considered secure.

Once we felt we were doing our work as educators if we did a sound job as classroom

teachers or supervisors, a fair amount of research and experimentation, and kept the parents of our particular children from getting upset too often. That has changed; today the educator needs to reach out beyond classroom walls.

Growing Sense of Ownership

Our schools belong to all the people, and today the people know it. What is more, they are letting educators know it. Money for taxes comes harder. Money for private tuition is not easy to provide. As a consequence educators have probably all felt the growing sense of ownership that the public holds for the schools. This is as it should be. But it is a challenge. Not alone self-preservation but the saving of every gain in education demands that teachers, in addition to being good teachers of children, be also good teachers of the public. In other words, educators cannot afford to be without intelligent public support of what they are doing, and this means that, whether distasteful or not, they must serve their schools as individual public-relations workers.

How can this be done? First, I feel that, with the distinct aim of serving education, every educator should individually take part in the life of the community. The teacher comes into a community as a public servant. Let each one ask herself with renewed vigor, How best can I serve this community? It may be a city tenement district. It may be a delightful suburban town or a rural countryside. No matter what it is, her first and logical step is to study it. Quietly but definitely, she must acquire a working knowledge of her environment. What are its housing problems, what about its libraries and reading facilities, its educational and employment needs, what are its hopes for itself, its pet longings, local celebrations, and even (for the sake of helping it) its petty weaknesses and glaring faults. For a time that teacher is on hand to help the community carve out for itself a happier present and future—and insofar as possible to leave it better off than she found it.

To an extent, natural interests and special fields of training should guide one in finding one's place in the community. Certainly the teacher should take part in local celebrations and unobtrusively pitch in to help. It is good, too, to become an active member of some group composed of persons of various occupations, and if the teacher has a hobby, she can probably contribute through it or through her specialty.

Some Helpful Examples

Beginning with an intelligent study of the community, and taking part as an individual in the life of this community, the teacher naturally and inevitably brings the life, interest, and needs of the community into her teaching. This, as we all know, vitalizes the teaching; but for my purpose here, I list it as yet another way in which one serves as a

public relations worker for education. In a town in Pennsylvania last autumn the civics classes of a country day school brought the political campaign into the classroom, and in turn did a fine piece of work in getting out the vote in their community—a piece of work that was not a mere flash-in-the-pan house-to-house canvass but which stemmed from the very real way in which the school made itself one with its community. A school in a Massachusetts town once did a creditable piece of city planning, cooperating with town officials, and arousing the community to take part—far more than making a set of picture maps. Many schools have taken part in campaigns for smoke abatement, better housing, tax reforms, and traffic safety.

It was an elementary school out in California that did a thrilling job of collecting and running an international exhibit of children's art work, a project highly educational in every way, including as it did, letter writing, art study, geography, history, all the social studies, oral English (they served as guides and lecturers), arithmetic, and all sorts of organization work. The project served the community, and taught people—parents and other citizens—a great deal about modern education.

Community contacts and friendships made through class trips, if the teacher will keep in mind the twofold purpose of teaching not only the children but the parents, can as we know result in better informed citizen-supporters of the schools. In one school, the school newspaper was made into a community affair, and proved an invaluable interpreter of the school to home and town. Both children and parents contributed to the paper. Hobbies like stamp collecting, special interests like home-making, books, trips, gardens were the points of contact. Various community activities grew out of the project, also, such as a pupil-managed story hour and a tourists' guide-book. The intelligent teacher, of course, does not applique these on, nor does she arbitrarily choose community activities, but she is over alert to see ways in which the needs of the children may be best served by projects which will at the same time broaden their horizons to include the community.

Obviously as public relations workers—interpreters—educators also have the responsibility of directly telling the community about their school. I have tried to point out that in indirect ways the teacher must never forget to do this; but there are also, of course, direct ways of doing so, and these, too, are essential to one's success as a modern educator.

Visiting days, when parents come back to school to see the children at work, can be a valuable project although this has been done a good deal, and needs reassessing. It is important, too, that the back-to-school time be prepared for and followed up. It should not be an isolated experience on the part of the parents. Perhaps I am too optimistic, but I feel that the school fails in a measure, if parents are all it gets. Those who are not

thus connected with the school, and older students, should be lured back in some way also. Education needs the understanding and support of all the homes. More than one vital addition to the curriculum has later been voted out as fad or frill by a schoolboard influenced by certain citizens who had no stake in the schools beyond paying taxes.

Annual Reports Emerge

Happily the superintendent's annual report to the citizens—another form of publicity—has at length emerged from the old-fashioned bulletin type of dead literature and become a real interpreter of the school. In many cities it has become a fascinating picturebook, with short articles and full captions to explain what the pictures should tell Mr. and Mrs. Citizen when they look at them. My first sample was New York City's first and it gave me a thrill. I have since seen several others, including San Francisco's and Cleveland's. I think the tendency of educators is to want to include too much type. I have felt that the most effectual were those that were largely pictures and captions. A variation of this is the special rotogravure section the Detroit schools have sent out with one of the Sunday papers. A report of this sort, reaching as it does all citizens whether parents or not, seems to me to have special value. Another interesting scheme, is the use of a page at a time of roto pictures in the Sunday paper, with captions, each page devoted to explaining some special phase of school work—the manual arts and domestic science 1 week, and a few weeks later the school bank, with perhaps the modern ways of learning arithmetic another time. I believe Baltimore has been doing this. Perhaps this is one of the best schemes of all, for it comes more than once and doesn't overburden a read-while-it-runs public.

Movies and Radio Important

The colleges, private schools, and vacation camps are interpreting themselves to alumnae, parents, and prospective patrons through the showing of movies, made up over a full year, and accompanied by a written comment to be read by someone during the showing. This has been adapted by some of the grades in public schools. I know of one grade of eight- and nine-year-olds who had a camera club, that with the help of interested parents made a school movie, wrote the script, printed and inserted captions, and gave this interpretative picture of school life and aims at parent teacher meetings, women's clubs, lodge meetings, and elsewhere—a fine piece of publicity for the school and developed as part of a genuinely educational project.

And of course, we need to use the radio. I would say to every educator: If there is a station in your town which is not tied up with national networks, get some free time on it and experiment. Use it for singing, for bands,

for spelling matches, and jolly things. Perhaps my job on a newspaper makes me weary of the amount of talk there is in the world; but I do think talks on education on the air do not on the whole give a true picture of the thrilling place a modern classroom is. People simply tune to something else. But a very little talk can be interlarded among singing and other entertaining yet interpretative things, without losing the listeners. The Office of Education, which is experimenting all the time along these lines, has been studying methods and techniques used in popular commercial programs. The schools have not begun to use our local stations, nor to build habits of including the use of the radio in their plans for reaching the community. It is hard work, but worth it. And I am convinced that when educators learn to present education on the air so well that Mr. and Mrs. Citizen remain tuned in to the program, we none of us need be anxious any more about the progress of education in the community. It is safe with an appreciative public.

Newspaper Interpretation Needed

Finally, I urge that we learn to make effectual use of the newspapers. There may be some teachers whose chief idea in connection with the schools is to have nothing to do with them. And considering some things that happen, I cannot blame them. But with a good many years of both teaching and newspaper experience behind me I cannot feel that isolation is the answer. The papers are here. They do reach the people. It seems to me that those who have the progress of education at heart need to be at work continually to help the newspapers present the schools in their true light.

Generally speaking, newsmen know little about education. Many of them found school rather stuffy compared with real life. The flow of news is so vivid that by contrast anything they think schools are doing seems dull and static. In fact long-term developments, with which good teaching is inevitably concerned, do not in themselves produce what newsmen consider news. Yet most news editors realize that the schools, because they are close to those citizens who pay taxes and have children in them, are worth some space. Therefore if something can be found to say, the papers will say it. This is why a student strike, a conflict or scandal of any kind, is immediately played up far beyond its worth.

I am convinced that we cannot look to the newspapers to take the lead in improving this situation. With the exception of a few editors awake to the possibilities of education as reader interest, newsmen simply do not care whether they are provided with educational material or not. Educators, on the other hand, do care, for they wish to reach the public with their message. This means that it is up to educators to take the initiative.

I urge school people to get over any prejudice against newspaper contacts that they may

have, and dispassionately study the problem as they would study the community in which they teach. Reporters are on the run, covering every sort of subject, delving deeply into few. Editors are pressed with the sweep of news. They can fill the paper any day with the natural flow of human events. If the schools get in, and are interpreted truthfully, it is for educators who are working in the schools to see that usable source material is brought to the paper's attention.

In order to do this effectually, there is need to learn more about the newspaper. What makes news stories? What sort of material does this paper or that paper seem to like? It is not true that schools have no good newspaper material, although most of the newsmen in this country would probably say that. The fact is, they have not had a real chance to know. Teachers themselves do not usually know news material when they have it. Time and again a story could be built out of something going on at school if anybody knew how to do it. This is not theoretical. It has been proved. I should like to see more teachers studying news writing in night or summer school. Lacking class study, more should read good books on news writing, and practice, if only for the wastebasket, presenting their everyday doings to the public in real news articles. It is not that newspaper writing needs to be added to other accomplishments; it is that only through gaining a better understanding of the newsmen's points of view and of newspaper needs that the newspapers can be helped by educators to reach the public with correct pictures of the school's problems, needs, and achievements. And reaching it through the papers is important.

I must repeat that with rare exceptions, the initiative and the understanding must come from the educator. And if he finds the news editor hard-boiled toward any overtures, that is simply part of his public-relations problem. The news editor has had long experience which has convinced him that teachers think stuff is news when it is not, that education has never been anything but dry-as-dust textbook learning, and that if there should, by any chance, really be some news at the school the faculty will unite as one man to keep his reporters from getting it.

Teachers should study the news feature field. Education lends itself well I think to this presentation. The feature article is alive, readable, and goes more deeply than a straight news record. New-type report cards and any number of social-studies projects, can be thrown into acceptable news features at the right time. Photograph possibilities should be studied. Most papers are glad to receive real story-telling photos, and a lot can be achieved with well-written captions.

There are of course other ways of interpreting the school to home and community that I have not touched upon. But perhaps these will serve to highlight the subject of public relations. As I see them all, they are but the means of reaching out to others who

have the same ideals as we or who will catch the vision and give it support. As individuals we cannot do a great educational work by ourselves. But in behalf of children and youth, we can indefatigably search out, inspire, and join to us on every hand others who believe in the goals we believe in; and, going forward with one another's support, teachers and community, we can, together, do a great educational work.



Institute in Holland

All of the universities in Holland are cooperating in a summer institute to be held in the city of Leyden, July 13 to 23, 1939. Meetings will be held in the lecture halls of Leyden University, which was founded in 1575 during the 80 years war for freedom.

The purpose of the institute, as stated in its announcement, is to afford an opportunity to obtain a better understanding of the historic and philosophical background in the social, economic, and political problems of present-day Europe, to promote international fellowship by bringing together men and women from Europe and the United States for purposes of study and free discussions. Information may be obtained through Prof. J. A. C. Fagginger Auer or J. Anton de Haas, Harvard University.



TWO PUBLICATIONS ON EDUCATION FOR DEMOCRACY

CHOOSING OUR WAY. *Bulletin 1937, Misc. No. 1.*

This illustrated publication presents an analysis of the programs in 19 demonstration centers and a survey of 431 other forums in the United States. The material included covers the history, management, promotion, and financing of public forums. Price, 35 cents.

FORUMS FOR YOUNG PEOPLE. *Bulletin 1937, No. 25.*

A study of forum programs in high schools and for out-of-school youth, the data having been collected from questionnaires sent to schools and colleges. Material is included relating to use of forums in secondary schools and colleges in the United States and the methods used in sponsorship and organization. Price, 15 cents.

And a Forum Planning Handbook. Order from United States Department of the Interior, Office of Education, Washington, D. C.

Latvian Schools and Their Attainments

by Janis Kronlins, Ministry of Education in Latvia



Underlying the Latvian school system is the principle of unity with the following special characteristics: (a) one common educational basis in the elementary school, leaving which each child—without any restrictions owing to rank, nationality or religion—is free to continue his education along the lines suitable to his abilities and tendencies; (b) school programs and entrance regulations arranged so that for the continuation of his studies a pupil from the elementary school can without any special trouble pass over to a higher school no matter of what type; and (c) material assistance to gifted and striving pupils in poor circumstances, thus enabling them to attain to the highest education.

At the basis of all school education is the 6-year obligatory and free elementary school which presupposes a certain preparation at home or at a primary school during 1 year. Including this preparatory class the Latvian elementary school means practically a 7-year course. Its syllabus is so arranged that it gives the pupils the minimum amount of knowledge indispensable to taking up practical work, or continuing studies in secondary or special vocational schools. Pupils who intend to continue their studies in secondary schools or gymnasia may enter the first preparatory class of such a gymnasium after they have completed the fourth class course of the elementary school. This specialization in education is allowed as early as the age of 12 to 13, 2 years before finishing the full course of the elementary school.

Pupils who, after having finished the elementary course, do not wish to continue their education, are obliged to spend 2 years in a free supplementary school whose aim is to give them knowledge applicable to practical life, and to raise their educational level in general.

Boys or girls who have completed the full elementary course of studies are allowed to continue their education in a gymnasium or in a secondary school of the special type with

a 5-year course, or in a vocational school of a lower type where the course lasts for 1 to 5 years. The gymnasia, and secondary schools of special type prepare their pupils for the university. Under normal conditions a pupil can obtain his certificate of maturity at the age of 20, after having studied in the primary school from the age of 8 to 9, the elementary school from 9 to 15, and the secondary school from 15 to 20.

Up to the year 1935 in Latvian schools on the whole coeducation was practiced. Now, for purely educational reasons, considering the special needs of either sex, separate education is gradually being introduced, arranging special schools or classes for boys and girls. Coeducation now exists only in some small schools, where it is not economical to arrange separate teaching. In connection with this introduction of separate teaching it became possible, alongside the subjects of general education, to pay special attention to subjects that in the future life of each sex will be of particular importance, e. g., manual work and military training for boys (the latter subject has now been introduced in all schools from the lowest elementary class to the university) and for girls—needlework, housekeeping, with practical work in the garden and kitchen—and in the secondary schools for girls, lessons covering an extensive course in female and infant hygiene, psychology, and education.

Public—State or municipal—primary, elementary, and supplementary schools are free to all pupils, with material assistance to those in poor circumstances. In other schools pupils pay a certain tuition fee, but not fewer than one-fifth of them are set free of paying it, and some of them are awarded scholarships to continue their education. It is to be noted that the syllabus for the elementary schools in towns is not the same as that for the country schools, each syllabus being adapted to the local needs and circumstances.

Basic Principles

A Latvian School Law was promulgated even before the struggle for independence had ceased. In 1934, however, there was substituted a new law of national education. The characteristic features that make this law differ from the first one are as follows: (1) Definite declaration of the aim of education and upbringing, expressed in the following words: "Every school must strive to develop its pupils physically, intellectually, aesthetically, and morally, and inculcate in them per-

sonal and social virtues, industry, patriotism, and friendly feelings toward people of other nationalities and ranks"; (2) extending the course of studies in secondary schools from 4 to 5 years, by adding one more class at the top; (3) more rights and responsibilities placed on headmasters; and (4) central administrative institutions given greater possibilities in directing and arranging school life.

The State and the municipalities provide schools and educational institutions necessary for the people but these tasks may be undertaken under State supervision, by private persons, juridical and physical.

Schools where teaching is done in Latvian may be attended by children of all nationalities; for minorities, there are schools (if not fewer than 80 children), or classes (if not fewer than 30) where teaching is done in their own language. Religious teaching is carried on in all schools, the syllabus being worked out by the Ministry of Education and approved by the church heads of the respective denomination. Each denomination may claim the right of having special lessons arranged for religious instruction if that school is attended by not fewer than 10 pupils of this denomination. Pupils belonging to a church whose doctrines are not taught in the school are not obliged to attend lessons in religious instruction, nor must they take part in religious ceremonies. If there are not fewer than 10 such pupils at one school, then instead of religious instruction, they are taught ethics.

During the age of obligatory school attendance for each day a pupil has been absent from school without any important reasons his parents or guardians have to pay a fine up to 1 lat (20 cents). The administrative bodies see to it that this fine is paid, and it is used for the benefit of the school in whose district the respective child lives. Parents are allowed to educate their children at home, yet this education is subject to government control. Obligatory education applies also to children physically, mentally, or morally defective, for whose instruction and education special schools and homes are provided.

Character of School Work

Besides 3 to 4 months summer vacation (June, July, and August, but for the country obligatory schools also September), there are several other shorter breaks, so that the number of school days for the elementary schools amounts to only 160 to 185 a year; for the other schools it is 190, except examinations.



Upper left: Practical work in one of the laboratories of the faculty of chemistry.

Lower left: Practical work in the cabinet of natural history at the Third Riga Municipal Gymnasium (for girls).

Upper right: The Latvian University in Riga.

Center right: Open-air lessons at the Riga Municipal Forest School.

Lower right: Pupils of the elementary school at the woodworking shop.



Teaching is done every weekday, without a break at noon for dinner. The number of lessons depends upon the type of school and the grade or standard. Thus, in the primary school not more than 21 lessons a week are planned (3 to 4 a day); in the elementary school classes, 23 to 31; in the gymnasias, 30 to 34, but in vocational schools with practical work the number of weekly lessons is usually larger. A lesson lasts for 45 minutes; after each lesson there is a 10-minute interval. After the second lesson there is a 20-minute interval, when the pupils receive a warm breakfast.

In 1936 there were introduced the school broadcasts. Every Wednesday from 11:35 to 11:55 standards V and VI of the elementary schools, and all the gymnasias and vocational schools listen to the special school program arranged with a view to national education.

As regards methods of teaching, teachers are not given special instructions. As teaching positions cannot be occupied by persons without special educational training, teachers are allowed to choose the methods they find most suitable. The school administrators only demand that these methods be pedagogically sound, and that the ground mapped out by the school programs be covered.

School books are used extensively, and the school boards see to it that pupils in poor circumstances are provided with books in each subject. It is to be noted that only books approved and permitted by the Ministry of Education can be used in schools.

In each class a pupil is supposed to spend 1 year. Every spring, the teachers' conference decides whether a pupil is deserving to be transferred to a higher class. Unsuccessful pupils who have failed in not more than two subjects may be required to come up for re-examination in the autumn, while the weaker ones are left for repetition in the same class.

There is constant control of the pupils' success but it varies with the type of school. In the elementary schools pupils are transferred from class to class without special examinations, only on the basis of their attainments in the class during the year. At the end of the elementary course, however, they are examined in three subjects: Latvian language, mathematics, and one other, which, shortly before the examinations is prescribed by the Ministry of Education. According to the success shown during the year and at these examinations, a pupil of the final class may be awarded with (1) a certificate which

entitles him to enter a secondary school without examinations; (2) a certificate without such rights; and (3) no certificate if he is to remain in the same class for a repetition course. In the secondary and vocational schools there are class examinations every year, from 2 to 4 in subjects prescribed by the Ministry of Education. The same rule is observed at the end of the full course when the "absolvents" (graduates) of the gymnasias and vocational schools are also arranged into three categories: (1) receivers of the certificate of maturity, with the right to matriculate; (2) receivers of such a certificate without matriculation rights; and (3) the failures who must repeat the year.

At the end of the full course of the elementary schools, gymnasias and all vocational schools, the school certificates are distributed at a special festival closing "acts" (exercises), presided over by a Government representative who presents the "absolvents" with the Latvian President's gift—a fine book with ethical and patriotic contents. Acting as delegates for the Government, not fewer than 600 to 700 Government higher officials, including the Members of the Cabinet and even the President himself, take part in these school "acts." These school closing "acts," with the

participation of Government representatives, have become very popular.

Self-activity of the pupils is demonstrated best in organizations that exist in practically every school. The characteristics and aims of these organizations are various, with the one common principle as their essential feature that under the supervision and partial guidance of the teachers they give vent to the pupils' inborn tendencies and initiative so that they are applied for their own and their country's benefit. Worthy of mention are sport, temperance, aviation, literary, tourist, history, music, and other pupils' clubs; of greater importance, however, are "the mazpulki" (literally, the little bands, gangs, or regiments), the pupils' cooperatives, pupils' savings banks, and the Junior Red Cross groups. The "mazpulki" are self-active, educational youth organizations taking particular interest in agriculture, with the ultimate aim of inculcating in our youth love for their country, and aptitude for work, and developing strong characters. Their activities are guided by the Chamber of Agriculture, which supplies them with competent instructors, arranges prize competitions and summer camps, inspects the "mazpulki" crops, and provides suitable literature. On the average every fifth pupil in Latvia is an active member of the "mazpulki." Their periodical, *Mazpulks*, is printed in 30,000 copies. Their leader is the President of Latvia.

The Junior Red Cross groups take special interest in developing pupils' self-activity along the lines of sanitary, wholesome living, mutual help, and keeping up friendly relations with school youth abroad. They also publish their own magazine, *Latvijas Jaunatne* (Latvian Youth). Pupils' Cooperatives strive for the spirit of cooperation and thrift and help the school to procure the necessary objects and instruments.

Child Health

As regards improving the pupils' health, an important part must be ascribed to the school common dining room. These are set up not only in schools where there are common bedrooms for pupils whose homes are far from the school, but also in many others. In some these common dining rooms provide only warm breakfasts, which are served out to the pupils during the long interval; in others, there are breakfast, dinner, and supper, even tea. The poorer pupils partake of the meals free of charge, the State or the municipalities paying for them. The other children pay the cost themselves. In many schools of agriculture the foodstuffs for their common dining table are supplied by the school land, which is cultivated by the pupils themselves during their practical lessons in nature study. Many of the sanitary and hygienic improvements in Latvian schools are the work of recent years, since the rearranging of the Government and giving it an authoritative basis. In 1934 just a little more than one-half of all Latvian

schools had arranged common board for the pupils; in 1937/38 not less than 80 percent had provided it. Observations prove that to feed children thus in the schools not only improves their health but also favorably influences regular school attendance and success in school work. In schools where the common table is well looked after, the percentage of unsuccessful pupils is considerably smaller.

School Physician

The law prescribes a school physician for each school. He is paid by the school board which furnishes medicine also for the poorer pupils. In some schools there are special dentists. The general system of physical culture carried on by gymnastic instructors who must have had thorough training in the Institute for Physical Culture, is doing much good. For healthful summer vacations, city children are sent to the country and the municipalities and the Ministry of Public Welfare pay the expenses if the parents cannot afford it. Much more careful attention is being given to the erection of sanitary school buildings. On January 28, 1935, the President of Latvia appealed to all citizens to remember their first school, the church, the parish, or society with which their childhood had been associated, and to present them with books, paintings, musical instruments, etc. The response to this appeal was such that the Ministry of Education was obliged to organize a special "Friendly Appeal Bureau," to sort and send out to the indicated schools the stream of donations flowing in from every part of the country. Even whole buildings have been erected and presented to schools. Within 3½ years, more than half a million lats in cash, 1,302,000 volumes of books, 3,672 paintings, sculptures and other objects of decoration, many musical instruments, and educational and medical supplies were dedicated by thousands of citizens to their first schools.

Higher Education

The institutions of higher education, all located at Riga, are the Latvian University, Latvian Conservatory of Music, Latvian Academy of Fine Arts, Herder's Institute, and the Roman Catholic Theological Seminary which will soon be joined to the university as a faculty of theology with the right to award academic degrees.

Latvian University was founded in 1919, with 940 students and a teaching staff of 110. It has grown into a unified institution with 11 faculties, a large number of institutes and clinics and libraries with about 320,000 volumes.

Herder's Institute is a private organization of higher instruction for Germans. Two private institutes of commerce will be closed soon because the attendance does not warrant continuing them.

The Government will open a special Agricultural Academy in 1939 at Jelgava with

faculties of agriculture and forestry. The faculty of agriculture at the University will then be closed.

People's Universities and Courses

Fourteen people's universities and their branches attended by 2,596 persons, and 187 different courses attended by 15,764 were functioning in 1937-38. These universities and courses are permanent educational institutions which cannot be opened unless the Ministry of Education has approved their statutes, their program and their teaching staff with the required education and training. Besides the permanent courses there are, every year, organized by various institutions and societies special series of lectures upon different, special or general, problems. Noteworthy are also the various private tutors, who give instruction to private individuals or to small groups of them, 3 or 4 persons at a time. These tutors must be registered at the Ministry of Education, and prove that they have acquired the necessary general and special education. Without a special permit from the Ministry of Education no publicity is allowed private tutors or courses.

Statistical Measures

Summarized below are the statistics of education in Latvia for 1937-38.

Educational institutions, type	Their number	Attendance		Teaching staff
		Total	Women	
Elementary, primary, supplementary schools and kindergartens.....	1,904	231,533	111,062	9,287
Lower schools of special type.....	83	7,317	2,250	735
Vocational secondary schools and other institutions of special type...	45	7,744	3,460	923
Gymnasias.....	77	16,779	9,704	1,603
Private academic institutions.....	4	528	154	83
The Latvian University...	1	6,813	2,038	416
The Latvian Conservatoire.....	1	278	146	38
The Latvian Academy of Fine Arts.....	1	205	63	21
Total.....	2,116	271,197	128,877	13,106

In 1914, the population of Latvia amounted to 2,552,000, and for every 1,000 inhabitants only 67 pupils were attending different schools. By the Census of 1920, the population was reduced to 1,596,131, yet for every thousand inhabitants there were 80 pupils attending school; in 1925 this number was already 110; in 1935, it was 130, and in 1937 it reached 137 pupils attending various schools (not including courses and people's universities). The relative numbers had more than doubled. Expenditures per pupil and per inhabitant have increased from threefold to fourfold. Schools that in general were formerly accessible only to the privileged and wealthy classes, now give every opportunity to everybody to attain, not only to secondary, but also to academic education.

Next Steps in Adult Civic Education

by Paul H. Sheats, Field Counselor, Federal Forum Demonstrations

★★★ Three years ago demonstration forum programs were started in three widely separated and varied centers under the immediate direction of the local superintendents of schools acting for boards of education, and with the assistance of the Office of Education. Since then other demonstrations have been conducted involving 580 communities in 38 States. In every instance these programs have been under the direct supervision of the local agencies of public education; experience has been reported; and results evaluated. Included in the demonstrations have been large and small cities, towns and villages, and urban and rural school districts.

Attendance has varied widely as have audience participation and interest. In general, however, on the basis of some 15,000 meetings with attendance figures approximately 1¼ millions, it may be concluded (1) that forums under school sponsorship are practicable at a per capita cost which is not prohibitive; (2) that competent professional leadership can be secured for periods of from 1 month to a full school year on a full-time basis without sacrificing audience interest or educational objectives ill-served by programs without continuity of leadership, frequent meetings, and opportunity for general audience participation; (3) that a Federal agency of education can cooperate with local school districts without limiting the autonomy and freedom of the latter, but through counseling and reporting contribute to the efficient administration of the local program; (4) that the democratic values of free speech and respect for the opinions and rights of one's neighbor are sufficiently well-cherished so as to guarantee at least majority support for school sponsorship of free discussion of our common problems.

Basic Assumptions

Although some variations have been introduced into the forum demonstration within the past few months, the basic assumptions underlying past programs have remained unchanged. These assumptions are:

1. Forums should be open to the public free of charge and without limitation on free speech.
2. Forums should be sponsored by a responsible agency of public education.
3. Some administrative management and expert forum leadership are essential to the success of a forum program and hence are preferably provided on a paid basis.
4. In order to give adequate opportunity for audience participation the number of meetings scheduled should bear a direct relation to the population of the area served and

take into account the importance of neighborhood accessibility and continuity of theme in order to serve a genuine educational purpose.

As techniques for the dramatic presentation of controversial issues over the air are perfected there is more and more inclination to use the radio as an aid to the stimulation of citizen interest in public affairs. In addition to wider use of network discussion programs by listening groups at least half of the demonstration centers made use of local broadcasting facilities in presenting weekly round table or panel forums.

The practicability of employing forum leaders in a given area for an extended period of time has been pretty well established. In

FORUM PLANNING HANDBOOK

By J. W. Studebaker, Commissioner of Education, and Chester S. Williams, Assistant Administrator, Federal Forum Demonstrations

A study manual on practical plans for school-managed community forums based on the materials and records of the demonstration forums sponsored by the Office of Education in 580 communities located in 38 States. This handbook is now available upon request to the Office of Education, United States Department of the Interior, Washington, D. C.

three demonstrations just concluding (Mississippi, Georgia, and South Carolina) one leader has served each area throughout the full 5-month period of the demonstration. Administrators of these three programs report definite advantages from such long-term service in the form of greater adaptation of subject matter to local problems and conditions, increased community confidence in leadership of the forums, more audience participation, continuity of subject matter, and more opportunity for variety in the use of different forum methods and discussion techniques.

Administrators of the forum demonstrations in reporting public response to this year's programs mention most frequently the growing demand of forum audiences for a greater share in the forum program with more opportunity for audience participation; less emphasis on the formal lecture method of subject-matter presentation; wider use of the panel and symposium composed of local, not "imported," experts; more concern for the sharing of ideas, experiences, and points of view; less of the "ladling out" of ready-made answers and pet propagandas.

Many communities report plans for continuation of the forum program. In Georgia a majority of the cooperating superintendents prefer State department assistance in procuring speakers and forum leaders. In New Jersey the State Teachers College at Paterson has taken the lead in organizing a continuation program for the area served by the college, to operate for a period of 5 weeks next fall. Similar programs have been planned in the New Brunswick and Camden areas. Superintendent R. W. Crane at Dunellen, N. J., reports that his citizens forum committee has already voted to undertake an 8-week series.

Particularly interesting are reports with reference to demonstration centers operating throughout the 3-year demonstration period. From several centers has come evidence that forum audiences grow in ability to analyze propagandas critically, become less emotional and intolerant with reference to "hot" issues, and develop skill in audience participation. Preponderance of opinion seems to favor the employment of specially trained and qualified forum leaders, on a full-time employment basis. Volunteer leaders may be used advantageously to supplement and assist the paid personnel.

Need for Information

As increased experience in the problems of administering school-sponsored forum programs is reported, the need for wider discovery of this new knowledge becomes increasingly evident. Extensive as the experimentation in this field has been, much still remains to be done in the direction of making the information thus accumulated available to professional and lay groups which might be interested in sponsoring community forum programs.

This obvious need for dissemination of information and counseling assistance has led to a modification of the program of the Office of Education as planned for the remaining weeks of the current school year.

During this period no funds are being made available for the continued employment of expert forum leaders in existing demonstration centers. Instead, the money is being used to finance the following activities:

1. Funds are being provided to 15 State departments of education with which to employ field counselors, one in each State. In each of the States thus chosen, interest in securing such assistance had been indicated either in the State forum conferences held last year or in reports of the State forum committees appointed since that time. Counselors in these States have already been chosen by the respective State directors of education, as follows:



Youth forum—University of Georgia, Athens.

Chief State School Officer

T. H. Alford, Little Rock, Ark.....
 W. F. Dexter, Sacramento, Calif.....
 M. D. Collins, Atlanta, Ga.....
 J. S. Vandiver, Jackson, Miss.....
 C. H. Elliott, Trenton, N. J.....
 C. A. Erwin, Raleigh, N. C.....
 A. E. Thompson, Bismarck, N. D.....
 E. N. Dietrick, Columbus, Ohio.....
 Rex Putnam, Salem, Oreg.....
 L. K. Ade, Harrisburg, Pa.....
 J. H. Hope, Columbia, S. C.....
 L. A. Woods, Austin, Tex.....
 F. L. Bailey, Montpelier, Vt.....
 S. F. Atwood, Olympia, Wash.....
 John Callahan, Madison, Wis.....

Field Counselor

C. E. Dicken.
 V. Landreth.
 E. Woodward.
 B. F. Brown.
 F. W. Ingvaldstad.
 A. B. Combs.
 S. T. Lillehaugen.
 C. W. Howell.
 Ralph Hawkins.
 Dorothy Phillips.
 Kistler Rhoad.
 L. H. Griffin.
 LeRoy Bowman.
 W. P. Tucker.
 W. W. Detert.

Their work includes the following services:

(a) Assisting the State forum committee in surveying needs and resources in the field of adult civic education.

(b) Planning, organizing, and conducting conferences of superintendents of schools in a few areas of different parts of the State to explore the possibilities of organizing school-managed public affairs education for adults.

(c) Advising with school authorities concerning various types of programs suited to local conditions and resources. Where State funds are available for adult education, assisting local administrators in planning the best use of such funds for adult civic education.

(d) Assisting the State department in the development of plans or proposals for the future improvement of this phase of public education through State aid.

These counselors have already familiarized themselves with the experiences and reports of the Federal forum demonstrations and have worked out plans for their State assignments cooperatively in a national conference called by the Office of Education on March 20.

While reports of progress and accomplishment in these States will be made periodically to the Office of Education, counselors will be solely responsible to the State directors of education and their efforts will be adapted to the needs of the particular States in which they reside and work.

It is the hope of the Office of Education and the directors of education in the cooperating States that individuals and groups, school superintendents, and lay leaders, in the States where this counseling assistance will be available during the next few weeks will take advantage of this opportunity to secure assistance in the planning of community forum programs for the school year beginning next fall.

2. As in the past the Office of Education is supplying funds through June 30, 1939, to local agencies of public education for the employment of WPA workers in the development of local forum programs. Such assistance is available not only in the States employing field counselors but also in communities, irrespective of location, where there is a desire for this type of assistance.

Many of the communities, thus aided, are carrying on continuation programs originally begun as demonstration centers. It is significant that while fewer meetings are being held since Federal assistance for the payment of forum leaders is no longer available, there is still rather general agreement that paid leadership is essential to the successful management of forums as well as any other branch of the educational system. While volunteer leadership is extensively used in these programs most communities have found some means of financing paid leadership and

direction through regular school funds, fees, or donations.

3. With the emphasis which has been placed on the experimental nature of the forum demonstrations sponsored by the Office of Education during the past 3 years some kind of an audit as to public reaction and results would seem in order. Accordingly, an effort is being made through correspondence and questionnaires to measure the impact of the demonstrations on the thinking and activities of those identified with adult civic education.

4. Distribution of a Forum Planning Handbook will place in the hands of interested persons a concise summary of suggestions and recommendations with reference to organizing, financing, and managing community forums on public affairs. This handbook is available upon request to the Office of Education, United States Department of the Interior, Washington, D. C. It has been published in cooperation with the American Association for Adult Education. The manual was prepared by J. W. Studebaker, Commissioner of Education and Chester S. Williams, Assistant Administrator of the Federal Forum Demonstrations and is based on the reports and experience of the demonstration centers sponsored by the Office of Education.

Thus, in the persons of 15 field counselors as well as through the medium of the printed word the Office of Education in cooperation with local agencies of public education will continue to promote and encourage school-sponsored forum discussions on public affairs.

At a time when the need for a revitalized definition of the democratic tradition is increasingly evident, with a demand on every hand for an answer to the question "What does democracy really mean?" not in terms of abstract word symbols but in terms of real experiences in the daily lives of our fellow citizens, the potential contribution of the public forum to the unification of our people cannot be overlooked. The democratic values of free speech, regard for personality, respect for the rights and opinions of one's neighbor, emphasis on the worth whileness of shared experience, become vital to the forum-goer and in the process of experiencing them he finds renewed faith and confidence in the superiority of a way of life which relies upon discussion, compromise, and the free and independent spirit in preference to an illusory unity based on compulsion and force. As Doremus says in Sinclair Lewis' *It Can't Happen Here*, "Everything that is worth while in the world has been accomplished by the free, inquiring, critical spirit, and the preservation of this spirit is more important than any social system whatever." Because the forum, impartially and fairly managed by responsible agencies of public education, encourages free criticism, the circulation of new ideas and open discussion, it can in time become one of the most effective implements for acquiring new knowledge, and hence greater opportunity in the never-ending search for a fuller and richer life.



Courtesy of Works Progress Administration.

The girls enjoy themselves in their leisure hours at the State training school for girls, Birmingham, Ala.



A full course in cosmetology is offered at the State industrial schools for girls, Tecumseh, Okla.

Fourth Article in the Series

Residential Schools for Socially Maladjusted Children

by Elise H. Martens, Specialist in the Education of Exceptional Children

★★★ Several years ago the superintendent of a State training school for juvenile delinquents ascribed to three major causes the tremendous difficulties which such institutions experience in making their programs effective. The causes were: (1) Ignorance of the possibilities of training for the young people concerned; (2) failure to meet the expense of good training programs; (3) persistence of the traditional concept that the offender must be punished and that his stay in the correctional school must be hard and uncomfortable.

