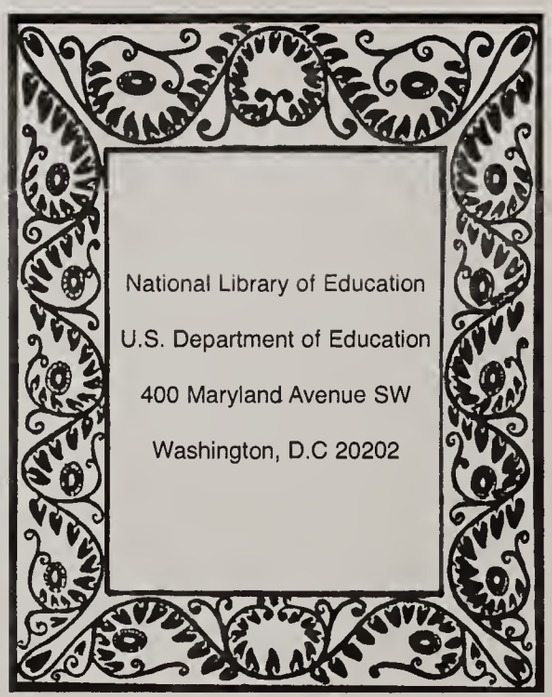

SCHOOL LIFE

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

VOLUME XVIII

SEPTEMBER 1932 - JUNE 1933

UNITED STATES
GOVERNMENT PRINTING OFFICE
WASHINGTON : 1933

INDEX, SCHOOL LIFE, VOLUME XVIII

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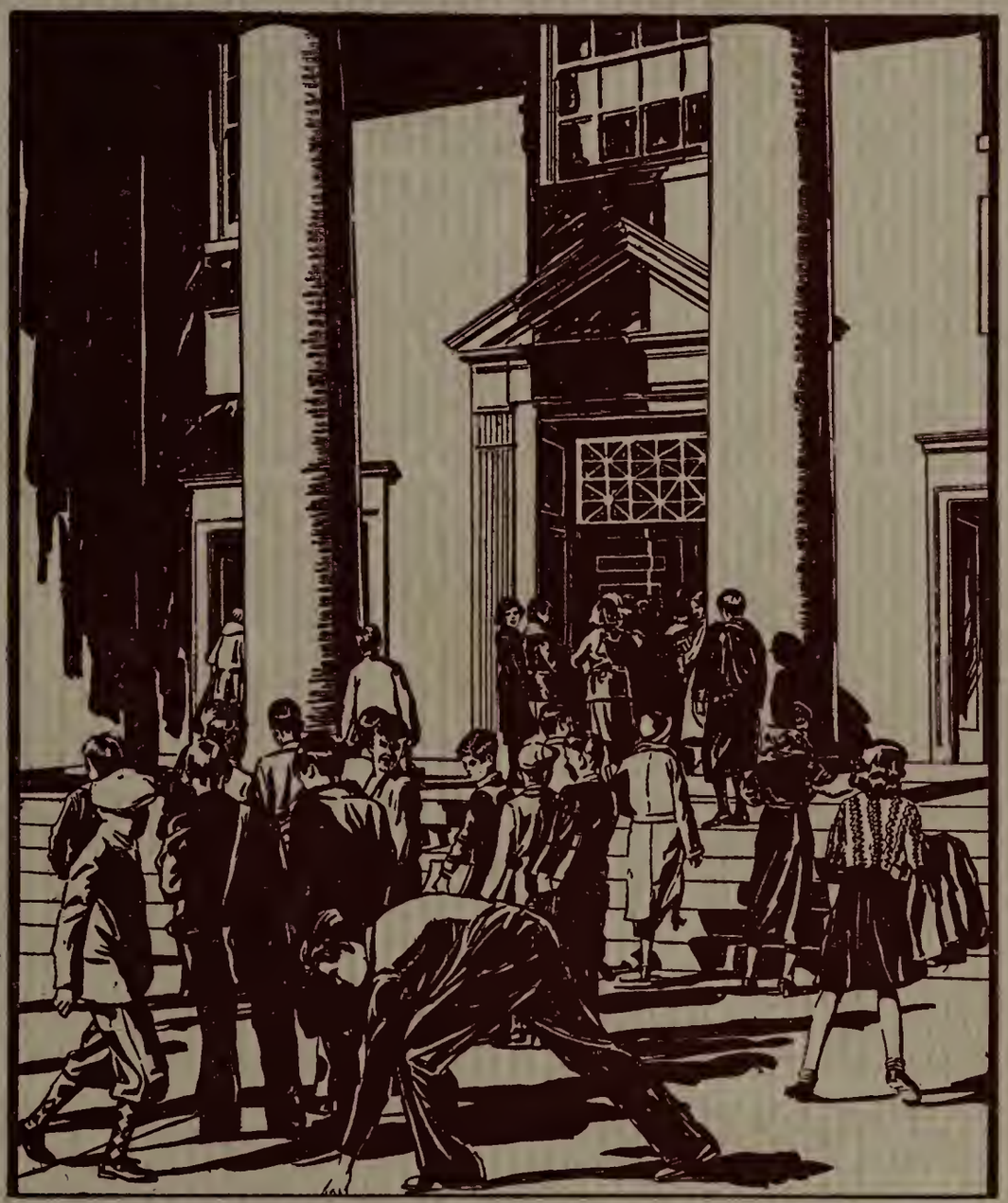
September
1932
Vol. XVIII • No. I



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OFFICIAL ORGAN OF THE OFFICE OF EDUCATION
UNITED STATES DEPARTMENT OF THE INTERIOR • WASHINGTON

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SCHOOL LIFE

Issued Monthly, *except July and August*, by the United States Department of the Interior, Office of Education

Secretary of the Interior : *Ray Lyman Wilbur* · Commissioner of Education : *William John Cooper*

VOLUME XVIII *WASHINGTON, D. C. · SEPTEMBER, 1932* NUMBER 1

Schools and the Social Upheaval

By FREDERICK J. KELLY

Chief, Division of Colleges and Professional Schools, Office of Education

JUST HOW MUCH are schools responsible if the social order goes wrong? Does the fact that crime is mounting reflect discredit upon the schools? Are the schools concerned that unprecedented numbers of worthy men and women can't get work? Is it any concern of the schools that it is during those years when the farmers have the most abundant crops that they suffer most financially? That when food is most plentiful, the largest number of people are hungry?

All social change is greatly indebted to education. Inventions, the bases of the industrial revolution, are made by educated men, and the industrial revolution is a major phase of the current broader social revolution. The demand for a more even distribution of the results of labor, agriculture, and industry among all the people has been spread mostly by the Christian religion's teaching of the brotherhood of man. We must always remember that the Christian church has been the educational candle bearer for nearly two millenniums. The demand for democracy in government which has seen the overthrow of many monarchies within our own day has always been pressed by educated men and women. Colleges and universities are commonly the hotbeds of social unrest.

In general, therefore, social change is always partner with education. Pick out those spots in the world where social conditions are most like they were five centuries ago, and you will find there little complaint about taxation for the support of schools. They have no schools. In fact, we have among our American statistical enthusiasts those who claim that they can calculate a very high coefficient of correlation between expenditures for education and the per capita wealth of peoples. These statisticians have assumed that they were paying a compliment to education by these calculations.

Not only is the argument true in general that education is the means or cause of social change. In particular, and especially in America, it seems rather clear that

A GREAT SOCIAL revolution is at the height of its sweep across the face of the earth. How much is the school responsible? This is the first question Doctor Kelly takes up. In October SCHOOL LIFE he will present the corollary: How can schools help shoulder the burden of conducting the social revolution with less disorder?

the outstanding social changes we are now experiencing, even including those from which we are trying so hard but so discouragingly to recover—may be attributed in no small part to the particular kinds of education our schools have been providing. Two illustrations will suffice to show what I mean.

First. Among the social changes of our day, none is more far-reaching than the increasing attainment of equal rights of women with men. Blind indeed must have been the statesmen of our country who established and developed our school system as one common to girls and boys from the kindergarten to the university if they did not foresee the inevitable social and political equality of women and men as a result. The steps which yet remain to make that equality complete are as inevitable as have been the previous steps. No one need raise the question of whether those steps are wise. If anyone thinks to prevent them, his only hope is to change our scheme of education.

Second. As the second social change for which the school is in a measure responsible, I wish to name our growing lawlessness. America is trying the policy of government by statute. If the majority of the people or of their representatives want something done, they pass a law. Some years ago the associate editor of the *Manchester Guardian* was visiting this country. He was being taken on a beautiful boulevard drive not far from one of our great cities. He was impressed by the lakes and woods but greatly distressed by the unsightly billboards erected all along the way. "Why do you allow them?" he asked.

His host replied, "We have not yet succeeded in passing a law abolishing them."

"We have no law, either, and probably never shall have on such a subject," said the Englishman. "But when a great gasoline company started to put up billboards along the English highways a few years ago, the company was flooded with postcards and letters of protest in such numbers that it promptly removed the billboards and published in the newspapers its apologies for having so far mistaken the tastes of the English people."

That instance illustrates a vital point. We depend on statutes for what we may and may not do and so public opinion languishes as a controlling force. But a statute is without effect unless there is a penalty for its violation. The penalty is without effect unless there are officers to catch the offender. Doing a thing forbidden by law is not a moral matter, but a legal matter. If I can do the forbidden thing without being detected by the offi-

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cers, the matter is closed. If I am detected, and pay the prescribed penalty, again the books are balanced, and the matter closed. If I am willing to take the chances, that is all that needs to be considered when I wish to do the forbidden thing. If the profit from the forbidden thing is great in relation to the penalty and to the chances of being caught, then I may deliberately engage in traffic in the forbidden thing without loss of self-respect or loss of the respect of others of like point of view. Witness for an example the social status of the bootleggers to-day.

This philosophy of government by statute, so completely in possession of the people of the United States to-day, operates to make voluminous statute books and many policemen but not a well-ordered society. As between the offender and the policeman the chances are many to one that the offender in most types of offenses will not be caught. This philosophy may work in a primitive society where oppression crushes all spontaneity and initiative, but is wholly inconsistent with the fundamental basis of self-government. Only as each one learns to govern himself largely in the light of what he sees to be his neighbors' rights, is he being prepared for membership in a self-governing society. One can learn that type of government only where public opinion operates powerfully. Public opinion can not function where the statute book mania is in possession.

Are Schools responsible?

How now may it be claimed that schools are in any wise responsible for this statute book mania? Let us examine them, starting at the top where school procedures have had the fullest chance to operate. Step into a college classroom, at the first session of the class. The students are mostly in this frame of mind: "Here I am, Mister Professor. Now you educate me. I'll do what you tell me to, provided, of course, I can't get by without doing it."

In the student's mind the responsibility is on the teacher. Our college catalogues are a bundle of statutes, rules, and regulations. A student will take business law if it does not come at the first period in the morning. If it does, he'll take geography instead. He will not take English History under Professor "X" because fortunately his prospective fraternity brother has already warned him against it as a stiff course. He starts out to get by the regulations. The college sets up machinery of program card signing, checking credits, honor points and the like so that it is obvious to the student that he is to be graduated by the record. Therefore, the record is the thing. He must have so many marks of such and such merit in as many things as required by the regulations. How to get these credits and grades now becomes the problem. Notebooks and themes of former successful students would seem one rather good way. "Neighborly helpfulness" in examinations would be useful, too. Other devices, differing from professor to professor will be revealed in conversations or after-class lingerings as the term wears on. It becomes a game of getting credits rather than self-education. Evasion or possible deceptions grow in the character of the student who is intent merely on getting by. What better training could you devise for later matching of wits with the policeman?

Teachers' responsibility

Many of you will say that I have overdrawn the picture. Probably I have a little, but not much. Teachers in general from the elementary grades to the college conceive of the responsibility for the educational process as theirs. They unthinkingly assume that if they make out complete specifications as to the motions through which a child must go, and then see that he goes through those motions as specified, he will be educated. The cleverness of the teacher is to be tested by how accurately he can get the specifications followed. Likewise, children in general from the elementary school to the college assume that the specifications for their school life are made out by the teacher, and they feel completely self-righteous when they follow as best they can those specifications. Theirs is not the responsibility for their own education, not even in college. That belongs to the teacher. Yet we know that only the carrying of responsibility prepares for self-government. Only a large measure of self-government with its companion, public opinion, can banish the statute book mania which is responsible for our present wave of lawlessness.

The present shift in educational emphasis from the subject as the center to the child as the center should have the effect of improving this school situation. Children are learning to cooperate more genuinely in their own education, and teachers are learning that children at any age develop the capacity for self-government by carrying responsibility. There is much more hope in this of a cure for lawlessness than there is in all the improvements in the machinery of law enforcement itself, whether in courts, in prisons, or in higher-grade policemen.

(*Continued in October* SCHOOL LIFE)

Music Study by Colleges

FOR A STUDY OF MUSIC training in colleges, an appropriation of $25,000 has been made by the Carnegie Corporation to the Association of American Colleges. The announcement was made by Mrs. Elmer James Ottaway, Port Huron, Mich., president of the National Federation of Music Clubs.

According to Dr. Robert L. Kelly, executive secretary of the Association of American Colleges, Randall Thompson, choral director of Dessoff Choirs, has been selected to direct the survey.

State P. T. A. Congresses Invest in Education

NEARLY $160,000 has been invested in student loan funds and scholarships by State congresses of parents and teachers to enable boys and girls to continue their education. The National Congress of Parents and Teachers, reporting to the President's Organization on Unemployment Relief, indicated that practically every State has been represented in this endeavor to extend education for those financially handicapped.

Education Costs
in England and United States Compared

IT APPEARS that elementary education costs are increasing more rapidly and secondary education expenses more slowly in England than in the United States.

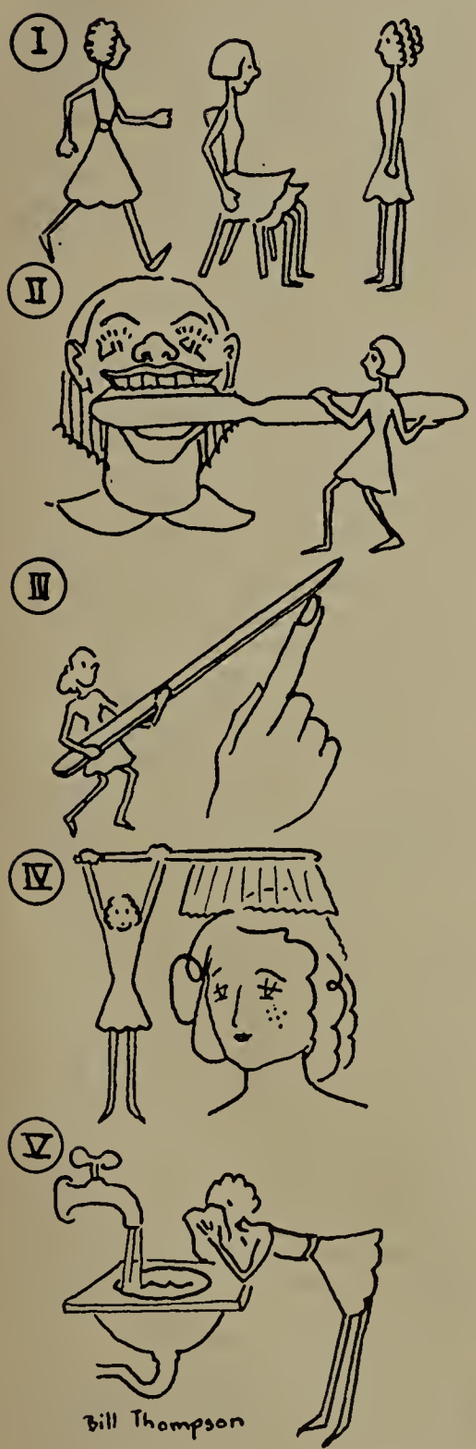
The average cost for current expense and interest on borrowed money, per pupil in average daily attendance in all public elementary and secondary schools in the United States during the year 1929–30 was $91.05. The averages for elementary and 4-year high schools were, respectively, $75.78 and $160.93. During the year 1913–14 the average for all schools was $32.60. Assuming that the same ratio existed in 1914 as in 1930, the average per pupil in elementary schools was $30.12, and for 4-year high schools $63.96, an increase of 151.6 per cent for both elementary and secondary education.

The cost of elementary education in England increased from $22.53 to $63.57 during the period 1914 to 1931, a percentage increase of 182.2. Secondary education in England increased $72.02 from 1912 to 1930. It is estimated that the increase in the United States is $100.20 for the same period.—DAVID T. BLOSE, *Statistician, Office of Education.*

Beauty Contest For High School Girls

By O. S. HUBBARD

Superintendent of Schools, Fresno, Calif.



FOR the purpose of creating greater interest in personal care among the girls of the school, and for giving the girls profitable training to take the place of strenuous exercises during the hot days of May and June, a beauty contest was inaugurated at Edison Technical High School in Fresno, Calif.

The physical education teacher rates the girls. A different group in each class is examined each day in one problem of personal care. Then, the next problem is taken up, and so on until all the girls in all the groups have been examined in all problems of personal care. The girls are examined by squads, with the squad leader recording the scores of her group.

The perfect score is 500 points.

The six or seven girls who score highest are presented to the student assembly as winners of the beauty contest. A list of those scoring above 400 are given honorable mention.

The following table shows points scored and value of each problem:

	Points
I. *POSTURE*	60
1. Walking	20
2. Sitting	20
3. Plumb line	20
II. *TEETH*	60
1. Condition	30
2. Beauty	
3. Cleanliness	30
III. *NAILS*	60
1. Condition of cuticle	20
2. Cleanliness	20
3. Shape of nails	20
IV. *HAIR*	60
1. Cleanliness of hair	20
2. Cleanliness of scalp	20
3. General appearance	20
V. *SKIN*	60
1. Cleanliness	30
2. Lack of imperfection	30
VI. *MUSCLE TONE*	20
1. Firmness of muscle	20
VII. *MOTOR ABILITY*	60
1. Walk	6
2. Run	6
3. Skip	6
4. Hop	6
5. Jump	6
6. Balance	6
7. Bend	6
8. Catch	6
9. Throw	6
10. Sit	6
VIII. *GENERAL APPEARANCE*	60
1. Neatness of dress	20
2. Symmetry of form	20
3. General cleanliness	20
IX. *WEIGHT:*	

(Continued on page 18)

Illustrated by Bill Thompson

For Better American High Schools

By LEONARD V. KOOS, University of Chicago

Associate Director of the National Survey of Secondary Education

ONE FACES a perplexing problem of selection in the effort to give briefly some helpful impression of the results of so huge an enterprise as the 3-year National Survey of Secondary Education directed by the Federal Office of Education. Here is an enterprise which would have taken 50 to 60 years of the life of one man to complete, if he were working alone. Compressed as much as possible and with some sacrifice of valuable materials, the completed report will extend through 28 monographs totaling at least 3,000 printed pages.

The present proportion of high-school enrollment has never been equaled at any other period or in any other country. By 1930 the proportion of the population 14 to 18 years of age (normal age for high school) had mounted to a few per cent short of half. The last two years has seen an even greater influx, in part owing to the shrinkage of opportunities for employment. Figures for 1890—40 years ago—do not yield a proportion larger than 4 per cent.

We have had put up to us a task of amazing proportions in working out adaptations of the training program and of other aspects of the school to the needs and interests of a widely diversified school population. Many of the innovations disclosed in other studies of the survey may be understood to have been devised in the endeavor to solve this problem.

Curriculum change

Widespread tendencies to change in the curriculum of schools were discovered. The average number of courses offered in our schools has practically doubled, dominant shifts having been away from foreign language and mathematics, college entrance required subjects, and toward the social sciences. Fine arts, practical arts, and physical education have shown decided gains. In certain schools nonacademic subjects have come to claim from a third to two-fifths of all the pupil's time in the classroom.

It was learned that the junior high school is a vehicle of innovation—a fact emphasized in several survey projects.

One of the larger projects of the survey endeavored to ascertain the extent of and to analyze provisions for individual differences. Critical analysis reduced the wide array to three "core elements of a typically successful program to provide for individual differences," namely, homogeneous grouping, special classes for the very bright or gifted and for the slow, and the unit assignment. The first two types of classes were found to be provided about nine times as often for slow pupils as for the very bright.

DR. LEONARD V. KOOS, *associate director in charge, gave a preliminary report of the National Survey of Secondary Education at a banquet given by the National Education Association at the Cosmos Club, Washington, D. C., June 9. Doctor Koos, in his address, gave a summary report to the National Education Association and other educational groups who had requested the survey, and to Members of Congress who had approved and financed the nation-wide investigation. The address, greatly condensed, follows.* SCHOOL LIFE *will continue to print outstanding findings of the survey in subsequent issues.*—EDITOR.

Procedures characterized by the unit assignment are among the most frequent provisions for individual differences. They are known by a wide variety of names, among the most frequent being the "Dalton plan," "Winnetka technique," "Morrison plan," "long-unit assignments," "individualized instruction," "contract plan," "laboratory plan," "problem method," and "project method." A notable fact about the first three of these procedures is that the practices carried on in schools reporting to use them with unusual success deviate widely from the characteristics of the plans as described by their originators. No matter what name is applied to the remaining six in the list, it was found that practices under those designations are essentially identical. A great deal of this jargon may be discarded. The unit assignment is distinctly serviceable in providing for individual differences, however.

Analysis of the features of organization in a large number of schools reorganized and unreorganized shows schools representative of junior high school reorganization to be superior to schools conventionally organized. Size for size, up to enrollments of about 1,600, the 6-year school (undivided or on a 3–3 basis) has advantages over the separate 3-year junior and senior high schools. Size of enrollment is a more important factor of differences between schools than type of organization.

The library

If facilities and practices are a prophecy, the library will soon become one of the central features of the modern secondary school. The functions dominately accepted for these libraries by school heads and librarians are the enrichment of the curriculum by supplying reference material and provision for the worthy use of leisure time. Besides reading rooms, many libraries are providing special rooms, such as librarians' work rooms, conference rooms, library classrooms, and rooms for visual instruction. Libraries are increasingly staffed with full-time librarians trained for the work, often aided by pupils or adults. These better libraries are intimately involved in the recent vigorous movement to improve methods of teaching, particularly in unit assignments.