Probably the third of these factors is at the root of the other two; for if the public were thoroughly committed to the doctrine of salvaging socially maladjusted or delinquent youth through a program of reeducation rather than one of penalties, it would study the needs and the possibilities of training in an intensive way, and it would be willing to spend the money required to realize those possibilities. The programs of many State training schools are suffering under the burden of inadequate

appropriations and some unfortunately also under political situations which make the young people committed to their care the victims of inefficient administration and teaching. The recognized educational groups within the State frequently know little about what is going on in such institutions and even turn away from them as being entirely outside of their sphere. Yet, if the objective of the institutions is one of reeducation, certainly they are—or should be—schools in every sense of the word, and as such they should share the interest and support of the State's educational leaders.

Administration

No doubt one of the elements interfering with such a relationship has been the separation, in most instances, of the administration of training schools for delinquents from that of other public schools of the State. Of the more than 150 institutions of this type in the United States, some operate under a separate board of trustees appointed by the Governor

or by a private agency. Others are administered by the State department of public welfare, still others by the State board of control, the State department of institutions, or even the department of penal institutions. A few are an integral part of the State educational system and are administered entirely by the State educational authority, while a few others are responsible jointly to the State department or board of education and to some other State or private agency.

A close administrative relationship to the recognized State educational agency is, of course, conducive to the acceptance of the residential institution as one of the schools of the State and to its participation in whatever advantages—and responsibilities—accrue from such a connection. Many leaders in the field of delinquency are looking forward to the time when this relationship will more generally obtain. But, whatever the present administrative control, there is no reason why a cooperative relationship should not exist between the agency controlling the school and

The school band at the Iowa Training School for Boys, Eldora, Iowa.



A group project in the school of masonry at Glen Mills School for Boys, Glen Mills, Pa.



the State educational authority, in order that the best that the State has to give educationally may be offered to the young people in residential institutions as well as to those in the day schools. Only as all agencies concerned can work together sympathetically for the effective reeducation of the boy or girl, can we expect the maximum benefit from the program.

Aims of the Program

An increasing number of training schools are attempting to put into their programs a vitality of purpose and of instructional content that will both appeal to the boys and girls and be of enduring value to them. The return of the pupil to the community as a fairly well adjusted individual, capable of entering into normal community life, is the recognized objective of all schools.

One school states its threefold aim thus: "First, social adjustment; second, training in vocation and academic subjects; and third, desirable work habits." This school further states that "social adjustment is of prime consideration in the grouping of children. The factors of age, size, and ability govern grade placement. Traditional school grades are disregarded." The work in this school—as in most schools—is divided into two major fields, academic and vocational. "The instruction at all levels is shaped around the interests of the children, with enough fixity to mold general trends, and with enough flexibility to meet the needs of the individuals of the group. The opportunity is provided for each child to work at an optimum capacity." Remedial procedures in special subject difficulties are instituted, units of work have an important place in the program, and vocational and semivocational pursuits are presented as "finding fields."

In preparing for a satisfactory return to community life, the modern training school makes it possible for the boy or girl who wishes to continue a regular high-school program to do so without loss of credit. The work done at the training school is evaluated in terms of units and can be applied toward graduation in any high school of the State. A school of more than 200 girls offers a full elementary course and has a high-school commercial department through which high-school credits can be earned. Another school for both boys and girls, with an enrollment of almost 400, has a faculty of 22 teachers, with a fully accredited elementary and high-school curriculum, including academic and vocational courses. A school for older boys reports an average of 90 students each year completing correspondence courses furnished by the State university and State department of education.

Units of Experience

If the present-day method of teaching through the use of integrated units of experience has merit in the day schools, it should be no less applicable to residential schools, in

which the pupils are in special need of vitalized and purposeful instruction. A few training schools have seen the possibilities of this method for creating desirable learning situations and are making extensive use of it especially on the elementary level. One school for girls reports a project on Mexico, which included a study of the history of Mexico, life among the Mexicans, their habits and form of dress, and the art of the Aztecs. The girls read stories about Mexico, learned Mexican songs and dances, decorated the room in colorful Mexican style, made Mexican pottery, constructed a Mexican village, and at the end of the project prepared a pageant depicting scenes in Mexico, for which they made their own costumes.

In another school a group of younger boys enthusiastically carried on a study of "Farmyard Neighbors," in which the teachers of science, music, speech, recreation, and arts and crafts cooperated with the home-room teacher in planning their work so as to stress the elements of farm life. Intermediate groups in the same school studied "Pioneering," with all of its ramifications and implications. Through its dynamic activities in all fields of the curriculum this unit became a true medium for character education.

Vocational Emphasis

Ten or more years ago William Burnham named as three minimum essentials of mental health a challenging task, a constructive plan, and well-directed freedom. All three of these still apply, and they are significant in relation to the pupil's personal, social, and vocational future. Not the least of the needs of the socially maladjusted young person is the opportunity to be successful in some form of work, and the vocational emphasis in almost all training schools is an attempt to meet this need. Some schools participate in the State program for vocational education, sharing both the benefits and the duties attached to it.

One school, in stressing its function as a prevocational and vocational school, conditions the length of the boy's stay primarily upon the length of time he needs to complete his training in the vocation of his choice, with due consideration given to conduct. When he leaves the school, it is to start working at his chosen trade. The shops are genuine training centers and not merely places of industrial employment for purposes of production in the interests of the institution. Related subjects of an academic type are taught in connection with the vocational work.

For girls the occupational training relates chiefly to commercial, domestic, and personal service. Cosmetology is a popular course where it is available. Shorthand, typing, and bookkeeping appeal to some. Household arts and science, child care, home nursing and hygiene, and allied activities are helpful in preparing girls either for remunerative employment or for marriage. Poultry husbandry, gardening, and certain types of farm

work make the girl—or boy—who plans to go back to a rural community better able to take up the responsibilities that will face her there.

"Extra-Curricular" Activities

If social readjustment is accepted as the first aim of training schools, they must be responsible not only for the academic and vocational preparation of their pupils, but also for providing social life, recreational activities, moral instruction, and religious contacts such as those which are found in normal community experiences. One school reports that "many activities which in most schools are extra-curricular are included here in the curriculum." Among its offerings it lists football, basketball, hockey, band, glee club, orchestra, school paper, school yearbook, dramatics, scouting, school pep club, public speaking, hiking, sewing, knitting, and bridge clubs.

This school is a member of the State and regional high-school associations. It participates in athletics, musical festivals, and debates with other schools. The school choir has given a series of programs at the Sunday evening services of the various churches in the city. Frequent excursions are made into the city to visit model houses, demonstrations, picture shows, manufacturing and other plants so as to enable the pupils to gain clearer insight into commercial and productive enterprises of the community. The superintendent writes that "we are finding an increasing willingness on the part of the public to accept our children on the same basis as the pupils of other junior and senior high schools of the community."

A resident pastor leads the religious activities of the school, which include the weekly church services and Bible school and two Christian Endeavor organizations. A Catholic chapel is also in use on Sundays for children of this faith, with a chaplain in attendance.

Psychological and Guidance Service

The social adjustment of a socially maladjusted individual cannot be achieved without intensive study of his likes and dislikes, his abilities and disabilities, his strengths and weaknesses, his emotional responses, his vocational aptitudes, his environmental history, and all that goes to make up the person that he is. Hence psychological and guidance service of a specialized type is indispensable in a training school. In a few schools a well-equipped mental hygiene clinic has been installed, with physical, psychological, psychiatric, and social service. All pupils are carefully examined upon admission and the clinical recommendations are carried out by the educational and other personnel of the institution, subject to modifications as advised through continued study.

An evaluation of the mental abilities of the children is deemed of prime necessity. Educational achievement must be measured and remedial procedures planned on an individual

(Concluded on page 277)

Adult Education of Negroes

by Ambrose Caliver, Specialist in the Education of Negroes

★★★ The provision of education for the children of all the people is recognized as essential to the development of our democracy; an extension of opportunities for life-long learning is rapidly coming to be regarded as a necessity for its preservation and advancement. The realization of these two ideals of education for Negroes, as in the case of many other democratic ideals, has been slow and difficult. The education of the children has been restricted by the lack of enlightenment of adults, and the education of adults has been conditioned by their earlier schooling. These facts give added significance to three recent events in the adult education movement for this racial group.

Recognition of Need

(1) Formal recognition on a national scale of the special problems in the education of Negro adults was given during the National Conference on Fundamental Problems in the Education of Negroes, sponsored by the Office of Education in 1934. One of the 14 committees of this conference concerned itself with adult education. (2) In 1936 the Associates in Negro Folk Education was formed through the cooperation of the American Adult Education Association and the Carnegie Foundation. This group began the publication of the Bronze Booklet Series, devoted to the dissemination of information about Negroes, especially to adults. (3) In 1938 the first national conference on adult education for Negroes was held at Hampton Institute; a permanent organization was effected and plans made to hold annual meetings.

This adult education movement is gaining ground, and has received impetus from various governmental activities such as the NYA, CCC, and WPA. If the chasm which has existed, in both support and program, between the education of Negro children and the education of white children is to be avoided in the education of adults, and if the greatest possible benefits are to result with the fewest mistakes, a definite, coordinated, and persistent attack must be made on the problem.

Special Problems

Educational problems.—Among educational problems of Negroes requiring special consideration in adult life are the following: (1) High illiteracy. Learning the 3 R's is naturally of great importance among the nearly 16 percent of the population 10 years old and over who are still illiterate. It is impossible to develop and maintain a democracy according to our ideals with a large sector of the popula-

tion in ignorance. (2) The large number of out-of-school children. This is a source from which illiterates and poor citizens are constantly recruited. Hundreds of thousands of Negro children are out of school daily because of lack of schools, lack of transportation facilities, lack of enforcement of compulsory school attendance and child labor laws. (3) Inadequate schooling. The following are prominent factors contributing to this inadequacy: Short school terms; pupil mortality; retardation; limited preparation and salary of teachers; and curriculum defects. Much of the above is due to lack of funds for the education of Negroes, which frequently results from an inequitable distribution of the funds that are available.

Economic problems.—The major economic problems of Negroes center around their occupational adjustment. Partially because of inadequate educational facilities, they frequently have not kept pace with the rapidly advancing knowledge and skill required in established occupations, and have not received re-education for new lines of work. Although other factors prevent them from finding jobs in some of the newly developed industries, lack of education is an important one. Some of the problems result from the high pupil-mortality rate among Negroes. Nearly three-fourths of the children entering the first grade never advance beyond the fourth. They not only do not remain in school long enough to benefit from occupational training for the skilled occupations in the later years, but they do not achieve command of the fundamental knowledge and skills that would facilitate adjustment in the simple occupations which most of them later follow. This is probably one of the reasons that such a high percentage (55) of Negro workers are unskilled.

In addition to the need of regular adult education programs for Negroes, many special problems growing out of their social and economic background present themselves. For example, adult education for effective functioning in the fields of agriculture and domestic and personal service, in which a majority of Negroes have found employment, must concern itself with more than the mere teaching of the minimum requirements in knowledge and skill. It must stress some of the problems growing out of the recent application of science to these fields and the new demands made upon them by modern society.

Not only do Negro adults need special training in production and service occupations, but they also need such training in the distributive occupations, particularly in the organization and management of small businesses. For example, in keeping proper

accounts, in purchasing, in display and advertising, and in salesmanship.

Social problems.—Because of Negroes' limited background and present status there are many social problems which should be considered in any adult education program for them. Among those having to do with effective occupational adjustment, concerning which they especially need instruction, are: Organization, workman's compensation, unemployment insurance, wages and hours regulations, social security and employee representation.

With the complexity of governmental machinery, and the conviction that our democracy can be preserved only by informed opinion and intelligent action on the part of its citizens, it becomes increasingly important that Negroes participate in the current and future programs of adult civic education. The surest remedy for civic evils such as delinquency, crime, and political corruption, is education. While the promotion of literacy is basic, many qualities of good citizenship may be taught adults who are unlettered.

From the point of view of the number of persons involved, the amount of money spent, and the social functions served in it, the home is one of the most important institutions in modern society. The problems of the home are increasing in number and complexity with the constant changes which society undergoes. Negroes have felt the pressure of social change with considerable severity. The home and family life of millions of them may be characterized by the following conditions: Lack of security and stability; lack of modern conveniences, and unwholesome conditions both in the home and neighborhood; congestion; working mothers; early marriages; and broken homes. The conditions create special problems, some of which may be met through education. Adult homemaking education is needed not only to supply deficiencies and remedy defects, but also to assist adults to keep pace with advancing demands. Some of the more acute problems that await aggressive and intelligent attack are concerned with adjustments among adult members of the home; parent-child relationships; infant mortality; home nursing; recreation; budgeting and purchasing; application of science and invention to the work and conduct of the home; and the proper utilization of available materials and equipment.

Health is both a social and personal problem. The poor health status of Negroes is well known. Equally well known is the relation of their illiteracy, economic insecurity, and unwholesome home surroundings to their health conditions. The correction, in adult life, of the ill effects of earlier disease, the

decrease of death and morbidity rates, and the promotion of better health and longevity among Negroes are necessary for the national welfare. Adult education is one of the means by which these results may be achieved.

Personal problems.—There are certain personal problems which require special emphasis in the adult education of Negroes. The first one is efficiency in daily living. Planning, system, self-discipline, initiative, and perseverance are qualities which the system of slavery did not promote, in fact, it discouraged them. Adult education can help greatly by recognizing these deficiencies and by developing a constructive program for their correction.

Leisure time is increasing among all groups. Because of lack of education, of limited background, and of inadequate recreational facilities, Negroes have been slow in developing those habits and attitudes essential to the wise use of leisure time. Moreover, the home and neighborhood conditions have acted as deterrents.

Negroes seem to be endowed with abundant capacity for getting happiness out of life. Their natural humor, emotional depth, artistic and musical ability provide a wealth of resources which have not only made their lot more bearable, but have enriched civilization. One profitable use of the leisure time of the adults of this group might well be to improve these talents and to develop self-confidence in their expression by informing themselves concerning their past contributions along these lines.

The pressures of social forces in our modern life are severe for those groups that are in an advantageous position; they are much more severe for Negroes who live under the handicaps and limitations resulting from their minority status. If they are to withstand these pressures without losing the capacity for developing and supplying the aforementioned gifts it will largely have to be done through adult education. As they become more enlightened, the limitations which they experience and the barriers which they encounter in their desire to develop and improve their condition intensifies their mental and emotional conflicts and increases the need for instruction in mental hygiene. Special attention should be given to the psychology of personal and racial adjustment. Mental hygiene instruction for Negro adults is essential if the greatest benefits are to be derived from programs for the improvement of their home life, their occupational and citizenship status and their personal well-being.

A National Necessity

A comprehensive program of adult education of Negroes is required for the national welfare for two important reasons: First, the mobility of the population is such that citizens from each State and section of the country migrate to every other State and section. They carry with them whatever assets or

liabilities they have, which means that ignorance and social maladjustments become contagious "diseases" whose effects are frequently more deadly than physical maladies. This migration is not only among regions but also among communities, and particularly from rural to urban centers, and is greatest among persons from about 20 to 35 years of age. It is during this period when learning incentives are probably strongest, when the need for reeducation is probably greatest, and when adult education efforts are probably most fruitful.

The extent of migration among Negroes during recent years is well known. Because of it, a growing number of communities are faced with the necessity of giving consideration to problems formerly unknown to them. Problems concerned with housing, occupations, health, recreation, and government are growing in difficulty, and many communities are finding that a broad program of adult education offers one approach to their solution. While some of these programs are effective, the problems are of such nature and their origins are so diverse that State-wide and Nation-wide approaches to their solution become essential.

The second reason why adult education of Negroes is a national concern is the necessity of conserving the talents of all the citizens and of encouraging their contributions to the national welfare. The variety of talents possessed by Negroes is gradually being realized. The range of their potentialities is no doubt comparable with that of other races. History demonstrates their ability to achieve in practically every field of endeavor. (Recently, in open competition, a Negro was awarded the first prize of \$350 by the Virginia Art Commission for his design for Virginia's exhibit at the New York World's Fair.) That they have not achieved in larger numbers is partly due to inadequate education, and partly to limited opportunities to use the knowledge and skill they have. Communities, States, and sections of our country are poorer because of the "human erosion" among Negroes and of the limited opportunities available to them for self-development. Adult education can help greatly to enhance and increase the gifts of this race to our general culture.

Making Adult Education Effective

The effectiveness of any program of education of Negro adults depends on education of white adults which will increase their appreciation of the contributions, needs, and potentialities of Negroes and their relation to our democratic social order. A beginning along this line is being made in a limited number of communities. Recently a 3-year adult education experiment was conducted in Atlanta, Ga., and in New York City, under the auspices of the Carnegie Foundation and the American Adult Education Association with this as an objective. The lessons learned

in these experiments should be applicable to other communities. The number of such experiments needs to be multiplied. There are certain materials for the information and guidance of groups desiring to conduct such experiments, but these, too, need to be increased in amount and improved in quality. Organizations such as the Commission on Interracial Cooperation, both local and national, stand ready to assist. Moreover, the proper education of white adults will reveal the fact that there are sufficient resources to supply all the needs of all the people, and that what is required most is resourcefulness and willingness to give all an opportunity to utilize the available materials to their fullest capacity for their benefit individually and for society.

One point that needs emphasis is that the adult education of Negroes should not be different in objectives from that of other groups, but there should be a difference in amount and application. Because of their circumstances, they probably need more and a greater variety than others. The ultimate purpose of adult education should be better to facilitate their adjustment to our democratic and technological life, and to assure their greatest possible contribution. Such a purpose will necessarily find expression through different methods, different materials, and different immediate objectives. In one community it may be an attack on illiteracy, in another the improvement of home and community conditions, in another, occupational adjustment, and in still another, civic enlightenment or recreational and artistic development. In many, of course, all these approaches, and others, must be employed simultaneously.

Through adult education, as a supplement to improved education of children and youth, we shall all advance together in the development and preservation of the American way of life, or through our group ignorance, and weaknesses, and antagonisms, we shall become vulnerable to the attacks of alien foes.



San Francisco Program

"The responsibilities of our profession" is the theme of the National Education Association convention to be held in San Francisco, July 2-6.

A tentative outline of the program announced from the Washington N. E. A. offices includes general sessions devoted to discussions of: Professional Organizations; the World Situation; Foreign and Domestic Foes of Freedom; and the Wonders of Science. There are many assemblies and discussion groups planned, as well as meetings of the Representative Assembly and the Annual Life Membership Dinner.

Twenty-Six Thousand Teachers Go to School

by Howard W. Oxley, Director of CCC Camp Education

★★★ Teaching teachers to teach is an important phase of the training and work program of the Civilian Conservation Corps. It is a phase upon which the success of the entire training and work program of the corps depends.

Civilian Conservation Corps officials have recognized the fact that an educational program can be no better than the staff of teachers who carry the instruction load. "Teachers should be selected from among the men, the officers, the camp technical staffs, voluntary teachers from local educational institutions, and unemployed teachers where available under the emergency relief program for education. In some instances men can take advantage of educational programs of the vicinity. Only persons interested in the men and their problems should be used as teachers." Thus reads the CCC Handbook for Educational Advisers. Special attention has been paid to the selection and training of teachers in order to develop a staff of effective instructors in the camps.

In January 1939, 26,006 instructors were offering leisure-time instruction in the 1,500 camps. Fourteen hundred and sixty-one of these instructors were camp educational advisers; 1,296, assistant leaders for education; 3,140, Army officers; 10,380, technical service personnel; 5,355, enrollees; 1,966, emergency education program and NYA teachers; 2,408, regular teachers and "others." The accompanying table shows the number of leisure-time instructors and subjects per instructor and company as of January 1938 and January 1939:

Item	Number of instructors, per company		Number of subjects, per instructor		Number of subjects, per company	
	January 1938	January 1939	January 1938	January 1939	January 1938	January 1939
Educational advisers.....	0.97	0.97	4.93	4.74	4.78	4.62
Assistant educational advisers.....	.89	.86	2.16	2.13	1.92	1.84
Military staff.....	1.96	2.09	1.43	1.46	2.79	3.05
Technical staff.....	6.56	6.92	1.21	1.30	7.95	9.00
Enrollees.....	2.78	3.57	1.12	1.15	3.11	4.09
E. E. P. teachers.....	.90	1.25	3.00	3.17	2.70	3.96
N. Y. A. teachers.....	.08	.06	1.68	2.18	.13	.13
Regular teachers.....	.74	1.06	1.32	1.33	.97	1.41
Others.....	.51	.54	1.38	1.34	.70	.73
					January 1938	January 1939
Total number of instructors per company.....					15.39	17.32
Total number of subjects per instructor.....					1.63	1.66

Seventy-two percent of the camp advisers have had experience in teaching or educational administration prior to entering the service of the corps. A number of the Army officers



Foremen-teacher training, conducted by camp superintendent.

have had business or industrial experience from which they draw in carrying on their part of the training program. A great majority of the technical service personnel have a rich background of practical experience from which to draw. Many of these also have had teaching experience in the various vocational fields. Specially qualified enrollees are selected to aid in the program of instruction.

The necessity of teacher training in the corps has been stressed since 1934 by the respective services. Improvement of the quality of teaching in the camps is the main objective of the teacher-training program. In order to attain this objective, the teacher-training program must be of such a nature as to arouse a greater amount of instructor and student interest in the educational program of each camp and, at the same time, to give camp instructors the fundamental principles and common practices that will lead to teacher-confidence and improved and more purposeful teaching.

Under date of January 4, 1934, the War Department issued the *Handbook for Educational Advisers*. This handbook contains valuable suggestions concerning the organization of the educational program and has continued as the basic philosophy of the program in the camps. In 1935, a 95-page Manual for Instructors in Civilian Conservation Corps camps was issued, which has since been the basis of the initial course in teacher training in a number of the camps. The manual stresses the responsibilities of instructors and

suggests methods and devices for more effective teaching.

In addition to these two fundamental sources, corps area and district headquarters throughout the country have constantly provided material for the adviser for use in the teacher-training program. Certain headquarters publish magazines regularly, in which space is given to teacher-training problems. Others publish papers or bulletins from time to time which are devoted to the same problems. These headquarters have also arranged conferences for the interchange of ideas among camp advisers, Army officers, technical service personnel, and enrollee instructors.

In February 1938, regularly organized teacher-training courses were held in 60 percent of the camps, 30 percent of the 23,884 instructors attending, meeting for an average of 3½ hours per month. A great number of these courses were taught by the camp adviser. In many camps, the teachers make a list of their problems, sift out the main ones, and solve them in class discussions. In other camps, the teacher attempts to impart basic principles of teaching.

During the past 2 years, State vocational departments have been of great aid in the training of camp instructors. Outstanding were the departments in Massachusetts and Georgia where a service was set up to provide teacher training for instructors in every camp in those States. In Massachusetts, courses were conducted in 25 camps for 2 hours per

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How Hobbies Educate

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meager. Since theirs was a factory district they made an informal study of scrap or waste materials that they might secure from these factories, through fathers or mothers who were employed. Some one suggested that scrap or waste materials might come from homes as well, or from stores.

Materials were brought in and a list of them read somewhat as follows: Scrap metal, wood scraps, leather scraps, scraps from a paper box factory, wax paper bread wrappers, cellophane, flowerpots, cold cream jars, pickle and relish bottles, cord—both white and colored, cigar boxes, mother's or older sister's dresses in which there was usable material, candy boxes, gunny sacking, brown wrapping paper, corrugated paper, paper sacks, excelsior, discarded stockings, salt sacks, flour sacks, and tin cans.

A plan was developed whereby through discussion with the teacher, principal, and industrial arts teacher, possibilities were discovered for creating Mother's Day gifts from the materials at hand. The school supplied such things as paper, paint, crayons, dye, thread, glue, from its regular supplies, and equipment in the form of tools and working facilities. The ingenuity of children and the Old-World background of interest in color and decoration which was theirs through their parents, helped to make products that were both useful and artistic. Illustrations from magazines and books, and articles from the library on how to do or how to make, played a part in guiding the children.

From these waste or scrap materials came a trinket box, metamorphosed from a cigar box which had been sanded, stained, lined, and decorated with gay color. A cold cream jar by the use of common cord, glue and paint became a dainty covered jar for mother's dresser. A tin can cleaned of its labels and operated on with tinner's shears, became a sugar or flour scoop with a decorated handle. Discarded stockings dyed, cut, and crocheted became a mat or rug. Corrugated paper box siding was used as a canvas for a sketch, framed with cigar box board. Scrap metal became an ash tray. A flour sack was turned into a glorified dish towel by the use of embroidery. Salt sacks, ripped, washed, and fringed were decorated with tie-dye designs to make plate doilies or napkins. And so on throughout many other transformations, the hobby program did its work.

Educative Values

And what of education in these activities? Several periods a week of industrial arts time were given to the planning and the working with materials. Children voluntarily worked outside of school hours. Discussions that were in no way artificial, reading that was guided by a purpose, need for following directions, recognition of value in waste materials,

use of creative ability in adapting materials and ideas to the principle of use, recording the results, planning a social occasion for their mothers at which they told about the project and displayed the resulting products were all phases of the experience. To look at the program from a purely subject-matter point of view, boys and girls had experience with oral and written expression, with reading, with arithmetic, spelling, writing, science, and crafts especially. For all of this learning they had a definite purpose, and that purpose fitted into actual living.

Although diversity is a keynote in hobbies, this extended illustration has been used in preference to many limited illustrations of various types. The hobby has value in and of itself, but its educative value must not be overlooked as schools critically evaluate their curricula from the standpoint of meeting individual, group, and community needs.



State School Library Supervisors

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is being done toward remedying the inadequate library service in the elementary schools.

Problems and Handicaps

These reports which the supervisors made on the present status of their program also called attention to some serious problems and handicaps. One was the inadequacy of funds for the proper development of school libraries. Although the importance of adequate school library service is being increasingly recognized, nevertheless sufficient funds are not yet being allotted to this purpose. Another problem mentioned frequently by the supervisors was that of in-service training for teacher-librarians.

Following the general discussion of the present status of supervisory programs, the conference took up the consideration of specific problems which special committees presented. Among these questions were: Criteria which supervisors should use in evaluating school libraries; essentials of good certification plans; methods of obtaining the cooperation of principals and teachers for the attainment of school library objectives; reasonable load for school librarians; and services which can be rendered to the supervisors by the Office of Education.

Evaluation of School Libraries

In the matter of criteria for evaluating school libraries, the conference agreed upon the following questions as being pertinent under the category "Use": How well does the book collection reflect (1) the school curriculum; (2) the extra-curricular activities and hobbies of the students? Are the books being used for

the purposes for which they were selected? Is the selection of books a cooperative function?

Under "Service," the following questions were proposed as pertinent criteria: Do the principal and the teachers turn to the librarians for advice and information on what the library has to offer, and are they in turn directing their pupils to the use of library materials? Does the librarian participate in school activities beyond the library? Is the librarian familiar with the educational methods used in the classroom?

Cooperation of School Administrators and Teachers

As a means of acquainting superintendents, principals, and teachers with the functions and problems of school libraries, the conference recommended that the teachers colleges and universities should offer courses, carrying credit towards a master's degree, in such subjects as children's literature, school library administration, literature for adolescents, etc. The conferees felt that these should be functional courses and should be designed not for the prospective school librarian but rather for the school administrator and the principal. In the case of some of these courses, as school library administration, for example, this material might well be included as a unit in a general administration course. The supervisors approved of the proposal to call the attention of the deans of summer schools to the need of such courses.

Another method proposed was displays of good school library books at institutions where summer courses are given to a large number of teachers. Also stressed was the desirability of having practice teachers do some actual work in the library, aiding pupils to use books and the library.

School Librarian's Load

Emphasis was placed by the supervisors upon the need for a study of the school librarian's load in order to determine what is involved in terms of number and type of personnel to carry out the functions of a school librarian. As set forth by the committee reporting on the problem, these functions were considered to be: (1) A part in the school's program for guiding children and young people in reading; (2) a part in the school's program of curriculum development and enrichment; (3) a part in the school's program for helping children and young people grow in reading ability and study; (4) a major responsibility for acquiring, organizing, administering, and implementing the use of all types of library materials needed for the purposes of the school.

The conferees pointed out, however, that the reasonable load to be expected of the librarian will be conditioned by the extent to which the respective functions are carried out in a given school and also in part by the philosophy and objectives of the particular school.

Certification of School Librarians

From a study on school library legislation being made by the associate specialist in school libraries in the Office of Education, it was noted that the laws of only seven States mention specifically certification of school librarians. However, 30 States and the District of Columbia at present have adopted regulations for the certification of school librarians, and even in States without such regulations, it is possible for local school units to establish requirements for their librarians, just as they have in the case of teachers.

The conference committee submitted the following points as covering the essentials of good certification: (1) Certification of school librarians should be made by the State agency certifying other school employees and should be comparable to that for teachers; (2) training requirements for full-time school librarians should include library school graduation, including courses in school library organization and administration offered by instructors experienced in school library work. In addition, educational training of the full-time librarians should be in accord with that required for teacher certificates; (3) training requirements for part-time school librarians should include not less than 12 semester-hours in library science, of which training the courses in school library administration and organization and the courses in children's and adolescent book selection should be equal to those for the full-time librarian. In addition, the educational training should be in line with that required for the teacher certificate.

In answer to the question concerning what agencies should offer courses, the conference committee recommended that for teacher-librarians the teacher-training institutions should offer courses comparable in quality to similar ones offered in accredited library schools. For the school librarians, courses at the library school should be set up with resources and personnel to meet the specific needs for the training of school librarians.

Services Desired from Office of Education

The conferees also submitted a list of studies and services which they desired the Office of Education to undertake. Among these was a proposed study of the status and function of school library supervisors in city and State school systems, with special attention to the effect of supervision upon the outcomes of the school library. It was recommended too that a study be made of the best method of providing a knowledge of book resources, library tools, and techniques in teacher-training programs for teachers or prospective teachers. Emphasis was placed also on the need for recommendations from the Library Service Division on which individual States might base programs for the use of possible Federal-aid funds granted for school and public libraries. The investigation of the reasonable load for a school librarian was

listed as another desirable project to be undertaken by the Office of Education. Still other suggestions included the publication of annotated book lists on various subjects and for various purposes, the issuance of leaflets making recommendations for the planning and equipment of school libraries, including facilities needed by public libraries which give school library service, and the encouragement of the making and distribution of phonograph records and transcription of book talks, stories, and other activities essential to the promotion of school library programs.

The State supervisors of school libraries began their active group cooperation immediately by agreeing to check a tentative list of approximately 500 books, which is being formulated in the Library Service Division, for the elementary school child. The list is being prepared by the specialist in school libraries to answer requests from supervisors and others interested in children's books.

Members of the Conference

The supervisors included in the conference represented States with a total elementary and secondary enrollment of over 8,000,000 pupils. The visiting members in attendance were:

Mildred L. Batchelder, chief, school and children's library division, American Library Association, Chicago, Ill.

Amanda Browning, school library adviser, State library, Indianapolis, Ind.

C. W. Dickinson, Jr., director of school libraries and textbooks, State board of education, Richmond, Va.

Mary P. Douglas, adviser, school libraries, State department of public instruction, Raleigh, N. C.

Ruth M. Ersted, supervisor of school libraries, State department of education, St. Paul, Minn.

Sarah L. Jones, supervisor of school libraries, State department of education, Atlanta, Ga.

Anna C. Kennedy, supervisor, school libraries, State education department, Albany, N. Y.

Irene M. Newman, supervisor, school libraries, State department of public instruction, Madison, Wis.

Martha M. Parks, director of school libraries, State department of education, Nashville, Tenn.

Lois F. Shortess, supervisor of school libraries, State department of education, Baton Rouge, La.

Barbara M. Smith, children's and school librarian, State free public library commission, Montpelier, Vt.

Eulah Mae Snider, librarian, P. K. Yonge Laboratory School Library, University of Florida, and library service consultant, State department of public instruction, Gainesville, Fla.

Willie W. Welch, school libraries' consultant, State department of education, Montgomery, Ala.

Results of the Conference

The members of the conference expressed the opinion that the meeting had brought about a better understanding of the common problems confronting State supervisory programs; that it had acquainted each member with the practices and procedures which are followed successfully in other States and had provided valuable material for future plans. The work proposed by the group should be of value to other States which at present do not have State supervision of school libraries but are considering the problem. The Office of Education received valuable aid from the suggestions made by the visiting participants in the conference.



Residential Schools

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basis. Almost every training school enrolls a considerable number of pupils who are unable to do what is considered "standard" school work, and even some who must be classed among the mentally defective and who really belong in a separate institution for the defective delinquent. As long as these remain in an institution for the socially maladjusted, the curriculum should be modified accordingly, just as it is adjusted in the day schools to meet the needs of mentally deficient children in special classes.

A Letter

Institutionalization has its weaknesses. Some leaders in social work are studying the advantages of foster home care and other means of changing the environment of the offender without institutionalization. Significant success has been attributed to some of the means used, in contrast with the failures of the institution. Such failures must be admitted—too many of them. But there are also successes—successes conditioned to a large extent by public attitude and public support of a program in keeping with the highest ideals of education. What one girl said upon the eve of leaving a State training school for a period of parole is a suggestion of what one should like every youth to be able to say as a result of his stay in such a school:

"I have learned to work. I know that I can go to any home and work and know what I am doing rather than having to wait for someone to come to me and tell me what I should do next and how I should do it. I have learned a new meaning of cooperation. I know that unless I cooperate with the person that is next to me I will not get my work done, and if I do get it done it may not be done as it should be. There are other people in this world besides me and they sometimes like a little recognition. I cannot expect to get all I can for myself and not give anything to the other person and still make friends. And above all else I want to make friends."

School Transportation

by David T. Blose,

Associate Specialist in Educational Statistics

★★★ During the year 1923-24 only 837,361 pupils were transported at public expense but by 1935-36 this number had increased to 3,250,658 or nearly four times as many. This increase is not only due to consolidation but to the transportation of high-school pupils to high-school centers. In one State having 147,299 high-school pupils, 35,254 rural district pupils were enrolled in other districts having high schools. Of these high-school pupils 13,416 were transported at public expense. The five States transporting the greatest number of pupils were: North Carolina, 269,656; Ohio, 257,253; Texas, 227,247; Indiana, 205,115; and Alabama, 161,552.

The States as a whole transported 10.3 percent of the school population 5-17 years of age (both ages included), in 1935-36. The 10 States with the lowest percentages were: Illinois, 1.6; Wisconsin, 1.8; Nebraska, 2.1; Rhode Island, 2.7; Kansas, 3.0; Michigan, 3.1; South Dakota, 3.5; Missouri, 3.6; Pennsylvania, 3.7; New York, 4.0.

This group of States represents over one-third of the school population. Much of their territory is urban where most pupils live near schools.

The number of transportation vehicles has not increased as rapidly as the number of pupils transported.

The amount expended for transportation in 1935-36, including capital outlays, was \$62,652,571. This amount is an increase over previous years, but the number of pupils transported has increased more rapidly in proportion than the expenditure. The cost per pupil transported has decreased from \$35.38 in 1923-24 to \$19.27 in 1935-36. This is the lowest for any year to date. The rate per pupil ranged from \$7.30 in North Carolina to \$55.63 in Nevada, in which State the distances to schools are long and the country sparsely populated. The following gives the range of per pupil transportation costs in 44 States and the District of Columbia:

Amount	Number of States	Amount	Number of States
Less than \$10.00	2	\$30.00 to \$34.99	4
\$10.00 to \$14.99	10	\$35.00 to \$39.99	2
\$15.00 to \$19.99	7	\$40.00 to \$44.99	3
\$20.00 to \$24.99	6	Over \$45.00	4
\$25.00 to \$29.99	7		

The transportation of pupils was authorized in Massachusetts in 1869. For many years horse-drawn vehicles, electric and steam railroads, and boats were used, but in 1909 West Norristown, Montgomery County, Pa., began using a motorbus. Since that time a horse-drawn vehicle has nearly become a thing of the past.

The total number of school buildings decreased 25,464 between 1923-24 and 1935-36. During the same period one-room school buildings decreased 34,709. This does not mean that we are having less building facilities, because many one-room buildings are being replaced by larger schools. During the

year 1923-24, 22.2 percent of all teachers were teaching in one-room schools but by 1935-36 only 15.2 percent were teaching in these schools. During this same period 109,625 teaching positions were added to the schools of the country. Eleven States have over 5,000 one-room schools each, of which the following seven adjoining Middle Western States have the most: Illinois, 9,925; Iowa, 9,115; Missouri, 7,357; Minnesota, 6,797; Kansas, 6,777; Wisconsin, 6,529; and Nebraska, 5,958. Transportation of pupils to schools would not seem difficult in these States, which have comparatively level territory and good roads.

Public-school transportation, 1935-36

State	Total number of school buildings in State	Number of 1-room schools	Total number teaching positions	Percent of teachers in 1-room schools	Number of pupils transported at public expense	Number of pupil-transportation vehicles operated at public expense	Total amount of public funds spent for transportation	Average cost per pupil transported
1	2	3	4	5	6	7	8	9
Alabama	5,318	2,438	18,341	13.3	161,552	2,604	\$1,487,968	\$9.21
Arizona	711	145	2,832	5.1	17,225	400	348,530	20.23
Arkansas	4,879	2,655	12,256	21.7	54,705	1,122	665,109	12.16
California	18,720	1,528	42,070	3.6	122,215	2,400	2,723,865	22.29
Colorado	2,884	1,664	8,776	19.0	26,200	2,163	673,361	25.70
Connecticut	1,176	305	9,711	3.1	34,027	2524	817,839	24.04
Delaware	242	111	1,627	6.8	10,430	220	295,094	28.29
District of Columbia	175	2	2,910	.1	256		21,350	83.40
Florida	2,523	2,640	11,999	5.3	73,040	1,418	1,604,640	21.97
Georgia	6,149	2,972	20,783	14.3	140,000	2,600	1,500,000	10.71
Idaho	1,629	733	4,496	16.3	14,220	332	442,072	31.09
Illinois	13,966	9,925	46,547	21.3	27,718	113	552,232	19.92
Indiana	3,486	1,363	20,741	6.6	205,115	7,224	4,086,517	19.92
Iowa	11,842	9,115	24,387	37.4	57,574	2,870	1,533,788	26.64
Kansas	9,401	6,777	17,339	39.1	14,386	686	527,841	36.60
Kentucky	7,592	5,357	17,359	30.9	58,555	1,195	799,393	13.65
Louisiana	2,901	1,312	13,085	10.0	127,333	2,502	1,902,805	14.94
Maine	2,392	1,612	6,290	25.6	23,433	257	658,163	18.03
Maryland	1,489	651	8,427	7.7	49,366	914	977,088	19.79
Massachusetts	2,607	328	26,354	1.2	61,911	1,100	1,860,783	
Michigan	8,263	5,124	30,182	17.0	38,071	2770	961,334	25.25
Minnesota	8,560	6,797	21,190	32.1	41,655	1,982	1,759,381	42.24
Mississippi	5,736	2,750	13,667	20.1	121,544	3,444	1,928,840	15.87
Missouri	10,244	7,357	24,860	29.6	30,567	1,242	541,265	17.71
Montana	3,210	2,538	5,348	47.5	25,000	1540	796,018	31.84
Nebraska	7,917	5,958	13,989	42.6	7,339	221	255,280	34.78
Nevada	301	192	1,989	21.0	2,123		118,101	55.63
New Hampshire	849	424	2,921	14.5	10,352	745	457,892	44.23
New Jersey	2,024	223	26,395	.9	83,874	1,592	2,178,206	25.97
New Mexico	1,250	576	3,432	16.8	23,420	898	657,715	28.08
New York	11,218	5,365	78,532	6.8	109,754	6,971	4,967,463	45.26
North Carolina	4,563	1,168	23,144	5.0	269,656	3,974	1,967,467	7.30
North Dakota	5,430	4,077	8,334	48.9	25,076	1,386	709,978	28.31
Ohio	6,157	2,451	41,200	5.9	257,253	6,158	5,439,474	21.14
Oklahoma	5,868	2,500	19,570	12.8	99,532	2,577	1,223,948	12.30
Oregon	2,167	1,121	7,017	16.0	19,037	702	824,048	
Pennsylvania	11,689	5,855	58,560	10.0	91,668	3,066	3,225,582	
Rhode Island	425	52	4,157	1.3	4,349	108	174,822	
South Carolina	3,442	1,147	13,663	8.4	59,156	1,498	860,379	14.54
South Dakota	5,018	4,441	8,570	51.8	6,789	359	252,448	37.18
Tennessee	5,966	2,799	19,348	14.5	84,729	1,627	1,117,281	13.19
Texas	12,534	2,787	43,743	6.4	227,247	4,845	2,841,079	12.50
Utah	639	53	4,404	1.2	26,836	436	606,736	22.61
Vermont	1,335	919	2,557	35.9	7,000		224,020	32.00
Virginia	4,878	2,400	16,586	14.5	120,360	1,897	1,303,305	10.83
Washington	2,274	794	10,585	7.5	80,035	1,981	1,500,748	18.75
West Virginia	6,099	3,786	15,191	24.9	84,324	890	1,101,998	13.07
Wisconsin	8,242	6,529	20,899	31.2	13,645	1,251	725,481	53.17
Wyoming	1,436	892	2,644	33.7	10,956	478	453,844	41.42
Total 1935-36	237,816	130,708	857,934	15.2	3,250,658	82,372	62,652,571	19.27
Total 1933-34	242,929	133,542	836,210	16.6	2,794,724	77,042	53,907,774	19.29
Total 1931-32	245,941	143,445	863,348	16.6	2,419,173	71,194	58,077,779	24.00
Total 1929-30	248,117	148,712	842,601	17.6	1,902,826	58,016	54,823,143	28.43
Total 1927-28	255,551	153,306	821,753	18.6	1,250,574	48,459	39,952,502	31.95
Total 1925-26	256,954	161,531	795,745	20.3	1,111,553		35,052,680	31.53
Total 1923-24	263,280	165,417	748,309	22.1	837,361		29,627,402	35.38

¹ Statistics 1932.

² Statistics 1934.

³ Estimated basis Indiana.

⁴ Statistics 1931.

⁵ Statistics 1930.

⁶ Estimated basis previous years.

Kindergarten Enrollments

by Mary Dabney Davis, Specialist in Nursery-Kindergarten-Primary Education

★★★ Reports of a sampling of public-school kindergarten enrollments for 1938, and of total reports for 1936 and 1932 have been summarized in an effort to answer the questions—What is the present Nation-wide picture of kindergarten enrollments for the public schools? What is the story by States and by cities of different population size? What changes are apparent during the past few years?

Whereas this report offers a general summary for the country as a whole, a much more realistic picture of school provisions for children below the school census ages would result from studies limited to a State, county, city, or local community. Through such studies kindergarten enrollments may be related to State laws and local regulations affecting school entrance ages and the financial support of kindergartens; current local census reports may be used to indicate the proportion of eligible children enrolled; the location of 5-year-old children in grade enrollments or in pre-first grade classes other than kindergartens can be revealed; and account can be taken of enrollments in privately supported schools to provide a total picture of local school facilities for pre-grade children.

For the year 1936 public-school kindergarten enrollments totaled 614,408 children. Related to an estimated 1936 population of 2,221,000 5-year-old children this enrollment indicates that 28 of each 100 of these 5-year-olds attend public-school kindergartens. For urban and rural areas, however, the figures are considerably different—based upon the 1930 census of 5-year-olds, only total estimates for the census are available since then—45 of each 100 living in cities are enrolled in kindergarten and but 5 of each 100 who live on farms and in communities having a population of less than 2,500.

Wide State Variations

Wide variations in kindergarten enrollments also exist among the different States. Enrollments in city school systems include 90 to 98 of each 100 5-year-old children living in cities in the States of Nebraska, Nevada, Wisconsin, California, Colorado, Iowa, and in the District of Columbia; but 3 in each 100 in Florida, Tennessee, North Dakota, and West Virginia; and none in the States of Alabama, Idaho, New Mexico, North Carolina, and South Carolina. The proportion of the 5-year-old children living on farms and in rural areas who are enrolled in kindergartens varies from 50 percent or more in the States of Rhode Island, Maine, Connecticut, and Michigan to 2 percent or less in 18 States and with none at all in 16 States. It is possible, however, that kinder-

gartens are maintained in public schools of some of these States for which no enrollments have been reported. Due to the declining birth rate these ratios of enrollments to population would probably be higher if a current census were available for rural and urban areas and for the several States.

A comparison with the 1932 total enrollment figures shows a loss of 87,000 children in 1936. Since there were approximately 184,000 fewer 5-year-olds to enroll in kindergarten in 1936 than in 1932 the major portion of the decrease in kindergarten enrollments can be attributed to the reduced birth rate. The loss was greatest in large cities and in rural areas, but an enrollment gain of 1,534 children occurred during the 4-year period in the smaller cities having populations from 2,500 to 5,000.

Sampling of Reports

Another comparison also emphasizes the effects of the reduced birth rate upon lower kindergarten enrollments in the larger cities and an actual increase in small places. Enrollments from the first 834 cities to send their 1938 reports were compared with the 1932 enrollments for these same cities. This sampling of city reports included 34, or 37 percent, of the cities in the first group; 109, or 46 percent, of those in the second group; 224, or 33 percent, of the third group of cities; 230, or 27 percent, of the fourth group; and 237, or 18 percent, of the fifth group; 420 of the cities maintain kindergartens. In 1932 this group of 834 cities reported 264,355 children in kindergarten and in 1938 they reported 239,215. The decrease, which closely approximates the rate of decrease in births, occurred in places having populations over 5,000 while an increase of 880 children occurred in places having a population between 2,500 and 5,000.

Both this comparison for 1932 and 1938 and the comparison of total figures for 1932 and 1936 indicate a trend toward the increase of kindergarten facilities in the smaller cities. Aside from decreases in enrollments among the larger cities due to reductions in the birth rate there are other possible explanations to be found in recent adjustments in school organization and in teaching procedures. One of these is the tendency in recent years to raise the kindergarten entrance age to 4½ or 5 years with the emphasis generally at the 5-year level. This has resulted partly from economy measures and partly from increasing interest in the nursery school as the educational program best adapted to the needs of children 4 years of age and younger. There is also a trend to reorganize the early elementary grades into a "primary unit" as an aid in reducing retardation. In this organization

the grouping of children and the selection of curriculum activities are adapted to children's developing needs and some 5-year-old children are being included in a well-integrated and highly successful program. In addition a variety of names is being used either to take the place of the term kindergarten or to provide additional classes for young or immature children preceding first grade entrance for which general school funds may be used. For example—subprimary, preprimary, transition class, extension class, and preliminary first grade. Enrollments reported specifically for such classes have been added in the present count for kindergartens, but probably some cities did not report these enrollments separately, but included them with those for the first grades.

Spread of Interest

The numbers of children attending kindergartens throughout the country does not in itself indicate the extent of interest in the education of children below the age of 6. The number of school systems throughout the country or within a State which maintain one or more kindergartens does, however, give an indication of the spread of interest in pre-grade education. And the proportion of cities of different population size give a further indication of the general location of effort to meet young children's school needs.

The proportion of cities of all population sizes reporting kindergarten enrollments in the several States varies from 95 percent or more in Nevada, California, Michigan, and Wisconsin to 12 States having less than 10 percent, with 5 States having none at all. Grouped by population size the higher proportion of cities maintaining kindergartens (84 percent), are those having the largest population; the smallest cities have the lower proportion (27 percent).

Numbers of cities reporting kindergarten enrollments in 1932 and 1936

Population size	Total number of cities	Number of cities reporting, 1932		Number of cities reporting, 1936	
		General data	Kindergarten	General data	Kindergarten
100,000 and more.....	93	93	79	92	76
30,000-99,999.....	236	233	160	235	146
10,000-29,999.....	672	662	313	668	280
5,000-9,999.....	855	729	292	852	291
2,500-4,999.....	1,302	1,002	353	1,290	371
Total.....	3,158	2,719	1,197	3,137	1,164

Comparing 1936 reports with those for 1932 reveals a small decrease in the total number of cities reporting kindergarten enrollments. As will be seen in the previous table this decrease is greatest in cities having from 10,000 to 100,000 population and an increase has occurred in the number of cities in the smallest population group.

An indication of possible current increases in the numbers of cities providing kindergartens is shown below by comparing the percents of cities of different population size which reported kindergarten enrollments in 1932 and 1936 and by including the 1938 sampling of cities.

Percent of cities of different population size reporting kindergarten enrollments in 1932, 1936, and 1938

Population size	1932 (2,719 cities)	1936 (3,107 cities)	1938 (834 cities)
100,000 and more.....	84.94	84.44	85.29
30,000—99,999.....	67.79	62.12	72.48
10,000—29,999.....	47.28	41.93	46.88
5,000—9,999.....	40.05	34.15	43.48
2,500—4,999.....	35.22	27.20	45.15

Kindergarten and Grade Enrollments

A percentage distribution of elementary grade enrollments has always shown a relatively small number of children enrolled in kindergartens, a high enrollment in the first grade, with a gradual leveling of enrollments from grade 2 to grade 8. The burden of enrollments at the first-grade level has been due both to the regulations controlling school entrance and to the arbitrary requirements in the curriculum for first-grade promotions—chiefly blanket achievements in reading for all first-grade children in a school system without regard for individual differences in rate of learning or differences in the children's home backgrounds. That this wide variation in grade enrollments is lessening may be seen in the following percentage distribution for the years 1932, 1936, and for the sampling of 1938. The reports include enrollments from all cities whether or not they maintain kindergartens.

Percentage distribution of grade enrollments in city schools for 1932, 1936, and 1938

Grades	1932	1936	1938
	10,237,765 pupils	9,675,339 pupils	3,265,014 pupils in 834 cities
K.....	6.01	5.77	7.29
1.....	15.16	13.88	12.62
2.....	12.65	11.73	11.23
3.....	12.12	11.74	11.36
4.....	11.90	11.84	11.44
5.....	11.76	11.94	11.48
6.....	11.03	11.77	11.75
7.....	10.37	11.37	11.79
8.....	9.00	9.96	11.04

The changes in grade enrollments indicated in the preceding table, as well as those which follow, may be due to one or more such possible factors as changes in school entrance require-

ments, improved classification and promotion practices, curriculum activities adjusted to children's needs and increased kindergarten or pre-grade facilities. The immunity of enrollments beyond the fifth grade to the influence of the lowered birth rate may be a factor in helping to equalize the proportion of upper-grade enrollments with those for the lower grades.

Confining the distribution of enrollments to the kindergarten and first two grades shows more clearly the relative number of children entering school at the kindergarten level, the burden of first-grade enrollments and its relation to enrollments in the following class.

The distributions of enrollments which follow are for the 1932 and 1938 reports of the sampling of 834 cities. The first distribution may be used as a basis for comparison of enrollments from all cities within a State or a group of States—both those maintaining kindergartens and those which do not. The second distribution includes only the reports from the cities maintaining kindergartens and should serve as a basis for comparison with reports from other cities having kindergartens. The second summary indicates that the cities providing kindergartens have a fairly even distribution of enrollments among the kindergarten and first two grades and have apparently made adjustments during the 6-year interval, 1932 to 1938, in the administrative and curricular programs affecting the placement and progress of young children.

Number and percent of children enrolled in kindergarten and in grades 1 and 2 for 834 cities in 1932 and 1938

Class	1932		1938	
	Number	Percent	Number	Percent
Kindergarten.....	264,355	22.7	239,383	23.4
Grade 1.....	482,284	41.3	414,635	40.5
Grade 2.....	419,650	36.0	368,972	36.1

Number and percent of children enrolled in kindergarten and grades 1 and 2 for 420 cities maintaining kindergartens in 1932 and 1938

Class	1932		1938	
	Number	Percent	Number	Percent
Kindergarten.....	264,355	27.1	239,383	30.1
Grade 1.....	379,055	38.9	292,869	36.8
Grade 2.....	330,985	34.0	263,241	33.1

Current Emphases

Many studies during the past few years have presented convincing evidence that environment and effective guidance in early childhood influence successful school progress and materially affect personality adjustment. They emphasize the need for close cooperation among school, family, welfare, nutritional, and recreational agencies to assure young children a fair start in life. Other studies emphasize the need for a well-integrated program both for the period from 2 to 9 years of age and for

the total elementary school experience. They also indicate the need for continuous evaluations of the results in terms of children's growth and development.

Reports of such current programs as are included in the New York State series of Curriculum Guides for Teachers of Children 2 to 5, 5, and 5 to 9 years of age; in the Madison, Wis., Cooperative Study of Reading Readiness, and in the Childhood Education summary of the "primary school" type of organization indicate present widespread efforts to meet young children's needs. Yet, with the increasing interest in nursery education, and the growing demands of parents for school admission of pre-6-year-olds there seems to be a general need for stock taking of the educational, health, and recreational facilities available for young children in States, counties, cities, or neighborhoods; of the proportion of children being served and the needs of those not being served; and of the resources available for planning and carrying out such programs as are necessary and desirable. Accounts of such studies or surveys will furnish a far more graphic picture of what is being done for young children today and what they need than can be drawn from statistical reports.



What Housing Means to Teachers

(Concluded from page 259)

the cost and provides an annual grant-in-aid to guarantee low rents. Other than this, the project is wholly a community enterprise. How large should it be? Whom should it house? What facilities should it provide? Within the general limitations of the act, these are considerations to be determined by the local housing authority, the community's agent to supervise the enterprise. And the local authority has the right to expect the assistance of every responsible organization in the community. Where is a more responsible group, or one more vitally concerned, than the instructors and administrators of the local public schools?

One of the first things which the schools can do to make their knowledge and experience available to the local authority is to appoint housing committees composed of teachers, to investigate the community's housing problems, and to submit recommendations. Such committees could also develop studies on the effects of bad housing on scholarship and citizenship. This material would do much to clarify issues and to crystallize public opinion.

"I believe in education as the remedy for the spiritual and economic disintegration of our civilization," writes Edward A. Fitzpatrick, dean of the Graduate School of Marquette University and president of Mount Mary College. Does not this concept of education demand the cooperation of the public schools in the fight for such living conditions as are absolutely necessary to make the teacher's work effective?



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

● American tourists planning to take their cars abroad need to know the formalities involved in the entry of their motor vehicles and baggage into the various foreign countries with the least inconvenience and expense. Detailed information for more than 65 countries as to the entry and operation of tourists' motor vehicles and the custom's treatment of articles normally carried as baggage is furnished in *Taking Your Car Abroad*, Bureau of Foreign and Domestic Commerce, Trade Promotion Series No. 184. 15 cents.

● Illustrated circulars of information on the history, geology, plant and animal life, and accommodations of the following national parks are available free from the National Park Service, Washington, D. C.: *Death Valley—California*; *Carlsbad Caverns—New Mexico*; *Hot Springs—Arkansas*; and *Mount McKinley—Alaska*. (See illustration.)

A six-page folder of the volcanology, history, ethnology, and archeology of *Lava Beds National Monument—California* is also available free.

● The story of the production of copper is told in four new educational motion-picture films made under the supervision of the Bureau of Mines, United States Department of the Interior: *Copper Mining in Arizona* (3 reels); *Copper Leaching and Concentration* (1 reel); *Copper Smelting* (1 reel); and *Copper Refining* (1 reel).

Copies of these films, in 16- and 35-millimeter size are available for exhibition by schools, churches, civic and business organizations, and others interested. Applications should be addressed to the Bureau of Mines Experiment Station, 4800 Forbes Street, Pittsburgh, Pa., and should state the width of film desired. No charge is made for the use of the films, although the exhibitor is expected to pay transportation charges.

● *Electrifying Your Farm and Home* tells what electric power can and should do for the farmer. The Rural Electrification Administration has free copies of this publication available and is organized to assist the farmer through loans to obtain electric service.

● Rural communities considering the construction of new community buildings will find in *Community Buildings for Farm Families*, Farmers' Bulletin No. 1804 (10 cents), data as to type and design of a suitable struc-

ture, room sizes, room uses, materials, and equipment. The numerous illustrations and floor plans may suggest new arrangements, new uses, and economies in existing buildings.

● *City Health Officers, 1938*—Directory of those in cities of 10,000 or more population, Reprint No. 1991, Public Health Reports, is available for 5 cents.

● Instrumental, noninstrumental, seismological observatory, strong-motion seismograph, and tilt observations of earthquake activity in the United States and its outlying parts for the calendar year 1936 have been summarized in Coast and Geodetic Survey Serial No. 610, *United States Earthquakes, 1936*. 10 cents.



Mount McKinley Toklat bear.

● *Crimson Clover*—its growth and distribution, adaptation, seedbed preparation, fertilizers, seed sources, rate and time of seeding, inoculation, unhulled seed, companion crops, diseases and insects, utilization, and seed production are discussed in Department of Agriculture Leaflet No. 160. 5 cents.

● Europe and the Near East, the British Dominions, Latin America, and the Far East are the four major geographical divisions into which the basic material to be found in *Economic Review of Foreign Countries, 1937*, Bureau of Foreign and Domestic Commerce Economic Series No. 2, is divided. Industry, agriculture, finance, foreign trade, and unemployment are the topics discussed for most of the countries included in the study. 25 cents.

● A study of 600 of the 12,500 nonfamily women on relief in Chicago—their industrial and economic backgrounds, the causes of their being on relief, and their employability—was made by the Women's Bureau in cooperation with the Chicago Relief Administration and the School of Social Service Administration of the University of Chicago. The results have been published as Women's Bureau Bulletin No. 158, *Unattached Women on Relief in Chicago, 1937*. 15 cents.

● For most causes of illness, especially fatal illness, rural residents have definitely lower rates than urban residents in spite of the superior medical facilities available to the latter was the conclusion reached by the Public Health Service in a study entitled *The Relative Amount of Ill-Health in Rural and Urban Communities*. Cost, 5 cents per copy.

● Any alien departing from any place outside the United States to the United States for permanent residence is an immigrant, according to *General Information Concerning United States Immigration Laws*, issued by the Immigration and Naturalization Service, United States Department of Labor. A *quota immigrant* is an immigrant who is subject to the numerical restrictions applicable to the nationality to which he belongs, and when the quota or number of immigration visas allotted to his particular country of birth has been exhausted, such immigrant will be refused an immigration visa in that year.

● *Store Arrangement Principles*, Domestic Commerce Series No. 104 (10 cents), is the first of a series of booklets designed to assist the small retailer by presenting salient principles involved in retail store arrangement. Fifteen pages of illustrations depicting successful examples of store arrangement in different kinds of businesses are included.

● Weekly mortality rates from all causes in a particular locality frequently increased during the summer months to as much as four times the expected mortality for that season of the year, the Public Health Service found in a recent study entitled *Mortality During Periods of Excessive Temperature*, Reprint No. 1955. 5 cents. The sharpest increases occurred during weeks of exceptionally high temperature.



Art Courses Get Attention

Few States have given more attention to courses in art as it applies to industry and business than Massachusetts.

The supervisor of vocational art education in industry and business for the State has been cooperating during the past year in a number of surveys with organizations interested in practical applications of design. Attention is called by the supervisor to the fact that there is an increasing consciousness on the part of the public of the value of design. He cites as an example the fact that answers to a questionnaire recently distributed by a motor car manufacturer indicated that style and color are the two principal items considered by the customer in purchasing a car.

Attention is called further to the organizations with which the supervisor maintains contact and with which he cooperates. These include the Associated Industries of Massachusetts, the New England Council, the Advertising Club of Boston, the Boston Society of Arts and Crafts; and the organizations which are formulating plans for organizing Massachusetts craftsmen—The Federation of Massachusetts Handicraft Guilds, and the Federation of Industry of the Massachusetts State Federation of Women's Clubs. The supervisor has also maintained close touch with the New Hampshire League of Arts and Crafts.

Through the art education supervisor, also the Massachusetts State Division of Vocational Education has cooperated with the arts committee of the Massachusetts Teachers' Federation in its study of the problem of expanding art and design supervision in the rural districts of the State.

In line with the increasing emphasis which is now being laid upon the use of museum collections in illustrating design in public schools and in industry, the art supervisor cooperates with the director of the museums in Boston and Worcester in this field.

A part-time course in art as applied to industry and business was carried on last year cooperatively by the division of vocational education and the Massachusetts School of Art, Boston, under the direction of the supervisor of vocational art education.

The vocational division maintains a service set up to counsel and assist industry in the various phases of design for industry and business.

More Than Half

More than half of 731 former vocational agriculture students in high schools in four different centers in Colorado surveyed last year are engaged in agricultural or allied occupations or are continuing their studies in agricultural colleges.

Of the 417 students in agricultural or allied occupations, 51 are operating farms of their own; 39 are operating rented farms; 139 are farming with parents as partners, on a definite or indefinite allowance, in charge of one or more farm enterprises, or as wage workers; 4 are engaged as partners on farms other than home farms; 78 are working for wages on farms other than home farms; 81 are engaged in occupations related to farming; and 25 are continuing their education in agricultural colleges. Those who are continuing their education in institutions other than agricultural colleges number 20; those who are engaged in nonagricultural occupations, 156; those deceased, 13; and those who could not be located, 125.

Personnel Changes

Layton S. Hawkins, who for the past 3 years has been supervisor and consultant to the Works Progress Administration on its adult education program, has been appointed by the Secretary of the Interior Harold L. Ickes as Chief of the Trade and Industrial Education Service of the Office of Education.

Mr. Hawkins, who has had a varied experience in the field of vocational education, was a member of the staff of the Federal Board for Vocational Education when it was established in 1917, and for 3 years directed the vocational education program administered by the Board. Since 1921, when he resigned from the Federal Board, Mr. Hawkins has been associated with the United Typothetae of America, the Lithographic Technical Foundation, the Rossman Corporation, Cement Floor Contractors Association of New York City, New York Adjustment Service, American Association for Adult Education, and the State department of education in New York.

During the past 7 years Mr. Hawkins has given instruction in teacher training in the field of trades and industries at New York University. His work with the New York Adjustment Service has had to do with problems of adjustment and training of unemployed adults. He has also been on the staff of Teachers College, Columbia University, as an instructor in vocational education courses.

In his work with the Works Progress Administration and the New York City Board of Education Mr. Hawkins was responsible for the adjustment of employees' relations in the adult education program which involved some 3,500 teachers.

Identified as early as 1910 with labor leaders and representatives of industry in the early developments leading to the passage of the Smith-Hughes Vocational Education Act of 1917, Mr. Hawkins' activities have kept him in close contact with the problems of labor and industry.

Several other changes have been made in the staff of the Trade and Industrial Education Service. James R. Coxen, former agent for trade and industrial education in the western region, and agent in charge of the Trade and Industrial Education Service during the past year, has been made special agent for trade and industrial education in which position he will be responsible for research and other special activities. Jerry R. Hawke, special agent, has been appointed to succeed Mr. Coxen in the western region. N. B. Giles, special agent, has been appointed agent in the central region. The other members of the staff of the Trade and Industrial Education Service are as follows: R. W. Hambrook, senior specialist, G. A. McGarvey, agent, North Atlantic region; C. E. Rakestraw, agent, southern region; and Mrs. Anna Lalor Burdick, special agent for trade and industrial education for girls and women.

A Camp-to-Home Service

Trade classes opened to CCC enrollees in five different centers last year offered many West Virginia boys the first opportunity they have ever had to learn a trade.

Young men enrolled in these classes, which were carried on in Benwood, Elkins, Martinsburg, Richwood, and Ronceverte, under the auspices of the State board for vocational education, were selected by means of tests and interviews. An effort was made to select those who by reason of their background, natural interests, and aptitudes were most likely to profit by the instruction.

They were brought from the camp to the school shops twice each week where they received instruction in both shopwork and related technical subjects.

As these boys finish their enrollment period and return to their homes or obtain employment elsewhere, an attempt is made by camp and vocational school authorities to follow them up and to see that they are encouraged by schools in the centers in which they become residents to continue their training in evening classes.

Boys Learn Home Arts

Home economics classes for boys are increasing from year to year. Reports from Arkansas, for instance, show that during the year ended June 30, 1938, home economics teachers in 41 schools conducted 580 class meetings in which 1,206 boys were enrolled. In addition, 41 nonvocational teachers held 853 class meetings for 970 boys.

These courses, which varied in length from 2 to 18 weeks were conducted for boys only, no girls being permitted to enroll.

Instruction in home economics for boys in Arkansas, according to reports, "is based on

the daily living needs of those who enroll for this instruction. An effort is made to keep the masculine viewpoint and likewise to take into account individual responsibility for home life, human relationships, and standards of living. Thus far little emphasis has been placed upon vocational guidance and wage-earning occupations growing out of home economics instruction for boys."

Another State which offers home economics training for boys is South Dakota. Such training was given in 1938 in 8 schools.

The purposes of this training as outlined in the annual report from South Dakota are to help boys: To develop into worthy home members and gain an understanding of the problems involved in living with others; to develop an ability to select food, clothing, and recreation wisely; to develop an understanding of and ability in making social contacts and assuming social responsibilities; to develop an appreciative attitude and an understanding of the business principles involved in handling money and operating a home.

Counseling With a Purpose

Occupational research, classes in occupations, and counseling services are among the activities carried on by the Vocation Bureau of the Cincinnati public schools.

The educational and vocational counseling program set up by the bureau is now carried on in three 6-year high schools, three junior high schools, and 18 eighth-grade elementary schools contributing to the high schools, thus making possible a continuous program of counseling for pupils from the eighth through the twelfth grades.

Believing that one essential of a counseling program is accurate and up-to-date educational and occupational information which may be drawn upon by counselors for these classes in occupations and for conferences with individual pupils, the Vocation Bureau has given special attention to gathering information of this kind. Counselors spend at least 1 day a week gathering such information in schools and training centers, business offices, factories and professional offices. In this way the bureau has obtained facts and data on 500 occupations and 98 training centers, which are contained in pamphlets and mimeographed publications issued for the help of school pupils.

Classes or group conferences in occupations are conducted by counselors. The purpose of these classes is to help pupils "realize the importance and interrelation of all work, to broaden their concept of occupations and to assist them in developing a method of thinking about occupations that will aid them in making educational and vocational plans." These classes provide an opportunity for the counselor and pupil to become acquainted in advance of the counselor's individual conference with the pupil. Some of the eighth grade teachers in the elementary schools are gradually assuming responsibility for the individual counseling conferences. A special

counselor was assigned last year to work with these eighth grade teachers.

During the individual conferences, which are based upon a knowledge on the part of the counselor of the pupil and his background, made available through a thorough system of record keeping, the counselor seeks to help the pupil in his vocational plans, and to help him lay out a program for his vocational preparation. The counselor also tries to help the pupil to make the proper educational and social adjustment, to plan his leisure time activities judiciously, to develop his personality, and to make any adjustments necessary in connection with family problems. The counselor is on the alert also to discover the problems of the individual which should be referred to specialists in various fields—psychologists, psychiatrists, physicians, and others.

In 1935-36 special counseling service was made available by the Vocation Bureau of the Cincinnati schools to 4,520 pupils. Brief conference service was made available to 5,000 additional persons. Another 1,729 pupils who were enrolled in occupations classes were not included in the counseling program due to lack of time. Miss Mary Corre is the director of the occupational research and counseling division of the vocation bureau.

They Ignore Time

Among the objectives the State supervisor of agricultural education in New Hampshire—Earl H. Little—set for himself last year, was the organization and conduct of a series of short intensive courses "to improve the ability" of vocational agriculture teachers already in service. In line with this objective Mr. Little started a series of Saturday conferences early in May "for the improvement of techniques and skills in organizing and conducting farm-shop work, particularly that phase dealing with field-machinery repair."

Every vocational agriculture teacher in the State was required to attend these conferences, which were held from 9 a. m. to 12 m. and from 1 to 2 p. m. According to the report of the supervisor, "there was so much interest in the work that the afternoon hour was frequently extended to 4 or 5 p. m."

Principal attention in the course was focused upon repair of mowing machines, which were secured from local farmers. The course was given by George M. Foulkrod, technical subject matter specialist in farm shop, college of agriculture, University of New Hampshire.

How They Do It in Corry

Enlightening and helpful facts and information are being brought out in the series of occupational surveys now being made in Pennsylvania by local public schools in cooperation with the division of vocational education, State department of public instruction. Schools, industries, workers, and professional persons assist in these surveys, which are carried on for the purpose of determining the

need for and the type of industrial training that will prove advantageous to individual workers, the employer, and the community.

As an example of the findings obtained and the recommendations which grow out of such surveys, the survey made in the Corry school district may be cited.

As a result of the Corry investigation, it was recommended that:

1. More extended diagnostic and corrective exercises be given in the schools in writing, spelling, and mathematical computation.
2. Guidance, both educational and vocational be provided for all students.
3. Trade courses which will insure efficiency in achievement be developed.
4. Inasmuch as most high-school graduates do not go to college, instruction provided for them stress the practical courses, and that classically minded students be provided for in separate classes in which the type of work suited to their future requirements is emphasized.
5. A systematic method be adopted for following up all graduates and withdrawals from secondary schools.
6. Explanation and try-out courses be provided at the proper point in the educational program.
7. Emphasis be placed in all courses and all grades on the importance of personality in securing and holding employment.

Among the items discussed by committee members are the following: General policies of the training program, status of trainees' advancement on completion of course, amount of home work to be required of trainees, modification of plan for training probationers, selection of training centers for probationers, time credit for attendance in course, checking and evaluating probationers on housekeeping, and permanency of training policy from year to year.

Among the questions which employers cooperating in the occupational survey at Corry were asked to answer are: What do you expect employees to know; how do you get a new employee started on the job; how many Corry High School graduates do you employ; what are the weak and strong points of these graduates; what are their chances of promotion as compared with nongraduates; does your plant offer a training program; what kind of training program do you believe should be offered in the school?

Two Hundred of Them

Almost 200 different courses in trade and industrial education and in subjects related to the trades are being offered in public schools in Pennsylvania reimbursed from Federal vocational education funds, according to the Pennsylvania Department of Public Instruction. Trade courses range from aeronautics to wood metal finishing, and related subjects from hygiene to trade theory.

C. M. ARTHUR



New Books and Pamphlets

Safety Education

Rehearsal for Safety, a Book of Safety Plays, by Fanny Venable Cannon. New York, E. P. Dutton & Co., Inc., 1939. 132 p. \$1.

Contains eight plays and suggests procedures for dramatizing material in the safety education program.

Safety and Safety Education: An annotated bibliography. Prepared by the Safety Education Projects of the Research Division. Washington, D. C., National Education Association of the United States, 1939. 64 p. 25 cents.

Supplements the materials presented in "Safety Education Through Schools," the November 1938 Research Bulletin of the National Education Association.

Self-Education

Books for Self-Education, by Sigrid Edge. Chicago, American Library Association, 1938. 95 p. 75 cents.

An annotated list for the reader who wants to broaden his knowledge of himself and his world. Books are grouped under six general headings: Success in daily living; Cultural background; Successful home life; Earning a living; Social and economic problems; Biography and travel.

Vocational Guidance

To provide more adequate occupational information and data on job opportunities, a new nonprofit organization, Science Research Associates, has recently been formed in Chicago. The following publications are being issued: Vocational Trends, a monthly magazine of occupational facts and forecasts (\$2.50 a year); monthly occupational monographs (\$0.50 each), the first title being Opportunities for Statistical Workers; a Vocational Guide Index, which is a monthly classification of current occupational material (\$4 a year); selected reprints and abstracts, issued monthly, of inaccessible or costly materials high in occupational value (\$3 a year); basic plans for community participation through vocational conferences, work discovery projects, and other programs (\$4 a year). Combination offers are available and inquiries should be addressed to Lyle M. Spencer, Director, 600 South Michigan Avenue, Chicago.

Radio in Education

The Library and the Radio, by Faith Holmes Hyers. New York, National Advisory Council on Radio in Education, Inc., 60 East Forty-second Street, 1938. 101 p. 75 cents.

Contents: The librarian cooperates with educators on the air; The librarian as broadcaster; The librarian experiments with radio programs; A look ahead; Selected references.

Auditory Aids in the Classroom: a report on the cost of providing auditory aids by broadcasting, by wire lines and by records. Pre-

pared by John V. L. Hogan and R. M. Wilmotte. New York, Committee on Scientific Aids to Learning, 41 East Forty-second Street, 1938. 66 p. Free.

Designed solely to give to school administrators figures as to the approximate cost of providing auditory aids to classrooms by methods which are now practicable.

Visual Education

Visual Education and the Adult. Report of a conference held May 13 and 14, 1938. Chicago, Ill., The University College, Northwestern University, 1938. 23 p. \$1.

The conference program was built around three major areas in adult education: 1. Visual aids in industry. II. Visual aids in the community. 3. Visual aids in the college.

Health and Public Welfare

The School Health Program, by C. E. A. Winslow. New York, McGraw-Hill Book Co., Inc., 1938. 120 p. \$1.50.

A special study of the school health program in New York State, made for the Regents' Inquiry into the Character and Cost of Public Education in the State of New York.

Your Community, Its Provision for Health, Education, Safety, and Welfare, by Joanna C. Colcord. New York, Russell Sage Foundation, 1939. 249 p. 85 cents.

An outline which contains suggestions for groups of persons who wish to survey their own community, especially for the provisions made to conserve health and safety and to promote the education and general welfare of its inhabitants.

For School Libraries

Activity Book for School Libraries, by Lucile F. Fargo. Chicago, American Library Association, 1938. 208 p. \$2.50.

Ideas and suggestions for a variety of activities which center in the school library.

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:

ADAMS, PHYLLIS M. A study of individual differences in fourth-grade reading. Master's, 1938. Boston University. 51 p. ms.

BARNES, EDWIN H. Utilization of the radio for educational purposes in Maryland. Master's, 1937. University of Maryland. 89 p. ms.

BUCKINGHAM, BURDETTE H. Significance of visual education to the textbook publisher. Master's, 1938. Boston University. 63 p. ms.