Should the study hall and the school library be combined? The secondary survey, reporting evidence submitted by 17,000 pupils, principals, and librarians on this and other controversial issues, discovered that the proportion of pupils making some use of the library in schools operating the combined plan was more than twice as large as in schools in which library and study hall are separate. Unusual efforts must be made in schools operating the separate plan to offset the advantage of accessibility of materials that seems to be inherent in the combination plan.

Other findings

A huge project that involves investigation of the opportunities for vocational specialization in the high school finds an increase in the number of trade schools with less growth of other specialized schools such as technical and commercial high schools. This project records the develop-

ment of continuation, evening, and summer schools, and some appearance of use by smaller public high schools of correspondence courses.

A study of articulation of high school and college shows progress toward flexibility in the requirements for admission to higher institutions and improved arrangements for caring for the individual following admission.

Educational opportunity for the southern Negro is increasing, another study revealed.

Investigation was made of the administrative and supervisory staffs in State departments of education and in city systems having to do with secondary education as well as of administrative and supervisory officers within individual schools.

More schools will want to follow innovating practices in registration and schedule making unearthed in another project.

Secondary school departments of research were found to be carrying on in many instances basically valuable investigations.

Policies and practices in school publicity were studied, and a great variety of promising practices in interpreting the schools to the public were uncovered.

A central feature of the modern secondary school is the school library

In 28 Monographs

THE NUMBERS and tentative titles of 28 monographs making up the report of the National Survey of Secondary Education, will be as follows: No. 1, Summary; No. 2, The Horizontal Organization of Secondary Education—A Comparison of Comprehensive and Specialized Schools; No. 3, Part-time Secondary Schools; No. 4, Secondary School Population; No. 5, Reorganization of Secondary Education; No. 6, Smaller Secondary Schools; No. 7, Secondary Education for Negroes; No. 8, District Organization and Secondary Education; No. 9, Legal and Regulatory Provisions Affecting Secondary Education; No. 10, Articulation of High School and College; No. 11, Administration and Supervision; No. 12, Selection and Appointment of Teachers; No. 13, Provisions for Individual Differences, Marking, and Promotion; No. 14, Programs of Guidance; No. 15, Research in Secondary Schools; No. 16, Interpreting the Secondary School To the Public; No. 17, The Secondary School Library; No. 18, Procedures in Curriculum-Making; No. 19, The Program of Studies; No. 20, Instruction in English; No. 21, Instruction in the Social Subjects; No. 22, Instruction in Science; No. 23, Instruction in Mathematics; No. 24, Instruction in Foreign Languages; No. 25, Instruction in Music and Art; No. 26, Non-Athletic Extracurriculum Activities; No. 27, Intramural and Interscholastic Athletics; and No. 28, Health and Physical Education.

For reference

In view of the fact that the survey has given its attention chiefly to serious efforts at innovation, readers of the 28 monograph reports will see passed in review the vast array of practices which have been introduced in order to effect improvement in our secondary schools. Specialists in charge of the various projects have gone as far as they can to indicate the practical utility of the innovations. Those in charge of the schools and teachers like to have the records and descriptions of the innovations before them and to be permitted to exercise their own judgment with respect to which of them they will themselves adopt or adapt in the different local situations.

Unlike Europe with its national centralization of control of education, we have as many systems of schools and centers of control as we have States. Most of the States have allowed their local systems a great deal of freedom to initiate and to experiment. At the same time that we, as a nation, have decentralization of control in education, we aim to foster in all these States the same ideals. How essential it is then for those responsible for the schools in one State to have made known to them the nature and direction of progress in the schools of other States. This is the service of the survey. By examining its reports, those at work in any community or State in schools at the secondary level will be able to note the progress and trends at that level in all States and sections and will in consequence be able to give more comprehensive and systematic consideration to the next steps to be taken in improving their own practices.

"Fads and frills"

It is a frequent experience to find that during such periods of distress those features of the school that have last been added are among the first to go when resources decline. In such times these novel features are dubbed "fads and frills," when in fact they are often more necessary than the features not assailed which are retained because of the hold of tradition long after they have outlived their usefulness. We should look carefully at the proposals to eliminate those latest developments in the schools. The report of the National Survey of Secondary Education will appear in time to be of aid in determining what sacrifices should be made.

Our Publications in Germany

COPIES OF PRACTICALLY ALL Office of Education publications are included in the exhibit of American education at Mainz, Germany. Twenty rooms have been devoted to the exhibition of what the United States is doing in the field of education.

How To Live

On $3.12 Per Week, Families Learn

By KENDALL WEISIGER

**Assistant to President Southern Bell Telephone Company
In Charge of Unemployment Relief in Atlanta, Ga.**

"I SHOULD LIKE TO KNOW what other school systems are doing to help the unemployed." Many letters to the Office of Education have repeated this request. The following article on how Atlanta schools are teaching the jobless to buy better food with their grocery orders was sent in by Supt. Willis T. Sutton. Forthcoming issues of SCHOOL LIFE *will tell how some high schools are helping unemployed postgraduates; how rural schools are meeting the crisis; and lessons from England's experience.*—EDITOR.

THE FIRST responsibility in meeting the present distress is to endeavor to get work for men or to provide "made work" for them.

In the meantime their families must be fed, and the grocery order given in the home, or through the mails, seems to be the means that most preserves the self-respect of the recipient. These grocery orders have not specified what should or should not be purchased for the amount of money stated on the order because social workers feel that initiative should not be impaired by such dictation. But when the supply is limited, and the public's money is being used, it becomes necessary to tell those receiving aid how to buy the most for the sum allowed.

Reference cards

For this purpose social agencies in Atlanta, Ga., have furnished to clients reference cards to hang in the kitchen or to take to market. These cards tell how to get a balanced ration for a given sum of money. In one case $3.12 bought enough to sustain a family of three for one week.

From this simple start the idea was developed of endeavoring to educate our distressed people in better food values. The public schools readily responded to our call and organized 11 nutrition classes to be conducted in schools, health centers, churches, day nurseries, and other places most convenient to those who were asked to attend.

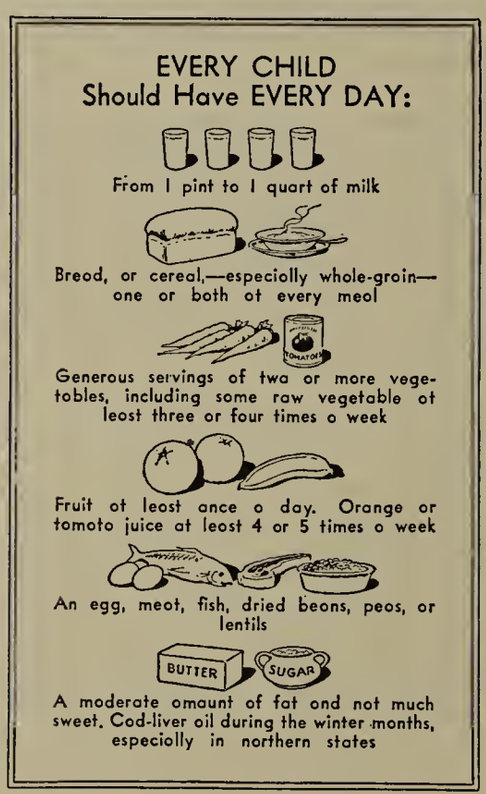
Ten lessons were planned by the demonstrators, using the same supplies furnished to clients on food orders. A sufficient quantity of each food demonstrated is prepared for sampling at each class meeting.

Each family desiring relief is given a text leaflet entitled "Feeding Your Family," which is used as a basis of each demonstration. A mimeographed sheet of the recipes demonstrated is also handed to each attendant for reference at the meeting, and later at home.

At the start there were 11 centers, 7 for white people and 4 for colored and other clients who cared to attend. The average weekly attendance has been 560, of whom 130 were white and 430 colored. Larger attendance at classes for white persons has been encouraged. It is the responsibility of the home visitor of social agencies to promote attendance at the relief classes, both by mailed invitations or personal calls.

Study grocery orders

How are the demonstrations helping to educate persons to purchase more nutritious food? Only the biweekly analyses of grocery orders can determine what changes are taking place in the character of food bought. From May 1 to June 11 there were decided increases noted per thousand orders in sweet milk, oatmeal, peas and beans, potatoes, cheese, canned salmon, and fresh fish, with relative decreases in less nutritious foods.



Atlanta's guides to better food for less money

In addition to these demonstrations, there is apparent need for training of idle men, women, and children in various home activities and industries that will keep them occupied and perhaps prove to be a source of some small supplemental income. Looking ahead to the more or less immediate and long-to-be-continued reduction of the working week, some such training seems to be needed.

Commissioner Cooper in Europe

DR. WILLIAM JOHN COOPER, United States Commissioner of Education, had the honor of meeting the King and Queen of England at a garden party during his stay in London. He also attended the fourteenth international conference on secondary education and the international conference on commercial education held in London in July. He was present at the Sixth World Conference of the New Education Fellowship at Nice, France, in August. During his 8-week European stay, Commissioner Cooper met various ministers and leaders of education in many countries, studying at first hand their school systems.

Geographic News Bulletins

REQUESTS CONTINUE to come to the Office of Education for the Geographic News Bulletins. These weekly sets of illustrated articles about peoples, places, and industries of news interest, published by the National Geographic Society, formerly were distributed by the United States Bureau of Education. They are now distributed direct by the National Geographic Society, and may be had upon request of teachers, on payment of 25 cents annually for the 30 weekly issues. It will facilitate handling of these requests if they are addressed to the National Geographic Society, Washington, D. C., instead of to the Office of Education.

Uncle Sam Helps Blind to Cook

A COOKBOOK FOR THE BLIND has been prepared by the Library of Congress, and is available from any library for the blind in the country. (Price, 50 cents.) Aunt Sammy's Radio Recipes, published 2 years ago by the Department of Agriculture and now out of print, is the first cookbook to be reproduced in Braille. All recipes included have been worked out and tested in the laboratories of the Bureau of Home Economics of the Department of Agriculture.

Guarding Five Million Children

If we save the life of one child, all the money and all the time and all the effort expended in the past or in the future will be well worth the effort and expense.
HERBERT HOOVER

LIVES of more than 6,000 school children in the United States will be lost as the result of accidents this school year. America's school-going population of 31,000,000 will figure in 723,000 accidents of various kinds, and the resultant loss from school will total approximately 3,000,000 days. Such are predictions based on accident statistics furnished by the National Safety Council.

A New England insurance firm, in a bulletin bearing the startling title, "Worse Than War," announces that "50,510 members of the American Expeditionary Forces were killed in action and died of wounds during 18 months of the World War, but a greater number, 50,900 persons, met death in automobile accidents during a recent 18-month period."

These predictions and revelations do not furnish a complete picture of the situation, however. Surveys show that 17 per cent of all persons injured in motor vehicle mishaps last year in the United States (166,600) were under 15 years of age, and nearly three times as many children between 5 and 14, as those under 5 years of age, were crushed to death by automobiles.

As student accident information accumulates, interest increases in the prevention of accidents to school children. What can our schools do to decrease this student accident and death rate?

Classroom education helps

The American Automobile Association is doing much to promote safety education for school children. With the cooperation of motorists in 140 affiliated clubs in various sections of the United States, this organization supplies approximately 85,000 safety education lessons monthly to American classrooms. Fifty-thousand posters furnished by 157 motor clubs in 27 States stress safety. Schools ask for posters or lessons from the nearest club affiliated with the American Automobile Association. The American Automobile Association supplies the safety education material.

Since the motor death rate for persons of all ages advanced 98 per cent from 1922 to 1930, during which time the school-age automobile fatality rate increased but 4 per cent, it is believed that classroom safety instruction has been very effective. More than 28,000 lives of adults could be saved in one year, it is estimated, if accident-prevention work among grown-ups were as successful as it is among children.

Safety patrols

Very effective in guarding the lives of boys and girls while crossing streets going to and from schools is the School-boy Safety Patrol, also sponsored by the American Automobile Association and affiliated motor clubs. This protection, together with added safety instruction in the classroom, has been remarkably effective. Fewer school child accidents take place to-day between home and school than on the school grounds, or in the school building.

—Thomas De Verter, Chicago Academy of Fine Arts

"SAFETY EDUCATION," helps for schools in constructing a course of study in safety education, is a new Office of Education Bulletin (1932 No. 8, price 10 cents) prepared by Miss Florence C. Fox, specialist in elementary education. Superintendents, principals, and teachers should find this publication useful in setting up school safety education programs. Order from Superintendent of Documents, Washington, D. C.

Safety patrols are organized through the cooperation of school officials, police, city officials, the press, and boys themselves who anticipate being members of the patrols. White Sam Browne belts or bright-colored felt arm bands, badges to denote rank, and poncho-type capes and rain hats for wet weather, are furnished to patrol members, who are selected for service because of good marks in studies and qualities of leadership. A patrol consists of from 4 to 12 boys, depending upon the size of the school and the number of hazardous intersections which must be guarded.

There are now 10,000 such safety patrol units in the United States enrolling boys who protect approximately 5,000,000 of their fellow school goers daily.

It is the duty of safety patrol members to be stationed at street intersections and along school streets 20 minutes before the opening hour of school. They must be on duty until five minutes after the opening hour. Patrol boys escort children across the street in groups, and encourage them to cross streets only at intersections which are guarded. The boy guards frown upon jaywalking and report to their teacher or principal the names of children who wilfully disobey their directions.

Upon the approach of an automobile at a street intersection, the patrol boy on duty will hold up his hand to the approaching motorist, indicative of his desire to escort a group of children across the street in safety. After the motorist has stopped, children are safely escorted to the opposite curb. During recess, the patrol prevents boys and girls from running across or playing in the street. Patrol members are dismissed from class five minutes before class closing hour to go to their stations and remain on duty until 10 minutes after the closing hour.

For valor

Interest in the patrol movement is stimulated by the awarding of medals and certificates for satisfactory service and for exceptional acts of heroism on the part of school patrol boys while on duty. Last year 2,576 merit certificates were awarded by the American Automobile Association, and in the District of Columbia alone 196 medals were granted for meritorious service. Forty-two boys were cited for the actual saving of lives.

The morale of boy patrols can be increased by cooperation with city policemen. In Washington, D. C., the city superintendent of police detailed police officers from each precinct to supervise patrol operation. The policemen are trained in the operation of school-boy patrols, and frequently speak in the classrooms and school assemblies. One officer, John E. Scott, of Precinct No. 2, prepared a series of safety slides which have been

(Continued on page 18)

Partners or Rivals

Colleges and Universities in Four States Have Just Joined Hands

ALTHOUGH PROFESSORS do not wear headguards and deans do not sally forth in cleated shoes, colleges and universities often compete in the classroom field as vigorously, if not as violently, as they do on the football field.

Each graduate school strives to be superior to approximately 99 other graduate schools in everything from education to archæology. Colleges of agriculture and mechanic arts tend to become complete universities. State teachers colleges, in many cases, are striving to build up English departments and history departments beyond the point called for by the training of teachers, and strong enough to compete with similar departments in State universities.

This situation has become so serious that four States within three years have taken steps to consolidate their institutions of higher education. Their legislatures have said that competition can become war, and war is too expensive a luxury for education. Oregon three years ago, North Carolina a year ago, and Mississippi and Georgia last winter announced by law that the State's duties in higher education must be performed cooperatively instead of competitively.

Kentucky, South Carolina, and California are studying their publicly supported institutions of higher learning under survey microscopes. Other States, spurred on by the necessities of economy, are considering changes.

Winnebago and Xenia

The accompanying chart shows the status quo in the movement to unify State management of higher education. It does not show the steps by which the condition charted has been reached.

We can follow the steps best, perhaps, by noting the path of higher education in the mythical State of Winnebago.

Step 1. The early pioneers of Winnebago were loyal patrons of education and soon after the settlement of the State established, after a bitter legislative battle, the University of Winnebago, which gave courses that were not nearly as advanced nor as adequate as those now given in hundreds of Winnebago high schools.

Step 2. The early pioneers, having also established 1-room schools, felt the need of staffing them with native citizen teachers, instead of importing teachers from Connecticut and Massachusetts. So the Winnebago legislature established a normal school in Xenia under a separate board of trustees.

Step 3. One normal school was not enough, and furthermore two or three other sections of the State felt they had just as much right to a normal school as Xenia. Therefore, the legislature established three other normal schools under separate boards of trustees.

Step 4. Because the Federal Government would help a State support a land-grant college for agricultural and mechanic arts, Winnebago, about 1877, established in Jonesboro the Winnebago Agricultural and Mechanical College.

Step 5. Winnebago gradually built up its State department of education because a greater measure of control over elementary and secondary education was gradually forced upon the State. It became obvious that if the State board of education were to assume the duty of insuring a better quality of education for all the State's children, then it should assume more direct control over the preparation of the teachers who were to teach the children. And, furthermore, the legislators were becoming weary of being button-holed by six or seven college presidents at every session. So all of Winnebago's normal schools were placed under the control of the State board of education in 1922.

Step 6. Although there are no mines in the State, the University of Winnebago, in the interests of academic respectability, established a School of Mines.

Step 7. Cities were raising requirements for teachers so the 2-year normal schools became 4-year teachers colleges giving many of the same liberal arts and science courses that are given both in the University of Winnebago and the Winnebago Agricultural and Mechanical College.

Step 8. The Xenia Teachers College has requested and has been granted the right to give the master's degree. This means that both Xenia and the University of Winnebago will be giving graduate work in education.

Having taken these eight steps the State of Winnebago is at the parting of the ways in higher education. Taxpayer organizations are insisting on economy. Alumni are resisting coordination or mergers. The junior college has made its bid for support. Some captious critics have stung State pride by pointing out that the State could pay the carfare and tuition for all the University of Winnebago law students to study at a famous mid-western university and save the State money.

Signboards

At this puzzling crossroad two signboards have been erected by Dean Elwood P. Cubberley, historian of education.

One sign reads: "The early struggles of these institutions (of higher learning) at times developed intense loyalties and animosities, both among students and communities, which in time led to legislative lobbying for appropriations, buildings, support, and expansion at times not warranted by actual needs. The result has been conflicts between the land-grant colleges and the State universities which often have resulted in bitterness of feeling and intense rivalry in development; in strife among the normal schools and between them and the universities; at times in unnecessary duplication of instruction and a haphazard development of institutions; and in the creation of factional groupings of the people and their representatives in the legislature which have hampered the proper development of higher and special education within the State."[1]

The other sign reads: "Speaking generally, the best control and the control freest from political influences has come from local boards of regents or trustees deeply interested in the development of the particular institution under their care. Until centralized boards can be assured of freedom from political direction and control, and until they learn to embody in their procedures the best forms of corporation control, universities will be loath to give up their separate boards of control."[2]

These two signs, although contradictory, are nevertheless helpful as warnings to stop, look, and listen.

But higher education, like the rest of civilization, must move. Each State must choose the fork in the road along which it will send its institutions of higher education.

Of the four States which have recently changed their policies, three—Georgia, Mississippi, and Oregon—have taken the course of consolidating all State institutions of higher education under the general

[1] State School Administration by E. P. Cubberley, Boston, Mass., Houghton Mifflin Co., p. 345.
[2] Ibid., p. 349.

direction of a single board. North Carolina has unified control of the State university, the agricultural college, and the women's college.

Three paths

Into the future lead at least three paths other than the two roads recently taken by the four States listed above.

One is in the direction of dividing between the universities and the colleges the tasks of higher education. Many educators and citizens believe that a university should confine itself to junior, senior, and graduate work, leaving to the other institutions of the State the liberal arts and science courses of freshmen and sophomore years. But practice has not caught up to theory. Johns Hopkins University and Stanford University put the plan on paper, where, in the main, it still is. American University in Washington, D. C., started out as a graduate school only, but found it necessary to add undergraduate courses. So this path, although well surveyed by public opinion, is overgrown by weeds of disuse.

The second path is regional apportionment of specialized graduate work. The reduction of the number of medical schools in the United States from 107 in 1913 to 76 in 1932 is a recognition that training of doctors is so expensive and so specialized that it must be concentrated in fewer institutions. Twelve States [3] are already letting other States train the doctors they need. In the future, perhaps, the States of one region, the Northwest, for example, may agree on an educational cartel for specialized training of students for the professions, Oregon taking all the medical students, Washington taking responsibility for engineering, Idaho for advanced agriculture, etc.

The third path, open, but also almost untrodden, is national agreement that when one or two universities concentrate on a certain specialty other institutions will keep off. Universities and colleges will, for example, send students who want very advanced work in Italian to the University of California; very advanced work in Mexican culture to the University of Texas; very advanced work in tropical medicine to Tulane University, and so on. The enormous expense of specialized research may hasten this trend. When the California Institute of Technology spends $3,000,000 on a single piece of equipment for advanced physics, it becomes plain that not many institutions can stay in the race to build up the best physics department in any American university. The United States Department of Agriculture has already recognized the need of concentrating advanced research. Its Office of Experiment Stations now limits projects in the land-grant colleges and universities according to a national plan which assigns specific tasks to specific institutions thus eliminating duplication.

[3] Arizona, Delaware, Florida, Idaho, Maine, Montana, Nevada, New Jersey, New Mexico, Rhode Island, Washington, and Wyoming.

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State Control

M. M. CHAMBERS, editor of Educational Law and Administration Magazine, reports that 35 States have consolidated the control of two or more institutions of higher education. He classifies them as to extent and kinds of consolidation schemes as follows:

I. All institutions of higher education governed or controlled by one board.	*A.* All institutions plus supervision of lower school system, plus other noneducational institutions of the State.	1. N. Dak.[1]
	B. All institutions plus supervision of lower school system of the State.	2. Fla.[2] 3. Idaho.[2] 4. Mont.[2] 5. N. Y.[3]
	C. All institutions plus the institutions of special education for the blind and deaf.	6. Iowa.[2]
	D. All institutions of higher education, exclusively.	7. Ga.[4] 8. Kans.[6] 9. Oreg.[7] 10. S. Dak.[6]
II. Part, but not all, institutions of higher education governed by one board.	*E.* All institutions, except the university, plus supervision of lower schools.	11. La.[2] 12. Tenn.[2] 13. W. Va.[2]
	F. All separate institutions for the education of teachers, plus supervision of the lower school system of the State.	14. Ala.[2] 15. Calif.[2] 16. Conn.[2] 17. Md.[2] 18. Mass.[2] 19. N. H.[2] 20. N. J.[2] 21. R. I.[2] 22. Vt.[2] 23. Va.[2]
	G. Principal institutions, only, not including separate institutions exclusively for the education of teachers.	24. Miss.[8] 25. N. C.[9]
	H. All separate institutions for education of teachers only.	26. Colo.[5] 27. Ill.[5] 28. Ind.[5] 29. Me.[5] 30. Mich.[2] 31. Minn.[5] 32. Nebr.[5] 33. Okla.[5] 34. Tex.[5] 35. Wis.[5]

[1] State Board of Administration. [2] State Board of Education.
[3] Regents of the University of State of New York.
[4] State secondary schools in Georgia are not governed by the board of regents of the university system.
[5] A teachers college or normal school board, having no other duties. [6] State Board of Regents.
[7] State Board of Higher Education. [8] Board of trustees of the Universities and Colleges of Mississippi.
[9] Newly created board of trustees of University of North Carolina to govern the three principal institutions.