BURNS, BARBARA. Diagnostic study of reading difficulties in fourth grade. Master's, 1938. Boston University. 56 p. ms.

BURTON, HENRIETTA K. Reestablishment of the Indians in their Pueblo life through the revival of their traditional crafts: a study in home extension education. Doctor's, 1938. Teachers College, Columbia University. 96 p.

CASADY, CLEO P. Study of the formal education of re tailers of Iowa and northern Missouri. Master's, 1938. University of Iowa. 54 p. ms.

COLSON, RALPH H. Progress made in improving the physical fitness of freshmen in six State teachers colleges of Massachusetts for the school year 1937-38. Master's, 1938. Boston University. 67 p. ms.

DAVIS, ORRIN C. Study of combinations, construction costs, enrollments, and cost per pupil in small high schools constructed in the New England States within the past 10 years. Master's, 1938. Boston University. 53 p. ms.

DELL, HOMER W. Study of the errors of Wood township grade and high-school pupils in their use of the mechanics of written English expression. Master's, 1937. Pennsylvania State College. 37 p. ms.

HANNAN, LORETTA. Fables, fairy, and folk tales in second-grade readers. Master's, 1937. George Washington University. 90 p. ms.

HARDING, MARION S. Unit organization of five topics in health education for twelfth grade pupils. Master's, 1938. Boston University. 127 p. ms.

HENDERSON, MARY ANN. Development of provisions for gifted children in the elementary school from 1872-1936. Master's, 1937. George Washington University. 59 p. ms.

IRWIN, FRANK L. Comparative study of the college preparation, teaching combinations, and salaries of Kansas high-school teachers, 1938. Master's, 1938. Kansas State Teachers College of Emporia. 38 p.

JOHNSON, JOHN T. Relative merits of three methods of subtraction; an experimental comparison of the decomposition method of subtraction with the equal additions method and the Austrian method. Doctor's, 1938. Teachers College, Columbia University. 76 p.

JOHNSON, RUTH V. Unit organization of the topic agriculture for a seventh-grade course in occupations. Master's, 1938. Boston University. 243 p. ms.

LATHROP, CECIL D. Supervised study versus individualized instruction in first-year algebra. Master's, 1937. Pennsylvania State College. 39 p. ms.

MEACHAM, WILLIAM M. Study of the success of Farm and Trades school boys after leaving the school. Master's 1938. Boston University. 66 p. ms.

MURRAY, SISTER M. TERESA G. Vocational guidance in Catholic secondary schools: a study of development and present status. Doctor's 1937. Teachers College, Columbia University. 163 p.

MUMAW, OTIS J. Provision of facilities and some other aids for the teaching of music in the high schools of Osage county, Kansas, 1937-38. Master's, 1938. University of Kansas. 44 p. ms.

NEEB, MARIE M. Prognosis of success in 1A reading. Master's, 1937. George Washington University. 44 p. ms.

NESTOSS, ARTHUR R. Program of work survey of the schools in Traill County, North Dakota. Master's, 1938. University of North Dakota. 88 p. ms.

RANKIN, CARL E. University of North Carolina and the problems of the cotton mill employee. Doctor's, 1934. Teachers College, Columbia University. 212 p.

ROBB, THEODORE. A study of State and city courses in industrial arts printing. Master's, 1937. George Washington University. 34 p. ms.

SCHULTZ, JOSEPH LEM. Analysis of present practices in city attendance work. Doctor's, 1938. University of Pennsylvania. 188 p.

WILLIAMS, PAULE. The Y. M. C. A. college. Doctor's, 1938. Western Reserve University. 218 p. ms.

RUTH A. GRAY



In Public Schools

Missouri Nature Knights

"Any Missouri boy and girl between the ages of 6 and 15 can be a knight," says the Missouri Conservation Commission, Jefferson City, Mo., in its bulletin *How to Become a Missouri Nature Knight*. In another of its conservation bulletins, *The Missouri Nature Knights*, the Commission says:

"The Missouri Nature Knights is not a new organization, but a system of activities and awards which can be adapted to the requirements of any organized youth group in Missouri. Where no organized group exists, teachers can include the Missouri Nature Knights as an extra-curricular activity or supplementary to project work as provided in the State course of study. This system of activities and awards is the result of an increased demand for direction in conservation work applicable to Missouri conditions. Leaders of the various groups which have been seeking these aids have placed their approval upon the system to the end that the program can be utilized by schools, farm clubs, Boy and Girl Scouts, Campfire Girls, junior conservation clubs and similar organizations."

Conservation Units

According to the Thirty-Third Biennial Report of the State Superintendent of Free Schools of West Virginia, "committees of teachers, sportsmen, and game protectors began work upon a program of revision of the tentative units in conservation, the purpose being more effective methods of teaching boys and girls the basic facts of conservation. The conservation commission cooperated with the department of education in planning this program. Each county committee submitted to the State committee their ideas, methods, and materials that should constitute a well-rounded conservation program. A letter of instruction, suggestions, materials, and an extensive bibliography were sent to each county chairman for use by committees. A manual was prepared and printed, intended to provide teachers with type units and suggestive outlines constructed so as to emphasize conservation in an integrated program—not as a special subject."

Texas Broadcasts

A State-wide program of educational broadcasting by the State department of education of Texas was begun in 1937 through the 24 supervisory districts of the State, upon the recommendation of State Superintendent L. A. Woods. In the issue of *With Texas Public Schools* for January 1939, John W. Gunstream, deputy State superintendent, District No. 11, writing of the educational broadcasting in that district says:

"Through the cooperation of superintendents, supervisors, and teachers a plan of educational broadcasting was devised for the schools of District 11, which comprises Dallas, Rockwall, Navarre, Ellis, and Kaufman Counties. This plan provided for a weekly presentation of 15 minutes in length of educational and socially desirable programs on a non-commercial, nonpolitical basis. It further provided that the programs should be based upon the existing public-school curriculum and designed to correlate with the instructional work of the various grade levels. Also this plan provided that the scripts and production should be prepared and presented under the direction of a radio workshop or a properly trained individual."

Minneapolis Radio Activity

Organization of radio workshops in nine high schools for training in preparation and presentation of educational programs is one of the major developments in this year's Minneapolis public schools radio activity, says the *Minneapolis School Bulletin* of March 16. An innovation in the public-schools broadcasting in that city this year has been "Our Community" series which features two broadcasts a month in the field of community civics, with dramatized programs by students from primary to junior high levels.

Visitation Program

"During the past year," according to the Thirty-third Biennial Report of the Superintendent of Public Instruction of Oregon, "the State department has undertaken, through its director of elementary education, a program of visitation that will take in every county in the State. From 3 to 5 days are spent in each county visiting the schools with the county superintendent and conferring with him about the work and problems of the schools. Reports of these visits and recommendations for improvements in the schools are then made. Meetings with teacher groups are also arranged. In some counties conferences with school board members and clerks have also been held. The study of rural schools by this method of extensive samplings in all the counties will be used as a basis for formulating a further program of improvement and help."

North Carolina Report

"The Cost of Public Education" is the title of the February number of *State School Facts*, a monthly publication of the State superintendent of public instruction of North Carolina. This issue of that paper shows the expenditures for public education in North Carolina for a number of recent years, both by objects and items, and analyzes both the sources of funds and expense of current opera-

tion of the schools for the year 1937-38. According to the publication, the State in 1937-38 provided 83.5 cents and the local units 16.5 cents of each dollar used for current expense purposes. The 83.5 cents of each dollar used for public schools from State funds came from the following sources: 24.6 cents from income taxes; 24 cents from sales taxes; 17.1 cents from franchise taxes; 5.5 cents from licenses; 4.6 cents from inheritance taxes; 3.3 cents from beverage taxes; 3.3 cents from non-tax revenues, and 1.1 cents from gift and intangible taxes. The 16.5 cents from local funds came from the following sources: 4.9 cents from county ad valorem taxes; 4.5 cents from district ad valorem taxes; 2.7 cents from fines, forfeitures and penalties; and 4.4 cents from poll taxes, dog taxes, interest, tuition, and donations.

Public Education Costs

A recent study by the New York State Teachers Association on the relationship between average income per family and the average amount per child spent for public education in urban districts of the United States shows that the larger the city the larger the percent of income spent for education. The report of the study explains this fact as follows: "Large metropolitan areas are able to spend more for public education because they have higher average family incomes than the smaller cities . . . The average income in smaller cities is 39 percent less than in the largest urban centers . . . Because their incomes are lower, they probably cannot afford to spend as high a percentage of their incomes for education—the smaller the income the higher the percentage of income taken for food, shelter, clothing, and other life necessities."

Monthly Pay Roll

The total monthly pay roll of the Pennsylvania Public School Employees' Retirement System for superannuation and disability annuitants amounts to approximately \$310,500.

Blind School

A nursery school for the blind has been opened as a Works Progress Administration project at the A. L. Holmes elementary school, Detroit, Mich.

For Foreign Listeners

An American secondary school system has been portrayed by Radio each week since January 12, 1939, by the high school, Brookline, Mass. The World Wide Broadcasting Foundation, aware of the interest abroad in American education arranged the series of broadcasts by which foreign listeners may become more familiar with a typical American

secondary school system. The broadcasts have been through short-wave Station WIXAL, Boston, Mass. They have described various phases of the Brookline High School, such as administration, the curriculum, methods of teaching, and extra-curricular activities.

Administration Problems

The National Association of Public School Boards and School Board Members is conducting a Nation-wide survey of the outstanding problems confronting public-school administration. Results of the survey are to be reported and discussed at the next annual meeting of the association to be held at Knoxville, Tenn., September 18-19, 1939. This is a comparatively new association but it already has a membership of more than 1,000 local school boards representing every State in the Union. Paul J. Wortman of the Dayton, Ohio, board of education is president of the association, and Lynn Thompson, president of the board of education, Minneapolis, Minn., is secretary-treasurer.

W. S. DEFFENBAUGH



In Colleges

University of Cambridge

Summer Session

The University of Cambridge, Cambridge, England, through the board of extra-mural studies will offer courses of study during the summer vacation. The 1939 summer session will be of 6 weeks' duration. It will open July 5 and close August 16.

Designed principally for college and university graduates, teachers and persons of similar standing, admission will also be granted to students who have a record of adequate study in a college or university for not less than 2 years and are recommended as being suitable and able to benefit by these courses. In addition to the courses that have been offered, courses in history and English literature have been arranged to meet the demands of students from English-speaking countries overseas.

Applications for admission should be made to G. F. Hickson, M. A., Stuart House, Cambridge, England.

Large Proportion Self-Supporting

Over 45 percent of the Medical School at the University of Michigan are partially or totally self-supporting, according to the president's report for 1937-38. Records show a great variety in types of employment. Thirty-one of the students are clerks or coders, 19 are waiters, 17 are laboratory assistants, and 15 are kitchen helpers. Bacteriologists, chauffeurs, research assistants, salesmen, tutors, and typists are included among medical student workers.

Universities Form Council

The formation of an "Inter-University Council" to coordinate the educational policies and programs of Ohio's five State universities was announced by their presidents recently through William McPherson, acting president of Ohio State University and chairman of the newly formed organization.

Suggestion for the new council was made by A. H. Upham, president of Miami, "to coordinate in a sound and sensible way the activities and policies of the five State universities, avoiding unwise, unnecessary, and uneconomical duplications of instructional program, personnel, and physical plant."

New Teacher-Training Curriculum

An enlarged program for teacher-training leading to improvement of the quality of secondary school teachers was announced recently by Dr. Edmund E. Day, president of Cornell University. Beginning this autumn, a new 5-year curriculum for the training of teachers, leading to the degree of master of education, will be launched by the graduate school of education of which Julian E. Butterworth is director.

New courses will be introduced furnishing an integrated understanding of the theory and practice of education. Proficiency in subject matter will be stressed, and candidates will be carefully tested at regular intervals to determine their fitness to become teachers.

Correspondence Course in Nursing

The University of Texas now offers a degree in nursing education for the ambitious nurse who cannot afford to go to college.

Designed to give hospital nurses the academic training necessary for administrative and supervisory positions, practically all credit on the degree—except that on laboratory—is offered in the division's correspondence courses.

Fellowships for Safety Study

Fellowships for 19 State highway engineers and State police officers to be given a full year's training at Yale and Northwestern Universities, have been made possible for the 1939-40 academic year by a gift to the Automotive Safety Foundation by Alfred P. Sloan, Jr., chairman of the board of the General Motors Corporation.

Experiment in Legal Instruction

An experiment in legal instruction in which the classroom is converted into a law office with the actual problems of professional lawyers being solved by students assuming the roles of the office personnel, has proved so successful that the method has been adopted as a permanent policy by the Cornell University Law School.

Third-year students are given the opportunity to enroll in problem courses in seven fields, with Cornell lawyers and other members of the legal profession providing briefs of actual cases in process of litigation and other

legal matters handled by their offices. Started in 1937 with one problem course available, this pioneer method of instruction met with such enthusiasm that the offerings were increased last year and again augmented this year. The problem method of instruction is an attempt to break down the usual student notion that law is divided into water-tight compartments known as courses, and to bridge the gap between the law school and the law office. The law school faculty is seeking to develop a comprehensive concept of the law in the student mind.

WALTON C. JOHN



In Libraries

Sample Room

The new Oregon State Library Building contains a special school library room with 5,000 volumes recommended for school libraries on its shelves. It is planned to have this room serve as a "sample room," in which teachers may examine books before purchase and where curriculum committees may work. Another feature is that the furniture installed will give school administrators an opportunity of seeing a well-equipped school library.

95 Cents per Capita

According to figures recently published by the library division of the Minnesota Department of Education, the public libraries in the State spent a total of \$1,397,531 during 1938. On the basis of population actually served, this represents 95 cents per capita; on the basis of the total population of Minnesota, it is 54 cents per capita. The statistics show that 57 percent of the total population has public-library service.

Book Selection Institute

For teachers in library schools and librarians in service, the graduate library school of the University of Chicago is planning an institute on the problem of book selection, July 31-August 11. Specialists, both within and without the library profession, will cover the various phases of this important part of librarianship and lead the discussions.

Hope for Permanence

The benefit to libraries of the temporarily reduced postal rates on books was recently acknowledged in a special communication sent to the President of the United States by the American Library Association, following a resolution adopted by its council. The statement pointed out that the reduction is "making the riches to be found in print more easily accessible to readers," and expressed the hope that permanence would be given to the lowered rate which otherwise will end on June 30, 1939.

Aid in Building

In order to aid building committees and librarians, John Adams Lowe, chairman of the

committee on library architecture and building planning of the American Library Association, has prepared the publication, *Small Public Library Buildings*. In addition to giving critical comments on each building listed, he also has included tables of costs, methods of calculating book capacity, floor plans, and illustrations of exteriors.

RALPH M. DUNBAR



In the Office of Education

Honor Conferred

Latvia's highest civil order, "The Order of Three Stars," has been conferred upon Severin K. Turosski, specialist in comparative education, Office of Education. The tribute was paid to Mr. Turosski "in view of the valuable service rendered in fostering friendly relations between Latvia and the United States, particularly in the field of education." The symbol of the tribute in the form of a medal has been sent to the Department of State. Mr. Turosski visited Latvia in 1937.

Commissioner Speaks

Commissioner of Education, J. W. Studebaker recently addressed the Southeastern Regional Conference on Adult Education at Columbia, S. C. He also spoke before the Annual Institute of Government in Washington, D. C. and presided at the National Conference of Jews and Christians.

The Commissioner addressed the Peoria, Ill., Citizens Forum in celebration of the one-hundredth anniversary of the Lyceum movement on April 28. He also attended a Washington parole conference, a meeting of the American Youth Commission, and the White House conference on children in a democracy.

Listener Letters

Listener mail response to seven Office of Education radio programs has gone over the half-million mark, according to William Dow Boutwell, chief of the Division of Radio, Publications, and Exhibits in the Office of Education. Since June 22, 1936—333,000 letters have been received on the *World Is Yours Program*. Twenty-three thousand listeners to *Wings for the Martins* program and 77,000 listeners to the *Americans-All-Immigrants-all* program have written to the Office of Education.

Postage Rate Deadline

June 30, 1939, is the deadline set by the President's Executive order for the trial period of the low postage rate on books. Libraries and superintendents of schools who have not yet written to the Office of Education telling of their experience with the low postage rate should do so before June 30, so that the

information may be included in a report to the President. Many national organizations are hopeful of having the low postage rate continued. The Commissioner of Education recently said, "When we consider that in a single year nearly 200,000,000 books are published in the United States, of which 75,000,000 are textbooks for school use, we can readily appreciate the national educational significance of a ruling that allows us to mail a 2-pound book from New York to California at the same cost as mailing a letter."

Report Available

An Office of Education report on "Ultra-High Frequency Educational Broadcasting Stations" has been issued in mimeograph form. A limited number of copies are available. Harry A. Jager, Chief of the Occupational Information and Guidance Service in the Office of Education, prepared the report with the assistance of officials of the Federal Communications Commission.

You Are Invited

Visitors to San Francisco from July 2 to 6, and those attending the National Education Association Convention are invited to visit the Office of Education's booth in the arena of the Civic Auditorium.

JOHN H. LLOYD



In Other Government Agencies

National Park Service

Existing fees of the National Park Service have been revised and new fees of a more uniform nature have been established to put the Nation's parks more nearly on a "pay-as-you-use" basis, under a new ruling of Secretary of the Interior Harold L. Ickes.

Rocky Mountain National Park in Colorado, Shenandoah in Virginia, and Grand Teton in Wyoming are among those areas affected. A permit fee of \$1 per year to be collected for each automobile will entitle the owner or driver of the motor vehicle to enter or reenter the particular park as many times as he desires during the calendar year. A special provision is made for Shenandoah where entrance for a single day will be permitted upon payment of a 25-cent fee. The long-established \$3 fee for Yellowstone will entitle the holder to use of roads in Grand Teton. The fees for Zion and Bryce Canyon National Parks have been combined into one fee of \$1 which will admit motor vehicles to both parks.

Under the new ruling, fees are also established in a number of national monuments and other areas. In some cases nominal charges will be made for guide services and elevator operation.

For further information write to the National Park Service, Washington, D. C.

Office of Indian Affairs

New civil-service examinations for the position of teacher in Indian community and boarding schools are not based upon written performance but upon education and on the extent and quality of the applicant's experience and fitness for the job at hand. Applicants who pass the other phases of the examination are notified, and an oral examination is then provided to further insure adaptability to Indian Service conditions.

The requirements include college training (or for certain posts, comparable music or art training) and specialization in a given field, such as agriculture, rural merchandising, and adult education; plus 2 years of successful full-time teaching experience. Applicants must be under 40 and in good health. Teachers with rural background, the Indian Service feels, can be most effective in helping young Indians to understand and cope with their every-day problems.

Reports from the Indian Service Agency which has been moved from Dania, Fla., back to Fort Myer, Fla., where it was originally located, indicate that more and more Seminoles are learning English, and that the recently completed schoolhouse for Indians near Brighton, Fla., is the first school built at the specific request of the Seminoles.

MARGARET F. RYAN



Twenty-Six Thousand Teachers

(Concluded from page 275)

week over a 5-week period during the last school year. Upon successful completion of the courses, certificates were awarded by the State department. A number of Massachusetts camps have requested that a 100-hour course, rather than a 10-hour course be given during the coming year.

In the Pocatello District in the Ninth Corps Area a novel experiment in teacher training is being tried. The service of a State agricultural college has been secured, and professors representing several departments of the institution are devising a model course and presenting it to camp instructors. The district educational adviser reports:

"The Utah State Agricultural College is holding a course of 28 weeks duration at Camp Hyrum, Hyrum, Utah. The camp is 10 miles from the college. The course meets 2 hours per week, is held in camp and is given under the supervision of the heads of the various departments of the college. The course consists of the following units: Vocational guidance, adjustment psychology, leadership, and public speaking (an open forum dealing with camp instructional problems wherein the instructors learn to properly express themselves). All foremen, the company commander, the junior officer, the educational adviser, and selected leaders are registered in the course."

Some CURRENT PUBLICATIONS of the OFFICE OF EDUCATION

BULLETINS

1939

1. Educational directory, 1939. (4 parts.)
Part
 - I. State and county school officers. 10 cents.
 - II. City school officers. 5 cents.
 - III. Colleges and universities. 10 cents.
 - IV. Educational associations and directories. 10 cents.

1938

2. The school custodian. 10 cents.
3. Nature and use of the cumulative record. 10 cents.
4. School use of visual aids. 10 cents.
5. Bibliography of research studies in education, 1936-37. 35 cents.
6. Offerings and registrations in high-school subjects, 1933-34. 15 cents.
7. Curriculum laboratories and divisions. 10 cents.
8. The elementary school principalship. 10 cents.
9. College projects for aiding students. 10 cents.
12. Development of State programs for the certification of teachers. 20 cents.
16. Accredited higher institutions, 1938. 20 cents.

1937

2. Biennial survey of education, 1934-36.

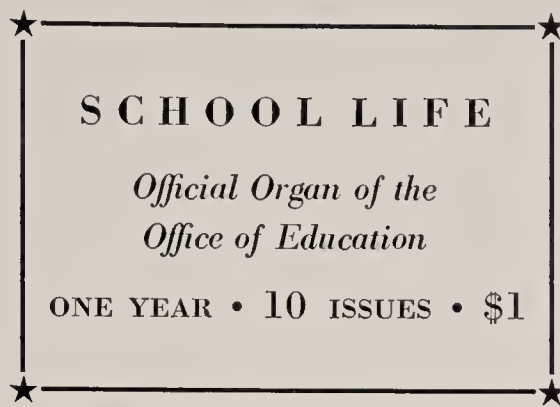
Volume I

Chapter

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

Volume II

- II. Statistics of State school systems, 1935-36. 15 cents.
- III. Statistics of city school systems, 1935-36. 10 cents.
- IV. Statistics of higher education, 1935-36. 30 cents.
- V. Statistics of public-school libraries. 20 cents.
- VI. Statistics of special schools and classes for exceptional children. 20 cents.



10. Economic status of college alumni. 25 cents.
13. Economic status of rural teachers. 10 cents.
17. Opportunities for the preparation of teachers of exceptional children. 10 cents.
18. Preparation for elementary school supervision. 15 cents.
19. CCC camp education: Guidance and recreational phases. 10 cents.
20. Education and the civil service in New York City. 15 cents.
21. University unit costs. 10 cents.
22. List of publications of the Office of Education and the Federal Board for Vocational Education, 1910-36. Free.
23. Professional library education. 15 cents.
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.
30. Occupational experiences for handicapped adolescents in day schools. 15 cents.
31. A survey of courses of study and other curriculum materials published since 1934. 20 cents.
32. Let Freedom Ring! 13 radio scripts. 60 cents.
33. Let Freedom Ring! Manual. 20 cents.
34. Industrial arts—Its interpretation in American schools. 15 cents.
35. The school building situation and needs. 10 cents.

MISCELLANY

1. Choosing our way. 35 cents.
2. To promote the cause of education. 20 cents.

PAMPHLETS

82. Physical education in institutions of higher education. 10 cents.
83. Handbook for compiling age-grade-progress statistics. 10 cents.

84. Safety and sanitation in institutions of higher education. 10 cents.
85. Salary and education of rural school personnel—Status and trends. 5 cents.

LEAFLETS

29. Textbook expenditures in large city school systems, 1932, 1934, and 1936. 5 cents.
30. Federal aid for education, 1935-36 and 1936-37. 10 cents.
31. Government publications of use to teachers of geography and science. 10 cents.
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.
47. Know your board of education. 5 cents.
48. Know your superintendent. 5 cents.
49. Know your school principal. 5 cents.
50. Know your teacher. 5 cents.
54. Federal funds for education, 1937-38. 10 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.
192. Training for the public service occupations. 20 cents.
193. Training for the painting and decorating trades. 35 cents.
194. Duties and responsibilities of the general household employee. 10 cents.
195. Homemaking education program for adults. 15 cents.
197. Training for the police service. 15 cents.
199. Vocational training for firemen. 10 cents.

MONOGRAPH

19. Agricultural education program. 10 cents.

LEAFLET

3. Teaching the control of loose smuts of wheat and barley in vocational agricultural classes. 5 cents.

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May 21 Better Wings for Words	July 9 For Your Social Welfare
May 28 More Abundant Food	July 16 Learning and Recreation
June 4 For Better Housing	July 23 Protecting Us
June 11 Conserving Our Heritage	July 30 Good Neighbors All
June 18 Promoting Trade	Aug. 6 Defending Our Borders
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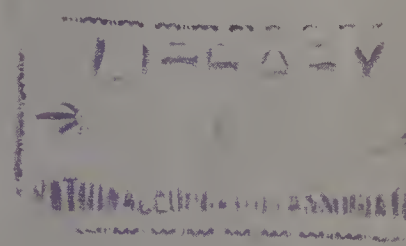
SCHOOL LIFE



July 1939

VOLUME 24

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-
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Measurements
- Comparative Education
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SCHOOL LIFE



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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, October through July. SCHOOL LIFE provides a national perspective of education in the United States.

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SCHOOL LIFE

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

Language a Basis of International Friendship

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THROUGHOUT the long development of American education it has been natural to regard Europe as our educational neighbors. The scientific and artistic literature of Germany and France has seemed more significant to our scholars than has the literature in other foreign languages. Consequently the principal modern foreign languages, developed in the high schools in this country, have been French and German.

Terms: Subscription, \$1.00 per year, in advance; to foreign countries in which the mailing frank of the United States is not recognized, \$1.50. Club rate: For orders of 100 copies or more to be sent in bulk to one address within the United States, the Superintendent of Documents allows a discount of 25 percent. Remittance should be made to the SUPERINTENDENT OF DOCUMENTS, Government Printing Office, Washington, D. C.

With the rapid changes taking place in international relationships, the question of what foreign languages are most appropriate for high-school study must be examined from a somewhat different point of view. Especially is it true that with the strengthening of pan-Americanism and the vitalizing of our good-neighbor policy with Central and South America, Spanish and perhaps Portuguese become exceedingly important. Commercially we need this common medium of exchange of ideas. More significant still, we need it as a means of understanding the aspirations and cultural development of our southern neighbors. Widespread familiarity in this country with the Spanish language and to some interest at least with the Portuguese language is one of the surest ways to build up friendly relations with the countries whose native speech is Spanish or Portuguese.

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."

All the educational agencies in this country which have hitherto encouraged French and German as high-school foreign languages should now also give definite encouragement to Spanish. This is particularly true in the case of colleges which require foreign languages for admission. It is to be hoped that no high-school student will be penalized for his choice of Spanish as a foreign language when he comes up for entrance to college.

JULY 1939

On This Month's Cover

Many educational leaders who have attended the National Education Association convention in San Francisco in July, will become nature students in such groups as the one shown on SCHOOL LIFE's cover page this Month. We appreciate the courtesy of the National Park Service in giving us this picture, which shows a naturalist-guided bird study group on the banks of Yosemite Creek in the Yosemite National Park.

Commissioner of Education.

Among the Authors

BEN M. CHERRINGTON, Chief, Division of Cultural Relations, Department of State, in his article on *Cultural Ties That Bind in the Relations of the American Nations* urges that "our Government is performing its part in furthering the good neighbor policy, but the good neighbor policy can never be carried to completion by Government action alone; it remains for the people to play their part."

the school and the utilization of those facilities."

ELISE H. MARTENS, specialist in the education of exceptional children, presents the last of a series of articles dealing with residential schools. In this article Dr. Martens discusses *Residential Schools for Deaf Children*.

for use in connection with courses in hygiene in high schools and colleges.

Revised Material

The Medical Research Council of England has recently revised its work on Alcohol, Its Action on the Human Organism. The committee on revision consisted of two pharmacologists, Cushney and Dale; a physiologist, Sherrington, a psychologist, McDougall; and a statistician, Greenwood, all of international fame.

CARL A. JESSEN, specialist in secondary education, discusses the *Cooperative Study of Secondary School Standards*. Mr. Jessen, in presenting some recommendations, says that "the most significant procedures tested and recommended by the cooperative study involve a thorough canvass of the facilities of

JAMES FREDERICK ROGERS, M. D., consultant in hygiene, writes this month on the subject *From Evil Spirits to Microbes*. The information presented will be found in the foreword furnished by the Office of Education for a publication on communicable diseases being issued by the United States Public Health Service. The publication is intended

The work furnishes in small compass the most valuable material for teaching in this field. The publication is available through the British Library of Information, 270 Madison Avenue, New York City.

1. Flow-ers, wild wood flow-ers, In a shel-ter'd dell they grew, For
 2. Flow-ers, love-ly flow-ers, In the gard-en we may see; For

hur-ried a-long, and I chanced to spy This small star-flow'r, with its
 there is the rose, with her ru-by lip, And pinks the hon-ey-bee

sil-very eye; Then this blue dai-sy peep'd up its head,
 loves to sip; Tul-ips whose col-ors ra-diant un-fold.

Sweet-ly this pur-ple or-cha is spread; I gathered them all for you, I
 Flow'rs all ar-rayed in bright hues of gold; But none are so fair to me, But

gathered them all for you. All these wild-wood flow'rs, sweet wild-wood flow'rs, flow'rs.
 none are so fair to me. As these wild-wood flow'rs, sweet wild-wood flow'rs, flow'rs.

WHEN WE READ WELL.—Bound for Two Parts.

When we read well, our friends all around, will be waiting, delighted to catch every sound.

Early American School Music Books

by Martha R. McCabe, Assistant Librarian

★★★ The story of the earliest school music books in America, going back to the turn of the nineteenth century at least, is a short one and soon told. There were very few of them in fact, and the first used were not textbooks at all as we today think of the word. Regardless of the name we give them, the little books that were instrumental in developing the musical side of our ancestors' education are discussed here, in an attempt to show what they contained and who wrote them.

Our American forefathers being descendants of Puritans and religious zealots for the most part, found their first songs in their hymn books, and they sang them in the "Meeting House" and in the home. So our story opens with the oldest of the quaint little songbooks, those used in religious services—their hymn books. The old and the young, and those in between, found their musical outlet and their "self-expression" in singing out lustily on hymns. We know that it was lustily and heartily and not always tunefully on selections like "Old Hundred." While we today would not look upon hymn books as tools for teaching music in the schools the hymn books were used at first for this purpose.

The Singing School

The next step in the improvement of singing was the "Singing School." It was first held in the meeting house, and the schoolhouse, and was "seemly" in character. It was well attended, became popular, and vocal music improved. Because there were but few copies of their music books, the music master "lined out" the words, and considerable progress was made in ability to carry the tunes. The music used in the singing schools soon changed and became more tuneful and sprightly, and before long the singing school developed into an

important feature in the social life of the community.

One of the most remarkable volumes for the use of singing schools was that composed by Lowell Mason, *Musical Exercises for Singing Schools, to be Used in Connection with the Manual of The Boston Academy of Music, for Instruction in the Elements of Vocal Music*. This was published in Boston by G. W. Palmer & Co., and J. H. Wilkins and R. B. Carter, in 1838. It is a very large folio volume, consisting of charts with music notation in large characters suitable for classes or groups. This volume is not to be confused with a series of charts and courses worked out for grades, progressing from the lower to the higher grades, by Luther Whiting Mason, mentioned later in this article.

By this time, our forefathers evidently saw the importance of introducing the teaching of music in the public schools, and just a little over 100 years ago, Lowell Mason succeeded in doing this. It has been pretty well established that Lowell Mason (1792-1872) should be given the title of "Father of Public-School Music." Music was not considered a "fad or a frill" in 1831, as our ancestors felt deeply that music was a side of their natures that should be trained and developed. In reading of their efforts to get music into the curriculum it has seemed not so difficult as it has been to keep it in, a century later during the financial depression.

Owing to Mason's influence and labors, music was taken up in earnest first in Boston in the Mount Vernon school for girls, under Jacob Abbott; in Chauncey Hall school for boys, under G. F. Thayer; and in Monitorial school for girls under George W. Fowle. The Pestalozzian system was in common use in Europe, particularly in Germany and Switzerland, and Mason was influenced by William

C. Woodbridge, the writer of geography textbooks, to use that system in teaching music in the schools, the same as the other subjects of the curriculum. Several trips to Europe convinced Mason of its value, and he enthusiastically adopted and used it thereafter.¹

Lack of School Music Texts

Mason's classes with children outside of school hours which he had undertaken and for several years carried on gratis, were held two afternoons a week on Wednesday and Saturday, and several thousand children of Boston were trained in this way. The public juvenile concerts which he gave sold his plan to the Boston public, and before long music was actually made a part of the school curriculum. One problem Mason met at the outset was the lack of school music texts to work with, so he was forced to write them himself. The "hymn book as a textbook" idea was being forced out of the picture; something different was called for. A new type of book appeared, the contents were modified, the children's songs were of a brighter and happier nature, many dealing with nature subjects, the favorites being flowers, birds, moonlight, boating-on-the-lake, rain, snowstorms, love, etc. These tunes and words took the place of sad and mournful ones that had been "lined out" in the meeting house, but the strongly religious tendency was still apparent. Mason himself had been the composer of a number of the still popular hymns, viz, From Greenland's Icy Mountains (Missionary hymn), Hark, Ten Thousand Harps and Voices, Nearer My God to Thee, My Faith Looks Up to Thee, Blest Be The Tie That Binds, and others.

¹ Henry Barnard Lowell Mason. *American Journal of Education*, vol. iv, p. 142.

CHILD'S SONG BOOK,

FOR THE USE OF

SCHOOLS AND FAMILIES;

BEING A SELECTION OF

FAVOURITE AIRS,

WITH

HYMNS AND MORAL SONGS,

SUITABLE FOR

INFANT INSTRUCTION.

Augustus Peabody by Edith H. Peabody

"We will our little voices raise,
 "To sing our Father's love;
 "And bow in pure and fervent praise,
 "To him who rules above."



Boston:

PUBLISHED BY RICHARDSON, LORD & HOLBROOK,
No. 127, Washington Street.

1830.

From the *Child's Song Book*, by
 Augustus Peabody. 1830.

Another conspicuous point in connection with the development of this subject was that the rudiments of music were introduced in the shape of "Lessons"—chapters or sections, which were given in the first or the last pages of the songbooks. These lessons were quite elementary, and were mostly of the question-and-answer type, illustrated with songs, chants, rounds, etc., accompanying the text. "Singing by rote" was changing rapidly to "singing by note."

Lowell Mason's first contribution to the literature on this subject was *The Juvenile Lyre*, conceded by most authorities to be the first school music book published in this country. This was in 1831, in Boston, from the print shop of Richardson, Lord and Holbrook, and was written in collaboration with his assistant, Elam Ives, Jr. A copy of this book, now very rare, is in the Library of Congress, Music Division, Washington. (See illustration.)

The song *Wild-Wood Flowers* in Mason's *Song Garden, Book 1*, is said to have been the first song ever sung in unison by school pupils in Boston and probably in America.² A print from this book is given.

Lowell Mason became associated with Horace Mann, the first secretary of the Massachusetts Board of Education, and was instructor of music in the first regular Teachers' Institute ever held in this country, at Boston, in August 1834. He trained teachers of music for a number of years. Horace Mann said of him:

"It was well worth any young teacher's while to walk 10 miles to hear a lecture of Dr. Mason; for in it he would hear a most instructive exposition of the true principles

² A. W. Brayley; *Musician*, November 1905.

of all teaching, as well as that of instruction in music."³

Another early writer of music books for children was Augustus Peabody. The title page of his little volume does not show his name, but it has been supplied in pencil by the cataloger and is understood to be authentic. The title of the book is *The Child's Song Book*, for the use of schools and families. It was published in Boston by Richardson, Lord and Holbrook, in 1830. On the reverse of the title page of a rare copy in the Library of Congress, Music Division is the following statement in faded penciling:

"This was the first juvenile singing book ever made in the United States. The Juvenile Lyre, by Lowell Mason, was the second,



From the *Child's Song Book*, by
 Augustus Peabody. 1830.

published in 1831." The initials of the writer of the above were given, but the owner had not been verified.

Still another of the earliest pioneers in the writing of school music books was Charles Aiken, of Cincinnati, who was a little later than Lowell Mason, but about the same time as Luther Whiting Mason. Aiken and some of his associates among the music teachers of the Cincinnati schools compiled the volumes *The Young Singer*, parts I and II, dated 1860, and *The Young Singer's Manual*, a new collection of songs and *solfeggios* for the use of schools, academies, and colleges, dated 1866. Aiken also edited *The Cincinnati Music Readers*, for elementary grades, *The High School*

³ Henry Barnard, *opus cit.* p. 146.

Choralist and *Choralist's Companion* for high schools. Many masterpieces in music were presented in these volumes, such as *Lift Thine Eyes*, from the oratorio *Elijah*; selections from *St. Paul*, by Mendelssohn; Mozart's *Don Giovanni*; and various adaptations from the composition of Haydn, Beethoven, and others.

Another Mason, the Luther Whiting Mason previously referred to, was also an early teacher of music and a writer of school music books for children. He was a student of Lowell Mason's, but quite certainly not a relative according to information from the Mason family.⁴ Born in New England, he was a teacher of music in the public schools of Gorham, Philadelphia, Louisville, Ky., and later in the elementary schools of Boston. He was ardent in his enthusiasm for teaching children of primary age especially, and was also a devotee of the Pestalozzian method of teaching. He began his teaching by working out a system of books and charts for each grade, by means of which the pupils progressed step by step through primary and elementary and secondary grades from "rote to note." This series was published by Munroe of the New England Conservatory of Music, but was not really a great success until much later when Lawler tells us that the system became a success from the Atlantic to the Pacific and was translated into other languages and used especially in Germany and Japan. This Mason course is credited with having "done more for the cause of music in the schools of this country than any single factor since graded education began."

The music in the schools was all vocal, at this early date, the teacher usually singing with the class. The blackboard was used for

⁴ *Music Teachers' National Association. Proceedings, 1913. Article by Frances M. Dickey, p. 196.*

(Concluded on page 319)

From *The Juvenile Lyre*, by Lowell Mason

JUVENILE LYRE:

OR

HYMNS AND SONGS,

RELIGIOUS, MORAL, AND CHEERFUL,

SET TO APPROPRIATE MUSIC

FOR THE USE OF PRIMARY AND COMMON SCHOOLS

BOSTON:

RICHARDSON, LORD AND HOLBROOK.

HARTFORD:

R. & F. J. HUNTINGTON

1832

Cultural Ties That Bind in the Relations of the American Nations

by Ben M. Cherrington, Chief, Division of Cultural Relations, Department of State

★★★ Favorable as are the geographical, economic, and political relations of the Americas, it would be vain to hope that these could insure a happy and peaceful future were we to remain cultural aliens. Where men's minds and hearts remain closed to each other eventually misunderstanding and discord arise in their commercial and political relations. It is of the utmost importance that the people of the Americas shall know and understand each other: Their history, their outlook on life, their ideals and aspirations, their finest creations in the realm of mind and spirit; these must be shared in common.

On every hand is unmistakable evidence of the eager desire of our people for a better knowledge and understanding of our neighbors to the south and in turn to be known and understood by them. Anyone who has recently visited the other American States will testify as to their readiness to share their cultural and intellectual attainments with us.

These mutual aspirations will be realized not by considering culture in a general and vague sense, but by dealing with it in terms of specific cultural interests. We do not establish strong ties with others by exchanging culture in general, but rather by sharing some interest or activity which has rich meaning for each of us. Here we have the clue as to the method we must employ in cultural exchange and intellectual cooperation between ourselves and our neighbors.

People having common interests here and there must be brought into effective relationship with each other, enabling them to freely interchange their experiences and achievements. It is out of such exchange of interests and pooled endeavors that enduring friendships arise. A considerable amount of such interchange between citizens of the United States and citizens of the other American countries has long been practiced, but it has been intermittent and uncoordinated. Endowments, foundations, educational institutions, and numerous societies in our country have made laudable contributions to our knowledge of the cultural and intellectual attainments of our neighbors and to their knowledge of us. Nevertheless, the activities of our private institutions have been handicapped by the lack of an agency in our Government to stimulate, coordinate, and facilitate their endeavors. To meet this need the

Division of Cultural Relations has been established in the Department of State. This new Division will serve as a central agency working with and through the private institutions and societies which seek to improve cultural relations. It will act as a coordinating and clearing center for activities of the Federal Government pertaining to cultural and intellectual exchange. It will also cooperate with and on behalf of the United States in every practicable way aid the work of the Division of Intellectual Cooperation of the Pan American Union. It need hardly be said that the Division of Cultural Relations will not supplant or infringe upon the activities of private agencies, for a program of cultural relations that is true to the traditions and instincts of our country will always originate with the people themselves.

It will clarify and give point to our discussion if we review some of the specific activities that find an important place in a cultural-relations program. These cover so wide a range that practically every citizen will find one or more of peculiar interest to him.

Exchange Scholarships and Professorships

One of the immediately practical projects is to increase the number of exchange scholarships and professorships between the American Republics and ourselves. Within recent months several universities, colleges, and cultural institutions have announced the creation of new scholarships and fellowships for students from Latin America. With the aid of interested citizens many others doubtless will take similar action. Ten countries including the United States have ratified the convention for the Promotion of Inter-American Cultural Relations approved at the Buenos Aires Conference of 1936. This convention provides for the annual exchange by each of the contracting parties of two graduate students or teachers and one professor. It is anticipated that the convention may be put into operation in the near future. The Division of Cultural Relations will have the responsibility for administering these exchanges.

The broad field of education offers a wide range of opportunities for cultural interchange. Boards of Education might well arrange for some of their teachers of Spanish, Portuguese, and French to change places for a year with native teachers of English in the American Republics each shifting to the teaching of his own language while abroad. My colleague in

the Division of Cultural Relations, Dr. Richard Pattee, has the following to say regarding the significance of the teaching of romance languages in our schools and higher institutions:

"This Western Hemisphere offers unlimited opportunities for the effective stimulation of interest in three of the great modern languages, Spanish, French, and Portuguese. The proximity of the Spanish-speaking countries and the access to two French-language regions, Canada and Haiti, should make possible a much broader program of exchange and contact than has heretofore existed. There is no question that an increase in the effectiveness of instruction in the principal languages of America is a *sine qua non* in the achievement of a program of cultural relations. It is almost trite to assert that ignorance of the vehicle of expression of a culture obviously makes impossible a comprehension and adequate appreciation of the richness which that culture represents. The Spanish language has long held an honorable place in the school curricula of this country. There is, however, much opportunity for improvement. We perhaps lose sight of the fact that Spanish is one of the most vigorous of living tongues, world-wide in its diffusion, tremendously vital in its capacity to expand, and the instrument of expression of more than 20 growing nations. Spanish and Spanish-American thought, literature, and production contain a wealth of spiritual values which need to be tapped by the citizens of the United States. It may be emphasized at the same time that the teaching of the Portuguese language is a matter of the greatest importance and urgency. For reasons which are difficult to discover, the Portuguese language has never received adequate attention in this country. Brazil constitutes geographically half of South America and with its 40 million people is one of the most vital nations of the New World. Its language is part and parcel of its cultural heritage. It is high time that in the United States due recognition is given to the importance of the Portuguese language, rich in literature, energetic, expressive, and resourceful in mechanism, and the instrument of thought of a remarkable people. Our schools can well give Spanish an important place in the program of studies, and, when facilities permit, consider the inclusion of Portuguese, a knowledge of which is vitally significant to develop closer contacts with Brazil."

(Concluded on page 300)

¹ From an address before the National Convention of the Daughters of the American Revolution.



Upper left: These girls learn to prepare, to serve, and to enjoy luncheon parties, at the Florida School for the Deaf.

Upper right: Lantern slides in the classroom help to associate words with the objects they represent, at the Iowa School for the Deaf.

Circle: A mechanical aid helps this little girl to use all the hearing she has, at the Lexington School for the Deaf, New York City.

Lower left: The rhythm class is rehearsing a song which will later be "sung" with a choral group, at the Illinois School for the Deaf.

Lower right: Upholstery and furniture repair are vocational activities taught at the New York School for the Deaf, New York City.

Fifth and Last Article in the Series

Residential Schools for Deaf Children

by Elise H. Martens, Specialist in the Education of Exceptional Children

★★★ From the point of view of instruction, deafness from birth or infancy presents a more difficult problem than blindness. Unable to hear speech from those around him, the child cannot learn to talk through imitation of sounds as most of us do. He has no way of becoming acquainted with the names of objects or with other language concepts through their association with speech. It is as if a high wall were built about him cutting him off from the world of language, a knowledge of which is so essential to an understanding of his environment and of the people with whom in some way he must learn to communicate. This wall education must scale—or blast—through the application of

special methods which substitute the use of other senses for the hearing of which the child is deprived.

Residential schools for the deaf were established to fulfill this purpose. To the State of Connecticut belongs the credit for the establishment of the first school of this kind in the United States in 1817. The State of New York took similar action the following year, and by 1850, 10 other States had established schools of their own. It is reported by the *American Annals of the Deaf* that in October 1938 there were 66 public and 20 private residential schools in the United States, all of these together enrolling approximately 15,000 pupils. In addition, between 9 and 10 thousand deaf and hard-of-hearing

children were reported to the Office of Education in 1936 as enrolled for special instruction in day schools or classes established in city school systems. However, recent estimates indicate that there are many thousand more children with defective hearing who are struggling along without special help.

Some Similarities in Schools

Like schools for the blind, the programs of which were described in a previous article, residential schools for the deaf are primarily designed for children of school age whose sensory loss is extreme and whose needs cannot be adequately met in the local day school system from which they come. Also like

schools for the blind, however, schools for the deaf find it necessary to admit children with less severe yet serious defects, for whom day school accommodations are not available. Only a comparatively small number of the children in a residential school for the deaf are totally without hearing, and increasing emphasis is being placed upon the stimulation for maximum use of the residual hearing which most of them possess to a greater or less degree.

The administrative policies for publicly supported residential schools for the deaf and for the blind within the same State are likely to be closely related. In fact, in some cases the same school serves both blind and deaf children in separate departments. In cases in which a State-appointed agency is in charge of a separate school for the blind, one finds the same agency controlling the school for the deaf. Of 82 residential schools for the deaf reporting to the Office of Education in 1936, 30 are administered either by the State educational authority or jointly by the State educational authority and another State or private agency.

Superintendents of these institutions are unanimous in their insistence that they should be considered schools in every sense of the word. Repeatedly one hears it emphasized that they are not charitable or eleemosynary institutions. School announcements are likely to contain a statement similar to that which one superintendent used: "The school is purely an educational institution and its one and only purpose of existence is to provide an education for those pupils of school age who are unable to progress satisfactorily in the public school due to total deafness or impaired hearing."

School Progress

It is logical that the course of study in residential schools for the deaf shall follow closely the course offered by elementary and high schools of the State. During the first 2 or 3 years of the child's residence in the school, a great part of his time must be spent in sense training, voice development, the elements of language, and lip reading. Because of the need for this extended preparatory work his progress through the grades cannot be as rapid as that made by the normally hearing child.

This fact has led to the encouragement of a very early entrance age. Most State schools cannot legally admit children until the age of 5, 6, or even 7 years. A few States, however, now permit a child to be enrolled in a State-supported school at the age of 3 years, and some private schools admit even younger children. One private school has had as many as 50 children under instruction at one time ranging in age from 2½ to 6 years. Sense training in these early years is designed to capitalize the use of the child's eyes and fingers, as well as his sense of vibration and muscular control. Voice development and the elements of lip reading are also emphasized

through instruction of an informal type geared to the capacity of the child. Of paramount importance is the pupil's social adjustment, and the nursery school gives the opportunity for play and work with other children conducive to greater adaptability and social consciousness. In general, nursery school attendance serves the purpose of an early preparatory period and thus expedites the beginning of regular first-grade work at a more nearly normal age.

Curriculum Units

Because of the disproportionate amount of time that must be given to the development of skills in language, speech, and lip reading, it is not an easy matter to coordinate the experience and interests of deaf children into a vitalized unit of activity more or less informal in nature. Yet this is being done by teachers who have kept pace with progressive developments in educational method, and they are enthusiastic over the results obtained in the stimulation and enjoyment experienced by the children. Among the units reported are those featuring the story of cotton, with its opportunity for getting acquainted with the land and people of the South; a Congo village, built in miniature and depicting life in hot, wet regions; books as one's friends, with opportunity for each child to make and to bind a book; the dairy, with a visit to the school dairy, a churning experience in school, and a study of dairy products and sanitation; and aviation, with activities planned for slow boys, who, in the course of the unit became acquainted with famous aviators, types of planes, and historical flights. All of these projects afford excellent opportunity for the correlation of work in geography, history, reading, language, and industrial arts.

In one school a preparatory class of little people carried on a home project, which is described by the teacher somewhat as follows: We know that a little deaf child's vocabulary, even after a year in school, is very limited. In carrying out a project on the home we are afforded the opportunity of teaching the names of the rooms in a house, the furniture, and other parts, as well as a few articles used in each room. The children constructed a house of cardboard; painted it red and white to represent bricks; used cellophane for windows; made furniture for each room of construction paper, the curtains and tablecloth of lace, and the rugs of pieces of tapestry. When the house was completed, we wrote a story about it in our "daily news" period and copied it on reading charts. Each child made a book in the shape of a house, wrote the name of a room at the top of each page, cut out furniture and pasted it on the proper page, and properly labeled each piece. Before the project was over, speech, lip reading, language, writing, and handwork were all involved. The children became acquainted with the fundamental facts of home and family life. They learned, too, how to work together and showed a keen interest throughout the activity.

There are several ways in which deaf persons may communicate with one another or with hearing people. They may use a standard system of signs known more or less to most other deaf persons; they may use the manual alphabet in finger spelling, which they have learned in school; they may use pencil and paper and write what they have to say; or they may use speech and lip reading. All residential schools for the deaf give their pupils an opportunity to learn to speak and to read lips.

Certain schools use this method of instruction exclusively with all pupils. Some administrators and teachers urge that all schools for the deaf teach speech and lip reading to all pupils all the time. Others, while recognizing the importance of speech and lip reading, believe that many deaf persons are unable to master these accomplishments and that therefore the method used should suit the individual case.

The relative importance of instruction through speech and lip reading, on the one hand, and the manual alphabet, on the other hand, has probably in years past been the greatest cause of disagreement among educators of the deaf. Today the question is no longer whether there shall be any attempt to teach speech in the residential school, but rather how long that attempt shall be made before the lack of success justifies one in discontinuing it in favor of the use of the manual alphabet. To determine whether failure is due to the child's inability to learn to speak or to hitherto imperfect methods of teaching is not an easy matter. It is hoped that continued research will bring to light facts which will help to answer this question to the satisfaction of all concerned.

Auricular Training

If a child is born with a serious hearing impairment, no amount of training will increase the degree of hearing which he possesses. The ability to use what he has, however, may be developed to an extent which is sometimes surprising. For this purpose auricular training has been instituted in schools for the deaf with the aid of mechanical devices. Since a large number of children in residential schools have some residual hearing, such devices can be a most effective instrument for instruction in speech. The child may hear and interpret through the amplifier sounds which are otherwise unintelligible to him. Thus he learns to imitate in his own speech the sound of the teacher's voice. Through the same means the conservation of natural speech is encouraged on the part of hard-of-hearing children or of children who became apparently deaf after they had learned to talk. Some schools are working toward the objective of making mechanical hearing aids available to all the children all the time, in order that no stone may

(Concluded on page 308)

National Congress of Parents and Teachers

★★★ The National Congress of Parents and Teachers with approximately 2,000 delegates attending and more than 100 speakers participating, considered many phases of Freedom for Growth during its 4-day convention in Cincinnati, May 1-5.

Each day the convention, through speakers, panels, and general discussion, studied *the purposes of education in American democracy*, as set up by the Educational Policies Commission. The first day was devoted to Self-Realization; the second day, to Human Relationships; the third day, to Economic Efficiency; and the closing day to Civic Responsibility.

The program plan consisted of a principal speaker for the morning session each day who presented a keynote address upon the day's theme.

The afternoon session was devoted to a symposium panel with a leader, two or more discussants, and a number of panel members, all of whom further dealt with the day's theme.

Principal Speakers

Among principal speakers on the program were: William G. Carr, secretary, Educational Policies Commission, and director of research, National Education Association of the United States; Bess Goodykoontz, Assistant Commissioner of Education, Office of Education, United States Department of the Interior; Stringfellow Barr, president, St. John's College; Joseph K. Folsom, professor of sociology, Vassar College; Howard Y. McClusky, associate professor of educational psychology, University of Michigan; Edwin A. Lee, head, department of vocational education, Teachers College, Columbia University; Katharine F. Lenroot, Chief, Children's Bureau, United States Department of Labor; and Clarence A. Dykstra, president, University of Wisconsin.

Summary Statements

"Command of the fundamental tools of learning, an inquiring mind, desirable healthy habits, and suitable leisure time pursuits are results of the educative process which society desires for every person," is a brief summary statement for the first day's meetings under the theme "Self-Realization."

"Ability of the individual to work and play with others, to enjoy a varied social life both within and outside the home, to appreciate and observe the ideals of family life,"—these were among the second day's considerations.

"The study of how the home and school can cooperate in teaching young people economic efficiency, with emphasis on the earning and spending of an income; information as to the requirements and opportunities in various types of work, knowledge of the satisfaction of good workmanship and of success in a chosen occupation, and understanding of methods of safeguarding the buyers' interests" were points of emphasis during the third convention day.

"The development of respect for differences of opinion, understanding of the processes of a democratic society, regard for proper use of the Nation's resources, and appreciation of the disparities of human circumstances, as well as of methods contributing to the general welfare," were points brought out in the fourth day's deliberations.

New Officers

Installation of the following vice presidents, who were elected, was a part of the closing day's business:

Joseph M. Artman, Chicago, second vice president; Mrs. S. C. Cox, Virginia, vice president from Region II; Mrs. L. G. Hughes, Indiana, vice president from Region IV; Mrs. M. A. Taylor, Texas, vice president from Region VI. The president, Mrs. J. K. Pettingill, Detroit, has another year to serve on a three year term. The first vice president, Mrs. John E. Hayes, Twin Falls, Idaho, also holds over another year.

Civic Responsibility

The following objectives of education for civic responsibility were presented by Katharine F. Lenroot, Chief, Children's Bureau, United States Department of Labor:

1. Intellectual appreciation of what democracy means and emotional awareness of kinship between the social aims of democracy and the personal aims of self-realization and satisfying human relationships.

2. Awareness of democracy as a process of growth rather than an achieved condition of social living, and personal commitment to participation in this process.

3. Understanding of the relationship of community and individual activities in the attainment of democratic goals.

4. Understanding of the term "community" as embracing the entire Nation.

5. Realization that public service is a public trust and must be performed with both honesty and competence, under far-seeing leadership.

Self-Realization

Presenting the theme, Self-Realization as

One of the Purposes of Education, the Assistant Commissioner of Education, Bess Goodykoontz, emphasized that "much still needs to be done before we can claim that most American communities are fit places for children to live." Dr. Goodykoontz spoke of "the tools of learning"; health knowledge and health habits; recreational and leisure time interests; and character. She pointed out to the National Congress delegates that:

"Our big responsibility in schools and at home is to plan together as well as possible to avoid conflicts in standards for children, to be as uncritical of each other as possible, to be ready to explain or to modify our own standards, and as dispassionately as possible, to realize that the code or standard by which each child will direct his life is the one he makes for himself. It should be as sound and as true as possible, and well illustrated with examples of the actions of parents and teachers and friends he trusts.

Dr. Goodykoontz concluded with this brief summary: "To realize one's best self, a person needs to know how to use the tools with which he can keep on learning; he needs to know how to keep well; he needs long-time interests that make him more interesting and more useful; he needs a set of standards by which to steer his course. Schools and homes together face a heavy assignment in providing education equal to such requirements."

Devotion to Democracy

President C. A. Dykstra, of the University of Wisconsin, gave the convention's closing address, using as his subject, Devotion to Democracy. In part, President Dykstra said:

"The question we face is whether it is possible today by democratic devising to reproduce in some way the economic integration which characterized our early days and made possible the idea of a developing democracy. Our Nation finds itself split into groups which are at war with each other on political, social, and economic fronts. Can we recreate some visible unity which will pervade our pluralistic structure and give its parts the consciousness of cohesion, of belonging together in spite of differences? The task of democratic statesmanship is not to utter hollow sermons on morality, but to offer concrete institutional goals that will confirm the righteous claims of the people and challenge their capabilities and their devotion to a common cause.

"We must remember that there is no more guarantee in any other system than in the democratic way. Exploitation rears its head everywhere under all systems. There is no safety in life—it is always in danger and always dangerous. Nor is liberty automatic

Every system of life has to be on the watch. Democracy must prevent a dangerous growth of individual power whether political, social, or economic. It uses various devices to do this—elections and regulation, for instance, and taxation. It may even prohibit the investment of excessive wealth through the inheritance duties. It must prevent the abuse of political or administrative power whenever functions are socialized. Democracy must forever tackle the present; it cannot hope to promise the solution of future problems in advance. To operate and preserve a system of liberty in a changing world depends in some part on good luck and in large degree on the courage and capacity for liberty of the people and its leaders. Democracy after all is not anarchy but a form of government and a way of life. 'It is needless to invoke justice and peace unless we attempt to implant them in a world through coherent and working institutions.'

* * * * *

"The fathers quite evidently were concerned with the preparation of the people for self-government. They feared that paper guaranties of freedom were not enough. Washington wrote in his farewell address 'In proportion as the structure of government gives force to public opinion it is essential that public opinion should be enlightened. Promote then, as an object of primary importance, institutions for the diffusion of knowledge. Knowledge is in every country the surest basis of public happiness. In one in which the measures of government receive their impressions so immediately from the sense of the community as ours it is proportionately essential. To the security of a free constitution it contributes in various ways.' To Jefferson the schoolhouse was the fountain head of happiness, prosperity, and good government and education was 'a holy cause.' Although the founders did not live to see their ideals of education carried out their thought and purpose are clear.

"When public schools and universities were finally established several generations later, however, Americans were thinking in local rather than in national terms, and of an immediately useful and a somewhat private kind of education. Stress was laid upon individual rights and individual liberty; the sense of national responsibility did not weigh heavily upon those who sought their fortunes in the wilderness. No national educational leader or system appeared. The great leaders of American enterprise did not turn their attention to education until the day of great private endowments appeared on the horizon. Education was entrusted to local inspiration, leadership, and control.

* * * * *

"Today, in spite of its origins in State and local enterprise and its early reaction against the cultural outlook of the founders, public education is once more concerned with the national economy and interest and with those ideals of national unity of thought and pur-

pose which are Nation-wide in their reach. The struggle between centralism and particularism, between collective and private interest will never end but education has a certain responsibility for keeping the conflict within the domain of exact knowledge, good will, and the democratic process and of contributing to the formulation of wise public policy.

"In some sense, then, American education faces a very real decision. It cannot help but recognize how widespread is the teaching throughout the world which by precept and implication throws overboard the whole theory and method of democracy. It must see that the values, which we have taught in America for generations, no longer produce a proper understanding of the world as we find it. We keep putting new wine into old bottles instead of getting a new orientation. The dictators are not making this mistake. They are cultivating a common interest and a new goal. They are teaching the doctrine that to save one's life one must lose it in devotion to a common social ideal.

"Not long since a profound student of this country who was born in Europe but has lived here for more than 30 years gave it as his opinion 'that Americans do not think of the United States in the way that other peoples think of their homeland. They know little about it, feel little responsibility for it, and have no vital selfless interest in it. They are not conscious of their citizenship nor do they feel the urge for participation in their common concerns. Their educational system does little to instill any of these necessary national participating qualities.' Such a pronouncement may be overdrawn but it was made in all good faith and in great seriousness by a naturalized citizen who loves his adopted land. If such a charge is true in any degree, it is time to take counsel together. True, war would change this indifference for a time but only temporarily. Our sense of common purpose and common sacrifice must be a lasting and constant active sentiment which does not waver. Only a conscious educational program can effect such a result.

"Such a program calls first of all for an understanding of democracy as a way of life and a nourishing of the underlying values upon which society depends for its existence. Second, it requires that we live in the present as well as in the past and that we face the future. We cannot plan for the past or act in it. Our education must be concerned with coming generations as well as with the present. It must take account of advancing knowledge; it cannot fall under the dead hand. In the words of the Educational Policies Commission, 'Education involves the dissemination of knowledge, the liberation of minds, the development of skills, the promotion of free inquiries, the encouragement of the creative and inventive spirit, and all the establishment of wholesome attitudes toward order and change—all useful in the good life for each person' and necessary to an American society in the world of nations.

"The challenge America faces today in a world of warring philosophies is clear-cut—can we make the democratic idea and process work in such a way that we can achieve security in a social organization which will maintain freedom? Do we have to kill one to get the other? Education must face this issue or lose its liberty and its opportunity.

"Most of us today are anti-Fascist and conversely we are the defenders of the democratic way. Everywhere lip service is given to the American dream. This is not enough—to hate despotism is not to guarantee freedom—to be anti-Fascist is not equivalent to being pro-democratic. Democracy needs an offense as well as a defense if it is to score a victory. Such an offense will apply the meaning and implication of democracy to the time in which we live—and then act. Only a dynamic democracy can cope with a fact facing fascism. Only a whole people accepting responsibility for action can meet on even terms a totalitarian mechanism which uses all the instruments of power to bring a nation to the realization of a cooperative goal. Our best defense for democracy in a world hurtling toward totalitarianism is a sound offense which attacks the conditions which give rise to such a solution. In a moment of emergency the local defenders of our peace and order through the police radio hear the broadcast 'calling all cars—calling all cars.' This is such a moment in world history—a time of danger to the democratic way. Everywhere throughout the length and breadth of this great land we need to hear a strong signal sending out a message in thundering tones 'calling all Americans—calling all Americans.' Our devotion to democracy must produce a dynamic democracy. * * *"

Congress to Move

The 1940 convention of the National Congress will be held at Omaha, Nebr., according to action taken by the executive committee.

Offices of the National Congress are being moved from Washington, D. C. to Chicago, following action taken at the convention and plans that had been under way for some time in the board for such a transfer.

OLGA A. JONES



Syllabus Available

A syllabus on Curriculum Construction for the Handicapped, prepared at Teachers College, Columbia University, in connection with courses on the education of the handicapped, is available, according to announcement (10 cents to cover postage), from the author, Clarence R. Athearn, Teachers College, Columbia University, New York City. The syllabus is in mimeographed form, and includes 150 pages.



Excursions to the train yard and to the railroad station were a part of this group work in transportation.

The Primary Unit—An Aid to Children's Progress

by Mary Dabney Davis, Specialist in Nursery-Kindergarten-Primary Education

★★★ "Failed-to-pass" and "repeat-the-grade" have climaxed the first school year of approximately one of every four first-grade children in the conventional school. Based chiefly upon the generally accepted idea that all first graders must master the skill of reading, the promotion barrier has caused many young children to start their school life with a sense of defeat that is difficult to erase later on. Many steps have been taken to adjust the school requirements, the teaching methods, and the grouping of children to current knowledge of how children best grow and develop. Successful experiments with the *primary unit* and *primary school* are apparently providing a setting in which beginning school experiences can be adjusted to remove failure. "Grade" and "promotion" barriers are removed, children are placed in classes with others of like interests and age, well prepared teachers build the school program to fit the individual and class needs and successful progress is assured for each child at his own rate of learning. The primary unit is a practical application of the philosophy underlying the modern school which maintains that the schools must begin with children as they are, and must provide an environment favorable to their growth and development.

Current interest in the primary unit centers upon the way school officials develop the organization, how it operates and how successful it is proving to be. The following brief descriptions, based upon school visits and reports may be amplified from the publications listed. Many of the most significant steps in the development of primary units, however, are described as memoranda, outlines, and record forms which indicate the concentrated effort of teachers, principals, supervisors, and superintendents to study children and give them a fair start in their school life.

The school systems that will be mentioned are by no means all of those either conducting their primary school on the unit basis or tending in that direction. Many are experimenting with one detail or another of the program. No one suggests that a final plan has been achieved, or that there is any one approach to needed adjustments in the school organization that would fit all school systems. Such uniformity is neither desirable nor possible. With the teachers and schools, as with the children, adjustments must begin where they are and with their individual interests and problems.

Preliminary Steps

Many and varied studies and experiments have preceded the elimination of grade lines and promotions in school systems developing the primary unit. Among steps taken in approaching the general organization have been surveys of first-grade failures, adjustments in promotion standards, changes in regulations controlling school entrance, a change from semiannual to annual promotions, postponement of formal instruction in school subjects, emphasis upon behavior development and individual development in teaching method and in the construction of new report cards, the assignment of teachers for a period of 2 or 3 years to the same group of children, efforts to harmonize kindergarten and first-grade teaching methods, the organization of preprimary classes for slow-learning 6-year-olds, and the withdrawing of primary grades from a platoon organization. The following reports illustrate some of these approaches.

During the early years of the depression a special study was made in Minneapolis of the rate of first-grade failure. Serious difficulty for many children was apparent by a percent-

age of 15.8 first-grade failure compared to a 5.1 percent of failure for all elementary grades and a range in first-grade failure among school buildings that went as high as 32.6 percent. On the basis of a study conducted by the curriculum department of pupils who failed in first grade, certain recommendations were made to help eliminate at least part of such failure. The principals and teachers of eight elementary schools formed into an experimental group to try out some of the recommendations. They made an attempt to substitute standards of all-round child growth for the single standard of skill in reading as the basis of promotion. They investigated the possibility of some form of cumulative records. They made adjustments in the reading program of the 1-B grade. They studied the feasibility of print-script writing in relation to reading. They summarized their findings on such points as a plan of organization, equipment and materials, a testing program and a plan for reporting pupil progress.

With the revision of the curriculum in Rochester about 6 years ago, the teachers and principals felt a need for improved promotional practices. Neither semiannual nor annual promotion plans had proved satisfactory in attaining the objective of continuous progress for the pupils. There had been, however, successful experience at the primary level with a pre-primary transition class between kindergarten and first grade and also with the assignment of teachers for 2 years with the same group of primary children. This experience suggested a grade unit plan for promotion. The plan fitted well with the organization of the curriculum into series of "centers of interest" at all age levels and four promotional units were set up—kindergarten through grade 3, grade 4 through 6, grade 7 through 9, and the 10th through the 12th grade. Cumulative record cards were developed to record



Individual interests in books and individual records of progress help develop reading skill.

basic and continuing personal histories for each child and to report pupil progress in the curriculum "centers of interest." Adjustments were also made in the periodic reports of children's progress to parents.

In *Pittsburgh Schools* for the fall of 1935 the following announcement was given:

"Nine elementary schools in Pittsburgh are enrolling between eight and nine hundred kindergarten and primary grade children in 'activity centers' to provide better articulation between the kindergarten and first grade. The transfer from the atmosphere of freedom in the kindergarten to the strain and stress of a platoon school seemed too sudden and severe. Changes in teaching personnel, in equipment, in curriculum and teaching method have been made gradually to adapt the program to the children's needs. The Child Guidance Clinic has determined the children's reading readiness so that the approach to reading may be adapted to the children's abilities. The goal anticipated by teachers and principals is that at the end of 2 years the children will be as far along in the usual skills and, in addition, will have other highly desirable qualities usually undeveloped such as independence of thought, experience in problem solving, social ability to get along with other children and in new and untried situations."

Practices Vary

Using the previous reports as an indication of the background, experiences, and interests with which schools approach administrative reorganization, one is prepared for the variety

of adjustments of the reorganization to local conditions. Again recognizing that successful changes depend upon the interest and conviction of those upon whom the immediate responsibility rests, it seems natural to find variations in the development of the program among schools in the same system. With the exception of the smaller school systems, the organization of the primary unit usually starts in but a few buildings. About a fourth of the Minneapolis schools are now working on that basis.

Grades included in the unit are usually kindergarten through grade 3, though kindergarten and grade 1 or grades 1 and 2, constitute the unit in some schools. Where there is no kindergarten, the grades complete the group. There seems to be a tendency to wish that all children could begin their school experience at the 5-year level giving them the advantage of that period of adjustment in the primary unit.

To avoid the implication of promotion which is connected with the word "grade", the terms "school year", "class", and "group" are used, for example—"first year of school", "second class", and "first-year group." For purposes of statistical reporting, however, several school officials state that the word "grade" is used. This is both a matter of current, local convenience and of providing information comparable with other school systems. Enrollments for these "grades" are based largely upon the number of years the children have been in school.

The grouping of children seems to be chiefly

on the basis of social maturity or of chronological age. "Social Maturity" in the Los Angeles program is defined as "children who are like-minded, have common interests, have reached about the same degree of maturity as regards social habits and are likely to live together happily and successfully." Being homogeneous in social maturity does not, however, mean that the group will be homogeneous in chronological age or in intelligence. A chronological age-range of 3 years and a range in I. Q.'s from 75 to 110 and over are granted as possible in the Los Angeles program and defended as resembling an average group in adult life. The teacher then assumes responsibility for finding out all she can about each child by test and observation and for teaching at all levels, depending upon the needs of the children in her group. Children who seem to be misfits may be moved from one group to another if the new assignment puts them in a more congenial atmosphere for growth.

Children who enter at 5 years of age in the kindergarten are generally expected to remain 4 years in the primary unit while those who enter at 6 will spend but 3 years. But in one school system provision is made for a maximum of 1 year of acceleration and 2 years of slow progress.

Practice varies again in the length of time teachers remain with their groups of children. In some school systems they spend but 1 year with a class, in other schools they remain 2 years with the same group, and in still another school system the teachers and children are together during the 4 years of the unit with such changes in the enrollment as naturally occur.

Some of the Values

The major emphasis of all proponents of the primary unit is directed toward the teacher's study of individual children. Such study, followed with adjustments for each child during his earliest years, should help to avoid later problems and build in children an active expectancy of happy, normal growth and advancement. In Glencoe the study of each child brings the parent immediately into the program through conferences. Reports, which are a constant challenge to the teachers' professional growth, include a report on the personality and behavior of each child which is a yearly addition to the cumulative record, reports of advancement in school subjects and activities, reports of physical condition and of objective tests of intelligence, school readiness, and achievements. First-grade failures have been abolished as undesirable from a mental health standpoint. Nonreaders, whose difficulties seem to be due to factors other than those of maturation, are given special remedial assistance as they continue in the primary division.

In refuting the criticism that a "no-failure school" is one where you promote everybody and the children don't have to learn anything,

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Whither the Rural School?

by Katherine M. Cook, Chief, Division of Special Problems

★★★ Straws in the wind which seem to be of current moment indicate increased interest in the education of a much neglected half of the children of the United States, namely, those living and going to school in rural or sparsely settled communities. The yearbook of the American Association of School Administrators for 1939 was devoted to a consideration of problems and progress in the field of rural and village education. The International Institute of Teachers College, Columbia University, devoted its yearbook for 1938 to a discussion of Rural Education and Rural Society in the United States and in most of the countries of the world. Last, but perhaps most important to the children concerned, at least two-thirds of the States are, or have been during recent years, showing definite indications of activity of one type or another—all in the direction of improving the educational facilities available in these areas.

Steadily and consistently over a long period of years the population of the United States has been moving from rural into urban areas. Desirable, even essential, as the reasons for this migration generally are, the result is that rural areas as a whole have thereby become bereft of their original resources including those which are to be measured not economically only but also, and most significantly, in terms of human ability. At the same time rural areas must shoulder an undiminished, generally an increased, burden of taxation, if even minimum public services are to be maintained. In other words, the resources of the country are constantly drawn upon to replenish those in the cities while compensation toward the upkeep of services is either entirely wanting or, as in certain States which aim to preserve equitability of social services—inadequate.

Among these services public education ranks high in importance as well as in cost. Indeed, lack of adequate educational facilities may be classed as among the causes as well as the results of migration from country to city areas. Much has been said and written about the economic urge which has sent country boys and girls cityward; much about the "lure of the bright lights" involving cultural and recreational facilities as well as the less substantial attractions. If it were possible to estimate the loss to the countryside involved, in the quality as well as the number and potential economic contribution of the people who have left it to seek better educational opportunities for their children, it might well be that education, like Abou ben Adhem's name, leads all the rest. It is certain that in addition to

the economic loss involved in the migration from farm to city the loss in educational leadership, a quality much needed in the country, is a significant one. It may well account for the apparent inertia of a part of the rural population in educational progress.

Underprivileged Educationally

At any rate there remains this large proportion of our school population—impressive in numbers as in potential resources—admittedly underprivileged educationally. Not much need be said here about the conditions that influenced, throughout the years, intelligent, far-seeing parents to seek elsewhere the educational advantages not available to their children in the country, even to the point of breaking home and family ties. The story is familiar to observers as well as students of educational conditions.

Only last month, in *SCHOOL LIFE*, there is a clue to one of the most significant reasons for inferior schools in the country. It shows graphically how but 38 percent of the teachers of one- and two-teacher schools in the open country have 2 or more years of college education—the generally accepted minimum for reasonably qualified teachers, while 91 percent of the teachers in the large cities are as well or better qualified (data for 1936). The old adage—as the teacher so is the school—still holds good, but more particularly in the small schools, as the world knows. Logic would dictate that higher qualified rather than under qualified teachers were desirable if similar results are sought. Yet this lack of qualified teachers with its almost inevitable sequence of lower standards in instruction is still the crux of the rural school situation. Constructive progress toward the improvement of schools in rural communities then may be expected to have as its ultimate objective the improvement of instruction. Otherwise it would be beside the point.