Coordination of higher education in the United States began in January, 1784, two months after the British sailed away from New York City. Gov. George Clinton called upon the legislature to revive and encourage "seminaries of learning." His message and the petitions for the reorganization of King's College (now Columbia University) resulted in the creation of the University of the State of New York under the control of a board of regents. The University of the State of New York has no students and no faculty, but it has exercised its wide powers in coordinating all education in the Empire State. The step that New York took in 1784 is practically the same step which three States took within the last three years. Georgia has, indeed, called her reorganization, the Board of Regents of the University System of Georgia. In North Carolina three institutions are now termed by law the University of North Carolina.—WILLIAM DOW BOUTWELL, *Editor.*

SCHOOL LIFE

ISSUED MONTHLY, EXCEPT JULY AND AUGUST
By the UNITED STATES DEPARTMENT OF THE INTERIOR, OFFICE OF EDUCATION

Editor - - - - - WILLIAM DOW BOUTWELL
Assistant Editors - - - MARGARET F. RYAN, JOHN H. LLOYD

Terms: Subscription, 50 cents per year, in advance; to foreign countries in which the mailing frank of the United States is not recognized, 85 cents. *Club rate:* Fifty copies or more will be sent in bulk to one address within the United States at the rate of 35 cents a year each. *Remittance* should be made to the SUPERINTENDENT OF DOCUMENTS, Government Printing Office, Washington, D. C.

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

SEPTEMBER, 1932

Toward International Peace

IT SEEMS that the only effective way to bring about a peaceful settlement of international disputes, and this now seems more than ever important to us, is that we teach the Paris pact in the American high schools. At the present time this can be done entirely voluntarily. This may be accomplished by the rudimentary study of international relations in history and other social science classes, the annual essay contest on some aspect of the Paris peace pact being a helpful optional feature. I urge each State superintendent to offer this work to his students.

BIENNIAL REVIEWS NOW IN SCHOOL LIFE

SCHOOL LIFE offers another new service to its readers. Beginning with this issue, biennial reviews of various phases of education will appear each month in this journal. The first article, reporting progress in physical education since 1930, was prepared by Marie M. Ready, specialist in physical education. Reviews of health education, tests and measurements, and other fields of education will appear in subsequent issues.

Publication of biennial survey facts in SCHOOL LIFE will provide first-hand, authentic information gathered by Office of Education specialists to teachers and school administrators without delay. Heretofore these reviews waited for publication as chapters of the Biennial Survey of Education.

Watch for the review of that phase of education in which you are most interested.

DISTINCTIONS BETWEEN DEGREES

BECAUSE THERE IS A LACK of agreement on the dividing line between Ed. D and Ph. D, readers of SCHOOL LIFE may be interested in the difference as defined by Elwood P. Cubberley, eminent dean of Stanford's school of education. Dean Cubberley is retiring in 1933 after 35 years of notable service to American education. He draws the line between Ed. D and Ph. D at Stanford as follows:

The general procedure and requirements for the general university degree of doctor of philosophy are not essentially different from those for the degree of doctor of education.

The differences between the two degrees lie chiefly in that a reading knowledge of French and German always is required for the Ph. D degree; a teaching major and a teaching minor are not required; the number of special fields in education chosen for study is less; the time devoted to the thesis investigation may be greater; the thesis must be "a contribution to knowledge, the result of independent work"; and an age limit for candidates for the Ph. D degree is imposed. In difficulty of attainment, the degrees of Ph. D and Ed. D are not especially different; it is the type of difficulty that is different.

THE FINANCE SURVEY

FACTS AND STATISTICS from every State on apportionment of the school-tax dollar have been collected in the National Survey of School Finance launched by the Federal Office of Education July 1, 1931, and continued since July 1 of this year by funds of the General Education Board.

This information, now being interpreted, will be published as probably the most authentic report on State apportionment systems ever prepared. The report will go to the printer sometime after November 1 and will be ready for distribution to school administrators and State legislators early in 1933.

Thirty-four States have been visited by survey staff members who collected treasurer and auditor reports, school laws, and other official records. State superintendents and other State department of education representatives were interviewed. Reports from States not visited have been furnished. Splendid cooperation has been offered by each State. The visiting staff included Dr. Paul R. Mort, associate survey director; Timon Covert, Office of Education school finance specialist; Eugene Lawler, school finance specialist; A. E. Joyal and David Sutton, survey staff specialists; and Cecil W. Scott, Teachers College, Columbia University.

COLLEGE "HONORS" COURSES ON INCREASE

"HONORS" COURSES are now being offered to students in more than 100 colleges in the United States, according to Prof. George A. Works, University of Chicago dean of students. Fifty-three of these colleges are using the comprehensive examination. Other forms of individualization are the tutorial system, the reading period, in which several weeks are set aside exclusively for reading, and the house plan in which resident heads of student halls offer informal instruction.

AUTUMN

AUTUMN is extravagant,
Flinging far and free
Fine golden pennies
From the poplar tree.

Autumn is a spendthrift,
Largess left and right,
Doubloons from the beeches
Every windy night.

Autumn's keyless coffers,
Bronze and gold and red,
A beggar's for the choosing:
Beauty is the bread.

—HARRY I. MILLER, Jr.
St. Mark's School, Southboro, Mass.

"To escape the boredom of study hour, Harry Miller writes poetry only incidentally. He likes to read good poetry, but in prose prefers 'trash,' largely detective stories. He expects to enter Princeton, but beyond that he is undecided about his career. He tried working in a steel mill, with the result that he knows that he does not wish to go into the steel business."—NELLIE B. SERGENT'S *Younger Poets*, D. Appleton & Co.

Parent Education in California

By GEORGE C. BUSH

Superintendent of Schools, South Pasadena, Calif.

PARENT EDUCATION in California is yielding wonderful results. The movement is about 10 years old. To-day parent education is an active branch of the State department of adult education. Development was slow, however, starting with small groups of selected, serious-minded and enthusiastic mothers.

When the division of adult education in California was four years old, the department of parent education was inaugurated through a grant of $8,000 from the Laura Spelman Rockefeller Memorial Foundation. Dr. Herbert Stolz was made the director, and is still its guiding officer. Parent education in the State was also promoted by the Laura Spelman Rockefeller Memorial's gift of $50,000 annually for child welfare research. As a result, the Institute of Child Welfare was established at the University of California with Doctor Stolz as director. His appointed assistants were Dr. Gertrude Laws for southern California and John Dale for northern California. These assistants carry on a very active and effective campaign in the various parent-teacher organizations. Their salaries are now borne by the State.

Parents and teachers help

A great step forward was made when attendance upon parent education classes was recognized in the distribution of State school funds. That marked the acceptance of parent education as a State function. To-day a district may conduct parent education classes with the assurance that a substantial part of the financial burden will be borne by the State. The greatest single factor in promoting parent education, however, has been the work of the State Congress of Parents and Teachers and its individual organizations.

Under the leadership of Mrs. H. R. Archbald and Mrs. Robert E. Pierce, the State congress has developed an unusually strong department of parent education. Each district, each council, and most of the individual parent-teacher associations have a chairman of parent education. The State convention features the work. Classes are held during the convention under the leadership of the chief of the State department, Doctor Stolz, and his assistants. District conventions also hold classes.

The greatest handicap to a rapid extension of parent education classes is scarcity of trained teachers and leaders. In California two types of classes are conducted: *(1)* Classes conducted by certificated leaders, either teachers or lay-leaders with special certificates to do this type of work, and *(2)* study circles which choose leaders from among their group. The State board of education has set up rather liberal requirements for securing a certificate to direct parent-education classes, stressing the need of peculiar fitness for directing parent discussions, rather than scholastic training. Applicants must be acceptable to groups they are to direct.

California, *proud of its pioneer settlers, is creating a new generation of pioneers in education. Nowhere have these pioneers advanced their outposts farther into America of the future than in the parent education sector.* School Life *is pleased to print Superintendent Bush's concise account of parent education's rise in his State.* (Editor.)

California apportions for this type of class (with enrollments of from 25 to 30) $80 per unit of average daily attendance up to 10 units; $60 per unit for the next 10; $40 per unit for the next 10; and $30 per unit for all others. This enables the district to divide the cost of such classes with the State.

Last year there were in the State 359 parent education classes under certificated paid leaders; 396 study circles; and 41 preschool circles. Two cities engaged paid directors of parent education. Several groups of "Listening Mothers" heard radio talks given by Doctor Stolz and other leaders. Approximately 17,000 were enrolled in the parent-education classes.

Discussions helpful

One of the most positive and beneficial effects of the parent-education movement in California has been its influence upon programs of parent-teacher-association units. Parent-teacher programs are taking on a more definite purpose, frequently carrying one theme through the entire year. When a junior high school parent-teacher association will repeatedly draw, as I have seen it do in my home city, several hundred fathers and mothers to night meetings to discuss leisure hours of boys and girls, movie attendance and its effect on scholarship, home school work, social needs of boys and girls, and kindred subjects, I strongly suspect that the parent-education statistical reports should be revised. Especially is this true in view of the philosophy which governs the procedure in parent-education classes—participation by members in a discussion under a leader rather than an address on the subject in hand is the method pursued in these gatherings.

It seems to be a well-defined policy of the bureau of parent education in my State to develop lay leadership which will carry out the philosophy that members of parent-education classes must learn to work out their own problems; that it is beyond the province of the leader or teacher to prescribe a remedy or cure for the many parent-child problems.

Informed parents—better schools

Something is happening in California to stimulate fathers' recognition of parental responsibility. Fathers in increasingly large numbers are attending evening meetings and taking part in the discussions. "Dad's clubs" are being successfully operated, and at present 10 per cent of the members of the California Congress of Parents and Teachers are men. Very significant, also, is the fact that there are more than 8,000 subscribers in California to Child Welfare magazine, official journal of the National Congress of Parents and Teachers, which emphasizes parent education. The California Parent-Teacher magazine is also widely read.

There is no question of doubt as to the benefit of well-directed parent-teacher associations and parent-education classes to the program of education in a community. Betters schools are bound to result. The best schools will naturally be found where parents are informed, where they give thought to the curriculum, and where they understand and appreciate what proper school training should be. An enlightened public will provide good schools for its children. Parent education is constantly raising the ideals of fathers and mothers for the education of their children.

I have great faith in the ultimate success and widespread acceptance of parent education as a phase of public-school endeavor. I see tremendous possibilities in it.

Progress in Physical Education, 1930-1932

By MARIE M. READY

Associate Specialist in Physical Education

PRINCIPLE NO. 1 of the familiar seven cardinal principles of education is: Health.

To physical education and health instruction are assigned the task of putting this principle into action.

Following is a brief, condensed review of trends in physical education[1] during the last two years. It brings up to date the pattern of progress in physical education heretofore printed in the Biennial Survey of the Federal Office of Education.[2]

Major trends

Widespread unemployment has imposed new duties on physical education directors to extend their program to aid the unemployed in keeping bodily and mentally fit during enforced leisure. In many cities the ill wind of the crisis has providentially served to increase play facilities. Communities used and are using unemployment relief funds to build more parks, more swimming pools, more playgrounds. Davenport, Iowa, spent $100,000 converting its river front into a recreation field. Dayton, Ohio, built a public swimming pool. Los Angeles allotted $1,000,000 to its playground and recreation department with which the following projects for providing work for unemployed men were carried on: 17 community clubhouses, 5 gymnasiums, 6 swimming pools, 3 bathhouses, 10 baseball diamonds, 57 cement tennis courts, 3 children's wading pools, 10 lighted baseball diamonds, 7 lighted tennis centers, 1 flycasting pool, 1 life-guard station, 1 aquarium, the Olympic Swimming Stadium, 10 playgrounds, improved beaches and new features for 26 established playgrounds.

Interest in interscholastic and intercollegiate contests has been gradually decreasing; interest in intramural and intrascholastic had been increasing. Carnegie Foundation's fourth bulletin in this field, Bulletin No. 26, 1931, calls attention to the decline in college athletic gate receipts and predicts the return of a more sincere appreciation of the values of sport and sportsmanship.

It is evident that games are not sufficient to meet the recreational needs of all pupils. Other recreational activities coming swiftly to the front are music, art, and plays.

School authorities are showing a greater interest in the educational possibilities of summer camps. In Harrisburg, Ill., "it is possible for every boy in town to spend several weeks in camp if his parents are willing to have him go," and "he needs to pay only the actual cost of his food while there." A 60-acre camp nearby is loaned by the owner to the board of education for use in connection with its summer recreation program for school children. In Lakewood, Ohio, the board of education and the department of public recreation cooperated in providing day camping excursions for children whose parents were financially unable to send them to regular summer camps. County school busses were used. In Kansas City, Mo., the board of education cooperated in the establishment of an all-year camp school for boys whose parents are employed and who do not wish to leave their children at home alone after school hours. Teachers and school equipment are furnished by the board of education. Boys of the fourth, fifth, sixth, and seventh grades are eligible. The movement for summer camps for teachers has gained practical recognition. In Utah, during the summer of 1930, a group of more than 200 rural teachers from four districts camped in Zion National Park while holding an educational conference.

Outstanding events

The Winter Olympics at Lake Placid and the brilliant spectacle of the summer games at Los Angeles developed popular interest in many sports to which America has given little attention. The Olympics will undoubtedly change the emphasis in sports in the United States during the next few years.

The White House Conference on Child Health and Protection: The White House Conference, called by President Hoover, assembled in Washington, November 19 to 22, 1930. More than 3,000 men and women, leaders in the medical, educational, and social fields attended. A report of that conference, including addresses and abstracts of various committee reports, was published in 1931. Especially interesting to teachers of physical education are abstracts of committee reports on recreation and physical education, youth outside of the home, and the school child.

[1] A review of the last two years in health education will appear in a later issue of SCHOOL LIFE.

[2] Hygiene and Physical Education 1928–1930, Bulletin 1931 No. 20, Vol. I, Chap. 10. Price 5 cents. School Health Work, 1926–1928, Bulletin 1929 No. 8. Price 5 cents. Hygiene and Physical Education 1924–1926, Bulletin 1927 No. 3. Price 5 cents.

New literature

Progress of physical education as recorded in print falls into two classifications—guides to teachers published by State departments and city school systems; second, research studies and investigations. The variety of material presented in the last two years constitutes an up-to-date library of reference in physical education. Notable recent State and city guides are:

For elementary schools:—"Physical education and health series—grades 4, 5, and 6, 1931," published by the Connecticut Board of Education, Hartford; and "Self-testing activities and contests—grades 5 to 8, 1931," published by the division of physical and health education of the New Jersey Department of Public Instruction, Trenton.

For junior and senior high schools: "A score card for evaluating physical-education programs for high-school boys, 1931," Bulletin No. E–2, and "A score card for evaluating physical-education programs for high-school girls, 1931," Bulletin No. E–3, division of health and physical education, California Department of Education, Sacramento; "Four-year high-school health program for girls, 1930," by Harriet L. Fleming, published by the board of trustees, Chaffey Union High School and Junior College, Ontario, Calif.; "Tentative course of study in health and physical education—Grades 7 to 12, 1931," Bulletin No. 100 F–4, division of elementary and high-school inspection, Indiana Department of Public Instruction, Indianapolis; "Tentative course of study in physical education for boys and girls in junior high schools, 1930," Public Schools, Baltimore, Md.; and "Physical education for junior and senior high schools, July, 1930," Bulletin No. 116, by Clifford E. Horton, published by the Illinois State Normal University, Normal, Ill.

Programs for girls: "Girls' athletics"—a series of questions and answers, 1930," second edition, prepared in conjunction with the State committee of the women's division of the National Amateur Athletic Federation, issued by the State department of education, Columbus, Ohio; and "A physical-education program for girls and women (suitable for smaller schools and colleges), October, 1931, No. 8, by Elsa Sameth and Mae B. Simas, published quarterly by the University of Nevada, Reno.

Rural schools: "The play and recreation of children and youth in selected areas of South Carolina," Bulletin No. 275, 1931, prepared by Mary E. Fraser, South Carolina Agricultural College, Clemson College, S. C.; and "Play for rural children," 1930, compiled by the health and physical-education division, University of the State of New York Press, Albany.

Teacher-training curricula: "A curriculum for the professional preparation of physical-education teachers for secondary schools, 1930," Bulletin E–1, of the divisions of health and physical education, and teacher training and certification, California Department of Education, Sacramento.

Gymnasium and equipment: "Gymnasium planning and construction," 1931, by the division of physical and health education, New Jersey Department of Public Instruction, Trenton.

Playgrounds: "Staff guide for public-school playgrounds"—for use by recreation directors and instructors at summer playgrounds. Public School Messenger, No. 6, Department of Instruction, St. Louis Public Schools, St. Louis, Mo.

Physical Education Facts

In 173 cities, boards of education cooperate in promoting recreational programs.

More than 2,500,000 children attend camps annually.

There are about 100,000 camp counselors in the United States.

In 1931, bond issues for recreation in 27 cities totaled $4,191,887.

There are 25,509 employed recreation workers in the United States.

The median salary of all ranks of physical education teachers in land-grant colleges and universities, male and female, is $3,073.

Salaries of directors of physical and health education in city public schools in 78 large cities range from $1,300 to $9,000.

In 1931, the American National Red Cross issued 62,693 life-saving certificates.

There has been no increase in the number of drownings during the past 10 years.

Grade teacher certification requirements in 14 States include some training in physical education.

Recent surveys and investigations

"Physical education and health education as a part of all general teacher-training curricula," Bulletin 1932, No. 10, Office of Education, Department of the Interior. (Order from Superintendent of Documents. Price, 10 cents.) This is an extensive investigation of 895 institutions, showing that too little attention has been given to the preparation of the regular grade teacher for teaching physical education in the elementary grades and calling attention to a few institutions giving special attention to this problem; "Special salary tabulations," published by the National Education Association, Washington, D. C., 1931, includes a list of the salaries paid to directors or assistant directors of physical education in city public schools in the 78 largest cities.

"Athletic coaches in junior and senior high schools," Circular No. 55, 1932, Office of Education, Department of the Interior, presents detailed information regarding 92 junior high school coaches employed in 30 States and 682 senior high school coaches employed in 46 States.

Research studies regarding the organized camp show that the camping movement is pointing the way toward more outdoor work throughout the entire school year. Camping in higher education has shown unusual growth. Sixty-two colleges and universities now offer professional courses for camp counselors.

In view of the numerous inquiries regarding camping which have been received recently, "Going campward this summer?" was published in June, 1932, SCHOOL LIFE. The article gives sources of summer-camp information. "Camping and education," mimeographed annotated bibliography, Circular No. 57, 1932, including a list of recent research studies and publications regarding camping, was also published by the Office of Education.

Two investigations in the field of physical education were made during the past year by the National Recreation Association. One study shows that city school superintendents in a large number of secondary schools in 20 States allow physical education to be scheduled first on the student's program. The other study shows that 22 institutions of higher education allow one-half or 1 unit of entrance credit for physical education carried on in secondary schools.

A brief summary of an experimental program of physical education carried on at Letchworth Village, Thiells, N. Y., appeared in the October, 1931, issue of the Training School Bulletin under the title, "Physical training of dull custodial patients." Movies illustrating the development of this class are available for loan to responsible persons interested in this phase of education.

The Wingate Memorial Foundation, through the cooperation of the Columbia Broadcasting system, presented a series of lectures by recognized leaders in the field of physical education and athletics. Mimeographed copies of the various talks may be secured from the Wingate Memorial Foundation, New York City. While these lectures were prepared primarily for teachers of physical education and athletics in New York City, they should be helpful to directors and supervisors of physical education and athletics in other educational institutions throughout the country.

Higher Education's Budget

How It Will Be Balanced This Year

By HENRY G. BADGER

Assistant Statistician, Office of Education

REDUCED instructional salaries, suspended building programs, curtailment of activities not absolutely essential, these are the response of higher education to the challenge of the present economic situation.

Approximately 550 universities, colleges, and professional schools were requested on July 1 to report their budgets for 1931–32 and tentative budgets for 1932–33. The first 200 replies received were studied as a group in an effort to determine the trend. These institutions are scattered over the entire Nation, every State being represented. They include 43 publicly controlled universities and colleges, 1 private and 68 public teachers colleges, 15 State normal schools, 15 public junior colleges, and 58 privately controlled universities and colleges.

Decreasing revenues

Revenues of practically all higher educational institutions are expected to be lower in 1932–33 than in the year just closed. While some few institutions of every type expect increased income, including one school which expects to double its 1931–32 income in 1932–33, there is noticeable a downward trend of approximately 5 to 7 per cent. This trend is fairly uniform for the public and private universities, colleges, and teachers colleges, but it is not so pronounced among junior colleges and normal schools. In other words, degree-granting institutions the country over appear to face a slightly heavier loss of income than those schools which do not grant degrees.

In isolated instances the expected revenue for the coming year is 60, 55, and in one case 32 per cent of that for the year just closed.

This decrease in revenue is due in large measure to an expected reduction in receipts from public funds, although private institutions are also facing reductions in income from tuition charges and earnings of invested funds. Direct gifts to colleges are also expected to decrease in number and size. The expected decrease in income from these sources averages about 5 to 7 per cent, although among the normal schools it does not seem to average much more than 2 per cent.

Very little change is expected in the general level of tuition rates and fees per student. Some few schools expect to increase these charges; still fewer will cut them. No change in tuition rate is planned by any of the normal schools, nor by more than about 10 per cent of all the institutions of higher education included in this preliminary survey.

How cuts will be made

Expenditures for all purposes will be cut close to 5 per cent by public universities and colleges as a class, about 5 per cent by teachers colleges and normal schools, and from 5 to 10 per cent by public junior colleges and private institutions. While some institutions expect sizable increases in their expenditures and others plan on sharp cuts, probably a general cut of about 5 per cent from the 1932 budget can be anticipated for the coming year for the entire field of higher education.

This saving is to be accomplished in various ways. Several institutions report that their building program is to be reduced or entirely suspended for the year. Others expect to make great reductions in their extension and correspondence work, or will eliminate them altogether. In some schools, appropriations for scientific research are reduced or dispensed with.

But few deep cuts are to be made in expenditures for core activities: administrative overhead, resident instruction, libraries, and operation and maintenance of the plant. The deepest cut reported is 50 per cent, in a denominational college. Among the institutions under public control the greatest cut expected is 35 per cent. A few increases in this group of items are expected, but when all institutions are considered as a group, a general cut of not more than about 5 per cent is probably a safe prediction.

Salaries

A slight decrease in teaching staff salaries is apparently in store. While in some institutions there will be increases, it is apparent that a general reduction of 4 to 5 per cent may be expected. Deans and professors will, as a rule, take heavier cuts than associate professors, assistant professors, or instructors, although in some individual schools the salary cut burden will fall on lower ranking teachers. As a general thing, however, salary reductions for persons below the grade of full professor will not run more than 2 to 4 per cent.

It appears that salaries will remain most nearly stationary in teachers colleges and normal schools and that they will be reduced most sharply in institutions supported by private foundations. Here they will in some cases go down as much as 30 per cent, with 5 to 10 per cent reductions fairly common. A fairly consistent reduction of 4 to 5 per cent for all teaching positions in State and city institutions seems also to be expected.

Some institutions report that they will neither cut salaries in the different grades nor decrease the total number of persons on their teaching staff. It appears, however, that in many instances savings will be effected by filling vacancies at reduced rankings—in other words, at reduced salaries; that is, in some schools the number of professors and associate professors is to be reduced and that of instructors increased, while the total number of teaching positions remains the same.

Great changes in the total number of faculty members will be rare. The most outstanding changes will take place among publicly supported institutions, one city college expecting to add 24 to its staff and one State university planning to drop 27. Among the private institutions one university will increase its teaching staff by 7, which is about a 3 per cent increase; a private college will cut its faculty from 63 to 54. The general trend, however, is to hold the faculty intact in public institutions and to reduce it by only about 1 or 2 per cent in private universities and colleges.

Good References Free

"GOOD REFERENCE" bibliographies prepared by Office of Education staff specialists are available upon request to the Commissioner of Education, Office of Education, Department of the Interior, Washington, D. C. The series, with others to follow, includes: No. 1, Teachers of Rural Schools: Status and Preparation; No. 2, Vocational Guidance; No. 3, Supervision of Instruction in Rural Schools; No. 4, The Education of Women; No. 5, Nursery Education; No. 6, Education by Radio; No. 7, The Home Economics Curriculum; No. 8, Indigenous Peoples of Mexico; and No. 9, Junior (High) Business Education.

Iowa's Preschool Education Plan

By GEORGE D. STODDARD *

Director, Iowa Child Welfare Research Station

IOWA, which has set a pace for other States in dental and medical hygiene, literacy, extension service, higher education and research in child welfare, has made definite plans for the education of preschool children. Ten recommendations and a 4-part plan of action offered by the Iowa White House Conference

Courtesy National Child Research Center

Iowa promotes parent education for mothers of infants and preschool children.

Committee on the Infant and Preschool Child which should be helpful to other States, are:

Ten recommendations

1. The principle of research on normal children should be maintained and when feasible expanded.

2. Nursery schools organized in State education institutions in order to prepare students for later activities in home or school should be maintained at the highest professional level.

3. Organization of nursery schools, when sponsored professionally and with due attention to standards should be encouraged, whether the auspices be private or public.

4. Every effort should be made, consistent with the maintenance of good educational standards, to extend public schools downward to include the kindergarten age. Such downward extension invariably necessitates methods and materials different from those of the primary grades.

5. Special attention should be paid to the educational needs of rural children in the hope of coming closer to a realization of the aim of equal opportunity for farm and city children.

6. The establishment of mental hygiene and guidance clinics should be encouraged.

7. Parent education for mothers of infants and preschool children should be promoted especially, since so many factors of health and behavior are paramount during the earliest years of childhood.

8. Public and corporate institutions (such as parks, hotels, and railways) should be aided in securing better arrangements for the temporary care and supervision of children.

9. Active cooperation of many State and local bodies should be enlisted on the problems of the infant and preschool child viewed as a whole. Coordination of the hygiene, medical, educational, psychological, psychiatric, and legal aspects of child welfare appears essential to steady progress.

10. Teachers of young children should be made increasingly familiar with the principles of child development and behavior while in training institutions, and schools should be urged to give more weight to this factor in the selection of their teaching staff.

The plan may be divided into four sections as follows:

I: State supervision of nursery schools.—It is proposed that the State department of public instruction appoint a committee of experts to prepare a report entitled "Standards for Nursery Schools in Iowa." This report should describe with respect to housing, materials, staff, methods, and aims not only minimum standards, but standards designated *good* and *excellent.* National groups have already issued preliminary reports of this nature. It is further proposed that the department of public instruction utilize these standards in the supervision and rating of existing nursery schools. It is believed that these schools would welcome impartial inspection at a professional level.

II: Temporary State aid to demonstration nursery schools.—In order to bridge the gap between nursery schools or preschools established for research and training purposes and nursery schools as a part of public-school systems, it is proposed that the State give partial and temporary aid to a limited number of demonstration nursery schools. Expense of such ventures may well be shared equally by the parents of children enrolled, the local school system, and the State during a fixed period of demonstration and experiment. At the end of this period these nursery schools would be completely supported by the parents and the local schools.

III: A survey of the extent and nature of kindergarten education in Iowa, to be accompanied by appropriate recommendations.—Schools which simply permit 5-year-olds to mingle with older children in the first grade should not be credited with kindergarten facilities. National associations have provided adequate materials for standards here. Such a survey, with an ensuing report indicating how Iowa may more closely approach national standards in kindergarten education, should be undertaken by the State department of public instruction.

IV: A special study of the home conditions and needs of the infant and preschool child on the farm.—Consolidated schools offer practically as good opportunities for nursery and kindergarten groups as do schools in small towns, but this can not be said of Iowa's 9,000 1-room rural schools. Obviously the educational needs of a large proportion of Iowa's preschool children for many years to come must be met entirely in their own homes. There-

(Continued on page 18.)

*Chairman, Committee on Education and Training of the Infant and Preschool Child, Iowa White House Conference on Child Health and Protection.

Drawing by Erwin H. Austin, Pratt Institute, Brooklyn, N. Y.

Notice

DUE TO A REDUCTION *in printing funds for the Office of Education in the present fiscal year, publication of the Record of Current Educational Publications will be suspended. The last number of the series covered the period of January to March, inclusive.*

By SABRA W. VOUGHT
Librarian, Office of Education

SEVERAL new educational quarterlies have appeared in the past few months, each of them making a valuable contribution to its special field:

Teaching in Practice published by the teachers and supervisors of Division V of New York City (Public School 109, Queens Village, N. Y.) will be a clearing house for information about successful experiments and projects tried in the classrooms. ¶ The International Quarterly of Adult Education is the official organ of the World Association for adult education (16 Russell Square, London, England) and takes the place of the bulletin of that association. The articles are in English and German with each abstracted in the other language. ¶ Educational Trends, a journal of research and interpretation, is issued by the School of Education of Northwestern University. ¶ Yeshiva College, New York City, is publishing "Scripta Mathematica, devoted to the philosophy, history and expository treatment of mathematics." An outstanding first-issue article, by David Eugene Smith, is Thomas Jefferson and Mathematics. ¶ A revealing bit of history comes to light in a series of letters in Columbia University Quarterly for June. George Washington's selection of a college for his stepson John Parke Custis is the subject of the correspondence which gives a picture of King's College and several other contemporary institutions. ¶ Several friends and many admirers write of Vachel Lindsay in the Elementary English Review for May. It is a memorial number and the list of contributors carries several distinguished names. A vivid picture of Lindsay is presented from the time when he was a "tow-headed pupil" until the days when he delighted in reading his wonderful poems to thousands of school children. Portraits of Lindsay and his family make the sketches still more vivid. ¶ The dignified American Scholar has in its May number a humorous burlesque of the present tendency in statistical research. Walter Barnes, professor of the teaching of English, New York University, in "The thinness-fatness of English teachers" reviews an Almost-any University publication. He works out mathematical formulæ showing the relation between avoirdupois, bottles of ink, red pencils, and theme correction. ¶ Pres. H. W. Wriston, of Lawrence College, in the Bulletin of the Association of American Colleges for May, reports the results of a study which he made recently among the members of his own faculty. "Objective indices of faculty scholarship obtainable through the library" gives the procedure followed and the conclusions drawn from data furnished by the librarian concerning the number and kind of books drawn from the college library by members of the faculty. ¶ Always a pioneer, the University of Chicago is embarking on a new venture, "talking motion pictures as an integral part of its new general courses for freshmen and sophomores." Work is to begin at once on 20 pictures for the physical sciences, social sciences, biological sciences, and the humanities. The University of Chicago Magazine for June tells the plan in "The university extends itself." ¶ A charming essay by Leon H. Vincent appears in Peabody Journal of Education for July. He has discovered a little book entitled "A plan for the conduct of female education in boarding schools" written by Erasmus Darwin in 1797. ¶ An encouraging account of how the Indian problem is being solved is given by Ray Lyman Wilbur, Secretary of the Interior, in The Indian Problem Approaches Solution, which appears in the Missionary Review of the World for July-August. ¶ We are glad of the assurance that we are being read by our contemporaries. Practical Home Economics for August has a new section headed Have You Read? which lists with brief comment several articles appearing in current periodicals and dealing with home economics problems.

Questions They Ask at Chicago U.

UNIVERSITY of Chicago's plan of devoting the freshman and sophomore years to general survey courses has attracted national attention. By permission of the University, SCHOOL LIFE will present monthly some of the questions asked in Chicago examinations. SCHOOL LIFE readers, nearly all of whom are college graduates will, no doubt, be able to answer the questions with ease, but they may like to try them on their friends.—EDITOR.

Place the number of the term before the descriptive statement to which it applies. There are more terms than statements.

1. EXOGAMY.
2. POLYGAMY.
3. POLYGYNY.
4. ENDOGAMY.
5. MONOGAMY.
6. POLYANDRY.

——— In the Hawaiian Islands there formerly existed a form of marriage wherein a group of brothers were married to a group of sisters, each sister being the wife of all the brothers, and each brother the husband of all the sisters.

——— In Eastern and Southeastern Asia, particularly in Tibet, it is common practice for brothers to take the same wife.

——— In New Caledonia, chiefs have from 5 to 30 wives and their wealth and authority varies with this ownership.

——— Among certain of the American Indian tribes, each clan is distinguished by a totem and two persons of the same totem can not marry.

Waves of Speech

at Atlantic City

MISS FLORENCE HALE welcomed to Atlantic City, the week before the 4th of July, approximately 6,000 members of the National Education Association, where they had, due to the depression, almost exclusive use of 6 miles of beach, 6 miles of boardwalk, and 60 first-class hotels.

The convention program, one of the strongest for a National Education Association summer meeting in recent years, was organized to deal with a number of pressing problems: (1) The implications of the economie collapse for education generally; (2) reports of the effects of the depression on education in various localities; (3) the debating program dealing with controversial problems; (4) a review of recent events in education; (5) descriptions of modern methods in teaching; (6) a forecast of forward-looking movements; and (7) the problems of professionalizing teaching.

In addition to leaders in every field of education, convention speakers included well-known persons in other fields of endeavor; authors and economists, prison wardens and ministers, who presented their views and challenges to America's school family.

A guide to speeches

Words which flowed white hot from the lips of principal speakers can be found solidified in the cool, dignified pages of N. E. A. Proceedings by the time this chronicle reaches School Life readers. Because of space limitation, brief mention can be made of only a few convention addresses included in this collection.

A far-reaching speech educationally was that of Dr. William Carr, which punched holes in many current ideas that bigger classes are also better.

Of extreme interest was the debate of McGaughey against Mort on ability grouping.

Hendrik Willem Van Loon's speech left hearers with an acute feeling of being in the midst of a social revolution.

The address by Warden Lewis E. Lawes on Prevention of Crime Through Education was widely discussed. It attracted much attention in the newspapers and was reprinted in the magazine section of the New York Times, Sunday, July 31.

William T. Foster, in his argument for larger support for education, gave a new economic reasonableness for ample expenditures for education.

Probably the most interesting discussion of a local situation was Supt. William J. Bogan's speech, especially the latter part explaining Chicago's plight.

An acute analysis of our gains and our shortcomings was made by State Superintendent Butterfield. Very humorous was Lucy Mason Holt's address on class size.

Garry Cleveland Myers delivered a speech of practical value to the classroom teacher on building personality in the classroom. Dr. Fred J. Kelly, presented before the National Council on Education, a most definite series of proposals for finding a way out of our dilemma.

A charter for education

The National Education Association Resolutions for 1932, which are really 90 per cent platform and 10 per cent resolutions, deserve more attention than they are likely to receive, because almost no one reads resolutions. A person who devotes time to the document adopted will find that the new platform is one of the best charters for education in the United States that has yet been prepared.

Approximately 40 National Education Association departments and allied organizations also held meetings in Atlantic City during the week of the convention.—William Dow Boutwell.

United States Maps for 600 New York Schools

Sets of 50 contour maps ($3 a set) for use in geography classes in about 600 schools in New York State have been ordered from the Geological Survey, Department of the Interior, Washington, D. C., by the visual instruction division of the New York State Department of Education. This State is making intensive use of Government maps, and those of the Geological Survey were selected as best representing geographic types in that particular State. Sets of contour maps for other States are also available for school use from the Geological Survey.

Nursery Circular Free

Of 203 nursery schools in the United States, 73 are privately supported, 74 are supported by colleges and universities, 43 by welfare and philanthropic organizations, and 13 by public school systems. Office of Education Circular No. 47 lists these nursery schools located in 121 cities, 35 States, the District of Columbia, and Hawaii.

The Herald's Horn

By CLINE M. KOON

Specialist in Education by Radio

THE COMMITTEE on Civic Education by Radio, formed last winter by the National Advisory Council on Radio in Education, is again sponsoring the radio series entitled, "You and Your Government," every Tuesday evening, from 8 to 8.30 eastern daylight saving time (beginning September 27, 8 to 8.30 eastern standard time). This series will be continued weekly at the same hour over a nation-wide network of the National Broadcasting Co.

There will be a preelection series of nine broadcasts, on the general theme of Government in a Depression, to be followed immediately after election with another series of seven on Constructive Economy in State and Local Government. There will be addresses, debates, interviews, and round-table discussions. The sole purpose of this series is to present nonpartisan, impartial, and authoritative information to the American people.

Teachers in the field of social science will find these broadcasts can supply a wealth of source material to be used by their students. The University of Chicago Press can supply further information, including a schedule of the programs, Listener's Handbooks, copies of the broadcasts, etc.

Have you been reading "Coming on the Air," in the Journal of Education? This is a weekly schedule of nation-wide educational broadcasts.

Many thousands of teachers welcomed the good news that the American School of the Air and the NBC musical appreciation broadcasts are being continued during the current school year.

Both the Ohio State Department of Education and radio station WMAQ, Chicago, broadcast "Summer Schools of the Air" during the past summer. Through the cooperation of the Chicago Public School system, radio textbooks were prepared to be used by the pupils of Chicago in connection with the broadcast lessons.

Students of astronomy should hear the three radio broadcasts by Sir Arthur Eddington, noted astronomer, over a nation-wide hookup of the National Broadcasting Co. on September 8, 15, and 22, from 9 to 9.30 p. m. E. D. S. T. The National Advisory Council on Radio in Education is sponsoring the broadcasts.

IOWA'S PLAN

(Continued from page 15)

fore, the finest cooperation of medical, dental, public health, psychological, educational, and social forces must be brought to bear on this great problem. A special study under the general direction of the department of public instruction, but enlisting the activity of other State and private organizations, would bring out the needs peculiar to these children, and, most important of all, would focus attention on practical ways of assisting farm parents.

According to the general recommendations of the White House Conference held in Washington, "ventures in nursery school education should be encouraged, and it is hoped that out of the social experimentation now going forward there will arise a more adequate realization of the physical, mental, and social needs of young children."

GUARDING CHILDREN

(Continued from page 7)

incorporated in a film now used by the American Automobile Association to illustrate classroom lectures.

In many cities now sponsoring safety education movements in the schools, the school safety patrol work is the nucleus for city-wide safety education movements. High-school debating societies, parent-teacher associations, civic clubs, and many other groups cooperate in an effort to decrease the number of accidents and resulting deaths.

Schools and cities interested in the safety-patrol movement may gain further information about this commendable school activity from Miss Susan Bennett, secretary of the American Automobile Association safety department, who is in charge of the safety program for that organization, and from whom the 10,000 patrol units and schools throughout the United States get their safety literature and equipment. Information may also be obtained from local automobile clubs affiliated with the American Automobile Association.

BEAUTY CONTEST

(Continued from page 3)

WEIGHT SCALE

Per cent overweight	Points	Per cent underweight
2 to 4	55	2–3
5 to 6	50	4–5
7 to 8	40	5
9 to 10	30	6
10	20	7
15	10	10
20	5	20

Information Wanted

SUPERINTENDENTS, how are your schools aiding the unemployed? How are postgraduate unemployed persons being helped by the schools? What, in detail, is your school plan to help in the present emergency? Your suggestions sent to the Editorial Division, Office of Education, will be appreciated and will be passed on to others through SCHOOL LIFE.

The Office of Education also welcomes information giving examples of school systems inviting or naming of citizens to curriculum construction committees.—EDITOR.

Useful Lists for Reference

CIRCULAR LISTS of Government publications useful to teachers of various subjects are available *free* from the Office of Education, Department of the Interior, Washington, D. C., as follows: No. 28, Geography; No. 48, Science; No. 50, Home Economics; No. 51, Health; No. 53, Art Education; and No. 54, Parent Education.

For Health's Sake

THE FIRST health education institute to be conducted by the public health education section of the American Public Health Association will be held at the Hotel Willard, Washington, D. C., October 22, 23, and 24, immediately preceding the annual association meeting which opens October 24. Instruction in the content and methodology of health education will be provided at the institute to a limited number of persons actively engaged in health education.

Agriculture Films Available

FILMS FOR SCHOOL USE on such subjects as farm crops, dairying, farm animals, farm forestry, plant and animal diseases and pests, farm economics, farm engineering, home economics, and adult and junior extension work, are available again this year from the Office of Cooperative Extension Work, U. S. Department of Agriculture, Washington, D. C. Prices for film strips range from 14 to 85 cents each, the majority selling for 28 or 35 cents each. A complete list of available film strips and instructions how to purchase them may be obtained from the Cooperative Extension Office, Washington, D. C.

Progress

of Teacher-Education Survey

TAKING STOCK of the accomplishments during the past two years of the National Survey of the Education of Teachers, one sees that this nation-wide study, now in its final year, has already been decidedly helpful to teachers and school administrators throughout the United States.

To hundreds of school administrators facts and statistics from survey records have been sent.

The American Historical Association was granted permission to duplicate 12,000 survey record cards for an intensive study of the education of teachers of the social studies in the public schools. Five States have had duplicate cards made for more intensive studies of their teaching population.

Advance findings of important survey studies have been made available to interested groups of educators through SCHOOL LIFE articles.[1] These will continue this year. Survey staff members have addressed important educational meetings on survey progress and teacher-education problems.

The first publication of the survey will be an annotated bibliography of teacher-training, now in press. This bibliography, containing 1,273 selected references, was prepared by Gilbert L. Betts, Dr. Guy C. Gamble, and Ben W. Frazier. SCHOOL LIFE will report when it is available.

Projects on functions of the training school and status of summer sessions as agencies for teacher education were completed recently by Dr. Frank K. Foster. A comprehensive survey of literature on teaching efficiency by Gilbert Betts will be published in the near future. Other studies still in progress are Ben W. Frazier's history of teacher education in the United States, and the status of public school and higher education personnel projects carried on by Dr. Guy C. Gamble.

New survey studies undertaken during the past year were: Student welfare, evaluation of curricula, internal administration of normal schools and teachers colleges, social and economic background of students in colleges and universities, relation of graduate work to education of teachers, teaching practices and standards in foreign countries, rural school teachers and preparation, teacher reading interests and library standards.

[1] January, 1932, The Supply of and Demand for Senior High School Teachers; February, 1932, The Supply of and Demand for Elementary Teachers; March, 1932, The Supply of and Demand for Junior High School Teachers; April, 1932, Trends in Summer Sessions for Teachers; May, 1932, Philosophy in Measurement of Teaching Ability; June, 1932, Some "Firsts" in Education.

New Government Aids for Teachers

THE PUBLICATIONS LISTED *may be purchased from the Superintendent of Documents, Government Printing Office, Washington, D. C., at the prices stated. Remittances should be made by postal money order, express order, coupons, or check. Currency may be sent at sender's risk. If more convenient, order through your local bookstore.*

Compiled by MARGARET F. RYAN
Editorial Division, Office of Education

Publications

Care of Children in Day Nurseries. 1932. 11 p. (Children's Bureau, Separate from Publication No. 209.) 5¢.

Survey of reports from 26 metropolitan areas as to the number of day nurseries reporting, average monthly number of workers, average monthly number of children on the register, average monthly number of days' care given, and average monthly number and percentage of children for whom some fees were paid and for whom no fees were paid. (Social welfare; Nursery education.)

Air Marking. 1932. 13 p. (U. S. Department of Commerce, Aeronautics Bulletin No. 4.) 5¢.

Contents: General requirements for air-marking; Color combination and size and style of lettering; Meridian marker; Airport pointer; Air-marking insignia; Location of markings; Highway markings; Maintenance of markings. (Aviation; Industrial education.)

Price lists: No. 28, Finance—Banking, budget accounting; No. 39, Birds and wild animals; No. 53, Maps. (Government Printing Office.) Free.

Reclaimed. 1932. 31 p., illus. (Federal Board for Vocational Education.) 10¢.

The national program of restoration of physically handicapped men and women to useful employment. (Vocational education; Special education.)

Farmers Build Their Marketing Machinery. 1930. 59 p., illus. (Federal Farm Board, Bulletin No. 3.) Free.