Reorganization Important

It would be difficult to characterize any one of the progressive movements in rural education now under way as the "most important." Education in the United States is organized in 48 different State systems each designed to meet different conditions, resources, ideals, and traditions. The degree of importance of any procedure depends on the situation in which it operates. It is, however, safe to say that among the most significant movements toward improvement of school

conditions in rural areas in the United States and one fundamental in the majority of States, is that toward long time, State-wide planning for reorganization of school administrative units, usually accompanied or preceded by transfer of a substantial proportion of school support from local to State sources. The goal of this movement is State-wide, i. e., including all areas and children within a State, rather than local-district-wide provision for financing a complete or "standard" school program. Such a program would provide for professional administration and supervision; for an enriched curricular program including adaptation to the environment and experiences of the children concerned; for adequate facilities in buildings and equipment; and other essentials.

During the past 5 years State-wide surveys have been made in a number of States. Ten such surveys have been made as cooperative projects of the Office of Education and State departments of education, with a view to studying existing educational conditions within the respective States to determine the possibilities for the organization of satisfactory schools and local school units—including both administrative and attendance areas. The plans contemplate for each State school systems of adequate size and population to offer equitable educational facilities to all of the children as well as equitable distribution of the financial burden involved in their support. They involve a pooling of effort—the principle underlying public support of schools—on a State-wide and areas-wide rather than district-wide scale. The consummation of the plans resulting from these studies is of course for full realization in the future. However, progress toward it is underway.

Interpreted liberally it may be considered an extension of the consolidation or centralization movement in which some progress has been made in every State—notable progress in many—to reach a larger number of children, additional areas, and to finance and administer the schools on a more democratic basis. The practice prevailing in most States of combining adjacent districts on majority vote of the people concerned, while democratic in conception, has not proved democratic in actual practice. Rather it has resulted in the formation of favored districts here and there, favored in taxable wealth and in a population with progressive ideals in education. Hundreds of children living in regions outside the borders of these centralizations, often on the very periphery of the newly formed districts, were even worse off

after than before separation from the larger and more prosperous area.

Moreover, there has been a very natural tendency, often necessary for success, to confine the proposed centralizations to those districts able to afford more commodious and better equipped buildings, an end too often confused with the more substantial objective of improved instruction. Hence the means rather than the end was occasionally satisfactory. That mistakes have been made in the name of school consolidation, now of course widely recognized, does not detract materially from the substantial gain in educational progress which has resulted from it. It has facilitated improved elementary educational facilities for literally millions of children and has brought high schools within accessible distance to thousands formerly without such advantages.

The dramatic progress of the centralization movement during the past 20 years has come from several causes. The country life movement under the leadership of Theodore Roosevelt, during his presidency, added emphasis to the growing realization of the need for enriching country life, including education, under changing social conditions, a movement still under way. The rapidly increasing enrollment in secondary schools throughout the country, though lagging in rural as compared with urban areas, had a marked effect. The net result has been a reduction in one-teacher schools during the period of approximately 70,000, and an increase in centralized or consolidated schools from 5,000 to 17,500. These figures do not, of course, tell the whole story of school centralization. Children in large numbers are attending schools in districts other than those in which they reside and to which they are transported at public expense. In these as well as in centralized schools facilities superior to those offered in the home districts are provided. The total number of children transported to school in 1936 as reported to the Office of Education was $3\frac{1}{4}$ million. No doubt it had reached at least 4 million in 1938.

Improving Instruction

Estimates made in the Office of Education indicate that at least as many children, namely, 4 million, are enrolled in one- and two-teacher open country schools. It is evident then, from the point of view of numbers alone, that not the least important of the several movements directed toward better schools in rural communities is that concerned directly with improving instruction, applicable, of course, to the small as well as the larger schools. Curriculum development programs, usually under State leadership and State-wide in effect and State and local plans for professional supervision are significant activities for achieving this goal. Education, if it is to have meaning for children, must be adapted to their experiences in the environment in which they live and attend school. One serious failure in education in the past in the small rural school especially, but often also

in the larger school, has been the following of curricula, courses, methods, materials of instruction, and standards intended for and appropriate to urban schools, usually widely different in organization and facilities as well as environment. In some instances examinations, particularly those required at the close of the elementary school, were given by central authorities and were powerful incentives to teachers to follow procedures modeled after, if not the same as approved urban courses.

"If the principle is sound that the task of modern education is to adapt instruction to the abilities and capacities of pupils, to build on the environment, the content of rural education must be taken from and adapted to the rural environment,"¹ according to a recent statement of Dr. Kandel. As the author explains this does not involve a policy of restricting the experiences of pupils to a narrow environment but rather a translation of the language of the school's activities into one that has meaning to the learner. Enrichment of school programs, their adaptation to the abilities and experiences of children, are essentials of an equitable educational opportunity for all children, whatever the community in which they live. The achievement of these essentials under the different and more difficult situations to be met in small and often inadequately staffed rural schools has long been a serious obstacle to efficient instruction.

Professional Supervision

Professional supervision is generally considered an effective aid in achieving the objectives referred to above. In a number of States—New Jersey, Maryland, California, Virginia, for example—county supervisors, generally with State leadership and cooperation, are achieving efficient results in improving the content and method of instruction. Local district superintendents, supervisors, and principals achieve similar results under the administrative organization prevailing in other States, New York, for example. Curriculum enrichment in health, guidance, the social studies, the vocations, school and community projects, and the like; group organization plans adapted to the small school, primary and intermediate units, e. g., among other progressive movements, are reaching rural communities through professional supervision.

Here, then, are a few of the signs which seem to indicate more fundamental, remedial rather than palliative, procedures approaching greater equitability in educational facilities for children in rural areas, a consummation devoutly to be wished. The ultimate objective is nothing newer than the well known one of Dr. Dewey that we provide for all children—rural and urban understood—what the best and wisest parent wants for his children.

¹ Educational Yearbook, 1938, International Institute of Teachers College, Columbia University. I. L. Kandel, ed.

Cultural Ties

(Concluded from page 292)

Circulation of Literature

The circulation of books, journals, and reviews of the United States in the other American republics is distressingly limited and the same may be said regarding the circulation of their production in our country. We simply do not know each other's literature. In this situation is revealed a project of large possibilities, for it is a realizable undertaking to translate and disseminate widely in inexpensive editions the best histories, biographies, scientific publications, and other literature of our respective countries.

The rapid growth in the United States of movements for health conservation, child welfare, and social improvement are paralleled in our neighboring countries. Inter-American cooperation in these areas already has accomplished much, but much remains to be done.

Educational and informative films, transcending as they do the barrier of language, constitute a uniquely effective medium for cultural exchange.

Art and music offer broad opportunities for effective cooperation. The art of the United States is known only too little outside this country, while the artistic productions of the other American nations reach people of the United States to a limited extent. In some of the other American republics significant achievements in art are being realized and with these countries suitable exchange exhibits should be carried out. American music, other than popular dance music, has received little general hearing. Concerts and other forms of musical expression, as well as visits by individual artists, would contribute considerably to a diffusion of the knowledge of the culture of this country. The whole field of radio broadcasting offers almost unlimited possibilities for the increase of international understanding through effective cultural relations.

Special Institutes

In some of the capitals of the American Republics special institutes exist for intellectual cooperation with the United States; notably, in Rio de Janeiro, Buenos Aires, Santiago, and Lima. There is a dearth of such institutions both in the south and here in the United States in contrast with the relatively large number of institutions which exist for the promotion of cultural relations with Europe. It is important that cooperation and encouragement be extended to these organizations and new ones created to the end that close cultural contacts may be maintained.

The first 50 years of the Pan American Union will be celebrated in 1940, which year also will be the fourth centenary of the explorations of Francisco Vázquez de Coronado in what is now the Southwestern portion of the

United States. These two occasions offer splendid opportunities to quicken in every community in the United States a livelier interest in Inter-American relations and to highly multiply the programs of cultural and intellectual interchange between ourselves and our neighbors to the South.

Rediscovering History

One project which needs to be undertaken immediately might be designated as the re-discovery of our history. All too frequently we have described our cultural evolution as though it had had no relation to that of the other American Republics. Delegates from those countries at Lima indicated that the same practice prevails with them. It is interesting to reflect that every school child in every American republic starts his history studies with the discovery of America by Columbus and the explorations that followed, but for him from that point the stream of history divides into separate nationalistic tributaries, each taking its own independent direction uninfluenced by the others. It might be added that the history of each nationalistic tributary is not infrequently so taught as to indicate that the main portion of the original cultural stream flows through it.

As a matter of fact, there was a marked divergence between the developing civilizations of our several countries, but the separation never was as complete as some of our histories have suggested. The American Revolution, for example, strongly influenced the thinking and later action of the countries to the south, and their revolutions in turn greatly influenced our development. Again and again our cultural streams have interpenetrated and in recent years with improved communications they have been steadily converging. There is need for new textbooks and new popular histories which adequately describe the inter-relations of our developing cultures and the enriching contribution each has made to the others.

Many other ways of cooperation might be discussed, but these will suffice to illustrate the practical character of cultural relations.

Our Government is performing its part in furthering the good-neighbor policy, but the good neighbor policy can never be carried to completion by Government action alone; it remains for the people to play their part. And the first obvious thing for persons to do who wish to be good neighbors is to make themselves known. It is evident, therefore, that the program of cultural relations is to be a people's movement: A movement in which the citizens of the United States in collaboration with their neighbors will have the high privilege and satisfaction of building a peaceful, cooperative, and friendly inter-American world.

American Education Week 1939

General Theme

Education for the American Way of Life

Daily Topics

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



A Clear Responsibility— But How?

★★★ Education is not the exclusive business of school teachers nor is health teaching confined to the schools, but by all rights of tradition and experience, and through the advantage of organization, the function of health education of children of school age belongs to the schools, public or private. The report of the Educational Policies Commission of the National Education Association makes this plain, if it was not already understood. After listing the various services included in the education of the school child concerning health it says:

"It is axiomatic that every school system should carry on a program of health instruction . . . it is clearly a responsibility of the board of education and its professional staff.

"Daily health inspection of each child by the teacher or nurse is clearly a school responsibility.

"The provision of medical and dental examinations at regular intervals of the school career of each child constitutes a definite responsibility of school authorities."

So much for the agency which should conduct health-education activities in schools. And now for the actual doing of this piece of work.

It so happens that, in 1939, the plans for health education in schools have been admirably worked out by the Educational Policies Commission, by a committee of the American Public Health Association, and by a committee of State Directors of Health and

Physical Education. The shaping of the mechanism is complete.

It also happens that the special training for engineers of the machinery involved has been admirably planned by representatives of the American School Health Association, the National Organization for Public Health Nursing, and the American Association for Health, Physical Education, and Recreation.

However, these indispensable directors and teachers of teachers are not being prepared for the very good (or bad) reason that schools cannot employ them. Likewise, the approved plans for improving the health of the school child, education's first objective, are not put into effect because the schools cannot afford to put them into effect.

It's high time "the fire began to burn the stick, the stick began to whip the pig, and the pig began to go," but the pig hardly stirs. It is true that funds for health work and even school health work are forthcoming for departments of health, State and local, but as yet only four State departments of education have been able to employ full-time specialists in health education, while the inadequacy of local funds for school purposes of any kind in many States renders the health-instruction program inadequate. It is to be hoped that not only will the inequality of opportunity for education in the States be equalized but that adequate funds for school health work will soon be available to State and local departments of education.

JAMES FREDERICK ROGERS, M. D.



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

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

● Circulars of information on the history, geography, geology, flora and fauna, accommodations, etc., of the following national parks have been revised: Crater Lake—Oregon; Grand Teton—Wyoming; Hawaii; Lassen and Sequoia—California; and Mount Rainier—Washington (see illustration). Free copies of these circulars may be had by writing to the National Park Service.

● David Cushman Coyle is writing a series of pamphlets for the National Youth Administration designed to present reliable, non-technical information on social problems of general interest. The first two pamphlets in the series—*Depression Pioneers* and *Rural Youth* are off the press and are available free from NYA headquarters in Washington.

● Selected characteristics of hospital facilities in 1936, including those of general and special hospitals, hospital departments of institutions, mental hospitals, and tuberculosis hospitals, and trends in hospital development, 1928-36, are presented in United States Public Health Bulletin No. 243, *Hospital Facilities in the United States*. 10 cents.

● The official map of the United States, revised by the General Land Office every 2 years by order of Congress, is available from the Superintendent of Documents at \$2. Mounted on cloth, the map measures 5 by 7 feet, and shows cities and towns, rivers and railroads, national parks and other Federal reservations, and the development of land in the United States during the past 150 years.

● Canada is the second best customer for United States products and is by far our leading source of imports, according to a recent study of the Bureau of Foreign and Domestic Commerce, *Trading Under the Laws of Canada*, Trade Promotion Series No. 176. 20 cents. Although the common law of England is the foundation of the jurisprudence in both the Dominions and Provincial spheres, except in Quebec, which derived its legal system from the French codes, many variations have developed, as in the United States, in consequence of legislative enactments adjusting the commercial laws to local and modern conditions.

● The Superintendent of Documents has revised the following price lists of Government



Courtesy of the National Park Service

Horseback party, Mount Rainier National Park.

publications: Alaska and Hawaii, No. 60; Immigration—Naturalization, citizenship, aliens, races, No. 67; Plants—Culture of fruits, vegetables, grain, grasses, and cereals, No. 44; Roads, No. 45; Standards of Weight and Measure—Tests of metals, cement and concrete, iron, electricity, clays, photography, No. 64; Weather, Astronomy, and Meteorology, No. 48. Free.

● From many and varied sources the Bureau of Foreign and Domestic Commerce gathers information on new research projects in the field of marketing, prints the gist of statements by leaders in Government and in industry, reviews new business books and significant magazine articles, and lists new studies and statistical surveys on the 10th, 20th, and 30th of each month in *Domestic Commerce*. Subscription rate: 36 issues and semiannual index \$1 a year (foreign \$2) in advance. Special rates for multiple subscriptions for schools and business organizations are available on request. Remittances for subscriptions should be made payable to the Bureau of Foreign and Domestic Commerce.

● From one-fifth to one-third or more of all farm families in most sections of the Great Plains have been forced to apply for relief in recent years. *Farming Hazards in the Drought Area*, Research Monograph XVI of the Division of Social Research, Works Progress Administration, presents a detailed analysis of the agricultural situation in 13 widely separated counties in the Great Plains drought area and is based on an intensive analysis of the farm operations of a selected group of almost 1,000 farmers. An analysis was made of the rural rehabilitation problems of the areas studied in terms of specific local conditions, and suggestions were formulated for a long time program of agricultural adjustment. Free copies are available from WPA headquarters, Washington.

● The great majority of all accidents that occur in industry are preventable. *Industrial Injuries to Women and Men, 1932 to 1934*, Women's Bureau Bulletin No. 160, 10 cents, presents data from 19 States on injuries, on injured persons, industries in which the injury occurred, cause of injury, and wages and compensation.

Curriculum of the CCC

by Howard W. Oxley, Director of CCC Camp Education

★★★ "The educational activities to be organized in a given camp should be based upon the interests and the problems of the men." This statement of the basic philosophy of education in the camps of the Civilian Conservation Corps was made in the handbook for CCC education published in 1934. Throughout the past 5 years, this thought has actuated camp advisers and others in their building up of a program of training in the camps.

Step by step, a guidance procedure has been organized in the camps, the function of which is to seek out, interpret, and validate the interests and problems of the enrollees. Only upon such a basis can a valid curriculum be constructed, which is in keeping with the basic philosophy that needs and interests shall dictate the content of the program.

The needs and interests of enrollees in the corps fall roughly into two general groups:

1. Present interests and problems.

(a) Problems of an individual and personal character, the solutions of which are important to the individual's future.

(b) Individual interests and needs for educational work.

(c) Problems in the camp for which there is a cooperative responsibility on the part of the enrollees with the supervisory personnel for living and working in the camp.

2. Plans for reconnecting themselves with normal life outside. These relate to:

(a) Vocational interests.

(b) Opportunities for employment.

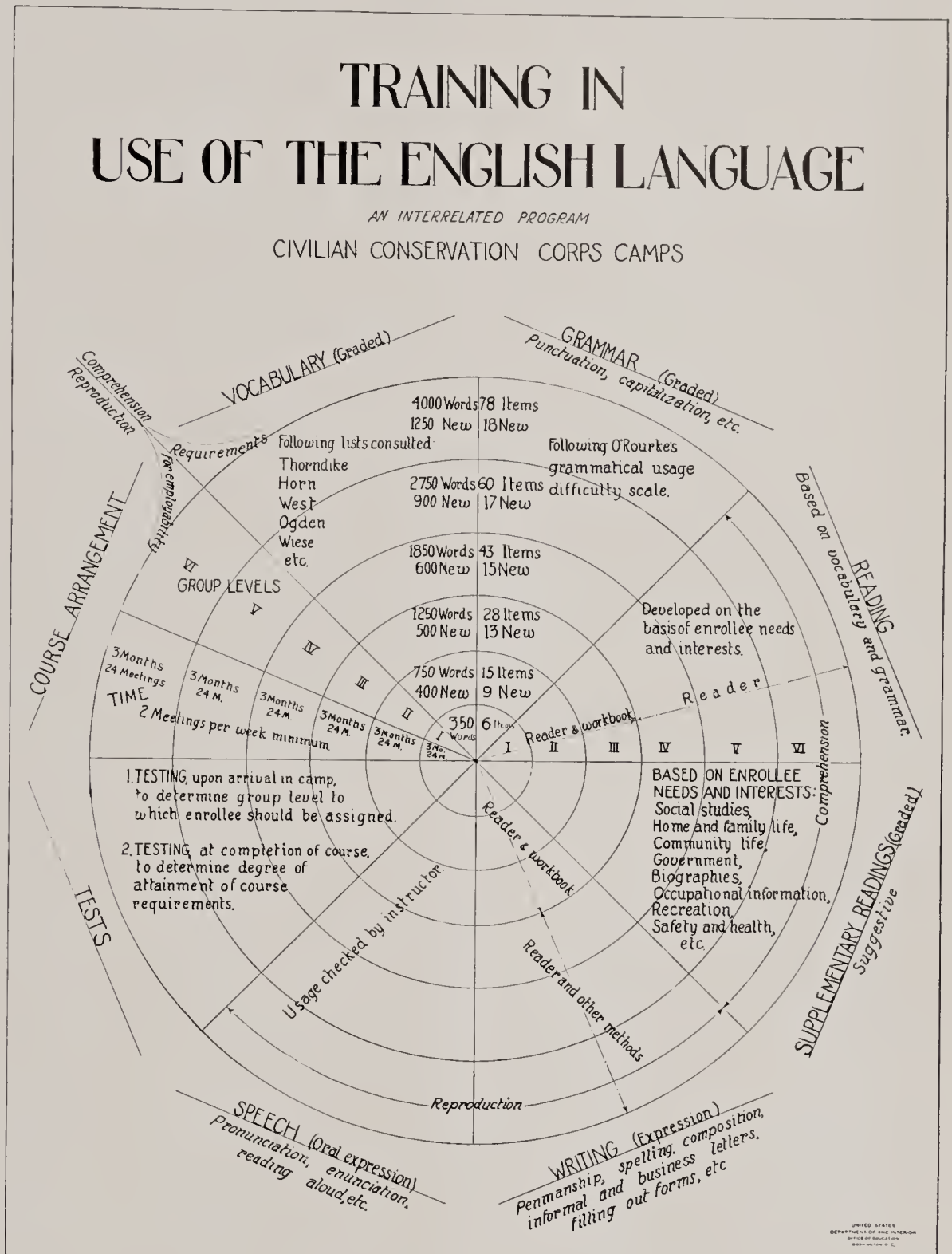
(c) Reestablishment of home and family relationships.

It is true that in the best sense of the word the entire life of the enrollee in camp is educational. However, the educative effectiveness of these processes cannot be left to chance. There must be an organized educational program which converts each phase of camp life into a definite teaching and learning situation. By utilizing all activities of camp life and work, the CCC watchword, "Learning by Doing," can be more fully realized.

Analysis Made

In order to translate the needs and interests of the enrollees in a given camp into a workable plan of training, an analysis of the training possibilities in the camp and available to the camp is made. These include:

(a) Prevocational and occupational training on the work project and on the camp overhead. The average work project includes approximately 65 different jobs which may be made the basis of training for occupations outside the corps, while the camp operating overhead offers from 9 to 12 separate jobs. A large percentage of the training needs of the enrollees of the camp can be met by job training



connected with the various tasks, together with related training during leisure time. A few examples are as follows: Cooking in the camp kitchen, stenography in the company and work project offices, truck driving in camp and on the project, retail sales in the camp canteen, masonry, surveying, tractor and heavy machinery operation, landscaping, terracing, and the like, on the work project. Related subjects are business English and mathematics, blueprint reading, drafting,

and the like. Full use is made of every training possibility, whatever the relative degree of potential skill.

(b) Occupational and prevocational training during leisure time. Not all of the training needs of a group of 200 enrollees can be met by training on the job in camp. Where training is needed which cannot be so provided, classes during leisure time in camp or in nearby cooperating schools are organized. Equipment is provided and instructors drawn from

the camp staff or from the outside. Where it is impossible to provide instruction in the camp the men are transported to nearby schools whose services are usually reimbursed or often secured on a free basis. Practice work is provided where necessary in order to simulate true working conditions.

(c) Remedial and related academic training. Approximately 100,000 or 35 percent of enrollees in the corps have not completed the work of the elementary grades. A program of remedial elementary work is provided for this group, leading to the granting of eighth-grade diplomas for a large number of men. In addition, the large need for academic work related to prevocational and occupational training is provided for during leisure time. In view of the fact that less than $\frac{1}{2}$ of 1 percent of enrollees separated from the service return to school, greater emphasis is placed upon removing functional deficiencies than upon working for school credits. In order to meet the needs of a very large percentage of those needing further elementary training and related training, there has been evolved for use in the camps a functional elementary program. This program is built around a series of six work books in language usage and the same number in elementary arithmetic. The language-usage program aims to integrate the teaching of reading, both oral and silent; penmanship; spelling, vocabulary; grammar; and, through the use of graded supplemental readings, social studies. The vocabulary is set at 4,000 words, scientifically determined. Grammar is not taught as such, but is introduced as usage in accordance with a difficulty scale of 78 items. Camp life is the integrating interest factor.

(d) The larger field of social adjustment is not neglected in the curriculum of the corps. The avocational field is well covered by arts and crafts clubs, dramatics, and music, both as instructed groups and spontaneous activities. Regular instruction is provided in health and hygiene, which serves to fix the lessons learned through the healthful practices which camp regulations require, such as daily baths, dental inspection, and the like. All enrollees receive instruction in first aid as a requirement of the camp. Activities which emphasize the duties and privileges of citizenship are carried on. Ceremonies honoring men who have become 21 years of age are held. Leave is granted to permit voting by those eligible. Effort is made to emphasize the practical values of camp life in terms of good citizenship.

The program in the camps seeks constantly to draw out the various phases of camp life and define them in terms of the future experience of the enrollee. The Civilian Conservation Corps in its essence, both in camp and on the work project, is a training program. The efforts of those responsible for the training in the camps look toward extracting the maximum of training value from the life and work of the camp and adding to it such additional training as will meet the needs and problems of the enrollees of the camp.

Excerpts from Report

Chicago's Adult Education

The Americanization department of the Chicago Board of Education has developed its services tremendously since it was organized in 1917, until today 9,000 students avail themselves of the opportunities offered in these classes, according to Supt. William H. Johnson.

"An increased number of classes this year has resulted in an additional enrollment of over 2,000 students. Among the more than 9,000 in these groups are native born from 57 countries.

"The students range from 17 to 88 years of age. The largest number of students, nearly 3,000, are between the ages of 40 and 50, and approximately 100 are over 70 years of age.

"At the end of each school year, certificates and diplomas are given to many of these men and women. At the last commencement, about 700 certificates and diplomas were distributed.

"The adult education movement is becoming so well recognized, throughout the United States that it presents a challenge to every public-school system. The needs and demands of adults for general education as well as for specialized training are increasing throughout our Nation," Superintendent Johnson states.

Speech-Improvement Classes

"The work of the speech-improvement classes in the evening high schools divides itself into two types: The first and largest provides training for the foreign-born students who are sufficiently advanced to take up high-school work, but who have a noticeable foreign accent, and need, particularly, practice in English pronunciation; the second assists the American-born students whose English is faulty and indistinct.

"Several of the evening schools have special classes for the foreign born in which the emphasis is placed on minimizing foreign accent, acquiring American idiom, vocabulary growth, and developing a fluency in everyday speech. Phonic exercises, much class expression, and practice in the rhythm of English speech form a part of the classroom procedure.

Deaf and Hard-of-Hearing Classes

"Classes for the deaf and for those who are so hard of hearing that they are unable to hear speech except when it is greatly amplified, are provided in the Austin, Englewood, Fenger, and Schurz evening high schools.

"In these classes no attempt is made to teach anything except the technique of lip reading. Almost all of these students lost their hearing after they had reached adulthood. Their speech is satisfactory, but they are seriously handicapped, both socially and economically, because of their hearing defect. The skill in lip reading which these adults ac-

quire gives them a new lease on life, and in addition, opportunities for bettering their employment are greatly increased.

Evening Elementary Classes

"Approximately 6 percent of the evening school adults are in the elementary department. They are divided into two distinct groups—The American-born who wish to add to the meager education they had received when they were compelled for one reason or another to drop out of school in their childhood, and the foreign-born who enroll in Americanization classes in order to study the English language and prepare for citizenship. These adults may receive eighth-grade diplomas and citizenship papers, and frequently continue in the high-school departments.

"The Americanization classes each year expedite the naturalization of some 750 foreign-born persons who are anxious to qualify for citizenship. A visit to an average Americanization class will disclose 30 or 40 men and women of all ages and stations in life. Most of them have been in the United States less than a year, and some of them only a few weeks. Many of them had acquired an excellent education in their native lands. Vocationally, they range from day laborers who work only intermittently, to officers of foreign banking houses.

Adult Department

"The school year 1937-38 revealed a decided increase in the adult department at the Dante, the full-time day school for adults in the city. The membership today is twice what it was last year at this time. Almost 300 students are enrolled. The increase is due in part to the foreign language newspapers, recommendations of former students, the central office, and the principals of schools. The following statistics are interesting; 18 nations are represented in this year's enrollment.

	Students		Students
United States	64	Yugoslavia	6
Italy	38	Russia	3
China	36	Japan	3
Mexico	45	Albania	2
Greece	30	Chile	2
Poland	16	Colombia	2
Germany-Austria	12	Brazil	2
Lithuania	8	Rumania	6
Czechoslovakia	6	Total	281

"The past year has shown a great change in the educational background of these students. More and more, the enrollment includes students who have graduated from a secondary school in their native land. In a recent class, college graduates also were numbered among the members."

Cooperative Study of Secondary School Standards

by Carl A. Jessen,¹ Specialist in Secondary Education

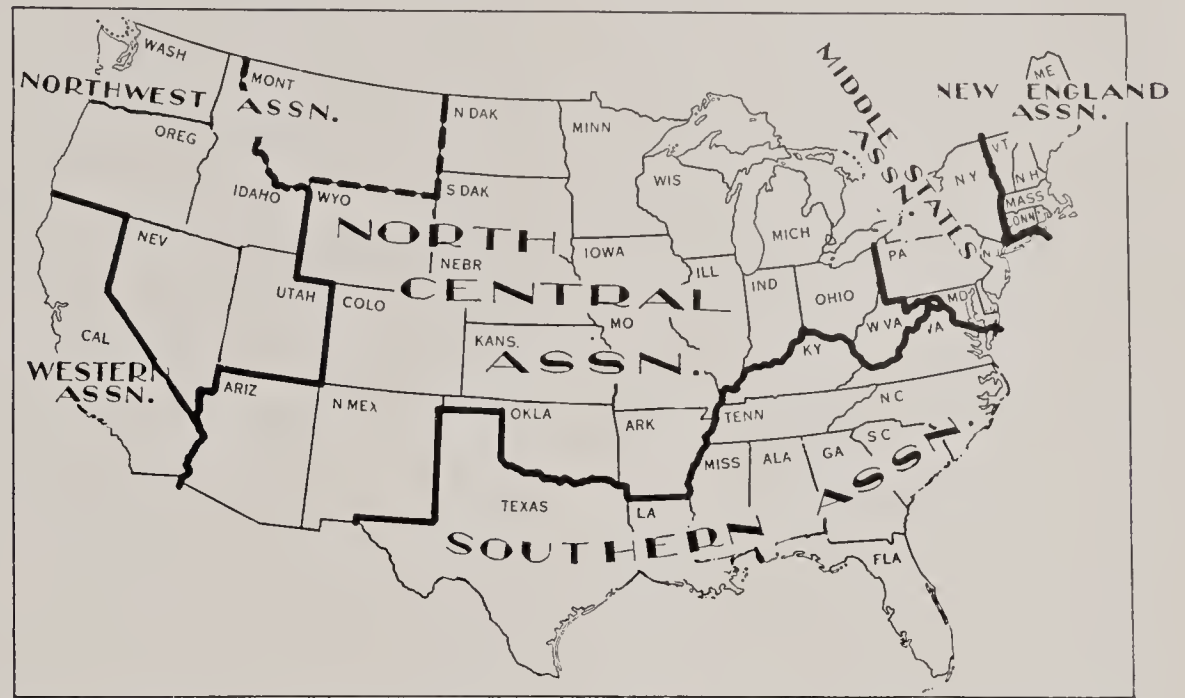
★★★ Regional accrediting agencies of the United States, nearly 6 years ago, started a cooperative movement looking toward revision of standards for the accrediting of secondary schools. A committee was formed of representatives of the six associations which in their combined membership include all the 48 States and the District of Columbia. Thus came into being the cooperative study of secondary school standards.

In the early period of the study it was not infrequently referred to as a study of college entrance. Such characterization of the study was not only loose; it was erroneous; for there never was any intention on the part of those in charge of the study to make it an investigation of college entrance. They had become increasingly aware that, valuable as the principle of accrediting had been in developing American secondary schools, it was in need of revision if it was to continue to serve the best interests of secondary education in this country. They were reminded of this need more often by their own experience than by the statements of those outside the accrediting bodies who thought they had discovered that something was wrong with the accrediting system; and that experience told them that the standards ought to be revised not only for the benefit of those who were going to college, but in the interest of all youth.

As the plans for the study developed, the word "stimulation" found its way into the discussions with increasing frequency. In fact, it was mentioned approximately as often as accrediting. It came to be recognized more and more clearly that accrediting really was a problem which involved the continuous and progressive upbuilding of schools and that the stimulative factor might be emphasized with equal appropriateness whether accrediting were involved or not. And so it has followed rather naturally and logically that many of the schools and agencies which have put into operation the procedures developed by the cooperative study have done so for the purpose of stimulation and improvement and have not had interest in using the techniques for accrediting.

For instance, the Maryland program, under which 30 schools have been evaluated, and the Virginia program, which has included 19 schools this year, have both been conducted for stimulation to improvement; in neither case has accrediting been involved. On the other hand, there are the announced plans of the associations operating in the Middle Atlantic, the Southern, the North Central, and the Northwest regions of the United States to

¹ Mr. Jessen is secretary of the Cooperative Study of Secondary School Standards.



This map shows the territory in which each of the regional associations operates. The only State to have a double affiliation is Montana which is a member of both the North Central and Northwest Associations.

use the cooperative study procedures in lieu of their present standards for the accrediting of schools, such use being variously optional, recommended, or mandatory within stated periods of time.

The Guiding Principles

Early in the deliberations of the committee in charge of the study extended consideration was given to the development of a set of guiding principles to deal with philosophy and objectives, pupil population and school community, plant, staff, educational program, and administration. These guiding principles have undergone numerous revisions and are fundamental to the entire subsequent development of the study. They express the background from which have been developed the procedures and investigations here described. These guiding principles are stated in the *Evaluative Criteria*, the manual known by the title *How to Evaluate a Secondary School*, and the forthcoming *General Report of the Cooperative Study of Secondary School Standards*. These three volumes and the series of charts known as *Educational Temperatures* are the four major publications of the cooperative study.

Check on Facilities

The cooperative study has carefully canvassed several types of methods which seemed to hold promise for correct evaluation of the efficiency of schools. One of these which readily suggests itself is a check of facilities.

More background of experience is available with regard to this method than any other, since the standards under which schools have been accredited in the past have so largely inquired into the facilities provided. The standards dealing with buildings and sites, libraries and laboratories are of this sort; similar, also, are the standards dealing with offerings, time requirements, teacher preparation, and the conditions under which teaching is carried on. The cooperative study by no means discarded the experience gained over a period of years by State and regional agencies in judging of the efficiency of education through a thorough check on the educational facilities and environment. Effort has been made to make this check more systematic, objective, and concrete through asking schools numerous questions concerning the facilities available with respect to plant, teaching staff, administration, and general educational program both curricular and extracurricular. These questions are contained as check-list items in the publication of the study known as *Evaluative Criteria*. Schools check themselves on a three-point scale as to whether the provisions are present to a very satisfactory degree, are present to some extent, or are unsatisfactory or completely lacking.

Check on Utilization

The *Evaluative Criteria* carry the check significantly further when inquiry is made, as is the case with many of the check-list items, concerning the utilization of facilities. Thus,

instead of merely ascertaining whether certain types of records are kept, inquiry is made into the use of those records for guidance and other purposes; a well-equipped, well-organized library may be relatively useless if it is only seldom used by teachers and pupils; excellent courses of study may have been prepared, but they are of little value unless they influence the everyday work of the classroom; teachers may be well trained academically and professionally, but if they are not efficient teachers the pupils suffer; and so on. The *Evaluative Criteria* secure information not only regarding the presence of facilities, but in no less measure regarding the use made of those facilities.

Another Feature

One other feature of the *Evaluative Criteria* is that at the end of each major section occurs a number of summarizing questions intended to bring out any important characteristics or evidences of growth which have not been adequately covered in the specific check-list items. The following five questions appearing at the end of the section on guidance are illustrative of this feature:

1. What are the best elements or characteristics of the guidance service?
2. In what respects is it least adequate or in greatest need of improvement?
3. In what respects has it been improved within the last 2 years?
4. What improvements are now being made or are definitely planned for the immediate future?
5. What scientifically conducted studies has the school made of its own problems in this field within the past 3 years or is it now making?

Visiting Committee

Finally there are contained in the *Evaluative Criteria* items which are labeled "Evaluations." These are inserted throughout the various sections for the use of a visiting committee. The members of this committee (usually three or more educators who have been trained in the use of the *Evaluative Criteria*), after spending 2 or more days in a school checking on the facilities and their utilization, fill in their evaluations on a five-point scale. While variations in the visiting program may occur, it is an integral part of the procedure in accrediting a school and is a useful part of evaluating a school for purposes of stimulation regardless of accrediting. The visiting committee brings into the procedure that expert judgment from an unbiased source without which no evaluation can have satisfactory validity.

Throughout the United States hundreds of individual educators have participated in one or more evaluations as members of visiting committees. The cooperative study first introduced the visiting procedure 3 years ago into 200 schools which were evaluated experimentally that year. During the last 2 years

the regional and State programs have given this opportunity to numerous others who have assisted in evaluations supervised by trained evaluators connected with the cooperative study.

Judging the School

Ever since it began to talk, the cooperative study has emphasized the importance of evaluating each school in keeping with its objectives. It is obvious, for instance, that a private school preparing a selected group of pupils for college entrance should not be judged in the same terms as a public high school which sends one-sixth of its pupils to college and has the obligation of training the other five-sixths of its pupil population for jobs. Evaluating a school in terms of its objectives is, however, not so simple a process as might at first sight appear, partly because the school often can furnish no clear-cut statement of its objectives, partly because the objectives when stated need to be examined by some criteria to determine whether they are the objectives the school ought to pursue, and partly because the evaluation of any school, once its objectives are known, is complicated if the evaluations are properly to take those objectives into account.

Early attempts of the study to solve this problem were not so successful as desired. Consequently during the present school year special methods of approach to the problem have been put into operation in 15 schools which agreed to work closely with the study in an effort to seek a solution. Attempt has been made to check the validity of the stated objectives of these schools against the character of the pupil-population and the type of community served. The objectives being thus validated, serve as a touchstone for application of the evaluative criteria to that school. The results of this experiment have not as yet been adequately analyzed to permit the issuing of a definite statement concerning its results, but indications are that it has had some measure of success.

Checking the Output

But someone says, How about the output? Check that adequately and the whole problem has been solved. Environment, utilization, committee judgment—all of these are of importance, but, after all, the essential of the whole matter is the product. Would it not be easier and much more direct to measure the results in the education obtained by girls and boys while they are in school and after they have left school?

The cooperative study did attempt to measure the product in a number of different ways. One way was through two batteries of standardized tests administered to more than 17,000 juniors in high school, one testing period coming in October and a second testing of the same pupils coming in May of the same school year. Another attempted approach was through investigation of the college success of graduates

who continued their education beyond high school. Still another was an effort to secure some measure of the success of former pupils of two different periods who had not gone to college, many of whom had withdrawn without completing high school.