How the agricultural marketing act helps in developing cooperative program open to all growers. Outlines the work of the seven national agencies which have been established by cooperatives with the assistance of the Federal Farm Board, six of which are sales agencies and five already are operating, marketing grain, cotton, livestock, wool and mohair, and pecans. (Agriculture; Marketing.)

Mineral resources, Part I, Metals. 1932. 968 p., cloth, $1.50. (Bureau of Mines.)

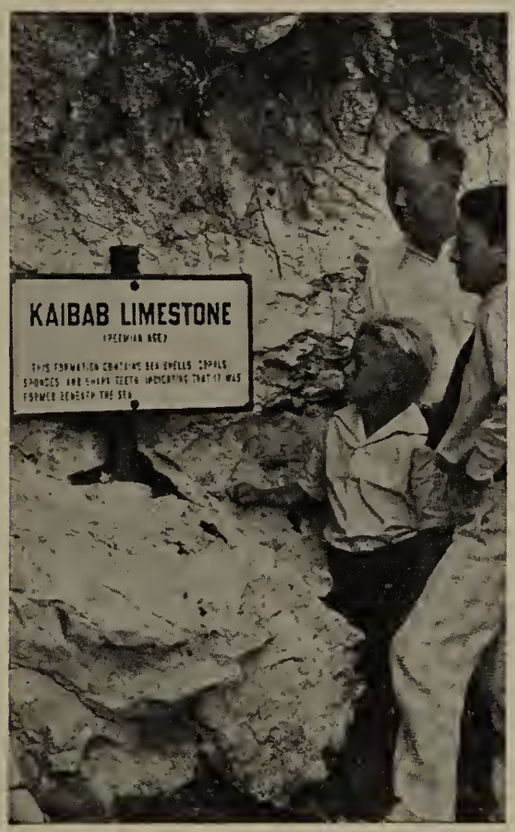
Covers the metallic resources of the United States, giving imports, exports, markets, prices, metallurgical developments, and production figures on the various metals produced in the United States.

Part 2. Nonmetals. 1932. 858 p., cloth, $1.25. (Bureau of Mines.)

Nonmetals, giving information concerning purposes for which used, production, imports and exports, sales, prices, markets, consumption, distribution, etc. (Mineralogy; Geography; Geology; Economics.)

Research and Education in the National Parks. 1932. 66 p., illus. (National Park Service.) Free from National Park Service.

Outline of the educational program in the National Parks—guided trips, auto caravans, nature trails, historic trails, exhibits in place, wild-flower displays, wild-life displays, lectures—campfire talks, museums, and observation stations, libraries, nature notes and trail-side notes, Yosemite School of Field Natural History, the Yosemite Junior Nature School, and college and university field classes. Also contains a short résumé of the history of the educational movement in the National Parks. (Adult education; Nature study; Summer schools.)



Courtesy National Park Service

OF INTEREST TO YOUNG AND OLD

Along the trail hikers find interesting, instructive markers. Here attention is being called to the Kaibab limestone which contains seashells, corals, sponges, and shark teeth indicating that it was laid down beneath the sea. Forty-one other illustrations appear in "Research and Education in the National Parks."

Vocational Training Costs. 1932. 34 p. (Federal Board for Vocational Education, Bulletin No. 162, Trade and Industrial Series No. 47.) 10¢.

Unit cost of vocational education in Cincinnati, Ohio, representing a method of determining the cost of vocational education in a community which may well serve as a pattern for administrators who would undertake similar studies in their own cities. (School administration; Vocational education; Industrial education; Teacher training.)

Films

The following films may be borrowed free from the Extension Service, Office of Motion Pictures, Department of Agriculture, Washington, D. C.

The Realm of the Honeybee. 4 reels—silent. (Office of Motion Pictures, Department of Agriculture, Washington, D. C.)

Pictures of the activities of the bee from early in the spring until late in the fall. Suggests ways of using honey. Close-ups of bees gathering pollen and nectar from flowers, bees feeding one another, the queen attended by her retinue, scout bees discovering honey and communicating the fact to the rest of the hive by means of the "food dance," scenes of drones and robber bees being driven from the hive, and a spectacular fight between rival queens.

Building Truck Trails in the National Forests. 1 reel—silent. (Forest Service.)

Shows how the cost of building truck trails in National Forests is lowered by the employment of modern machinery.

Forest or Wastelands? 2 reels—talking version. (Forest Service.)

Illustrates how our forests have been cut without consideration for the future and considers the question "What must we do about our forests?"

Sago Making in Primitive New Guinea. 1 reel—talking version. (Bureau of Plant Industry.)

The sago sequence from "Sugar Plant Hunting by Airplane in New Guinea" scored with explanatory talk.

Maps

United States: Scale, 1 inch=40 miles. Size 49 by 78 inches. Price, $1. (U. S. Geological Survey.)

Map, in two sheets, with insets showing Alaska, Hawaii, the Philippine Islands, Canal Zone, Puerto Rico, and the Virgin Islands. Water features and their names are printed in blue. Boundary lines and names of States, counties, cities, and towns are printed in black. Railroads are indicated by fine brown lines. Remittances should be sent to the Geological Survey, Washington, D. C.

Air Navigation Maps. 1932. 13 p. (Department of Commerce, Aeronautics Bulletin No. 10.) 5¢.

Price list of the following air navigation maps: Department of Commerce strip maps, Department of Commerce sectional airway maps, Army Air Corps strip maps, and Hydrographic Office air navigation charts. (Aviation; Navigation; Drafting.)

Airway Strip Maps: Scale, 1 inch=8 miles. Size, 11½ by 52 inches. Price 50¢. (Hydrographic Office, U. S. Navy.)

From New Orleans, La., to Galveston, Tex., and from San Luis Obispo Bay, Calif., to San Francisco, Calif. Both maps show the coast line and airways, airports, beacons, prominent transmission lines, highways, streams, railroads, towns, elevations, and other important features for air navigation. On the back of each of the maps are pictures of the landing fields to be found along the routes. Orders for the airway strip maps should be sent to the Hydrographic Office, U. S. Navy, Washington, D. C.

THESE MEN AND WOMEN ARE AT YOUR SERVICE—

More than 100 men and women make up the staff of the Office of Education in the United States Department of the Interior. They are constantly engaged in collecting, analyzing, and diffusing information about all phases of education in the United States, its outlying parts, and in foreign countries.

UNITED STATES DEPARTMENT OF THE INTERIOR

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Nursing Leaflet No. 15 . . . . . Price 5 cents

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Status of Teachers and Principals Employed in Rural Schools of the United States, Bulletin 1932 No. 3, ... Price 10 cents

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OFFICE OF EDUCATION

DEPARTMENT OF THE INTERIOR

U. S. GOVERNMENT PRINTING OFFICE: 1932

SCHOOL LIFE

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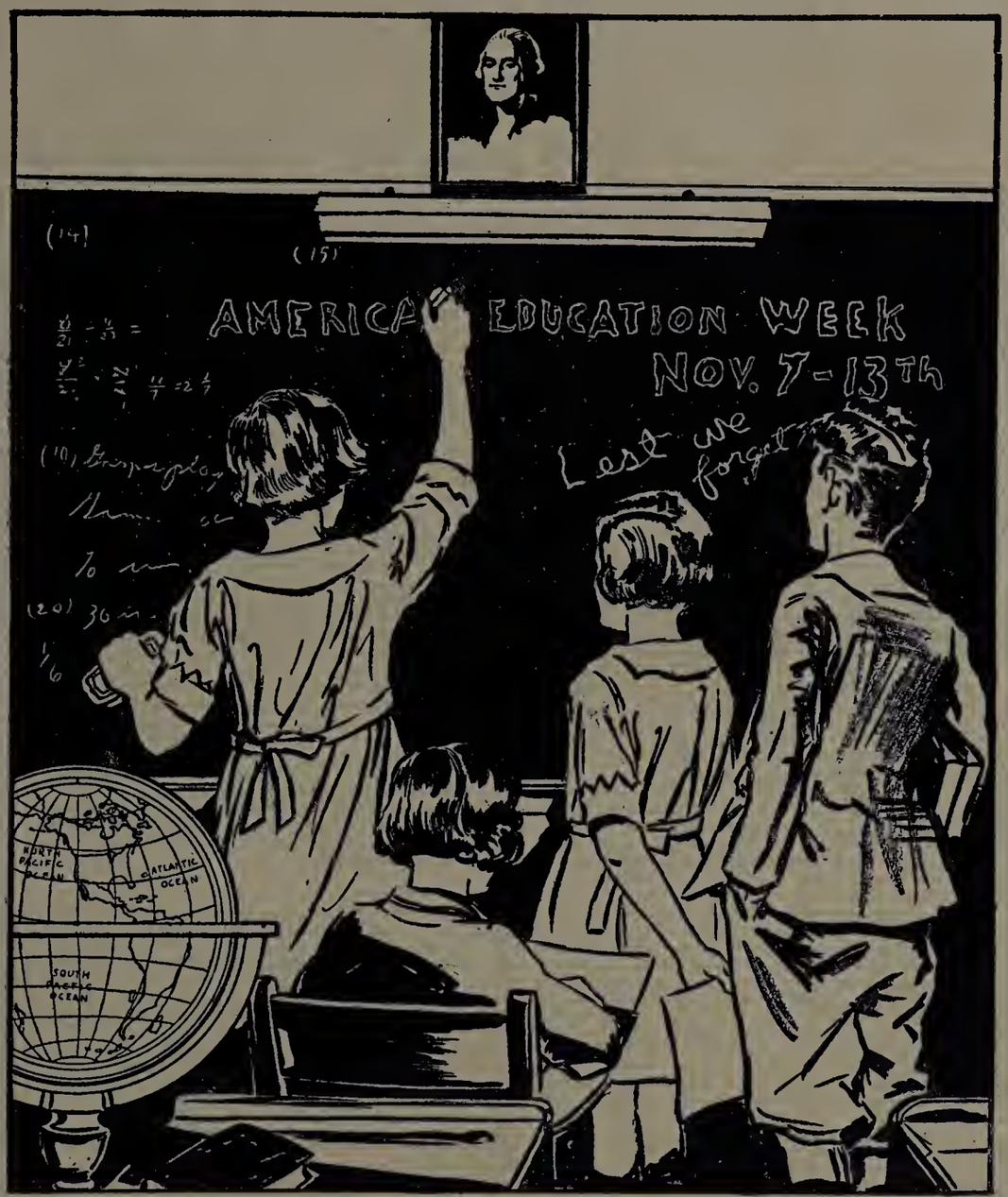
OCTOBER
1932
Vol. XVIII • No. 2



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UNITED STATES DEPARTMENT OF THE INTERIOR • WASHINGTON

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SCHOOL LIFE

Issued Monthly, *except July and August*, by the United States Department of the Interior, Office of Education

Secretary of the Interior : *Ray Lyman Wilbur* · Commissioner of Education : *William John Cooper*

VOLUME XVIII *WASHINGTON, D. C. · OCTOBER, 1932* NUMBER 2

Tell the People

Significant Facts About Their Schools

EDUCATION like every other service must in these times step to the rostrum and state its case to the public.

As American Education Week rolls around this year school administrators, parent-teacher groups, teachers, newspapers, and other patrons and friends will want to speak for education.

For their use the following significant, up-to-date facts on education in America have been brought together largely from statistics collected on a nation-wide scale by the Office of Education.

Who goes to school

One of every 4 Americans attended some kind of school last year. Thirty-one millions in school are divided approximately as follows:

Schools	Public	Private
Kindergarten	760,000	40,000
Elementary	22,800,000	1,200,000
High	4,000,000	1,000,000
College and university	1,000,000	200,000

The chances of a boy or girl going to high school, which were only 1 in 25 in 1890 are now 1 in 2.

The chances of a boy or girl going to college, which were only 1 in 33 in 1900 are now 1 in 6.

Twenty-three out of every 1,000 adult Americans are college graduates—125 out of every 1,000 are high-school graduates.

Of every 1,000 pupils in fifth grade 610 enter high school, 260 graduate, 160 enter college and 50 graduate.

Where they go to school

Schools	Private	Public
Elementary	9,275	[1] 238,306
High	2,760	23,930
Universities and colleges	890	519

[1] Of these 150,000 are 1-room rural schools.

Total value of school property including endowments is $9,302,048,000, which equals 7.2 per cent of all taxable property in the United States. The total estimated value of the 3,000 school buildings in Massachusetts about one hundred years ago was $500,000—to-day the State's investment in public schools is about $240,000,000.

Their teachers

To 35 of every 1,000 gainfully employed persons America assigns the task of handing on the torch of civilization by teaching.

Here is where our 1,037,605 teachers, who number twice the population of Washington, D. C., teach:

Schools	Private		Public
Elementary	61,567		640,957
High	21,788		213,306
Universities and colleges and professional schools public and private		91,761	
Miscellaneous		9,728	

One out of five teachers is a man.

What they study

The following information from Caldwell and Courtis, "Then and Now in Education," is self-explanatory: *In 1775:* Reading, Spelling, Writing, Arithmetic, and the Bible. *In 1850:* Reading, Spelling, Writing, Arithmetic, Language and Grammar, Geography, Bookkeeping, Conduct, History, and Object Lessons. *In 1925:* Spelling, Writing, Arithmetic, Grammar, Geography, History, Civics, Drawing, Music, Physical Training, Physiology, Hygiene, Literature, Composition, Algebra, Commercial Arithmetic, General Mathematics, Vocations, Social Studies, General Science, Mechanical Drawing, Metals, Printing, Woodwork, Clothing, and Foods.

A directory of educational opportunities in and around Boston lists more than 600 courses of study.

One State university a few years ago offered more than 2,000 courses. Our larger institutions offer many more.

What they learn

This is difficult to answer objectively. We know, however, that our nation is constantly increasing its demand for citizens with learning. For example, when you call for any of the following experts, you call for the minimum number of years of required training indicated:

Plumbers	12
Nurses	15
Doctors	18
Lawyers	18
Pharmacists	16
Electricians	12
Dentists	16
Public school teachers	15

They can not serve you without a permit. They can not get a permit until they have spent one-fifth to one-third of their normal life span in learning.

What it costs

Ten cents per day paid by every person of voting age in the United States would pay the entire bill for public education.

Annual expenditures for education in the United States:

Schools	Total	Per capita
Public	$2,656,420,316	$21.77
Private	578,218,251	
Total	3,234,638,567	26.51

Average annual costs per school child at various levels are as follows:

Elementary, current expense, $67.82; high school, current expense, $144.03; col-

lege and university, current expense, $500.[1]

Costs per school day per child in public elementary school, 39 cents;[2] in high school, 80.9 cents.[3] Cost per hour per child in public elementary school, 7.8 cents; in high school, 16 cents. Cost per hour per class (average of 39 elementary pupils), $3.04; (average of 25 high-school pupils), $4.

Of these costs 75 per cent are for providing instruction by trained teachers and supervisors.

How we spend our money

Discussions of the cost of education always raise the question of how America spends its income. It is interesting to note that:

The average annual expenditure for operating a small pleasure car is approximately $700.

The average annual expenditure for educating a child in public elementary schools is less than a tenth of the cost of running a car.

—WILLIAM DOW BOUTWELL.

EDUCATION WEEK HELPS

THE NATIONAL EDUCATION ASSOCIATION which cooperates each year with the Federal Office of Education and the American Legion in sponsoring American Education Week has prepared "helps" for teachers and school administrators.

A complete set of "helps" is included in specially prepared dollar packets as follows:

1 American Education Week Handbook, 1932. 32 pages	$0. 25
1 set of 15 posters and cartoons	. 25
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1 copy Your Child and Its School. 4-page leaflet	. 05
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Order direct from the National Education Association, 1201 Sixteenth Street, Washington, D. C. Lower prices for large orders. "Helps," may be ordered separately, if desired.

[1] Estimated.
[2] School year 172 days.
[3] School year 178 days.

A Long Time Program

in Collecting National Statistics on Education

THIS YEAR the Office of Education starts on a new program in collecting and reporting statistics. Since its beginning in 1867, one of the most important tasks of the office has been the collection of statistics of education on a national scale. During the years this load has increased, until last year that part of the office's work alone involved the tabulation of more than 60,000 inquiry forms for 25 statistical reports, resulting in more than a thousand pages of print.

Efforts to improve these statistical reports are continuous. In the first place, securing truly national statistics is a difficult matter, and one of slow, painstaking development, since the reports from States, cities, and individual institutions are voluntary, except for those from land-grant institutions. However, every year shows a gain toward completeness. For example, 300 more private high schools and academies reported for this past biennium than for the previous one. Also, all but two of the institutions existing primarily for the training of teachers were present in this report. Other fields showed similar gains.

Another effort toward completeness is that of securing statistics of educational agencies and institutions and activities which heretofore have not been reported on a national scale. For example, this past year reports were received from more than 6,000 private elementary schools, furnishing information concerning the educational provisions for more than 1,800,000 elementary children for whom only meager information has so far been available.

Since many of the statistical reports have been issued as parts of the Biennial Survey of Education, the statistical load has tended to become top-heavy in the alternate years. The new program arranges the statistical studies in rotation, evening up the load, making it possible to publish reports more promptly, and leaving time for more studies of special problems.

We have now classified our statistical studies as of three types: (*1*) Those which will be issued biennially, (*2*) those to be issued less often than every two years, but nevertheless regularly; and (*3*) special and occasional studies which will be undertaken as the situation demands. The following table shows the plan as mapped out through 1937–38.

—BESS GOODYKOONTZ.

Studies Planned

AMONG THE SPECIAL STUDIES planned for this year are: Economic Outlook in Higher Education; Effect of the Depression on Rural Schools; Education in Foreign Countries During the Depression; Grade Enrollments in City School Systems; Statistics of Small Cities; Per Capita Costs in City Schools; Special Schools and Classes in City Schools; Statistics of Rural Schools in Selected Counties; Negro Education, 1928–1932; Cost of Textbooks; and Expenditures in Liberal Arts Colleges.

Ten year program of Collection of Statistics

	State	City	Higher	Public high schools	Rural	Private	Library	Special schools for handicapped	Private commercial	Nurse training	Special studies **
1928–29							x		x		
1929–30	x	x	xx	x	x	x (Sec.)					
1930–31						x (Elem.)		x		x	
1931–32	x	Abridged *	x								
1932–33		Per capita costs				x (Elem.-Sec.)	x		x		Technical schools.***
1933–34	x	x	x	x	x						
1934–35		Per capita costs						x		x	Music and art schs.
1935–36	x	Abridged	x								
1936–37		Per capita costs				x	x		x		
1937–38	x	x	x	x	x						
1938–39		Per capita costs						x		x	
1939–40	x	Abridged	x								

* For this report the complete forms will be sent out, but only certain of the most important data will be tabulated. The scheduled date for this is 1934-35; if the statistical load is not too great, it may be done in 1933-34.
** Others to be suggested as need dictates and time permits.
*** See others listed below.

Courtesy Old Time Schools and School Books. Macmillan Co.

Lest We Forget

A True Drama of the Rise of American Education in Five Acts

"LEST WE FORGET." This is the keynote set for American Education Week, November 7th to 13th.

Lest we in the darkness of depression forget the story of our forefathers' struggle to give their children adequate education, schools are urged to tell the story once again.

The words of the following drama of the rise of education in America are not fiction. They are the eye-witness accounts. Each vivid word picture lifts the curtain on education in some period during the last 170 years. The quotations may be of use in connection with the preparation of addresses. They may suggest ideas for the planning of pageants or programs devoted to the rise of education in the United States.

Act I : Cape Cod—1760

The Deacon left an illuminating account of his experiences as a pupil in the pre-Revolutionary schools of Yarmouth. He says that the teacher "was generally placed in a great chair, at a large table before a large fireplace. When he entered, every scholar must make a bow. The master would make a short prayer. The Bible class was then called out to read one chapter, standing in a half circle behind the master. He would meantime be employed making pens, etc., while each scholar would mention the number and read one verse, while some might be playing pins and others matching coppers. Then the Psalter class read in the same manner. . . . The master would be writing copies, setting sums, making and mending pens, etc., while nearly all the scholars would be playing or idle. The most forward in arithmetic might do one or two sums in a day, if they could do them without the master's assistance; he gave me one sum in the single rule of three, which I could not resolve for two or three days; after requesting him a number of times to inform me, he would reply he had no time, and I must study the answer.—From "Cape Cod—Its People and Their History," by Henry C. Kittredge.

Act II : Connecticut—1800

I was about six years old when I first went to school. My teacher was "Aunt Delight," a maiden lady of fifty, short and bent, of sallow complexion and solemn aspect. We were all seated upon benches made of slabs—boards having the exterior or rounded part of the log on one side. As they were useless for other purposes, they were converted into school benches, the rounded part down. They had each four supports, consisting of straddling wooden legs set into auger holes.

The children were called up one by one to Aunt Delight, who sat on a low chair, and required each, as a preliminary, "to make his manners," which consisted of a small, sudden nod. She then placed the spelling-book before the pupil, and with a pen-knife pointed, one by one, to the letters of the alphabet, saying "What's that?"

I believe I achieved the alphabet that summer. Two years later I went to the winter school at the same place kept by Lewis Olmstead—a man who made a business of ploughing, mowing, carting manure, etc., in the summer, and of teaching school in the winter. He was a celebrity in ciphering, and Squire Seymour declared that he was the greatest "arithmeticker" in Fairfield County. There was not a grammar, a geography, or a history of any kind in the school. Reading, writing, and arithmetic were the only things taught, and these very indifferently—not wholly from the stupidity of the teacher, but because he had forty scholars, and the custom of the age required no more than he performed.—Samuel G. Goodrich. From "Old Time Schools and School Books" by *Clifton Johnson.*

Act III : Georgia—1832

THE SCHOOLMASTERS

To an aged middle Georgian the old-field schoolmaster of his childhood, as he now recalls him, seems to have been somewhat of a myth, or at least a relic of a long past decedent race, never existing except in a few individuals unlike any others of human mold, appearing during periods in rural communities, bringing in a red-spotted bandanna handkerchief his household goods, and in his tall, whitish-furred, long-experienced hat a sheet of foolscap, on which was set down what he called his "school articles." A rather reticent man was he to begin with, generally serious, sometimes even sad looking, as if he had been a seeker of things occult and was not content with the results of his quest. Within some months, seldom completing the year, with the same bandanna and hat, noiseless as he had come, he went his way. Generally he was unmarried, or, what was not so very far different, followed by a wife unique looking as himself, if possible some nearer a blank, who had never had the heart to increase the family any further. After his departure came on another, who might be larger and might be smaller, who might be fairer and might be browner, who might be more pronounced in manner and speech and might be less, but who had the distinctive marks that were worn by no other people under the sun.