Another series of investigations was aimed at securing the opinions of those who presumably would be most capable of passing judgment on the value of high-school education. Three such types of judgments were solicited from pupils in school, from parents of pupils in school, and from former pupils who had been out of school for 4 or more years. The total number of judgments so secured and tabulated exceeded 25,000.

The upshot of these elaborate attempts to measure results was that, while many of the schools found the results stimulating and useful, the procedures netted rather inadequate measures of the excellence of the schools.² For this reason the measures of results are recommended rather as devices for stimulation than as methods for evaluation of schools for accrediting.

Some Recommendations

The most significant procedures tested and recommended by the cooperative study involve a thorough canvass of the facilities of the school and the utilization of those facilities. This canvass is best made through participation of the entire faculty, each staff member giving attention to those features in the *Evaluative Criteria* which most intimately concern his work. The next step is to bring in a committee of experts to visit the school long enough to become thoroughly acquainted with its operation, to review and revise the responses made to check-list items, and finally to make the evaluations called for in the *Evaluative Criteria*. This done, the school is ready to compute its scores and to chart its strong and weak points on the educational thermometers contained in the publication called by this name.

² The reader who is interested in description and analysis of the testing program, the studies of success of graduates and drop-outs, and the canvass of opinions is referred to the *General Report of the Cooperative Study*.



List Available

How is education helping to solve home problems? What do high-school pupils like to study? How are needy college students getting an education? What is being done to improve teaching in the United States? What are the disappointments and satisfactions in library work?

Answers to these and many other questions appear in new publications of the Office of Education. A list of Office publications will be sent upon request. Write United States Office of Education, Washington, D. C.

Problems of Vocational Guidance of Negroes

by Ambrose Caliver, Specialist in the Education of Negroes

★★★ This discussion is based upon the following three assumptions: *First*, that the principles of vocational guidance are the same for Negroes as for others, but that their application may be different under certain circumstances, and that special emphases and adjustments should be made in the operation of a guidance program for them. *Second*, that the conditions calling for special consideration are not inherent in the Negroes' racial characteristics, but rather result from their social and economic backgrounds and present status. *Third*, that vocational guidance is a phase of the total educational process. As such it must be concerned with a curriculum of activities and guidance which will give children the opportunity to learn how to live and work effectively, and assist adults in making adjustments to changing occupational conditions. Careful study of the problems Negroes face and of their possible solutions should be made by everyone actively interested in the education and welfare of this racial group.

Many of the problems herein discussed are encountered by others as well as by Negroes; but in their case the problems are often accentuated and the opportunities for solving them are fewer. Although there are a few places where they are receiving relatively effective guidance service, in general there is a great need in this field.

General Educational Program

According to available studies, few institutions for Negroes have organized guidance programs. In those institutions that provide guidance the programs are limited, as shown by the number gathering information about students, about occupations, and about the social and economic life of the community; and by the opportunities offered students to gain occupational experience.

The organization and administration of Negro schools are, in the main, along traditional lines with emphasis on academic subjects, and are lacking in flexibility. The curriculum for the most part has a minimum number of courses adapted to modern needs. Extracurriculum activities, which are excellent agencies in developing certain qualities that are basic to effective occupational adjustment and in assisting students in making occupational choices, are also limited. Two other conditions in the general education of Negroes which are of special concern in the conduct of a vocational-guidance program have to do with the large proportion of pupils who are overage and the excessive number who drop out of school early. The first condition requires an

adjustment of guidance materials and procedures for a given grade in terms of the ages of the pupils, and the second condition probably requires the introduction of more definite vocational-guidance services in earlier grades than usual in order to assure a more effective occupational adjustment of those who leave school early. These should be considered as temporary measures only, however, pending improvement in the conditions mentioned.

Problems encountered in attempting to utilize regular textbooks, in geography and history, for example, as vocational-guidance aids for Negro students are very important. An accurate presentation in the elementary and secondary-school textbooks of the Negro's contribution to the progress of America would have great value in stimulating the vocational interests and widening the occupational outlook of Negro boys and girls. Also, it probably would be helpful in creating a more favorable attitude among white persons toward Negroes, resulting in a helpful increase in occupational opportunities from the standpoint of placement as well as advancement. The same deficiency noted in regard to textbooks is found in supplementary readers. One difficulty in the past has been a lack of accurate information about Negroes. However, such information is available as separate works, and in some instances is included as parts of books treating general subjects.

Exploratory Opportunities

Some of the deficiencies in the general education of Negroes prevent the use of try-out and exploratory activities as guidance aids. For example: The lack of "reorganized" schools, the lack of "activity" programs, inadequate shop and laboratory facilities, and narrow curriculum and extracurriculum offerings.

Personal investigation and visits to industrial, business, and agricultural enterprises are other valuable means of helping students explore the work of the world. Opportunities to make use of such agencies have been more or less limited for Negroes. This same problem is faced when they are seeking after-school jobs. These jobs, whether used principally for self-support while attending school or for occupational experience, provide excellent opportunities for students to explore their own interests and fitness for the type of work being performed. Personnel studies of Negro students and of graduates and withdrawals from high school and college show that the types of after-school work in which they engage while students were limited, and conformed rather generally to the narrow occupational pattern followed by Negro adults.

Gathering and Interpreting Information

Studies of occupational choices made by Negro students show that a majority choose a professional occupation. Some of the reasons for this may be found in a study of their backgrounds, their school facilities, and their economic status. For example: (1) Because of their experience during slavery, Negroes developed a false sense of value of the different occupations, and learned to disdain manual work and related activities. (2) Because of the lack of educational opportunities, both in and out of school, their occupational outlook is narrow. (3) Because they observe that the professional occupations apparently provide Negroes greater economic security and social prestige, a disproportionate number express a preference for them. In interpreting and using the information about students' occupational choices the above facts should be kept in mind, and ways and means sought of broadening the range of their choices.

Tests are increasingly being used to gather information concerning the intelligence and aptitudes of students; three special problems, however, face the guidance worker who uses them in studying Negroes. The first is that the majority of Negroes have not had experiences that will make them familiar with the procedures and techniques of testing. Second, the lack of exploratory opportunities on all levels of education may make Negroes less versatile and deft in testing situations than others who have had the advantage of such opportunities. Third, their lack of skill in reading may also influence adversely their test results. Persons giving tests to Negroes should keep these problems in mind when drawing conclusions and interpreting results.

One of the most difficult problems facing guidance workers among Negroes is the lack of accurate cumulative records about students. Adequate guidance of students is impossible unless there is a record of their activities and interests, and of the evaluations which teachers make of students' activities. Lack of such records or their effective use is often a weak spot in the administration of schools for Negroes.

Counseling

Counseling is for the purpose of focusing all available facts and all the experiences of the student upon his particular problem or problems in order that he may be *helped* in arriving at a solution. This service for Negroes is frequently made more difficult because of various factors in Negroes' backgrounds which influence their personality. Shall Negroes be encouraged to select and prepare for occupations which do not "exist" for them; or shall they

be guided into those occupations in which large numbers of their group are already engaged; or, shall a "middle of the road" position be taken which recognizes the value of both procedures? These questions should be approached by counselors and teachers of Negro youth with as full an understanding as possible of the different factors involved.

Preparation

After Negroes have selected an occupation, there are special problems which they encounter in securing the necessary preparation. One problem is concerned with the deficiencies of schools for Negroes, previously mentioned, and relates to (1) limited offerings in vocational subjects; (2) lack of modern equipment and facilities; and (3) insufficient number of adequately prepared teachers of vocational subjects. Another problem is the lack of apprenticeship opportunities. Closely associated with this problem, and that of placement, is Negroes' lack of opportunity to engage in cooperative work-study programs in their vocational preparation. Still another problem which Negroes frequently face is their inability, on account of financial and other reasons, to attend the school that offers the best preparation for the occupation chosen.

Placement and Follow-up

"Job satisfaction" cannot be achieved unless employment is secured that effectively utilizes the powers of the individual and provides personal satisfaction, and service to society. But finding jobs for Negroes is a difficult and serious problem today. The problem arises from several conditions, among them being the following: As simple manual occupations became mechanized, white persons sought the jobs formerly held by Negroes, which, under changed conditions, demanded new skills and knowledge and which paid higher wages. In many cases, Negroes were not prepared to meet the new demands of these jobs, and in other cases, particularly since the depression, they were not employed if white persons were available. In addition to losing jobs formerly held, Negroes have found relatively few opportunities in the new occupations resulting from recent technological progress. Moreover, many employers have lacked faith in Negroes' ability to fit into the highly industrialized situations. Another belief held by some employers is that racial conflicts will result when Negroes and white persons work together. However, there are many, many examples which show that, if given opportunity, Negroes can make good in most occupations, and that Negroes and white persons can work together without racial conflicts.

Closely associated with these problems is the lack of apprenticeship opportunities for Negroes. This problem becomes serious in cases where an apprenticeship is essential to the completion of occupational training or to entrance upon work.

Many of the problems of placement discussed here are also applicable to follow-up. In addition, these conditions make follow-up of Negro workers particularly difficult: (1) Lack of personnel and program; (2) lack of funds; (3) lack of proper relationship between school and world of work; (4) lack of wide-awake community organizations among Negroes; and (5) lack of leadership based on a long-range program.

Suggested Solutions

There are many approaches to solutions of the problems of vocational guidance of Negroes. Specific approaches and programs will vary with communities, regions, and circumstances of the individual or group. Some of the more obvious solutions are implied in the discussions in this article. Other suggestions are given below. They are not offered as a panacea, but as possible aids toward solving the problems.

(1) Introduction of the study of guidance in institutions for the education of teachers.

(2) Preparation for adjustments to the swiftly changing occupational demands by giving students a thorough elementary education; and by teaching them the fundamentals of two occupations at least.

(3) Coordination of guidance and job finding efforts through a community committee in which the school might well assume leadership, with different agencies undertaking specific tasks. In order to avoid taking jobs away from one group and giving them to another, it is suggested that effort be made to have Negroes employed in (a) newly organized enterprises; (b) newly established divisions of old enterprises; and (c) newly created positions of old enterprises. In addition, Negroes should be encouraged to qualify for positions in Federal, State, and local governmental agencies.

(4) Development of programs designed to promote interracial goodwill and cooperation.

(5) Creation of a central bureau or agency to serve as a job clearing house, which would furnish information about available jobs in each community, and the number and qualification of applicants for jobs in each community.

(6) Development of a guidance and reeducation program for adults affected by occupational shifts and new demands.

(7) Conservation and cultivation of all the talents of Negroes in the interest of their personal development and the national welfare.



● Twenty-five States, the District of Columbia, and Puerto Rico have minimum wage laws. An analysis of these laws—the occupation or industry covered, class of employees covered, minimum wage rates, and hours—is made in Women's Bureau Bulletin No. 167, *State Minimum Wage Laws and Orders*. 20 cents.

Residential Schools

(Concluded from page 294)

be left unturned in the attempt to discover and to stimulate remnants of hearing hitherto unused.

Rhythm

Because he cannot hear, the deaf child is oblivious to the existence of rhythmical sequences in the world of sound, and he is therefore unable to translate them into the rhythmical sequence of speech or the natural grace of the body. As a result, one often sees in untaught deaf children a shuffling gait, awkward posture, and clumsy movements of all kinds; and from those who have had a rigorous training in speech one frequently hears a series of explosive guttural sounds instead of the smoothness of voice found among hearing children. Some stimulus other than sound must be utilized to make them appreciate and imitate the rhythm of natural speech as well as the balance and poise of the body. In order to accomplish this, every school for the deaf makes extensive use of the piano. The vibrating strings of the instrument can be readily perceived by the deaf child through tactile experience. This medium, supplemented by the visual stimulus of his teacher's example, helps him to learn to interpret time, accent, pitch, and phrasing, and gradually to put into his own voice the rhythmical flow which he "hears."

The teacher may accompany the exercises in rhythmical speech with simple rhythmic actions. These in turn constitute the basis for the development of more complicated movements, such as marching, skipping, and even dancing. The grace and perfect time demonstrated by the children are sometimes so remarkable that it is difficult to convince the audience that they do not actually hear the music which accompanies their dances.

Occupational Experiences

Like all residential schools, the school for the deaf keeps ever in mind the objective of returning its graduates to normal community life to take their places as self-supporting and respected citizens. Some persons with seriously impaired hearing have attained marked success in a professional pursuit, but most of them find it easier to make vocational adjustment through trade or industrial service, particularly of the types not requiring extensive communication with fellow workers. Therefore, in those schools which offer vocational training great stress is laid upon such activities. In some schools practically all of the work carried on in the vocational department is really prevocational and of an exploratory type, with the expectation that the student will receive more intensive training after he has left school through the vocational rehabilitation service of the State department of education. In others the vocational

offerings are both intensive and extensive. One school for boys has operated at least 22 different vocational activities, and it joins two other schools for the deaf in the same city in maintaining an employment service for graduates. In 1937 this school reported: "In spite of the employment crisis of the past years it has been possible to secure employment for practically all graduates of these schools since the employment service was inaugurated a little less than 3 years ago. It is quite evident that the advantages of a superior vocational training are reflected in this unusual record of employment."

Social Adjustment

Deaf people cannot live in a world of their own, apart from all that concerns hearing people. Theirs is the privilege, the right, and the responsibility to find happiness within the world, not away from it. And the achievement of that happiness depends upon two factors. The first is the extent to which they have been prepared to take their places in a hearing world as well-adjusted personalities willing to accept without bitterness certain limitations imposed upon them by reason of their handicap, yet able to achieve in spite of them. The second factor is the extent to which the hearing world in which they live is taught to appreciate the persons that they can be and the work that they can do.

Residential schools have a heavy responsibility in both these areas, and many of them are doing their utmost not only to educate deaf children, but also to educate a hearing public. Pupils are given every opportunity to mingle with hearing children, to visit in the homes of hearing people, to perform before a hearing public, and to demonstrate their occupational efficiency before hearing employers. They are helped to adjust the personality difficulties that inevitably arise in the growing-up process, that are sometimes exaggerated because of the physical handicap, and that without adjustment are an increasing menace to satisfactory human relationships. The teachers make their presence felt outside the school, participate in the work of community service clubs, affiliate actively with State teachers' organizations, and follow the progress of modern educational practices. The hearing public, on the other hand, is informed at every opportunity of the work of the school, is invited to see it in operation, is given tangible evidence of the achievements of its graduates, and is reminded of its needs.

All of these things contribute to the deaf pupil's possibilities for successful living in the days that are to come. As a member of our great American citizenry he should have his opportunity for happiness gained through well-rendered service. The residential school and the day school have much to give to each other in helping him to reach that goal.



From Evil Spirits to Microbes

by James Frederick Rogers, M. D., Consultant in Hygiene



Many diseases are communicable but, fortunately, information concerning those diseases is also communicable and it is highly appropriate that this knowledge should be furnished by the United States Public Health Service. That Service has long been engaged in preventing the importation of such diseases and it has served as a powerful aid in their control within our borders. In its early days and for a century later, the Service had little to tell the public about communicable diseases other than that they were communicable, or "contagious," or "infectious," for those fearsome words nearly summed up what was known. We knew that certain ailments were somehow transferred from the sick to the well and, after many thousand years of experience, we had also learned that by keeping the sick from association with their fellows until the telltale signs of disease had disappeared, it would then be safe to resume their companionship.

Some diseases are slow going and may be communicated over a long period. In ancient Babylonia and in Palestine persons with such ailments, notably leprosy (or what went by that name in those days), were driven out of the camp, or city, and made to remain at a distance from their more fortunate fellows until they were fully recovered or dead. In Europe in the Middle Ages they might even be required to carry a bell in order to give warning of their approach. Other communicable diseases are rapid in their development and progress. They spread like a wave over a community, lay a considerable portion of the population on its back, or in its grave and are gone for the time. Where people were huddled together as was the case on ships in early days, it was observed that those exposed either had such a disease, or they were not going to have it, within a comparatively short space of time.

In the fourteenth century the public health servants of Ragusa, a city of Dalmatia, forbade ships suspected of carrying cases of the Black Death, along with more desirable cargo, to land their passengers, crews, or goods for the space of 30 days, or until they were unlikely to be a menace. In the Italian tongue this period was known as a "trentina." It was later decided that it would be safer to extend this period from 30 to 40 days or to a "quarantina," and this method of control was soon adopted by other Mediterranean ports.

Our Public Health Service prevents the communication of disease from abroad to our citizens, but not many travelers are detained and seldom are any of them held for 40 days. However, the historic word, "quarantine" still stands for that period of isolation no matter what its length.

Solving the Mystery

The "trentina" and "quarantina" reflected a vast step forward in man's groping after definite knowledge concerning the cause of contagious diseases. He had passed that dismal stage when they were looked upon as the work of spiteful spirits, or a visitation by a vengeful deity. Evidently the practitioners of preventive medicine of the Renaissance realized that human beings, or some other earthly go-betweens were involved for they burnt the bedding of the sick, aired their rooms and made use of those very practical weapons of sanitation—soapsuds and sunlight.

Back in the thirteenth century, Roger Bacon, in his little book on the preservation of health mentioned first among the causes of sickness "living creatures which infest the air and cause infection." This was a bold guess by this father of modern science for no one had ever seen such "living creatures." As late as 1683 another writer on hygiene remarked that people "believe that plague, smallpox, the itch, and other mangy and Leprous Distempers are catching because the effects immediately follow and they see them externally in the flesh; therefore most of the persons do both fear and shun communicating with such." He admitted, however, that the more exact "nature of infection and how it is spread and how to be avoided is very little or scarce at all understood." Just about this time a Dutch lens-maker named Leeuwenhoek produced a glass by means of which he was able to see "with the greatest astonishment" minute creatures moving about in a drop of water and in his saliva. These microscopic forms of life proved to be related to those we now know have the power of producing disease. It was nearly two centuries, however, before these seemingly insignificant organisms were finally incriminated as the fearsome go-betweens of communication.

Besides that skilled maker of microscopes we have to thank Henle, Schwaun, Davaine, Pasteur, Lister, Koeh, and other workers in many countries for solving the age-long mystery. Nor should we overlook the name of Edward Jenner who, putting two and two together from his observations in medical practice, was able to prevent a most dreaded disease although to this day no man has seen the organism which may be transferred from the victim of smallpox to his unprotected-by-vaccination neighbor. So difficult was it to escape this disease in the days of its undisturbed communicability that many persons were willing to contract it from what seemed a mild case by direct transfer of material from the sores of the sick in order to possibly escape more certain death from a severe infection.

Jenner did away with this dangerous procedure from which many lost their lives and he saved millions from the disease by borrowing his material for communication from the cow, in which animal the causal agent assumes a form that can be handled by the human body with less effort and without fear as to the outcome.

Cause of the Trouble

The transfer of a disease from one person to another involves at least a third party. This party of the third part may be visible to the naked eye (as is the case in hookworm disease) but it is usually microscopic and it is because of the variety of these participants in transfer that we have so many different diseases.

Small as they are, microbes which cause disease differ enormously in size and they present a variety of shapes, some being more or less spherical ("cocci" in Greek), some like a cylinder or rod ("bacilli"), and some curved or twisted ("spirilla"). But it is not because of such characteristics that they produce their differing effects. The bacillus of leprosy and that of tuberculosis look alike so far as they can be made visible and there are harmless germs which resemble them both. The all-important feature of each is its chemical make-up for even such tiny forms of life differ decidedly in their essential substance. They, in themselves, may be highly poisonous and the materials which they produce in the process of their rapid growth and reproduction may also be very harmful. Human beings also differ somewhat in their chemistry and if this were not the case, we would all be equally responsive to the organisms of disease. We would be equally ill or not at all affected by their presence.

A communicable disease is a chemical warfare in which the laboratories of the body are set to work making appropriate munitions to check the rapid multiplication of the invaders and to neutralize the effects of their weapons. After a successful resistance to some organisms the body is able to maintain its defenses against a second inroad and this blessed state of preparedness is called immunity. Scientists, besides Jenner, have been clever enough to help us in our struggles with these unseen foes by preparing for our use materials of war in their man-made laboratories and with the assistance of our animal friends.

Methods of Communication

The germs of some diseases find lodging and flourish in the organs for breathing and they are thrown out of the body in the acts of sneezing and coughing. We speak of diseases caused by such organisms as spray spread or spray borne because the droplets of saliva or mucus from the mouth or nose sprayed into the air may be breathed in by an unsuspecting and unprotected neighbor. The cause of a few diseases finds lodgement in the skin or the more delicate linings of the openings of the body and may be communicated by intimate

contact with the body of another person. Other organisms develop in the food canal, are discharged from the intestine and, if cleanliness and care are not observed, find their way directly or indirectly into the food or water consumed by another person. Insects may help in the communication of these and other germs for many microbes can travel on the foot of a fly and if the fly carrying such passengers lands on a pie or in a pitcher of milk the transfer may readily be made. Other insects are all important go-betweens in some maladies. The part they play now seems plain enough but the discovery of that role was anything but simple or safe and its telling is one of the thrilling stories of history.

What Happens After Communication

After the transfer of the organisms often nothing happens because the person has been prepared by past experience or by the protective aid of a physician. The germs find the soil most inhospitable. In other cases nothing *seems* to happen for a few or for many days, but something is happening behind the scenes. The organisms have not only found a lodging but are multiplying at a rapid rate. This period is called that of incubation. Disease germs especially enjoy the temperature of the body but they are being more than incubated. They have found those other necessities for their development—moisture, darkness, and suitable food. Headache, sore throat, chilliness, fever, loss of appetite, weakness or whatever we notice in the way of "symptoms" soon tell us that the body is reacting to the presence of the foe and that the war is on. It is time to take to our beds and call a doctor. These earliest indicators of infection are much alike in different diseases and are little help in deciding what germ we are dealing with and how much trouble lies ahead. But they are important not only in looking after our own welfare but for the protection of others for the disease may be highly communicable in these early and ill-defined stages.

Epidemics

Microbes we have with us, or with some of us, always, for most of the harmful ones do not long flourish outside a human body and we may often be their unsuspected and unsuspecting hosts or carriers. There are years when they are relatively harmless and few people are ill on their account and there are seasons when they are particularly vicious, in which case we say we are having an epidemic. The presence and extent of such an outbreak depends in part on whether a similar outbreak has occurred recently leaving a considerable number of the population partly or wholly prepared by their previous experience with the organism. It also depends on whether the organism is unusually virulent, for microbes have their ups and downs from year to year. Just why this is the case is not clear

but we know that their natures can be changed by artificial conditions of living in the laboratory. Whether or not we are ill and whether or not a disease is prevalent we cannot neglect precautions against the communication of its cause.

Door Openers

Some communicable diseases are more or less seasonal. The number of cases and the number of deaths run higher in certain months of the year than in others. This is notoriously the case with colds. As the name indicates, they belong chiefly to the colder months. Pneumonia is also far more frequent in winter than in summer though its cause is with us the year round. Because of the cold people live more indoors and in closer contact, but mere contact is not the only reason for frequent infection. Cold is man's greatest enemy next to starvation, and prolonged chilling somehow renders the body more susceptible to invasion with organisms which find lodgement in the nose and throat. Besides, prolonged exposure to cold, poor feeding, loss of sleep, fatigue, and illness from other causes have an influence in reducing our powers of resistance to these microscopic enemies. It is highly important that we keep ourselves at all times in the best of condition and when unavoidably chilled, exhausted, or ailing, that we take the time and trouble of restoring our bodies to that condition of balance and of preparedness which is called health.

Letting in the Light

Great progress has been made in the control of communicable diseases. Cholera, plague, typhus, and yellow fever have been banished from our shores though in some lands they still take a terrible toll of life. The word smallpox no longer causes a shudder while typhoid and tuberculosis are far less frequent than formerly. Unfortunately there is much that we do not know about infantile paralysis; pneumonia is a powerful destroyer while influenza and colds are all too common. However, if we would put into practice all the knowledge we possess, the number of the sick and of premature deaths would be greatly reduced.

Fortunately there are not many parents nowadays who think their children should have the measles or whooping cough "and get them over with" (and possibly pass off the scene or be damaged for life) and not many persons are so foolish and vicious as to risk their lives and imperil their fellows by concealing the fact that they have a communicable disease. Two very frequent and serious diseases, syphilis and gonorrhoea, once considered unmentionable are now out in the open. Sunlight is a most powerful germicide and the light of knowledge is our most potent agent in bringing about the prevention of disease and the promotion of health.



Bronze medal presented to the pedagogical museum of the Bureau of Education at the World's Columbian Exposition in 1893. The face of the medal was designed by Augustus Saint-Gaudens.

Pedagogical Museum

by Edith A. Wright, Research and Reference Librarian

★★★ Much curiosity has been aroused at times, in students delving into the history of the Office of Education, concerning the ultimate disposition of what is often referred to as the "Educational Museum." Within the past few months we have had occasion to investigate this question, and, for the enlightenment of others, are setting down a few facts as gleaned from our recent study.

As early as 1870, John Eaton, second Commissioner of Education, had in mind the idea of an educational museum. In his first report as Commissioner (1870), he says:

"Since our occupation of larger quarters I have undertaken the beginning of a collection of apparatus and textbooks, which I hope will be extended until it includes every improvement made in this direction either among our own people or in foreign lands." He then recommends appropriate quarters, "so that the plan of making and preserving a collection of educational works, reports, pamphlets, apparatus, maps, etc., may be carried out with facility."¹

With the aid of Commissioner Eaton a mass of educational material was collected for the centennial exhibition, held in Philadelphia, in 1876. At the end of this exhibition the collection was turned over to the Office of Education as a nucleus for an educational museum. In 1877, the Department of Superintendence of the National Education Association, in session at Washington, D. C., passed the following resolution:

"Resolved, That the superintendents recog-

nize the great importance of the organization of an educational museum at Washington, using as the basis of such a museum the national educational exhibit at Philadelphia; and still further resolved, that the provision of plans and means of operation of such a museum be submitted to a special committee of this body, to report at the annual meeting of the association in August next.²

At another meeting of the association the same year, the Committee on the National Bureau of Education,

"Resolved, That we believe a permanent building of suitable proportions and arrangements for the accommodation of an adequate clerical force, for the preservation of the rapidly increasing professional library, and for the reception and classification of the generous donations already made, and to be made by foreign countries, as well as by our own people to the pedagogical museum, is a prime necessity, and that speedy provision for the same ought to be made by our national authorities."³

J. Ormond Wilson, one-time Superintendent of Schools of Washington, D. C., at this meeting, speaking of a national educational museum, said: "While no governmental educational museum has ever yet been organized by the United States, the advisability of making such a collection has been realized, and its creation urged . . ." Although the Government was unable to obtain anything by purchase at that time (1877), we learn from Mr. Wilson that "many gifts were made to the

² National Education Association. Proceedings, 1877, p. 259.

³ Idem, p. 55.

Commissioner (of Education) by foreign individuals and governments, so that, in fact, a very large educational collection, comprising many thousands of separate articles, is now stored in Washington, awaiting the action of Congress. This comprises, first, the most of the collections exhibited at Philadelphia by the United States Commissioner, viz: the statistical charts, maps, and diagrams, prepared at the Bureau of Education expressly for the exhibition, and which give a most clear and comprehensive view of the statistics of education, both public and private, in the United States. Second, the models, publications, furniture, apparatus, and school appliances, etc., exhibited. Third, the views of colleges, universities, and schools, which formed such an attractive feature of the exhibition. Fourth, the very valuable collection illustrating the progress of education among the Indians. In addition to these articles, the very complete and interesting educational exhibit made at the suggestion of the United States Commissioner of Education by the Government of Japan, has been presented to the Commissioner of Education as a donation to the contemplated National Educational Museum . . ."⁴

In recommending the establishment of an educational museum, Superintendent Wilson says that such an "Educational museum at Washington could be developed into an institution where Americans could see for themselves all the new and improved educational appliances of other nations without being compelled, as now, to cross the sea. In a properly organized museum wherein every department of material relating to education, whether concerning the proper building, lighting, heating, and ventilating of schoolrooms, and their furnishing; or the best textbooks and apparatus, should be constantly on exhibition, arranged under intelligent supervision; it is easy to see that the educators of the country would possess the means of avoiding many mistakes and of readily keeping themselves informed of the best results of the efforts of educators throughout the world to extend, develop, and improve the all-important science of education.

"In view of the great necessity that is felt for some such central repository where all the facts relating to the various needs of public education can be readily ascertained; and in view of the fact that so satisfactory a commencement has been already made toward founding a National Educational Museum as is shown by the collections of articles, and of the educational library now in charge of the United States Commissioner of Education at Washington, it is the opinion of this committee that it is the duty of Congress to make suitable provision for the collection, preservation, and care of a National Educational Museum, which shall meet the needs of the educators and of the public."⁵

⁴ National Education Association. Proceedings, 1877 pp. 56, 57.

⁵ Idem, pp. 57-58.

¹ Report of the Commissioner of Education, 1870. p. 8, 80.

In 1877, the Department of Superintendence "*Resolved*, That, as an important means of promoting the educational interests of the country, we regard it as the duty of Congress to make the necessary provision for the collection, installation, preservation, and care of a national museum of education in connection with the library of the Bureau of Education, and we express our earnest hope that this subject will be taken into consideration in determining the amount of the appropriation requisite to sustain and carry forward the legitimate operations of the Bureau."⁶

At a meeting of the Department of Superintendence in 1879, a committee report on national legislation referring to the pedagogical library and museum of the Bureau of Education, said that "The proper arrangement and display of this material and the preparation of catalogs and inventories, together with the other work that has been named, demand, in the opinion of your committee, an addition to the present clerical force. . . ."⁷

It is apparent from these extracts that an educational museum was considered a highly desirable adjunct to the Office of Education and that the Office of Education seemed the logical place for its development.

Visual Aids

In the report of the Commissioner of Education for 1880, Dr. Eaton makes the following remarks on visual aids to education, which, in view of the present activity in this field, may be of some general interest:

"What the engraving and the wood cut are to the text of a book the museum is to the library. The picture, the model, the specimen, supplement the best description that words can give. . . . The eye can teach us much without the book, yet we are disposed to overlook the power of objects in illustrating and illuminating subjects usually considered abstruse and uninviting. This Office, as a central and national agency, has had an extremely gratifying connection with the advancing use of visual aids to education during the 10 years now closing.

"I have advocated the representation of American education in the various international exhibitions which have occurred during the last decade. . . . During the last few years the Office has been collecting and preserving objects relating to education at home and abroad, with special reference to the public information and guidance. So far as the limited appropriation at its command will justify, I propose to use this museum in every suitable way for the information of the public; but the important instrumentality of loan collections cannot be undertaken as it should be, however productive of good in England or elsewhere, till Congress is pleased to afford the necessary means of defraying

their cost and of adding yearly to their variety and value. . . . I have also recommended that provision be made for the organization of an educational museum in connection with this Office. This has been provided for by a small appropriation. A larger annual appropriation would soon bring all objects of sufficient importance into a single collection here at the capital of the Nation for the study of American educators."⁸

Growth of Museum

By 1883 the educational museum had grown to such proportions that it occupied one room on the first and the whole of the fourth floor of a building 70 by 40 feet (The Wright Building). There were specimens of typography, atlases of graphic methods of presenting statistical facts, a collection of clay models, photographs showing the successful education of Indian boys and girls at Carlisle Barracks, Pa., portraits and busts of educators and benefactors to education, a series of models showing the development and improvement of farming implements from the earliest times down to the present day. At this time, it was proposed, when practical, to select from the material loan collections for use in teachers' institutes, normal schools, lecture courses, etc.

Thus, we learn to what extent the idea of an educational museum was developed during the incumbency of Commissioner Eaton. In one of his last reports, he says:

"The organization of the educational museum in connection with this Office, which I have had the honor to recommend, now constituting a collection of great value and more and more visited and studied by teachers and school officers, should have a sufficient appropriation to enable it, by exchange and otherwise, to supply similar collections in the office of the several State superintendents and leading cities when desired. A new and important additional demand has been made upon the collection for supplying exhibits where educational collections are presented in State and other expositions. There can be no question of the effective aid these collections would render to the progress of education. Through this Office the best illustrations of improved appliances should be collected and distributed to all parts of the country."⁹

When Nathaniel Dawson succeeded Dr. Eaton as Commissioner, he stressed the need of clerical help to take care of the rapidly growing educational museum and in his report for 1886-87, commenting on the lack of space, outlined a plan for its future care, in these words:

"This collection of educational apparatus and appliances has never received the attention which its value and extent demand, partly on account of the want of space for an ade-

quate display of the same. Desiring that it should be made serviceable to some extent, I have caused a selection of the articles to be made, have made some additions in order to complete the collection, and have had the same catalogued, cased and displayed in accordance with the most approved methods, following the general plan furnished by the National Museum. Visitors to this Office will find this collection of infinitely greater value than ever before for educational purposes, on account of the ease with which they can have access to the articles for examination, comparison, and study. The museum as now arranged will be a genuine surprise to almost any one not connected directly with the office. That portion now exhibited contains approximately 2,500 objects and series of objects.

"It has been suggested that the museum, on account of the want of room for its proper display, and the want of means to bestow upon it that care and attention which are necessary for its preservation, should be deposited in the National Museum until proper accommodation shall be provided for this valuable collection.

"For many reasons this arrangement would be a subject of regret to the friends of education, who have so zealously and carefully watched and fostered the growth of this valuable addition to the educational facilities of the Bureau and the idea could only be entertained on account of the great necessity that exists for its preservation."¹⁰

Little is found concerning the educational museum in the reports of Dr. Harris, who succeeded Nathaniel Dawson as Commissioner. In his annual statement for 1890, Dr. Harris dismisses the subject with only a few words. "Certainly the most important article of apparatus in any school is the textbook used. . . . We propose, therefore, during the coming year to increase the department of textbooks in the museum by adding as far as we are able complete lists of the textbooks in use in the several countries of Europe."¹¹

We learn nothing further of the collection until 1907, when Dr. Elmer Ellsworth Brown, then Commissioner of Education, tells us:

"Considerable beginnings have been made in past years in the collection of materials for an educational museum. These materials have been drawn in large part from the educational exhibits of several world's fairs. To round out this collection and make it available for use will involve large expenditures—larger, in fact, than I could ask for at this time without endangering appropriations more immediately and urgently needed. I have found, moreover, that, in the cramped quarters occupied by the Bureau, the museum materials have been seriously impeding the use of the Library. These materials have accordingly

⁶ U. S. Bureau of Education. Circular of Information No. 2, 1879, p. 165.

⁷ *Idem*, p. 101.

⁸ Report of Commissioner of Education, 1880, pp. CCLX-CCLXI.

⁹ *Idem*, 1883-84, p. CCLXX

¹⁰ Report of the Commissioner of Education, 1886-87, p. 12-13.

¹¹ Annual Statement of the Commissioner of Education, 1890, p. 10.

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North Dakota's Board of Higher Education

by John H. McNeely, Specialist in Higher Education

★★★ One of the problems confronting the States in the erection of their governmental structures is the organization of appropriate agencies for the control of the State universities and colleges.

Because of the fact that State higher education is an enterprise fundamentally different from the other functions of the State, it has been the common practice to establish a single board or separate boards to govern and administer these institutions. The responsibilities of the board or boards in general have been limited to the control of the higher educational institutions alone and have not included the institutions of other types operated by the State. Moreover, the board or boards have been so organized as to make them more or less independent of the Governor and other regular officers of the State government. The purpose of this arrangement has been to free them as far as possible from partisan political influence.

Of special interest in this connection is the new organization just set up by North Dakota for the control of its State universities and colleges. Through a constitutional amendment, a State board of higher education has been established in that State. This board has been made responsible for governing the State's nine higher educational institutions including the State university, State agricultural and mechanic arts college, the five State teachers colleges or normal schools, the State school of forestry, and the State school of science. The new board assumes control of the institutions on July 1, 1939.

Prior to the establishment of the new organization, North Dakota has had a State board of administration that has governed and administered not only all the higher educational but also the penal and charitable institutions conducted by the State, such as the penitentiary, reformatory, insane asylum, and the like. There are five members of the board. Two are the State superintendent of public instruction and the State commissioner of agriculture and labor serving ex officio. The other three are appointive members receiving each a salary of \$3,000 annually. The board has offices in the State capitol building and is a part of the regular central State government. The three salaried members were appointed by the Governor for overlapping terms of 6 years, one being appointed every 2 years. They are also subject to removal by the Governor for cause.

Seven-Member Board

The newly created State board of higher education, which will take the control of the State higher educational institutions entirely out of the hands of the State board of administration, is organized along different lines. It is to consist of seven members, all of whom are to serve without pay. There is none of the State officials to hold ex officio positions on the board with the result that the board has been separated from the regular State governmental organization.

Each of the members is to serve for a term of 7 years. The terms are so arranged that the term of one member expires each year. Since a majority of the board consists of four members, a period of 4 years must elapse and four new members must come into office before the majority control of the board may be altered. The effect is that the board will be given a permanency and will be enabled to carry out long-time policies without interruption. But the most important feature is the method of selecting the members of the board. This method is entirely new, no other States having adopted it in choosing the governing boards of their higher educational institutions.

Under the procedure to be followed, the president of the North Dakota Educational Association, the chief justice of the supreme court, and the State superintendent of public instruction by unanimous action nominate three names to the Governor for each prospective member of the board. The Governor makes a selection of one of the persons and appoints him subject to the consent of the senate. In the event that the senate fails to confirm the Governor's appointment, a new list is prepared in the same manner and the Governor makes a second selection that is submitted to the senate.

When Vacancy Occurs

If a vacancy occurs in the board when the senate is not in session, the Governor is authorized to appoint a new member until the senate next convenes, but the selection by the Governor must again be made from a list of three names nominated by the same group. The Governor has no power to remove members of the board. They may only be removed by impeachment for offenses and in the same manner provided for the removal of the Governor by impeachment

proceedings. One of the primary reasons for the adoption of these measures was to make the board nonpolitical and to insure its independence from partisan control or influence of every character.

The new North Dakota Board of Higher Education is empowered as soon as practicable after it assumes office in July to appoint a State commissioner of higher education. A requirement is that the appointee be familiar by training and experience with the problems peculiar to higher education. This commissioner is to serve as chief executive officer of the board in governing and administering the State's nine higher educational institutions. An office is to be set aside at the State capitol building as permanent quarters for him. The board is to appoint the commissioner for a term of 3 years, but he is subject to removal by the board for cause.

As already indicated, this board was established by an amendment to the State constitution. Under such circumstances, it has come into existence through the organic or basic law of the State and cannot be abolished by the State legislature. The constitutional amendment also contains provisions prescribing the powers and duties of the board over the institutions, which are likewise not subject to modification by legislative enactments. This amendment was voted upon by the people of North Dakota and was carried by a majority of 18,555 votes.



Pedagogical Museum

(Concluded from page 312)

been carefully boxed and placed in storage against the day when they can be properly displayed and cared for. Certain models and instruments belonging to this collection have been loaned to the public schools of the District and to the Government Hospital for the Insane, where they can be put to immediate use."¹²

Finally, in 1910, what was left of the educational museum was transferred to our National Museum here in Washington, where some of it is now on display. Each year 2,000,000 visitors through the various museum buildings, taking advantage of the many educational opportunities offered to them through the exhibits there displayed.

When the United States Department of the Interior installed its museum in the new Interior Building, space was assigned to the Office of Education for the purpose of showing the development of education and of the Office of Education through the years. This exhibit is now installed in the northwest corner of the Exhibit Hall on the first floor of the Interior Building.

¹² *Idem*, 1907, p. 5.



THE VOCATIONAL SUMMARY



One of Many

To collect information which would be valuable to teachers of vocational guidance and to those responsible for the organization of vocational education programs, the city of Lancaster, Pa., recently made a survey of 13,749 pay-roll jobs found in the community. This number, it is explained, does not include all jobs in the community but it does embrace all those for whom training might be given by the public schools.

The general summary of the results of the survey are contained in a mimeographed résumé, which gives briefly the estimated number of persons engaged in particular vocations, the number needed each year for these vocations, and the number now being specifically trained for entrance into the vocations for the ensuing year.

For instance, the survey showed that only within a comparatively short period had adequate training been provided for skilled auto mechanics and that previously it was necessary for those engaged in this trade to train "green hands" as best they could. It showed that there is little opportunity for draftsmen and designers with less than a college education. It brought out the fact that persons trained in the machinist trade can find employment in this field and that it is possible for one engaged in semiskilled operation work to be advanced to this type of work after he has gained practical experience. And it also showed that it would be unwise for schools to set up training for motormen and conductors since demands for these two groups are diminishing rapidly in Lancaster.

Only a few of the findings of the Lancaster survey are presented. But they are sufficient to show the value of a survey not only to vocational educators but also to individuals who wish information which will help them to decide upon a trade or occupation.

The Lancaster survey is only one of a large number of occupational surveys made in Pennsylvania communities under grants made for the purpose by the State legislature.

Virginia Did It

Interesting figures showing the scope and value of supervised farm practice projects carried on by vocational agriculture students are presented by the States from time to time. The report from Virginia for the fiscal year 1937-38, for instance, shows that students in day-school classes in agriculture in that State completed projects involving 15,067 acres of farm crops—alfalfa, buckwheat, clover, corn, cotton, cowpeas, hay, oats, potatoes, tobacco, wheat and similar crops—from which they received a total income of \$364,779; 11,341 animals—beef and dairy cattle, horses, sheep, swine, and other livestock—from which they

received an income of \$204,173; 278,272 fowls—laying hens, turkeys, ducks, and guineas—from which they received an income of \$97,950; and horticultural crops—asparagus, beans, cabbage, cantaloups, onions, orchard crops, raspberries, strawberries, tomatoes, and watermelons—from which they received a total income of \$86,660.

And note, these are the figures for only one State!



Layton S. Hawkins, whose appointment as Chief of the Trade and Industrial Education Service, Office of Education, was recently announced.

Minneapolis Conference

A national training conference on trade and industrial education and distributive education will be held at the William Hood Dunwoody Industrial Institute, Minneapolis, Minn., from August 14 to 26, inclusive, under the auspices of the trade and industrial education service of the Office of Education.

The plan followed in conducting this conference will be the same as that followed in a similar conference held in 1936, except that the scope will be broadened to consider training problems in the field of the distributive occupations and the public service occupations.

The Office of Education has had assistance in planning the conference of a committee of representatives of State boards for vocational education which met in Washington early in the spring. It is planned to provide training in conference leading, teacher training, supervision, improvement of trade and industrial education program, distributive education, and public-service training.

A Wide Range

Emphasis is frequently placed upon the fact that the rehabilitation of disabled persons must be done on a case rather than on a mass basis, and that the period necessary to train a disabled person for employment may range from a few weeks to a year or more.

Figures compiled in connection with a study made recently by the rehabilitation division of the Office of Education show that the average length of time necessary to train disabled persons covered in the study for selected employments, ranged from 1.6 to 23.5 months and the average cost of training from \$25 for training for operating a stand to \$276.17 for training for law.

The fields for which those included in the study were trained include engineering, law, and teaching in the professional field; commercial art, drafting, and blue print-reading in the technical and semitechnical field; accounting, bookkeeping, stenography, business administration, general commercial education, office machine operation, salesmanship, secretarial work, and stand operation in the clerical, sales, and business fields; clothes servicing, dressmaking and designing, electrical work, linotype operation, photography, power machine sewing, printing, seamstress work, welding, and soldering in the skilled and semiskilled fields; and auto body repairing, auto mechanics, radio servicing and repair, refrigerator servicing and repair, shoe repairing and watch repairing, in the repair, service, and maintenance field.

Vocational Leader Passes

Edward E. Gunn, Jr., who for more than 20 years was connected with the vocational education program in Wisconsin, first as teacher and principal and later as supervisor of trade and industrial education and assistant director of the State board for vocational education, died April 13 of a heart ailment.

Mr. Gunn, who was born in 1884, received his early training in Green Bay, Wis., schools and his bachelor's degree from Stout Institute, taught and served as principal in Green Bay High School, and for 5 years was director of the Green Bay Vocational School. He served for many years as secretary of the National Association of State Supervisors of Trade and Industrial Education.

Probably no other one person is better able to appraise the work and character of Mr. Gunn than George P. Hambrecht, director of vocational education for Wisconsin, with whom Mr. Gunn worked in close contact for so many years. "Ed Gunn's life was his best eulogy," Mr. Hambrecht declares. "Tireless, dynamic, and with unusual powers of leadership, he was able to make important contributions to the education of the out-of-school

group. His professional and personal qualities were so happily combined that his influence was not of the official kind. He was sympathetic, understanding, and democratic. In his passing Wisconsin lost a great public servant and vocational education a real leader."

Industrial Arts Conference

The second Four-State Conference on problems of the industrial-arts teacher and supervisor will be held at Kansas State Teachers College, Pittsburg, Kans., October 6 and 7, 1939.

Five principal problems will be discussed at this conference. R. B. McHenry, director, industrial education, Fort McHenry, Ark., will lead a discussion on Administrative Problems of the Supervisor of Industrial Arts. William T. Bawden, head of Department of Industrial and Vocational Education, Kansas State Teachers College, will lead a discussion on the Development of Democratic Ideals Through Industrial-Arts Experiences. Problems of Federally Aided and Sponsored Industrial Education will be discussed by James C. Woodin, director, industrial education, Wichita, Kans., public schools. O. B. Badger, director, industrial education, Tulsa, Okla., will be the leader of a discussion on the topic, Significance of the Concept of Integration in the Industrial-Arts Program, and Effective Methods of Organizing Instructive Materials in Industrial Arts will be discussed by Hoyt H. London, department of industrial education, University of Missouri.

For Junior Executives

One of the most interesting courses in the field of distributive education reported by the States is that for junior executives in operation in Augusta, Ga.

This course, which, in most instances is given in evening classes, most of them between the hours of 6:30 and 7:30 p. m., are held in an assembly room in a convenient downtown building, and are presented by those who are specialists or who are actually employed in the fields they teach. The course in buying methods is taught by the buyer in a local department store; in personnel, by a representative of the extension division of the University of Georgia; in employee welfare by a member of the faculty of the Augusta Junior College and an insurance broker; in advertising, by the advertising manager of a local newspaper; in receiving and delivery practices, by the head of the receiving department of a department store; in store organization by the manager of a department store; and in retail economics by the professor of economics in the Augusta Junior College. Likewise courses in store credit, merchandise control, display, adjustments, and management are taught by experts in these respective fields.

To enter the course for junior executives an individual must have completed at least 1 year of employment in the store he represents; must be at least 21 years of age; must possess

promising executive qualifications; and must have had selling experience. A diploma issued by the Richmond County Board of Education and the Vocational Division of the Department of Education is presented to each student upon satisfactory completion of the junior executives' course. Hilda Anthony is coordinator of the courses in the distributive occupations in Augusta.

New Rehabilitation Agent

William J. Strachan has been appointed field agent for the blind in the vocational rehabilitation division, Office of Education.

Prior to matriculation in the United States Naval Academy at Annapolis, Md., in 1914, Mr. Strachan spent 1 year at Leonard Preparatory School, New York City. For 6 years after his graduation from the Naval Academy he was connected with the United States Navy as a member of the Queenstown destroyer force during the War; as a destroyer commander following the War; and as flag lieutenant in charge of maintenance and upkeep and public relations representative on the staff of Admiral Frederick Brewster Bassett, com-



William J. Strachan.

mander of destroyer squadrons on the Atlantic coast.

Following the completion of his service with the Navy, Mr. Strachan entered the vocational rehabilitation field in the New York office of the United States Veterans' Administration where he served consecutively as rehabilitation assistant; chief of rehabilitation for the New York area; chief of rehabilitation and of employment for district 2, including New York, New Jersey, and Connecticut; area coordinator for rehabilitation in the Atlantic States; and chief of the supply department.

During the 3 years immediately preceding his appointment to the staff of the rehabilitation service of the Office of Education on April 1, 1939, Mr. Strachan was engaged in the wholesale produce business in New York City.

Mr. Strachan's duties as field agent for the blind will be to render assistance to the State agencies responsible for the placement of blind persons in charge of refreshment stands in public buildings, as provided for under the Randolph-Sheppard Act, in carrying out and improving this service.

Family and Community Share

Homemaking projects are developed as family projects as well as individual projects, under the plan followed by home economics students enrolled in many Alabama high schools.

The girl who undertakes a homemaking project is encouraged to plan it not with her own benefit alone in mind but with the idea that the working out of her project should serve to cement family relationships and foster a spirit of cooperation among members of the family. In her preliminary planning she takes into consideration such factors as the probable reactions of the family to the project, the money available to her for such supplies or material as she may need in carrying it through, the ambitions and personal needs of various family members that may have a bearing upon her project, and the assistance she may need from family members.

The student is further encouraged by the teacher to plan her project with the members of the family as a group so that she may know in advance just where each member fits into the plan and what contribution each member is to make.

An attempt is made by home economics teachers to have students plan projects on a long-time basis so that they may be in better position to make a broader application of the units studied at school. For example, a girl who undertakes a project calling for "making home an inviting place for family and friends," gets experience in applying the principles of art, house planning, and family relationships learned in class.

In a number of centers home-project experiences have been expanded into group or community projects. In one community teacher and students divided themselves into groups according to communities represented, and each group mapped out a project to be worked on during the summer. One group selected as its project, "providing wholesome recreation for the young," and another group, "improving the school library." Students who engaged in these and similar projects unconsciously learned the value of extending home-project activities into the realm of civic responsibility.

C. M. ARTHUR





In Public Schools

New School Journal

The first issue of *Our Schools*, a journal of the Los Angeles city schools prepared at the direction of Superintendent Vierling Kersey, was published in March 1939. The journal will be issued four times a year, and will consist of materials presented pictorially and descriptively from and for the Los Angeles schools. "The journal exists," says Superintendent Kersey, "for serving the needs of children, through exchange of ideas, reports of activities, and analyses of conditions."

Essentials of a Good School

A score of Pennsylvania city school systems are being studied for the purpose of discovering not only what constitutes a good school, but of discovering ways and means of improving public schools throughout the State. State Superintendent Lester K. Ade reports that "A carefully worked out technique in measuring the effectiveness of various school activities is being used by those participating in the survey. This technique touches on every phase of the public school, including enrollment, the program of studies, teachers, library and laboratory facilities, school plant, equipment, and the like. Already the following schools have been surveyed on this basis: Norristown, Johnstown, Reading, Beaver Falls, Erie, Williamsport, Wilkes-Barre, Chambersburg, Altoona, Souderton, Harrisburg, and Downingtown.

"The program carried out in each visitation begins with free visitation of the school on the part of guests throughout the day. In the evening administrators, teachers, members of the department, and others who are interested, assemble in the school building and discuss their observations in the light of the standards used in evaluating public-school procedures. During this meeting the application of these standards is discussed by experts and others in attendance. This conference affords an opportunity for an explanation of the accomplishments of the survey, and for a consideration of ways and means of improving the secondary schools of the State."

Increased Demand

The State commissioner of education of Arkansas in his recent biennial report says that "a direct outgrowth of the expanding public-school program has been an increased demand upon the State board of education and the State department for services. The increasing conception of education as a State function rather than a local function has tended to shift greater responsibilities to the State agencies supervising the schools. Consequently, the functions of the State department of education have been materially in-

creased within the past few years. Increased duties have been given each division of the department and several new divisions have been created."

Florida Manual

A committee on useful materials of instruction, appointed by M. W. Carothers, director of instruction of the Florida State department of public instruction, has, under the direction of A. R. Mead, director of the Bureau of Educational Research of the University of Florida, prepared a manual for Florida teachers on Using the Textbook Effectively. Among the topics treated are: Textbook materials in relation to objectives of learning; utilizing the learners' previous experience; supplementing textbook materials; and the textbook in a progressive program.

Fiftieth Anniversary

The course in industrial arts in the public schools of Minneapolis, Minn., observed its fiftieth anniversary on April 20, 1939. From 1 small class in sloyd, or wood carving with a knife only, at old Central High School, the course has grown to an industrial arts department of 23 courses, with an enrollment of more than 9,000 pupils. In addition to these courses, there are also regular industrial trade courses given in the 2 vocational high schools of that city.

Instruction in Conservation

A program of instruction in conservation of natural resources is being organized for use in Michigan schools by a committee recently appointed by Eugene B. Elliott, superintendent of public instruction. The committee is asking all teachers in the State who are giving instruction in conservation to furnish information as to what is being done and how it is being done.

Hawaii's School Report

Hawaii's Schools in their Community is the title of the Biennial Report of the Department of Public Instruction of that Territory. The report portrays, largely by pictures, the various opportunities offered the boys and girls of Hawaii.

"The chief aim of the schools," as set forth in this report, "is to give pupils an education which will fit them to make a good life for themselves here in the islands. The schools include in the program such things as personal and community health, intelligent thinking, wholesome emotional attitudes, recreational and leisure time activities, creative activities, skills, information, and specific vocational training. The schools aim to help young people to grow along all desirable lines to the end that they will be able to take their places in the community as good neighbors and productive citizens."

W. S. DEFFENBAUGH

In Colleges

Chancellor Retires

Chancellor Ernest H. Lindley ends his 19 years of service to the University of Kansas as Chancellor July 1. During these years the physical plant of the university has doubled in size and more degrees have been granted graduating students than in all of the rest of the university's 75 years, it is reported.

Summer Institute for Social Progress

A summer institute for social progress will be held July 8-22, 1939, at Wellesley College, Wellesley, Mass. The institute will consider the question, How Can We Make Democracy Work. The director of the institute is Dorothy P. Hill, 22 Oakland Place, Buffalo, N. Y.

Loras College Centennial

The centennial anniversary of Loras College, Dubuque, Iowa, known until recently as Columbia College, was celebrated May 28 and 29. This institution was established in 1839 as St. Raphael College and Seminary by the Most Reverend Mathias Loras, D. D. The name of the institution was officially changed to Loras College in honor of the founder of the diocesan college.

Radio Research

The University of Puerto Rico initiated in 1934 an important program of radio research. There are now five projects under way under the direction of G. W. Kenrick, professor of physics, who has worked with transmission phenomenon for many years. The geographical location of Puerto Rico makes it of particular interest to the radio investigator. Since the island is far from the North Magnetic pole, magnetic storms due to disturbances on the sun have much less effect on the reception of European stations in Puerto Rico than they do in New York where, during such disturbances, the signals are sometimes so weak that they have no commercial value.

Puerto Rico is situated more than a thousand miles from a large land mass, making it an ideal receiving site for short-wave stations located in all parts of the world. Within a few minutes, it is frequently possible to record on a dictaphone stations in every continent.

Also, Puerto Rico lies very nearly on the great circle path between New York and Buenos Aires or Rio de Janeiro, so that automatic recorders at the radio laboratory enable the engineer to estimate the broadcast service the North American stations are giving to South America.

In one of the investigations, static, the bugbear of every radio listener, is being traced to its sources, which are usually in tropical thunderstorms. Thus, atmospherics have their own interesting story to tell of the formation and movement of weather disturbances.

The most fundamental research in progress is the determination of the characteristics of the ionosphere, or "radio roof," that layer of the atmosphere responsible for long-distance short-wave radio transmission.

Eight automatic recorders working day and night accumulate data on fading, caused by changes in the ionosphere.

New Institute of Technology

The Walter P. Murphy Foundation has appropriated the sum of \$6,500,000 for the establishment of an Institute of Technology at Northwestern University. Construction of the buildings will begin immediately.

The institute will be conducted on the co-operative plan, under which students will spend alternate periods in the classrooms and laboratories and in carefully selected cooperating industries. There will be four divisions—civil, mechanical, electrical, and chemical engineering.

Student Posture Slumps

The average college man at the University of Kansas, according to a survey recently completed by R. I. Canuteson, director of health service at the university, loses half an inch in height between his freshman and senior years. This is accounted for by the posture of the students for there is an increasing tendency to slump as they advance in the university, it is reported.

Recently 168 graduating students were examined by the student hospital to determine what physical changes, if any, occur during the average college student's 4-year career. Besides a change in height, the health service examiners found that the average man gains 10.80 pounds during the 4 years; that he weighed 140.8 pounds when he entered and 151.6 when he graduated; and that he was 19.27 years old at entrance, and 22.42 years old at graduation.

Fifty-five of the 168 suffered no illnesses during their entire college career; 30 underwent operations such as appendectomies or tonsillectomies, or suffered broken bones, 14 had communicable diseases. The average student's blood pressure was lower at graduation than at entrance. Doctor Canuteson explained that this might be possible because the nervous tension of the freshman is great when he finds himself in new situations and surroundings.

Apparently study in college does not harm the eyesight of the students. At entrance 92 of the 168 had normal vision, but at graduation 101 of the students had no vision defects.

College was not as easy on the heart as it was on the rest of the body, however, for as freshman only one of the 168 had any organic heart disease. At graduation four students showed traces of organic heart disturbances. Eight as freshman were subject to functional heart diseases, which might be caused by fatigue, too many cigarettes, alcohol or overexertion. At graduation 12 were subject to the functional heart trouble.

Engineers for a Day

Several hundred secondary school boys from 15 States were "engineers for a day" at Cornell University on Saturday, May 6. Brought to Ithaca by alumni, the boys were shown moving pictures, laboratory demonstrations, and special exhibits to give them a clear idea of the various fields of engineering, the kinds of instruction offered by the College of Engineering at Cornell, and the many types of business and industrial concerns that employ Cornell engineering graduates.

The engineering demonstration formed a part of the annual Cornell Day when 700 selected high-school and preparatory-school boys were given a taste of campus life and guidance in the choice of their careers. More than a score of exhibits, prepared by major United States industries, Federal bureaus, and other organizations in which Cornell alumni hold key positions, indicated the kinds of opportunities open to Cornell engineers after graduation.

WALTON C. JOHN



In Libraries

Permanent Exhibit

The Connecticut State Board of Education, Bureau of Supervision, announces a permanent exhibit of selected library materials for elementary and secondary schools. This exhibit, housed at the Teachers College in New Britain, has been established through the cooperation of publishers for the purpose of acquainting superintendents, principals, and teachers with the best available library books on various grade levels and in the different subject areas. A committee of the State department has made the selection, keeping especially in mind the needs, interests, and abilities of the pupils.

Libraries Indispensable

The revised national plan for libraries, recently adopted by the American Library Association, gives an important place to school libraries. Pointing out that libraries are indispensable to the modern program of elementary and secondary education, the plan recommends that "larger schools . . . should be provided with organized libraries presided over by professionally prepared personnel and that smaller schools should be provided with books and organized library service through participation in some plan of large-unit administration."

In order to attain these conditions, "It will . . . be necessary for boards of education to budget school libraries and library service on the same basis as they are accustomed to budget other educational indispensables such as textbooks and teaching service." This national plan also adds: "Knowledge of books for the general reading of children and youth and skill in stimulating and guiding young people in their use of books should be a part of every teacher's professional equipment."

New Regulation

The superintendent of public instruction of Virginia has called attention of division superintendents to the new regulation in that State, that, "Beginning with the session 1940-41, every library in an accredited school shall be under the direction of a teacher-librarian certificated in library science by the State department of education and assigned to the library for a minimum of two consecutive periods daily. Schools with an enrollment of more than 200 should have a full-time librarian with 12 to 15 college session hours in library science.

Bookmobile Moves on

Rural schools in 3 of the 10 New Hampshire counties now have library service through the bookmobile of the Public Library Commission. According to a statement prepared by Ruth E. Whittier of the commission, many of the rural schools visited by this traveling collection of 500 books have no access to any public library. This new direct service affords teachers and pupils an opportunity of seeing and selecting their own books instead of depending upon parcel-post shipments from the commission's office in Concord.

RALPH M. DUNBAR



In the Office of Education

Becomes Consultant

Rall I. Grigsby, director of secondary education and pupil adjustment in the Des Moines, Iowa, school system for the past 10 years, has accepted a position as educational and technical consultant in curriculum problems on the staff of the Office of Education. Mr. Grigsby entered upon his new duties May 1.

Radio Award

Another award has been made to the Office of Education's radio feature, Americans All—Immigrants All. The program, Jews in the United States, broadcast over the CBS network, received honorable mention in the third American exhibition of recordings of educational radio programs at the Eleventh Institute for Education by Radio held in Columbus, Ohio, May 1, 2, and 3. Americans All—Immigrants All shared the honorable mention distinction with the NBC feature, Great Plays. There were approximately 25 entries in the network dramatization class in which the Americans All—Immigrants All program was included.

The first award for the Americans All—Immigrants All series came from the Women's National Radio Committee which named it the most "original and informative radio program of the year."

Succeeding Americans All—Immigrants All, on the CBS network each Sunday (1 p. m. E. S. T.) is a new Office of Education radio series, "Democracy in Action."

Collecting Statistics

Collection of educational statistics throughout the United States is one of the many responsibilities of the Office of Education. During the past month David T. Blose, Henry G. Badger, and Lester B. Herlihy of the Statistical Division have traveled in Florida, Georgia, Iowa, Nebraska, New Mexico, South Carolina, and Texas, collecting statistics for the Biennial Survey of Education in the United States.

JOHN H. LLOYD



In Other Government Agencies

National Park Service

Fees in the 34 Federal recreational demonstration areas situated in 24 States have been revised, according to recent announcement from the National Park Service, as follows:

The fee for use of trailer camp sites is 50 cents for a permit good for 30 days. A charge of 5 cents per night per camper and 20 cents per week per camper for the use of tent camp sites is charged for organized groups. The regular fee of 25 cents per night per camper is reduced to 15 cents in cases where movable equipment such as mattresses, dishes, etc., are not provided.

Rates for use of permanent camps for seasonal organized camps are as follows: For camps of 120 camper capacity, \$720 for a 10-week season; 96 capacity, \$576; 80 capacity, \$480; 72 capacity, \$432; 48 capacity, \$288; and 24 capacity, \$144.

These demonstration areas are neither national nor State parks, but a new type of area making use of land better suited to recreation than to any other purpose. (See illustration.)

For further information address the National Park Service, Washington, D. C.

* * *

A new museum in which geologic history from before the advent of man to the present time is depicted was opened recently at Guernsey Lake State Park, Wyoming. The National Park Service, in cooperation with

other Federal agencies, prepared the exhibits picnic tables, roads, trails, bridges, shelters, composed mostly of specimens and relics, maps, charts, illustrations, dioramas, miniature group paintings, and photographs.

The park, about 3 miles from U. S. Highway 26 and 70 miles west of Scotts Bluff National Monument in Nebraska, has been provided by CCC enrollees with outdoor fireplaces,



Courtesy of the National Park Service.

Federal recreational demonstration area in the Ozarks.

beaches, parking areas, and other facilities for park recreationists.

National Youth Administration

More than 30 States have indicated their intention of participating in the program under which the National Youth Administration proposes to construct and install landing floats of standardized types designed by the Civil Aeronautics Authority as seaplane bases for water airports.

Negotiations have already started for building and installing more than 100 floats along the Atlantic coast and the Gulf of Mexico.

The program also calls for the fabrication of standardized airport equipment consisting of wind cones, range cones, dollies, corner markers, wind socks, and moorings for public waterports and landing fields.

NYA map-making projects will be part of the general program to follow the establishment of seaplane bases.

MARGARET F. RYAN



The Primary Unit

(Concluded from page 298)

Los Angeles indicated from the following report that the children do learn, but that they learn when they are ready to learn and learn most effectively when they are ready: "In general, it is true (1) that reading results in the lower groups in a no-failure school are below average; (2) that reading is not stressed in lower groups as in the conventional school; (3) that the reading progresses more slowly in the lower groups; (4) that children learn to read later and (5) that these children learn to read because they are ready and want to read,

the reading program becomes tremendously accelerated, the apparent handicap is made up, and reading results in the upper groups exceed reading results in the upper grades of the conventional school."

This type of program tends to develop an active and realistic cooperation between classroom and school-service departments for curriculum, child study, home visiting, guidance, records, and reports. It tends to function as a major factor in the teacher's growth in service. It enlists the parents' interest and coopera-

tion. It makes an appeal to the average citizen who has many secret regrets about frustrations and defeats in his early childhood and who is coming more and more to look for preventions rather than corrections of many social and mental maladjustments of youth and adults.

With proof of the value of the nonpromotion plan in the primary school, the same principles are being applied at the intermediate grade level. Minneapolis has a study program in progress in grades 4, 5, and 6 which will eventually lead to the nonpromotion organization in the intermediate grades. In many school systems the intermediate promotional unit is already functioning. In Forest Park "the reorganization is being extended this year to the intermediate and departmental departments" where some of the features of the regular set-up will be retained for the present—a platoon plan and a departmentalized junior high school. In Glencoe "ultimately the plan of organization will be five communities or interest groupings, designated as preprimary, primary, postprimary, early secondary, and later secondary. Within these organized groups of children the problems and activities of community life will be increasingly emphasized as the basis of curricular experiences."

Superintendent's Evaluation

The following evaluation by Superintendent Dimmett of Forest Park, gives an excellent



Planning and careful measuring are needed for making party cookies.

insight into the goals of the nonpromotion, school-unit program.

"The product of the new schools, the pupils, will come ultimately to receive their ratings in the new society in which they will take their places. This evaluation must needs bide time's passing. Any evaluation made right now of the school's product becomes a combination of impression and hope. The impression is that pupils in the new school have the opportunity to be happier and to lead more vital and purposeful lives. The confident hope of all who are promoting the plan is that pupil growth, physical, mental, social, and emotional, will tend to be normalized, that integrated personality development will be fostered, and that educational proe-

Early American School Music Books

(Concluded from page 291)

esses will be freed of many repressions and formalities that have hitherto nurtured learning inhibitions and unwholesome attitudes. There is no guarantee that all teachers and all teaching will automatically become superlatively effective simply because of the new plan. Teaching skill and artistry is probably more essential than it has ever been. Weaknesses in teaching strategy will be more prominent than ever before."

One of the teachers whose participation in the reorganization has been energetic was asked to state her own evaluation of the plan. Her statement is quoted verbatim:

"Children:

1. Have more interest and enjoyment in school.
2. Are happier because of their constant success in 'beating' their own records.
3. Learn more readily because there is purpose and desire to motivate the learning.
4. Find less of a break between school and the rest of their environment.

"Teachers:

1. Are challenged to see that every child grows to the best of his ability.
2. Find pleasure in the continued successes of happy children formerly considered "failures" because they did not fit in the common mold.
3. Are able to be more natural in their teaching.

"The School:

1. Is made more attractive to all concerned.
2. Is becoming more of a center to the community."

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teaching the clefs, staff, time, notes, etc., the material taken from the chapters, or lessons in the little schoolbooks was augmented by the blackboard in this way. The solfeggio, or the syllables *do, re, mi*, etc., was taught first, and later the words were written in. The books contained about one-third lessons, and two-thirds songs, the latter consisting of chants, rounds, secular songs, and a few hymns.

There were a few other pioneers in the early days who were writing and teaching school music in the Boston vicinity, among them were Jules Eichberg, J. B. Sharland, John W. Tufts, and Frederick Zuchtman, some of whom contributed series of courses, viz, the normal course, national music course, American music course, educational music course, natural music course, modern music course, etc., most of which were published from 1870 to 1880.

In appearance the music books are small as to size, tiny in some cases, either square or oblong in shape, adapted to the size of the little old spinets or reed organs of those days; the bindings are pasteboard, tan or pinkish-gray in color, and printed on both covers.

The prefaces and introductions contain interesting statements reflecting trends and purposes, often couched in the quaint language of the times. A few of these are quoted here, with their sources:

The Young Choir, by Bradbury and Sanders, contains the following appraisal of music attributed to S. W. Seton: "I doubt not but that through its means many families and schools have become nests of cooing harmony, where before was the jarring war of discord and ill nature . . . having the greatest power of influence over the disposition and manners; soothes and cheers, inspires and consoles, and may be said to be the charm of infancy, the delight of youth, and the solace of old age."

The Song Book of the School Room, by Lowell Mason and George J. Webb, 1848, has the following in its preface: "The variety is thought to be greater than in most similar works, including the sprightly and enlivening, the calm and soothing, and the sober and devout." Among the songs are *Of in the Stilly Night*, *The Happy Farmer*, *God Bless Our Native Land (not America)*.

The Rochester School Song Book, by W. T. Marrison, 1847, states: "The poetry sung by the youth cannot be too carefully selected . . . corrupt poetry, like bad company, has a degrading, pernicious tendency upon the minds of the young . . . they should never be allowed to sing low, doggerel rhymes." We need to bear this thought in mind more than ever today.

Such are descriptions of a few of the oldest and most outstanding of the school music books, as they were written and brought into use in the schools of this country. Most of them are in the library of the Office of Education, or in the Library of Congress.

A partial list of the early school music books follows. Those marked with an asterisk (*) are in the Office of Education library.

- *AIKEN, SQUIRE, POWELL, and WILLIAMS, VICTOR. *The young singer's manual*. A new collection of songs and solfeggios; selected principally from the works of the great masters, classified and adapted to the use of schools, academies, and colleges. Cincinnati, Wilson, Hinkle & Co.; Philadelphia, Claxton, Remsen, and Haeflinger; New York, Clark & Maynard, 1866. 192 p. music.
- *AMERICAN BOARD OF COMMISSIONERS FOR FOREIGN MISSIONS. . . . *The Cherokee singing book*. Boston, Mass., By Alonzo P. Kenrick, at C. Hickling's office, 20 Devonshire Street, 1846. 87 p.
- BLANCHARD, AMOS. *The American musical primer*. Boston, Salem, etc., Norris and Sawyer, 1808. 77 p.
- BRADBURY, WILLIAM and SANDERS, CHARLES W. *The young choir*. Adapted to the use of juvenile singing schools, Sabbath schools, primary classes, etc. New York, Dayton and Newman, 1842. 144 p. music.
- BRITTAN, N. and SHERWOOD, L. H., eds. *The school song and hymn book*. Designed for general use in schools, academies, and seminaries. New York, A. S. Barnes & Co.; Cincinnati, H. W. Darby & Co., 1850. 386 p.
- *BURROWES, J. F. *The piano-forte primer*; containing the rudiments of music; calculated either for private tuition, or teaching in classes. . . . Fifth American edition . . . New York, Firth & Hall, No. 4 Franklin Square, 1844. 60, 12, p. illus. music.
- COLCOTT, J. W. *Musical grammar in four parts*. I. Notation of melody. II. Harmony; III. Melody; IV. Rhythm. Boston, James Loring, Washington St., 1838. 4th ed. 216 p.
- *HAMMILL, J. A. *A new theoretical and practical musical grammar*, adapted to the present state of the science. Price, \$1. New York, Published by Hewitt & Jaques . . . 1839. 264 p. music.
- *KINGSBURY, O. R. *Songs of Zion*. A manual of the best and most popular hymns and tunes for social and private devotion . . . New York, Boston, Published by the American Tract Society, 1851. 192 p.
- MARRIMAN, WILLIAM T. *The Rochester school songbook*; containing a selection of social, moral and patriotic songs, compiled for the public schools of Rochester, by William T. Marrison. . . . second edition. Rochester, Sage & Brother, 40 Buffalo St., E. Shepard's Power Press, 1847. 48 p.
- *MASON, LOWELL. *The Boston school songbook*. Published under the sanction of the Boston Academy of Music. Original and selected. Boston, J. H. Wilkins & R. B. Carter, 1841. 128 p.
- *The juvenile lyre*: or, hymns and songs, religious, moral and cheerful, set to appropriate music, for the use of primary and common schools. Boston, Richardson, Lord and Holbrook, 1832. 72 p.
- *——— *Mason's normal singer*. New York, Mason Brothers, 108-110 Duane Street, 1856. 192 p.
- *Musical exercises for singing schools*, to be used in connection with *The Manual of the Boston Academy of Music*, for instruction in the elements of vocal music. Boston, G. W. Palmer & Co. and J. H. Wilkins & R. B. Carter, 1838. [126 unnum. p.]
- *——— and WEBB, GEORGE JAMES. *The songbook of the schoolroom*; consisting of a great variety of songs, hymns, and scriptural selections with appropriate music; arranged to be sung in one, two, or three parts; containing also the elementary principles of vocal music . . . Boston, Wilkins, Carter & Co., 1848. 224 p.
- [PEABODY, AUGUSTUS.] *The child's songbook*, for the use of schools and families. Boston, Richardson, Lord and Holbrook, 1830.
- *PRATT, GEORGE W., and JOHNSON, J. C. *Pestalozzian school songbook*. Boston, A. N. Johnson; New York, William B. Billings; 1852. 221 p. music.
- *REED, EPHRAIM, and EDSON, W. J. *Musical monitor*, or New York collection of Church music: to which is prefixed the elementary classbook; or, An introduction to the science of music, arranged and systematized by William J. Edson. . . . fifth revised edition, enlarged and improved. Ithaca, Printed by Mack & Andrus, 1827. 256 p.

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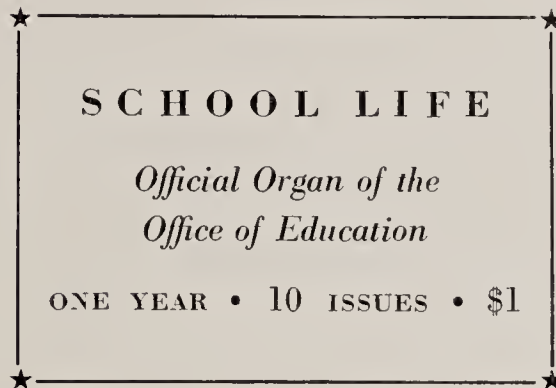
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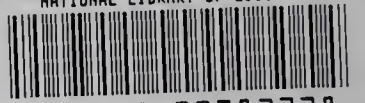
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