Now the idea that a native-born citizen competent to instruct children would have

been content to undertake such a work was not entertained. Somehow, keeping a school was regarded as at the bottom on the list of vocations.

THE SCHOOLHOUSE

A place was selected on the edge of a wood and in a field turned out to fallow, sufficiently central, hard by a spring of purest fresh water, a loghouse was put up, say 30 by 25 feet, with one door and a couple of windows and shelves, with benches along the unceiled walls, and the session began. Most families breakfasted about sunrise, and brisk walk of three-quarters of an hour brought even remotest dwellers to the early opening.

STUDYING ALOUD

The fashion of studying aloud in schools, now so curious to recall, did not produce the confusion which those not accustomed to it would suppose. Besides the natural desire to avoid punishment, rivalries were often very active, particularly among girls, and during the time devoted wholly to study, there were few who did not make reasonable effort to prepare for recitation. Spellers, readers, geographers, grammarians, getters-by-heart, all except cipherers, each in his or her own tongue and tone, raised to height sufficient to be clearly distinguished from others by individual ears, filled the room and several square rods of circumambient space outside. In this while the master, deaf to the various multitudinous sounds, sat in his chair, sometimes watching for a silent tongue, at others, with lack-luster eyes gazing through the door into the world beyond, perhaps musing when and where, if ever in this life, this toiling, fighting, migratory, isolated, and about friendless career would find respite.

Act IV : Middletown—1925

The school, like the factory, is a thoroughly regimented world. Immovable seats in orderly rows fix the sphere of activity of each child. For all, from the timid 6-year-old entering for the first time to the most assured high-school senior, the general routine is much the same. Bells divide the day into periods. For the 6-year-olds the periods are short (15 to 25 minutes) and varied; in some they leave their seats, play games, and act out make-believe stores, although in "recitation periods" all movement is prohibited. As they grow older the taboo upon physical activity becomes stricter, until by the third or fourth year practically all movement is forbidden except the marching from one set of seats to another between periods, a brief interval of prescribed exercise daily, and periods of manual training or home economics once or twice a week. There are "study-periods" in which children learn "lessons" from "textbooks" prescribed by the State and "recitation periods" in which they tell an adult teacher what the book has said; one hears children reciting the battles of the Civil War in one recitation period, the rivers of Africa in another, the "parts of speech" in a third; the method is much the same.

With high school come some differences; more "vocation" and "laboratory" work varies the periods. But here again the lesson-textbook-recitation method is the chief characteristic of education. For nearly an hour a teacher asks questions and pupils answer, then a bell rings, on the instant books bang, powder and mirrors come out, there is a buzz of talk and laughter as all the urgent business of living resumes, momentarily for the children, notes and "dates" are exchanged, five minutes pass, another bell, gradual sliding into seats, a final giggle, a last vanity case snapped shut, "In our last lesson we had just finished"—and another class is begun.—From "Middletown," by ROBERT S. LYND and HELEN MERRELL LYND.

Act V : New York—1932

Is this a schoolhouse, this great, sunlit home? These cheerful rooms—walls colorful with children's paintings, floors spotted with bright rugs, light, movable tables, and comfortable chairs—are these classrooms? Groups of children engaged in animated conversation—are these classes? Is this the assembly room of a school, or is it a children's theater?

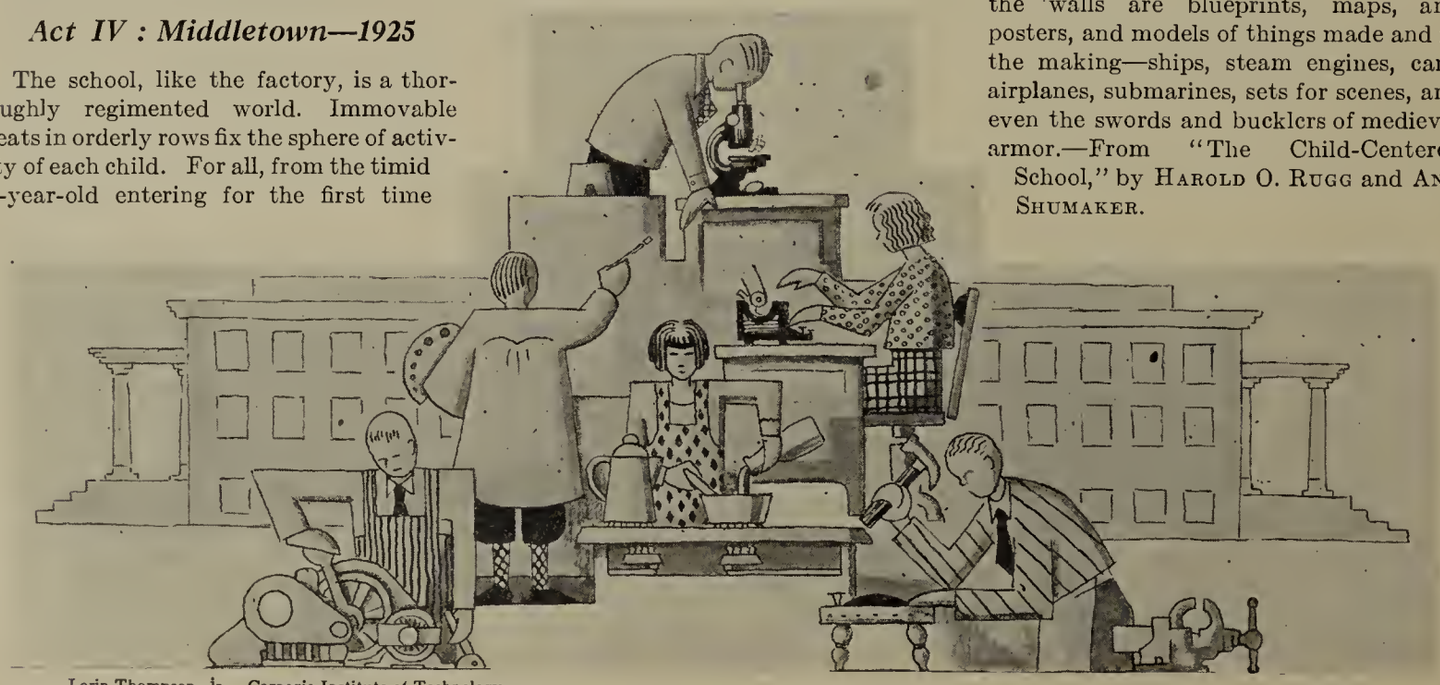
The new school is different—different in atmosphere, housing, furniture; different in its basic philosophy and psychology; different in the rôle that it assigns to pupil and teacher initiative.

For the new school is a child's world in a child's-size environment. Here he lives in a democracy of youth. His needs, his interests, as well as adult insight concerning his future life, determine what goes on in this school.

Picture, then, children who can not get to school early enough, and who linger about the shops, laboratories, yards, and libraries until dusk or urgent parents drag them homeward. Observe these busy and hard-working youngsters who seem to play all day, who do not seem to have lessons and recitations, yet who do not wait for teachers to make assignments. * * *

Here is a group of 6 and 7 year olds. They dance; they sing; they play house and build villages; they keep store and take care of pets; they model in clay and sand; they draw and paint, read and write, make up stories and dramatize them; they work in the garden; they churn, and weave, and cook.

In another building we come across a shop where one is wiring a doll house for electric lights and another is making rough-and-ready reflectoscopes. Over all the walls are blueprints, maps, and posters, and models of things made and in the making—ships, steam engines, cars, airplanes, submarines, sets for scenes, and even the swords and bucklers of medieval armor.—From "The Child-Centered School," by HAROLD O. RUGG and ANN SHUMAKER.



Lorin Thompson, jr. Carnegie Institute of Technology

Locust Point School activities bring children, parents, and employers together

None Without Hope

The Story of 122 Children Salvaged for Society by a Friendly School

By ELISE H. MARTENS *

THIS ARTICLE *is based upon a report made by Dr. Ruth E. Fairbank of the Henry Phipps Psychiatric Clinic of Johns Hopkins University. The original survey in 1914 was made under the direction of Dr. C. Macfie Campbell and was part of a program of district surveys outlined by Dr. Adolf Meyer. The follow-up study in 1930 and 1931 was made at the suggestion of Dr. Meyer and Miss Persis Miller, Principal of Locust Point School. It is by courtesy of all these individuals that this article appears here. All quotations are from Dr. Fairbank's manuscript. Her complete report will appear in an early issue of "Mental Hygiene."*

SEVENTEEN YEARS in the life of any person may bring about changes that are little dreamed of. What they have brought to a group of 122 children of subnormal mentality, tucked away in a corner of an eastern city, is a challenging testimony to the possibilities for development that lie hidden within the natures of those who have come into this world with minds that are poorly endowed.

In 1914 these children were considered rather hopeless in their possibilities for self-supporting, self-controlled citizenship. In 1931 three-fourths of them were economically independent. The story of their development is the story of the school and of the social environment in which they grew up. It is a story that challenges the statement that the mentally deficient are unemployable. It is a story, too, that challenges the attention of the school superintendent and the school board member who are face to face with the responsibility of securing value received for every expenditure made in the educational program of their community.

Locust Point

Locust Point is one of the school districts of the city of Baltimore. Geographically it is an isolated community, its inhabitants being bound together by common industrial interests that are centered in its factories, its railroad shops, and its ship yards. The population is predominantly foreign. Public School No. 76 is the public educational center, but—more than this—it has also become a community center for the Point. The modern building which was erected in 1920 not only serves as a school house; it also includes work shops, a gymnasium, a public library, and a dispensary to which parents as well as children have access. Here community social gatherings are held, motion pictures are shown, night classes are open to all who will come, library privileges are for old and young alike, and mothers are invited to bring their offspring to the baby clinic.

Other constructive forces are also at work. The church, the Family Welfare Association, the Labor Bureau, the Social Service Exchange, the Juvenile Court, the Police Court all have their part to play. The active cooperation of each one of these agencies with every other one and with the school has been one of the potent factors in the lives of the parents and children of Locust Point.

A pioneer study

Away back in 1914 the principal of Public School No. 76 sought scientific help of the staff of the Henry Phipps Psychiatric Clinic of Johns Hopkins University. As part of a pioneer movement to protect the mental health of the community a survey was made of the mentality of the school population of the district. Of the 1,281 children attending school, 166 "were found to be sufficiently subnormal to indicate a need of special requirements."

These 166 pupils were divided into three groups according to the degree of handicap. The first group of 22 children showed an average intelligence quotient of 61 and an average chronological age of 12 years. All but five of them "were in the ungraded classes in the public school, and most of them had a family history of feeblemindedness, alcoholism, or immorality. Many had special physical handicaps, were unable to read or write or do an errand, or had delinquency traits." Prospects of such a group for self-support were poor indeed.

The second group, numbering 78 children, had an average intelligence quotient of 72 and an average chronological age of 11 years. The third group of 66 children showed the same general level of intelligence, but they exhibited other traits which seemed to justify the expectation of somewhat greater achievement from them than from those in group two. Yet for all of them the prognosis for economic efficiency was none too good.

What has become of these children? A follow-up study was completed in 1931. Of the 166 subnormal boys and girls studied in 1914, 65 still lived on Locust Point, and 57 were found in other parts of the city. The remaining 44 of the original group had moved away, had died, or had disappeared. Each of the 122 individuals located was visited. There were 50 women

* Senior specialist in Education of Exceptional Children, U. S. Office of Education.

and 72 men. An investigation was made of social status, work record, economic status, home conditions, court record, religious affiliations, and recreational interests.

Marriage and employment

First of all, we find that 48 of the 50 girls, and 48 of the 72 boys have married, and that 75 of these 96 have 173 children. The problem of destiny has thus been doubled and tripled. The responsibility for one life has become a responsibility for 2 or 3 or 4 lives. Social and economic efficiency becomes an increasingly crucial matter.

Three-fourths of the group seem to have been equal to the challenge, for "45 of the men are self-supporting, and in 9 other cases the wife also contributes to the family budget, making a total of 54 economically independent men. Thirty women are supported by their husbands and 5 others are also working to increase the income—a total of 35 women not dependent on social aid. This makes 89 out of 122 who are financially independent. Fourteen other men and the husbands of 9 women only partially support themselves, due largely to the present business conditions. Four men and the husbands of two women have never had a steady job. The two unmarried women have regular work but live with their parents, and two women are supported by widows' pensions." This is certainly not a picture of destitution or of social dependence. When one adds to it the facts that 17 men and 20 women own or are buying their homes, and that 15 other men and 4 women have savings accounts, many of us will find it necessary to revise earlier ideas regarding the capabilities of the intellectually subnormal children of our great educational family.

Types of employment

"About one-half of the men get their livelihood in factories, in railroad yards and shops, and in the shipyards. Among these a few have attained positions somewhat superior to that of the usual worker. For example, 3 are tally-keepers, 1 is an inspector of insulators and supervises a small gang of men, 1 is a ship's rigger, another an electric welder, and 2 others are sheet-metal workers. Among the men with other occupations, 8 have somewhat superior work: 2 own and manage their own stores, 4 are clerks, 1 is a barber, and 1 was a prohibition agent until domestic trouble forced him to resign.

"Of the 50 women only 12 are working at present, but an analysis of their work records shows that 26 have worked in factories, 8 worked as domestics, 12 helped at home until marriage, 1 was a filing clerk, 1 has a beauty shop, 1 runs a printing press, and 1 works in the market."

What of the 22 children who had the lowest average IQ of 61? Have they also become self-supporting? One might reasonably expect a larger amount of dependency among them than in the other two groups. Yet even here it is gratifying to find that, of the 17 of this group who were located in 1931, "8 men are supporting themselves and that 4 women have married economically adequate husbands. The other 5 are being helped by their families and by community funds."

The story of John is one example. In 1914 John showed many delinquent traits. There was a family history of feeble-mindedness, insanity, and immorality. He spent 4 years in the first grade, but fortunately, after 6 months in the second grade he was assigned to the ungraded class. Here he remained for 3½ years under the guidance of an understanding and skillful teacher. At 14 John secured a work permit and for almost 10 years he has been working steadily and successfully as a responsible inspector with a salary of $30 a week. He is proud of the fact that the company sent for him while he was at home for a few days on sick leave, because several hundred dollars' worth of material was spoiled during his absence. "I was no good in school," he says, "but when I got married I knew I'd got to work and I went right at it. I knew I'd got to dig out." There has been no further delinquency, but he does infrequently indulge in a spree. Through his interest in athletics he has learned to read the newspapers, but he can write only his name.

Mary was one of the girls in this group. Her family background was one of immorality and there seemed to be every probability that Mary would follow in her mother's footsteps. She, too, was a member of the ungraded class for several years. After she left school to go to work, she kept in touch with her teacher, whose influence was no doubt one of the most wholesome factors in her development. She has married a rather thrifty factory worker. They own their home. She is a good mother to their three children, is interested in a club, in the parent-teacher association, and is deeply religious.

It would be too much to expect that all our young hopefuls—considered almost hopeless in 1914—would turn out so well. There is Jane who in 1914 was reported as "restless, untruthful, unable to read or write or do errands, but very industrious and neat. She was later given an opportunity to work as a maid in a hospital dispensary where she proved to be a good cleaner but somewhat of a liability because of her hysterical tantrums and petty thievery. Since her husband, a moron, lost his job as a baker early in 1930, they and their 4 children have been constantly supported by the Family Welfare Association. Jane continues to be unstable under difficulties, and has made several impulsive suicidal attempts which required a recent temporary commitment to a State hospital."

School and the police

All three groups show other examples of instability, of delinquency, of alcoholism, or illegitimacy and prostitution. Such examples are found in every stratum of society, and are supposed to be particularly frequent among the feeble-minded. Their occurrence among these 122 young people has been so much less frequent than one might expect that the situation is noteworthy. No doubt one reason why so few cases from the whole district find their way into juvenile court lies in the fact that many misdemeanors are settled out of court—by parents, policemen, and industrial concerns through the medium of the school.

There was the case of broken windows in an industrial plant over the week end. On Monday morning the head of the firm called at Public School No. 76 and stated the facts. The policeman was summoned. "A call for the leaders of the gang was broadcast throughout the school. They appeared and told of a stone fight that had resulted in the damage. They dragged forth the younger children who had taken part in the fun. Fathers and mothers were sent for and the afternoon was given up to an informal inquiry into the facts. The owner of the factory was asked to get an estimate of the cost of replacement from a local hardware firm. He did so and a bill was submitted to each boy. The windows were replaced, the fathers took their respective bills and settled them, and after that they probably settled with their sons. There was no court action but a general agreement among parents that they did not want the name of Locust Point and School No. 76 dragged into court."

This attitude on the part of the parents is a matter of pride to them. They were the ones who persistently demanded a new building for School No. 76. They were the ones who asked that the new building contain shops in which their children could be trained to get better jobs and a gymnasium that could be used by the grown-ups at night as well as be the children during the day. They were the ones who asked why their children were being trained only to go to high school when many of them must go to work as soon as they finished the grades. And this interest of theirs came only as a result of years of effort on the part of the principal of the school to build up a community educational enterprise. They have learned that it is their school, and they are proud to be identified with it and to keep its record bright.

Public School No. 76, then, as the center of community interest, must stand high among the influences that have contributed to the wholesome development of the boys and girls of whom in 1914 little was expected. Socially minded principal and teachers, their kindly interest in the lives of their patrons, their counsel and their help have brought from the people whom they serve an answering loyalty and a determination to make the most of themselves and of their children.

Add to this the coordination of effort that has existed among all the educational and social agencies operating within the community, and one can understand why many of these children have gone far beyond expectations. The utilization of the city park as a school and community playground affords recreation that keeps old and young together. Supervision by the Labor Bureau of those who secure work permits serves to keep industry in touch with the school. Activities of the Family Welfare Association are intimately related to the social work of the school. Cooperation which the police and the juvenile court give is clearly indicated in the story of the broken windows.

All these agencies working together *consistently* and *persistently* should be powerful stabilizing influences in the life of any community. There is no scientific proof that they have been so in Locust Point. We have only the evidence of a group of children who in 1914 "were expected to be shiftless, alcoholic, of low wage-earning capacity, and dependent on charitable organizations for support" developing in an unusually constructive environment into men and women evincing a somewhat remarkable degree of stability.

It is so easy to cover our failure to provide for the subnormal child with the excuse, "He'll never amount to anything anyway." It is so easy, too, to explain the delinquency of the feeble-minded with the statement, "Well, you couldn't expect anything different from a feeble-minded person." If the experience at Locust Point holds true, if similar experiences that have taken place in colonies for the mentally deficient and in socially directed school systems hold true, then both of these statements are utterly false and utterly unworthy of anyone who presumes to be an educator of youth.

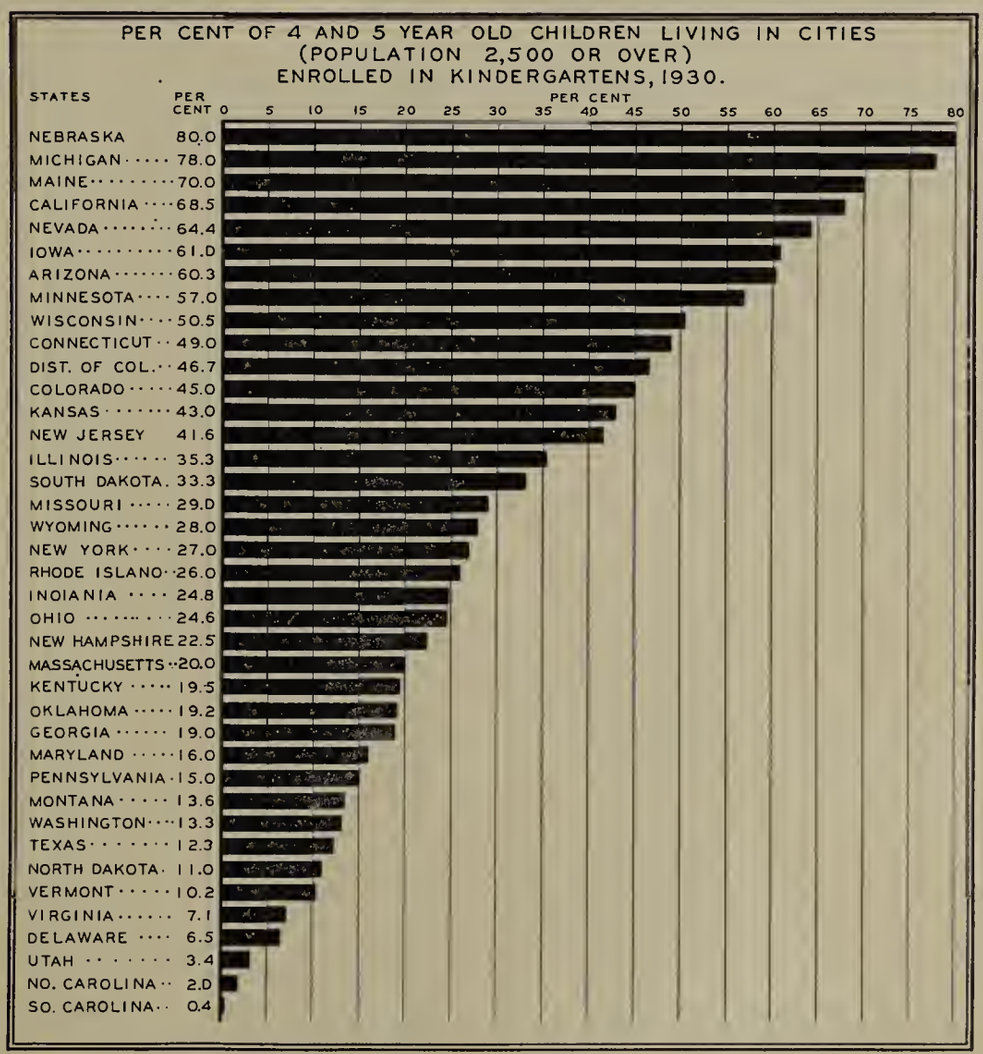
The subnormal in our schools *can* be salvaged, they *can* become respectable, self-supporting citizens, they *can* make a contribution in their own way to the community. Whether they will do so or not depends upon those who have it in their power to mold a constructive environment for them or to disregard their environmental needs; to help them fight the battles of life or to make them victims of life. Which shall it be?

The Status of the States

A TOTAL KINDERGARTEN enrollment of 725,000 children is reported by the several States for 1930. With 40,000 more in private kindergartens, a third of the 4- and 5-year-old children living in cities are attending kindergarten. Practically all public-school kindergartens are located in cities, and most of the major cities have made the kindergartens an integral part of their school programs, according to Mary Dabney Davis, Office of Education specialist in Nursery-Kindergarten-Primary Education.

In Nebraska the kindergarten enrollment reported constitutes 80 per cent of the 4- and 5-year-old *city* population. Michigan, Maine, California, Nevada, Iowa, Arizona, Minnesota, and Wisconsin have more than 50 per cent of their *city* children attending kindergartens regularly.

The proportion of all the 4- and 5-year-old children in both city and rural districts of each of 39 States enrolled in kindergartens is as follows: 52 per cent in Michigan; 40 to 50 per cent in the District of Columbia and California; 30 to 40 per cent in New Jersey and Connecticut; 25 to 30 per cent in Maine, Nebraska, Minnesota, Wisconsin, and Illinois; 20 to 25 per cent in Rhode Island, Nevada, New York, and Iowa; 15 to 20 per cent in Colorado, Massachusetts, Arizona, Ohio, and Kansas; 10 to 15 per cent in New Hampshire, Missouri, and Indiana; 5 to 10 per cent in Maryland, Pennsylvania, Wyoming, Washington, Oklahoma, and South Dakota; less than 5 per cent in Kentucky, Georgia, Texas, Montana, Delaware, Vermont, Virginia, North Dakota, Utah, North Carolina, and South Carolina. Alabama and Idaho report no kindergarten enrollment. Complete data are not available for eight States.



M. Kirby.

Helps For Teachers

Pictures, posters, charts, and other materials

By ROWNA HANSEN *

POSTERS, pictures, charts, pamphlets, books, records, study outlines, and other materials for classroom use, for the school bulletin board, for exhibits, for teachers' meetings and institutes, and for work with parents, are available from a number of organizations. That classroom teachers and supervisors may know where to secure these reference and supplementary teaching materials, this directory of materials available from noncommercial organizations has been compiled by the Office of Education.

Complete lists of publications may be obtained by applying directly to the organizations. The materials range from publications on handicraft from the Boy Scouts of America and design plates of Indian symbols, bead work, basketry, and so forth, from the Woodcraft League of America to suggestions for handling behavior problems of school children from the National Committee for Mental Hygiene. It includes color plates of birds from the American Nature Association and the National Audubon Societies; and graded lists of children's books from the American Library Association.

The Federal Office of Education and other Government agencies publish useful school material which is listed each month in SCHOOL LIFE, official monthly journal of the office.

Material obtainable free of charge is designated by F; that for which there is a charge, by C. Additional copies of this chart are available free from the Office of Education.

Why Kindergartens?

EXPERIMENTS *show that children with kindergarten experience have higher achievement records and a greater "educational age" than children without it.*

Kindergarten children have less tendency to reversals in reading, a common obstacle in learning to read, which causes failure of many first-grade children who do not have kindergarten training.

For the child speaking a foreign language at home, the kindergarten is especially helpful.

Name of organization or agency	Booklets for children	Charts or maps for classroom use	Pictures for classroom use	Directions for plays, games, pageants, etc.	Individual record cards, diaries, etc.	Directions for handwork	Child development: Study outlines and information	Lists of books for children	Lists of books for adults
American Association of University Women, 1634 Eye St., NW., Washington, D. C.							F&C		F&C
American Association to Promote the Teaching of Speech to the Deaf, 1537 35th St., NW., Washington, D. C.							C		
American Child Health Association, 450 Seventh Ave., New York, N. Y.	C	C		C	C		C	C	C
American Federation of Organizations for Hard of Hearing, Inc., 1537 35th St., NW., Washington, D. C.							C		
American Forestry Association, 1727 K St., NW., Washington, D. C.	C	F		C					F
American Foundation For the Blind, 125 E. 46th St., New York, N. Y.							F&C		
American Geographical Society, Broadway at 156th St., New York City		C							
American Home Economics Association, 620 Mills Bldg., Washington, D. C.							C		F&C
American Humane Education Society, 180 Longwood Ave., Boston, Mass.	C	C		C			F	F	F
American Library Association, 520 N. Michigan Ave., Chicago, Ill.								C	C
American Medical Association, 535 N. Dearborn St., Chicago, Ill.	C	C	C	C			C		
American National Red Cross, American Red Cross, Washington, D. C.							F&C		F&C
American Nature Association, 1214 16th St., NW., Washington, D. C.			C				F&C		
American Posture League, 1 Madison Ave., New York, N. Y.		C	C	C			C		C
American Social Hygiene Association, 450 Seventh Ave., New York, N. Y.							F&C		F&C
American Tree Association, 1214 16th St., NW., Washington, D. C.							F		
Association for Childhood Education, 1201 16th St., NW., Washington, D. C.							C	C	
Better Homes in America, 1635 Pennsylvania Ave., NW., Washington, D. C.									C
Big Brother and Big Sister Federation, Inc., 425 Fourth Ave., New York, N. Y.							F&C		
Boy Scouts of America, 2 Park Ave., New York, N. Y.	C			C		C			
Camp Fire Girls, 41 Union Square, New York, N. Y.	C			C	C	C			
Child Study Association of America, 221 W. 57th St., New York, N. Y.							C	C	C
Child Welfare Committee of America, Inc., 1 E. 104th St., New York, N. Y.							F		
Child Welfare League of America, Inc., 130 E. 22d St., New York, N. Y.					C				
Elizabeth McCormick Memorial, 848 N. Dearborn St., Chicago, Ill.		F&C	F&C		F&C		F&C		
Junior Red Cross Association, American National Red Cross, Washington, D. C.			C				C		
Knights of King Arthur, Lock Box 169, Boston, Mass.							C		
National Association of Audubon Societies, 1775 Broadway, New York, N. Y.	C	C	C					F	F
National Child Welfare Association, 70 Fifth Ave., New York, N. Y.	C	C	C	C			C		
National Committee for Mental Hygiene, 450 Seventh Ave., New York, N. Y.							C		C
National Congress of Parents and Teachers, 1201 16th St., Washington, D. C.							C		C
National Education Association, 1201 16th St., Washington, D. C.		C					C	F	F
National Federation of Day Nurseries, 244 Madison Ave., New York, N. Y.							C		
National Geographic Society, 16th & M Sts., NW., Washington, D. C.			C						
National Organization for Public Health Nursing, 450 Seventh Ave., New York, N. Y.	C				C		C		C
National Probation Association, 450 Seventh Ave., New York, N. Y.							F&C		F
National Recreation Association, 315 Fourth Ave., New York, N. Y.				F&C		F&C	F&C		C
National Safety Council, One Park Ave., New York, N. Y.	C		C	C	C		C	F	F
National Society for the Prevention of Blindness, 450 Seventh Ave., New York, N. Y.	F&C						F&C		
Pathfinders of America, Inc., 314 Lincoln Building, Detroit, Mich.							C	C	C
Progressive Education Association, 10 Jackson Place, Washington, D. C.							C		C
The Woodcraft League of America, Inc., 1043 Grand Central Terminal Building, New York, N. Y.	C					C	C		
Wild Flower Preservation Society, Inc., 3740 Oliver St., NW., Washington, D. C.	F&C	F&C	C					F	F&C

* Junior specialist, Kindergarten-Primary Education, U. S. Office of Education

Rain Checks On Diplomas

Jobless, the Graduates Return to High School; What Can Principals Do?

WITHOUT JOBS and without money, thousands of high-school graduates have returned to school. The army of unemployed graduates knocking at the high-school door numbers, it is estimated, 100,000.

What can a principal do when the boy he launched on life last spring turns up this fall with a hard luck tale? How can the high schools help?

The urgency of the post-graduate problem was disclosed by answers to a letter from United States Commissioner of education William John Cooper, asking what schools were doing to help the unemployed. Many cities reported three to four times as many post-graduates as there were a few years ago. The number of post-graduates in high school has increased 800 per cent in the last 10 years.

Two ways of receiving old students back to high school prevail. Some schools simply let them take their places with other pupils in the classes. Finding themselves out of step with the march of undergraduate life, many post-graduates in such schools soon drop out.

Assets

The other way is to make the post-graduate welcome, adapt the school program to the new problem of his presence, and help him save himself from becoming a wandering, disheartened, jobless derelict.

To the school administrator who hesitates to take on any additional duties in this time of retrenchment it can be said that many schools are finding it possible to make the jobless post-graduate an asset rather than a liability to their budgets. Where schools are under-staffed the post-graduates have been pressed into service as secretaries, as assistants to teachers struggling with large classes, as assistant coaches, and as helpers in janitorial or lunch-room service. Since post-graduates are usually eager ambitious boys and girls, they are frequently glad to render a return in this way for the privilege of receiving more education. In Minneapolis many post-graduates help in the school lunch rooms.

Splendid workers

Not only do post-graduates in this way help out the principal, but they also fit better into the school world. Larger responsibilities give them a status above the rank of pupil and help them keep their self-respect.

A number of superintendents in their replies to the Office of Education stressed the point that post-graduates enrolled in their schools have done splendid work. L. N. McWhorter, assistant superintendent of schools in Minneapolis, where 505 graduate students were enrolled last semester, wrote that they worked "with determination and purpose."

"The most notable achievement of the local high school," according to Superintendent Weiss of Bethlehem, Pa., "was the work done by the unemployed men and women students."

Lessons by mail

Since most post-graduate students return for a definite purpose, principals with experience in handling them recommend that thay be allowed as much freedom as possible. The school that helps them to work "under their own steam" toward their objectives renders them the largest service. The counseling service of a school will probably prove of more assistance to the jobless post-graduates eager for help, than to the regular pupils.

Use of correspondence courses has been found helpful. Benton Harbor, Michigan, has enrolled a number of former high-school graduates in correspondence courses, Superintendent Mitchell reports. Other cities are relying on this type of learning whereby several courses may be taken by students under the supervision of one teacher. The selection of studies can be more varied in a school using correspondence than in one that does not.

Since practically every State has well-prepared extension courses, superintendents will do well to look into the possibility of calling upon State universities to provide extension work locally. Extension courses generally blend with college work, and should be especially popular for post-graduates anticipating college or university attendance. At Gary, Ind., the extension department of the University of Indiana occupying local school buildings has proved a great boon to high-school graduates who want more training but can not afford to go away from home for it. A helpful guide to extension courses offered by 443 colleges and universities is "College and University Extension Helps in Adult Education 1928–29," Bulletin 1930 No. 10, by L. R. Alderman, Federal Office of Education specialist in adult education. (Superintendent of Documents, 10 cents.)

Fewer public-school enrollments of post-graduates have been reported in cities which have junior colleges. This fact raises the question: "Are public high schools becoming junior colleges?" Since this type of college is the next step above the secondary school on the educational ladder, many would probably answer yes. Post-graduates are calling upon high schools to give "junior college" service where there is no junior college. The junior college at Norfolk, Nebr., operated by public schools, has taken care of many post-graduates. At Parsons, Kans., Superintendent Hughes says "the most effective work done in his community by schools for relief of unemployment has been through the junior college and the upper units of the high school." The last graduating class from the junior college in the latter city was twice as large as it was the year before. Other junior college enrollments have shown decided increases in recent years.

A number of cities are allowing overflow enrollments of post-graduates to attend night schools. From Huntington, W. Va., comes the statement that "we are taking care of 2,100 pupils in our high school that was designed for 1,200. We have been forced to operate double sessions." Day sessions became so crowded in Parkersburg, W. Va., that night schools were established last semester.

Placement

Provision for placement of post-graduate students in positions is of first importance. A number of cities have established very successful student placement bureaus, although this practice is not as yet widespread and could be provided in many more instances.

Very timely and useful to those seeking help on the problem of the high school post-graduate is "Educational Opportunities Provided for Post-Graduate Students in Public High Schools," by Dr. Einar W. Jacobsen, Contributions to Education No. 523, available from the Bureau of Publications, Teachers College, Columbia University. Dr. Jacobsen very clearly defines the post-graduate problem, the provisions made by public high schools for post-graduate students, the needs of post-graduate students and ways of meeting the needs of the former graduates.

—John H. Lloyd.

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SCHOOL LIFE

ISSUED MONTHLY, EXCEPT JULY AND AUGUST
By the UNITED STATES DEPARTMENT OF THE INTERIOR, OFFICE OF EDUCATION

Editor - - - - - WILLIAM DOW BOUTWELL
Assistant Editors - - - MARGARET F. RYAN, JOHN H. LLOYD

Terms: Subscription, 50 cents per year, in advance; to foreign countries in which the mailing frank of the United States is not recognized, 85 cents. *Club rate:* Fifty copies or more will be sent in bulk to one address within the United States at the rate of 35 cents a year each. *Remittance* should be made to the SUPERINTENDENT OF DOCUMENTS, Government Printing Office, Washington, D. C.

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

OCTOBER, 1932

> *"IT SIMPLY IS NOT the scientific, social, and educational services of the Nation that create the real tax burden that bends the American back, and yet, throughout the Nation, we are trying to balance budgets by cutting the heart out of the only things that make government a creative social agency in this complicated world. We slash scientific bureaus. We trim down our support of social services and regulatory bureaus. We squeeze education. We fire visiting nurses. We starve libraries. We drastically reduce hospital staffs. And we call this* ECONOMY, *and actually think we are intelligent in calling it that."*
>
> GLENN FRANK
> PRESIDENT OF THE UNIVERSITY OF WISCONSIN
> *Wisconsin Journal of Education, September, 1932.*

PROGRESS

AMERICAN EDUCATION constantly progresses. One hundred and fifty years ago only reading, writing, spelling, arithmetic, and the Bible were taught in our schools. To-day one city announces that its 150 schools offer 3,000 courses in approximately 600 subjects.

Probably one does not fully appreciate the exceptional educational opportunities offered in most of our cities. A glance at the guidebook "Educational Opportunities of Greater Boston," a publication of the Prospect Union Educational Exchange which lists the 600 or more courses mentioned above, shows the result of educational progress since the time of the three R's.

Boston's educational Baedeker lists courses as Americanization, arts, crafts, civil-service preparation, commerce and finance, engineering, expression, homemaking, languages and literature, law, library science, physical education, recreation, science and mathematics, social sciences, textiles, trades, and preparatory courses. Subjects range from automobile driving to watchmaking—from argumentation to wrestling.

This increase in about 150 years in number of educational courses offered by one city to 600 or more branches of learning, is typical of our endeavor through education to prepare ourselves for more complete living in an ever changing world.

SERVICE CONTINUED

SELECTED BIBLIOGRAPHIES covering practically every phase of education will be published regularly in Elementary School Journal and the School Review beginning with the January issues, it has been announced. This new feature of both journals will continue a service begun in the Office of Education's Record of Current Educational Publications which was suspended this year due to a reduction in printing funds. Twenty annotated bibliographies will appear throughout this year in the two journals, references to be selected and annotated by leaders in the fields represented.

Idyll

I MUST *flee*
From this urban bedlam.
I want to loiter
Down a country lane
At evening
Beside a brindle bossy cow.
I want a stalk
Of wild wheat
To chew . . .
I want to go barefoot
And let the cool, velvet dust
Cling to my feet.

—MAURICE ATKINSON,
Polytechnic High School, Long Beach, Calif.

MAURICE ATKINSON was outstanding in high school in oratory and debate and won the southern California oratorical championship, in 1932, in a world problem contest. His other interests are literature, economics, and political science. In the "Scholastic" contest this year he was awarded second prize in book reviews. He is now attending Long Beach Junior College. *Idyll* is reprinted from "Acacia," the literary publication of the Polytechnic High School. Selected for SCHOOL LIFE by Nellie B. Sergent.

ROADS AND SCHOOLS

"EVERY ACCELERATION in road construction is marked by a corresponding decrease in the number of one-room schools," according to a comparative analysis of school and highway data recently made by the American Road Builders' Association and reported in New Mexico's state highway department magazine.

North Carolina, had 1,714 miles of improved highway and 2,989 one-room schools in 1924. By 1930 the State had increased its first-class highway mileage to 4,025, and decreased single room schools to 1,400.

Indiana, in 1924 had 3,452 one-room schools and only 911 miles of first class highways. In 1930 the number of such schools had dropped to 2,050, while good road mileage had increased to 3,137.

In Virginia, Alabama and South Carolina, the three other States surveyed, there was a gain of 2,726 miles in improved highways, a decrease of 1,876 in the number of one-room schools.

DO CHILDREN FAIL?

"THERE WILL BE LITTLE juvenile delinquency if we give boys and girls a chance. No young person I ever met wanted to go wrong. What they wanted were chances to succeed. But we fail them in our public schools, and exclude them from school, and then wonder why they go wrong. I am bold to say that boys and girls do not fail; the home, the church, the school and society fail, and juvenile crime follows as a natural consequence."

—FRANCIS W. KIRKHAM.

Trends in Tests

Some New Tide Marks in the Measurement of Education

By DAVID SEGEL *

THIS QUICK JOURNEY *along the new horizons of tests and measurements is the second tour of educational trends with expert guides presented by* SCHOOL LIFE. *Others scheduled soon are Homemaking Education, Health Education, and School Buildings.*

THE USE of objective tests has become an established practice in the schools of our country. Such tests are now considered as tools of the educational process along with books, maps, and the like. In general, testing advocates may look with some satisfaction upon the present condition of testing. Nevertheless, there are some elements in this complacency about "having arrived" which are dangerous for the best future development of the movement. It is well to consider briefly these undesirable trends before discussing the recent advances in the use of tests.

In the early days of testing much time and energy were expended in perfecting tests. The result was that the majority issued were fairly good judged by the standards of test construction known at the time. This excellent beginning of testing work brought about a feeling that any published test was a good one. This feeling still persists at the present time. Unluckily, the commercial success of some tests, and the rapid extension of a superficial knowledge of testing has caused a great increase in the number constructed. Many tests have been hastily thrown together and should not be considered in the same category with others more carefully constructed. Due to the careless acceptance of any test as good because of the past reputation of tests in general, the testing movement will suffer. Tests should be scrutinized carefully before being used regularly.

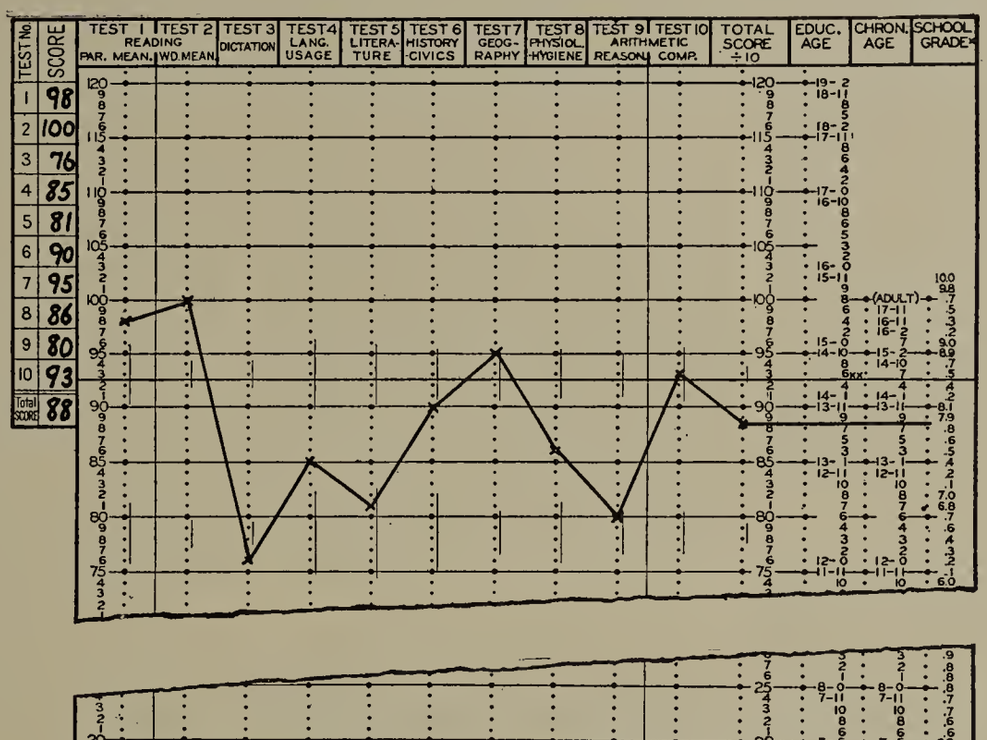

Illustration of how a diagnosis is made of a pupil's strengths and weaknesses in various school subjects.**

Refinements

Another danger in the present stage of testing lies in the perpetuation in a certain use of tests without making further application of refinements which are discovered from time to time. When a movement of any kind is growing rapidly, new developments whether good or bad are seized upon and made the most of; but when a movement has established itself these new developments must wait for a particularly favorable time before they can become a factor in it. There are signs that the testing of subject matter has reached this cross road. Of course, many lines of testing are too new to be subject to this criticism.

After displaying these danger signals we shall feel free to dwell on advancements in testing which have been taking place in the last few years.

The trends in general scholastic ability testing are following the lines set down at the beginning of the construction of such tests. One line is the search for test items which are not dependent upon schooling, such as can be used in individual testing and the testing of children having irregular schooling. Another line is to adapt tests to particular grades for children who have been exposed to about the same amount of schooling.

Diagnosis

In the achievement test field there are several rather outstanding developments taking place. One is the growth of the construction of diagnostic tests and in making test scores in different subjects comparable so that a diagnosis as between subjects may be made. This sort of diagnosis is represented graphically by the figure which illustrates the test results for a seventh grade boy. An inspectional diagnosis of the boy's strengths and weaknesses may be made. Diagnosis within a subject may be similarly made.

There has been a rapid advance in this use of achievement tests. Many diagnostic tests, good, bad, and indifferent, have been produced. The use of diagnostic tests seems to be of particular value in individual instruction programs and activity programs. The recent work of Brueckner and Melby [1] refers to many of these tests and discusses means of diagnosis within subjects.

There has been much interest manifested very recently in the construction of batteries of tests covering the whole range of subject matter in certain grades or schools. Among batteries developed for the elementary school subjects are the following: Metropolitan Achievement Tests,[2] Modern School Achievement Tests,[3] New Stanford Achievement Tests,[4] Public School Achievement Tests,[5] and the Unit

* Specialist in Tests and Measurements, U. S. Office of Education.

** From "Guide for Interpreting the New Stanford Achievement Test, World Book Co., Yonkers, N. Y.

[1] Brueckner, Leo J., and Melby, Ernest O. Diagnostic and remedial teaching. Houghton Mifflin Co., 1931.

[2] A battery of tests constructed on the basis of the new New York City course of study. Published by the World Book Co., Yonkers, N. Y.

[3] Published by the Bureau of Publications, Teachers College, Columbia University, New York, N. Y.

[4] Published by the World Book Co., Yonkers, N. Y.

[5] Published by the Public School Publishing Co., Bloomington, Ill.

Scales of Attainment.[6] In the high-school field besides the Iowa High School Content Examination [7] there has been developed the Sones-Harry High School Achievement Test.[8] In the college field individual colleges and universities are producing examinations covering a whole year's work or several years' work in a large subject field. It can be seen that the development of such test batteries brings about a possibility of better appraisement of the individual variations in the ability of a pupil than has been possible heretofore.

These test batteries also represent another trend in educational testing through the fact that they increase the accuracy of the measurement of the performance of the individual pupil in the educational process as a whole. Up to the last few years there had been a gradual swing away from the use of formal examinations to determine a pupil's fitness to take certain courses or enter certain institutions. With the introduction of the new type examination many of the objections to the use of examinations as an agent for educational placement have disappeared. The increased use of the comprehensive examinations is a reflection of the desire to place appraisement of the work of the pupil on an objective basis. The advance along this line in secondary schools and colleges will no doubt continue.

Two approaches

Another new development in educational testing is the introduction of testing for the prediction of scholastic success. There are two approaches being made on this problem. The one direction of attack is the test specially constructed to predict success in a subject. Such tests have been constructed most successfully in those subjects having definite subject matter content which is not too closely related to the outside life of the pupil or to other subjects of the curriculum. Such subjects are, for example, mathematics and foreign languages. Success in making such tests depends upon the ingenuity of the constructor in getting exercises which are similar to those within the subjects themselves. The other approach to the prediction of scholastic success is that where the results of several different tests are added together through the proper weighting procedure to make a composite score which predicts success in a subject. This method allows the use of tests which have been given in a school for other purposes. By this method the prediction of success in several subjects may be obtained from a single series of test scores.

Achievement and prognostic tests are being used more and more in conjunction with tests of general scholastic ability (intelligence tests) for the prediction of success for guidance or the classification of pupils for instruction. Statistical methods for combining test results for making differential predictions, i. e., prediction of whether a student will do better in one subject than another or whether an applicant will do better in one job than another, have recently been evolved.

Still another trend in achievement testing is that towards the constructing of tests more in conformity with the true objectives of the courses they presume to test. In science, for example, the objectives may be to teach the scientific method in experimentation, procedures in the manipulation of apparatus, writing of logical reports on experiments, method of observation, etc., as well as the acquisition of knowledge and skills. The correlation between these various objectives of a course has not always been found to be high. Testing should if possible take into consideration all the objectives of a subject or course of study. The construction of tests by teachers and research departments in individual school systems has been steadily increasing. Many tests constructed by local school systems have been later published for use throughout the country.

Instructional tests

Series of tests covering units of work of a few weeks duration each are beginning to be issued under the name of instructional tests. Such tests keep the teacher very closely informed of the progress of her pupil and may be used as a motivating agent with the pupils. Such tests are sometimes issued for use unrelated to any particular textbook or course of study and are also issued in direct relation to a particular text or course of study by having the tests printed in the textbook or in separate work books.

Tests for use in vocational guidance have been slow in developing. Patterson, et al,[9] have increased the prediction power of certain mechanical ability tests. Trabue [10] is conducting a program, the results of which show the definite value of personality and other tests in predicting success in particular jobs in industry. Strong's [11] Vocational Interest Blank is a distinct contribution in this field.

Personality tests

An important trend in objective tests is the work of testing personality which has grown so rapidly during the last few years. Symonds [12] has discussed in detail the various methods and means of testing in this realm. The principal means of getting at personality traits have been through observation of behavior, ratings, questionnaires, tests of conduct, knowledge and judgment, and performance tests. Personality tests have not been used extensively in schools as yet. Just what the scores mean on many of these tests is not known. It is probably well for schools to use most of these measures experimentally until their usefulness as a regular tool has been shown. Aside from rating scales and physiological tests, most tests of personality are coachable to a high degree. If a pupil knows that a test is a personality test he can bring his score up. Another limitation to the use of most of these tests is that the actual social situation is not furnished. Most of these tests measure social adaptation indirectly through imaginal situations The responses to such situations probably are different in some degree from responses to actual situations. The next steps in the research in personality testing will no doubt find ways of overcoming these limitations and establish their valid use in the public schools.[13]

However, some colleges are using personality measures with apparent success in their guidance programs. The work of Hartshorne and May [14] is probably of most importance in this field of personality testing.

Tyler [15] and others, who are attempting to test all the outcomes of a course of study probably have the same end in view as other investigators working directly in the personality field when they are constructing tests on social and economic attitudes. Continued growth in this field should eventuate in controlling the formation of wholesome civic and social attitudes and in desirable personal traits.

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[6] Published by the Educational Test Bureau, Minneapolis, Minn.

[7] Published by the Bureau of Educational Research and Service, State University of Iowa, Iowa City, Iowa.

[8] Published by the World Book Co., Yonkers, N. Y.

[9] Patterson, Donald, et al. Minnesota Mechanical Ability Tests. University of Minnesota Press, Minneapolis, 1930.

[10] Under the direction of Dr. Trabue the Employment Stabilization Institute of the University of Minnesota is issuing a series of studies of considerable value to vocational guidance.

[11] Strong's Vocational Interest Blank is published by the Stanford University Press, Stanford University, Calif.

[12] Symonds, P. M. Diagnosing Personality and Conduct. Century Co. 1931.

[13] For a partial list of personality tests see Circular No. 52 "Selected list of Tests and Rating for Social Adaptation." This is issued free by the Office of Education.

[14] Hartshorne, Hugh, and May, Mark A. Studies in Deceit (1928). Studies in Service and Self-Control (1929). Studies in the Organization of Character (1930). MacMillan Co., New York, N. Y.

[15] Tyler, R. W. and others. Some experiment in higher education at Ohio State University. April 1, 1932. Ohio Bureau of Educational Research. Columbus.

Schools and the Social Upheaval

Part II

By FREDERICK J. KELLY *

"The time has come," *says Doctor Kelly,* "*to take risks. So much is involved that it could hardly be supposed the solution would be found without risks. I am happy to believe, however, that if guiding America through this social revolution is chiefly the job of education—and it is—and that to do that job involves risk—and it does—teachers, particularly teachers of adolescent youth, will courageously take those risks.*"

SCHOOLS, particularly high schools and colleges, must take the responsibility for finding the way to assure society's advance with less serious disorders than prevail to-day. Demonstration of this challenge falls into three parts:

1. The basic idea back of the public support of schools is that an educated public is the surest safeguard of the people's freedom.

Why should the people of this country pay in taxation two and one-half billion dollars per year to support a public school system? Is it with the idea that an educated person gets more out of life than an uneducated person and that therefore people merely combine to run the most economical school system for the personal improvement of the several individuals? Or is it rather that the welfare of each one is dependent upon the fact that others are educated? Or is it a combination of the two?

Individual well-being is dependent both upon one's own capacity for enjoyment and also upon a type of social order in which one can experience with least hindrance those enjoyments for which he is prepared. Under any circumstances society expects that through paying for a public educational system a social order will be developed which will make possible the fullest measure of life's satisfactions. If people find their legitimate hopes and their most cherished ambitions thwarted because of conditions prevailing in the social order, they will not continue to support public schools as they have done up to date. To the people at large it is not a question of whether the schools teach ever so well literature, history, Latin, or agriculture. They want to be assured that when children have completed their public-school education, they will be prepared to maintain a social order in which the qualities of justice, fairplay, and equality of opportunity so fundamental to freedom shall prevail in the land.

Cardinal principles

2. The cardinal principles of secondary education as set forth in a report of the Commission on the Reorganization of Secondary Education (U. S. Office of Education Bulletin, 1918, No. 35) are not built around subjects. These objectives are intended to center the thought of the high-school teachers upon their responsibility to produce an effective citizenship. These seven main objectives, you will recall, are: First, health; second, command of fundamental processes; third, worthy home membership; fourth, vocation; fifth, civic education; sixth, worthy use of leisure; seventh, ethical character. You will note that none of these refers specifically to the mastery of any given high-school subject, such as English literature. It is true that the second one, command of fundamental processes, may refer rather definitely to the subject matter of a few of the high-school courses which are taught primarily as tools or processes.

Generally, these objectives refer to outcomes which are not directly involved in the subject matter. The fact that a student gets an "A" in a course in English literature does not of itself give any assurance that literature will actually function in this student's life to make him a better citizen or to make him use his leisure more worthily. The fact that a student does satisfactorily in a course in foreign language, does not of itself assure that any of these main cardinal objectives is reached in the case of the student. Only as a teacher of foreign language can give some clear indication that the student through his study of foreign language is achieving some one or more of these objectives does the teaching of foreign language have a place in the high school curriculum. It may turn out that the subject matter now employed in the various high-school courses is the best subject matter to use for the accomplishment of these objectives, but that is a question remaining yet to be answered. The practical challenge which this critical period in the world-wide social revolution is putting up to the high schools is to find just what subject matter and what methods of teaching are best for the purpose of building a sound social order.

I do not wish to be unduly critical of the American high school. It is undertaking a task not previously undertaken by any national system of secondary education. If my statements seem unfair, please understand that they are made by one who has been throughout his life a staunch defender of the high school. I think there has been little awareness among educational people anywhere that the very safety of democratic civilization rests upon whether education can prepare a whole people for freedom. The high schools are patterned largely after the colleges, while the colleges have evolved as institutions to serve essentially, leisure and professional classes. The great common people have not been in mind when colleges have devised their curricula or their methods. High schools have in general taken their cues as to both subject matter and methods of teaching from the colleges.

Education's functions

We are aware to-day much better than we have ever been before that the type of education which the high schools have provided is not adequate. Social, economic and civic problems so numerous and so difficult as to bewilder everyone can not be solved without the intelligent participation of a large proportion of our people. To prepare for that intelligent participation is the primary function of education, particularly the high school and college education. Every teacher must check his own instruction on the basis of its contribution directly or indirectly to the solution of these problems.

3. The schools, particularly the high schools and colleges must discover what the essential goals of a free people are and must go about the business of developing public opinion in the support of these goals. This involves two issues which are subjects of debate throughout the educational world. First, character education and second, the general policy of using the schools to develop a given public opinion with respect to certain social and economic issues.

In September School Life I pointed out how certain forms of control have been cut from under our people by processes mainly of education. While I do not share the fear of some people that our civilization is doomed, candor compels the admission that we seem not to be very effective so far in instituting new controls in place of those which have been broken down. In many cases our people, particularly our young people, seem not to develop those strengths of character adequate for the severe strains which modern life puts upon them.

* Chief, Division of Colleges and Professional Schools, U. S. Office of Education.

Just how these strengths of character are to be developed is a matter requiring much investigation, but that it must somehow be accomplished is generally recognized. One thing is reasonably clear. Incentives which actuate students must be as high up the scale of values and as abiding as possible. Practice in responding in a certain way to a given motive is likely to determine responses to that same motive throughout life. If, therefore, schools can make use of those motives which do persist throughout life they will be training their students in responses which will serve them well in later life. Dependence upon superficial incentives such as grades, honor points, and the like will but prepare for similar responses in later life. If similar incentives for desirable responses are not present in mature life—and it is my contention that generally they are not—then to use such superficial incentives lacks character training value. Again, students prepare for assuming responsibility in later life by carrying responsibility in school. Government by regulations in school, prepares for government by regulations out of school. Only as one carries responsibility for decisions and actions does the factor of ethics play any considerable part. If the choice is with the student and his is the responsibility for the decision, the situation becomes a moral situation. For him to choose on the basis of a high ethical standard is character training for choosing on a high ethical standard in later life.

On the general question of the use of the schools to develop a given opinion, much is being written and spoken these days. Do we have a right in the schools to imbue the children with certain preconceptions of social and economic policy? Have we any right to inculcate in them a given point of view concerning, let us say, the rights of capital and the rights of labor?

Two points

One needs to be exceedingly cautious about his statements in a field like this. On the other hand this question is at the very heart of the problem which confronts America to-day. Even though my discussion must be very brief, I wish to venture statements upon two points. First, any educational system must make definite provision for the development of the highest intelligence and the greatest independence of thinking, possible among its people. Social attainment at any given time is not so important as provision for improving that social attainment. No satisfactory society can be static and every system must provide the machinery to accomplish changes within itself. Therefore, the choicest outcome of education must be the development of free minds untainted with indoctrination. But indoctrination with respect to this very guarantee of free minds, the rights of minorities, the respect for expert opinion, etc., is the surest way to bring the benefits of intellectual freedom to the people as a whole.

Having said this I hasten now to state the second of my propositions, namely, no country can long survive which does not provide for the systematic teaching of that nation's ideals as to the rising generation. The schools of any people are primarily for the purpose of passing on the accumulated wisdom of one generation to the next. If to-day we believe the earth is in the center of a great sphere in the outer surface of which the stars are set we will teach that supposed fact to our children. If we believe that molecules are the smallest particles of matter we will teach that to our children. That next year may reveal the errors of our teaching does not justify us in refusing to teach our present beliefs.

Education's responsibility

In social matters the accumulated wisdom leads to certain beliefs with reference to social organization. On the basis of our beliefs we will support or refuse to support policies and practices present in our social life. It is just as important that the schools assume responsibility for bringing about a support on the part of the rising generation of these essential principles of social conduct as it is that they teach the truth about the germ theory of typhoid fever and how to inoculate against the disease.

This attitude toward developing public opinion and the previously expressed attitude toward the need for independence of thought may at first seem mutually incompatible. I do not believe they are. We are accustomed to giving great weight to the views of experts. We do not ask for a popular vote on how large a steel girder will be required to hold up a certain bridge. We ask an engineer, and we regard his view as of more value than the views of a hundred laymen. Similarly, we ask a doctor for his diagnosis of the case of a sick child. We believe his diagnosis is worth more than that of a hundred neighbors. The fact that a given engineer says that a twelve-inch beam of a given type of steel is adequate for the bridge in question does not keep engineers from continuing research which may ultimately show that a thirteen-inch beam would be better. The engineers cherish independence of thought but they nevertheless recognize the need for answering specific questions to-day on the basis of the best information available.

Educational people can not longer sidestep the responsibility of deciding on the basis of the best information and expert testimony available what the best practices are for the attainment of the social-economic goals of American life. If to teach these goals with the definite purpose of securing support for them pending the time when the educational engineers shall have come to a different conclusion is using the schools to develop public opinion, then I am in favor of such use. I believe that to refuse longer to take a position on the important questions which lie at the root of our present social-economic difficulties is to render the schools impotent in respect to the most important service for which they were created. If educators are not in position to sift the evidence and arrive at a judgment as to the policies our people should follow in order to free us from the pitfalls into which society is periodically plunged, then who is? If the country can not depend upon the honest, capable, and disinterested study of these questions by experts whose judgments are accepted by educators, upon whom may the country depend? Others who are busy with efforts at creating and molding public opinion are too often open to the charge of selfish interest. But their indoctrination goes on incessantly. The question is not one of indoctrination or nonindoctrination. Public opinion is molded by all sorts of educational agencies. The home, the church, the newspapers, the radio, the theater, and many others, all are powerful as creators of public opinion.

Shall the school, the most disinterested, impartial, and presumably the most capable, of all the agencies to answer what are the social-economic policies of a people which will lead most surely to the goals for which the people aspire, remain discreetly out of the picture and witness the near collapse of our cherished institutions of law and order? Free speech and free press are admittedly fundamental in representative government. Should not teachers be among those to exercise these rights? Should not the schools seek the diagnosis of our social ills by calling upon the best social diagnosticians we have in the world? Should not these experts in social-economic affairs render judgments periodically for the guidance of the schools? Should schools not then accept those judgments as more likely to be sound than those of a hundred neighbors? Should they not proceed boldly to prepare a generation to live happily by the social-economic policies advocated? This is not the indoctrination of a fixed and changeless doctrine. Provision for research, for continuous study by experts, for change in the policies to be advocated or taught must be a part of the plan.

Using orange crates for a charging desk and a shoe box for filing purposes, kindergarten children build their own library

The Love of Books

How Cleveland's Experimental School Library Lures Children to Literature

By EDITH A. LATHROP *

NOT LONG AGO I had the opportunity of spending a half day in the Mount Auburn School in Cleveland, Ohio. Many educators visit this school, because it is carrying on a unique experiment. It specializes in interesting children in the intelligent use of books.

Some one may say: "What a paradox! A school that specializes in interesting children in books! There is nothing unique about that. Do not *all* schools interest children in books?"

But, do *all* schools interest the *majority* of children in books? They may interest the few who are of superior intelligence or who are "book minded," but books must be "sold" to the rank and file. Do we not all know adults who never read books?

If a school is to interest children in books it must have access to a variety of them, suited to the various intellectual levels and interests of the children served by the school. The Mount Auburn School does this. It has a library of about 8,000 volumes, in charge of a trained librarian and two assistants. This library is a school branch of the Cleveland Public Library.

Four aims

There is nothing pretentious about the building. The library is an ordinary classroom. The school enrollment is about 700, and the number of grades represented range from the kindergarten through the sixth grade. The school is called a library curriculum center because it attempts to show in how many ways the library can be of service to the school.

Its objectives are: First, to train children to supplement the information found in their textbooks with that found in other printed matter; second, to help them appreciate reading which is worth while; third, to teach them to use the library and reference books easily and effectively; and, fourth, to cultivate attitudes toward books and reading as sources of pleasure and information that will carry over to the use of public libraries. How are these objectives being realized?

Supplement textbooks

In the Mount Auburn School, as in other progressive schools, children are not assigned, each day, a few pages from a textbook to be memorized. Instead they originate units of work which take several weeks or months to develop. In each unit there are many problems to be solved. For aid in solving them the children are directed to the books in the school library.

A fifth grade had been working for some weeks on the Northwest Territory. There was a map of the territory upon the blackboard, showing the States that have been carved out of it, the towns and villages that played an important part in its early development, and the old National Road, now U. S. Route 40, over which the pioneers traveled. A boy was standing before the map telling of the capture of Kaskaskia in 1778 by George Rogers Clark. As he talked he traced on the map Clark's route from Kentucky and quoted facts from various books showing how the people of Kaskaskia lived, their occupations and their eagerness to join Clark's band of western recruits against the encroachments of the British and Indians. When he had exhausted his fund of knowledge about Kaskaskia other pupils gave added information from other books. A dozen or more books of history and of biography and pictures had been drawn from the library for this particular discussion.

Here was a learning process not wholly dependent upon textbooks and teacher. These children had located information for themselves on the subject under discussion. They were comparing authorities and supplementing what they had read with pictures and maps.

Book club

A visit to a fourth grade showed how a book club was correlating its activities with the curriculum by contributing to an observance of St. Patrick's day. The members of the club were seated in the front of the room in chairs, which were arranged in a semicircle, the president and secretary sitting by a small table at one end of the semicircle.

The subject under discussion was the life and stories of Padraic Colum, the popular children's writer of Irish folklore and myths. The child who told about Colum's life had obtained her facts from "Who's Who," in the library. This fourth grade child was more familiar with "Who's Who" than are some high school

* Associate specialist in School Libraries, U. S. Office of Education.

students. Stories of Padraic Colum reviewed included: "The Girl Who Sat by the Ashes," "The Princess Swallow-Heart," "The King of the Cats," and "The Boy Who Knew What the Birds Said."

One delightful feature of the reviews was their variety. Not every story began with "Once upon a time." In fact, emphasis was placed upon originality in introducing book reviews.

Not all the stories were given in full by the narrator. The child who told about "The Princess Swallow-Heart" stopped when she came to an interesting part and said: "If you want to know how the story ends, read it and find out for yourself." The reviewer of "The King of the Cats" advised her audience to look up the place where "The King of the Cats" came from.

The way in which the members of the club quizzed each other on the stories showed their interest and familiarity with Colum's writings. After the review of "The Princess Swallow-Heart" the question was asked: "In what collection is the story found?" With the response, "The Peep-Show Man," the next question was, "What other stories in that collection?" One felt that if a listener in this book club were not familiar with Padraic Colum's writings he would surely want to be after observing the enthusiasm of the children.

An orange-box library

On one visit to the library I found 30 kindergarten children looking at picture books. They were as much at ease as were the older children. They got their picture books from low shelves and sat at small tables. Some were talking together about their books. Others were telling one of the library assistants what the pictures were about.

Mount Auburn School places great emphasis upon the use of books by the youngest children. It has been found the principal says, that children who get an early start in the use of the library acquire a habit for reading which promiscs to become permanent; and that because of much practice in independent reading, children in the lower grades tend to become fluent readers and to think more clearly.

Visits to the library by the kindergarten children stimulated the desire to develop a library unit. One result of this unit was the building of a library corner in their room. They built library shelves with Trace blocks; made a librarian's charging desk of orange boxes plus paint, and a filing case of a shoe box and more paint, and book ends and a flower vase of clay. They borrowed books from the ibrary for their shelves, learned to charge books, and in the end experienced the satisfaction of owning and managing a library.

Not only the kindergartners but all grades of the school have an opportunity to spend some free time each week in the library. Children who can not settle down to reading during these free periods receive the help of special reading teachers, who diagnose their cases for the purpose of ascertaining the causes of their lack of concentration. It may be that the mechanics of reading have not been mastered or that their interests have not been discovered. Whatever the trouble, these special reading teachers try to remedy it. There is a special room set aside for them, which is supplied with reference books, textbooks and recreational reading.

No custodian

Nor are the children who find it difficult to learn—the border-line intellectual cases —neglected. This group was discovered in the library on one of the visits. Through the sympathetic guidance of the teachers they were being helped to enjoy easy books.

Each group of children in the school has one period every week in the library for the purpose of receiving instruction in the selection, usc, and care of books. This instruction is given by the librarian or by a member of her staff.

Some of the things emphasized in these lessons are the need for quietness and courtesy in using a library, the proper handling of books, use of such reference books as dictionaries and encyclopedias, the arrangement of books on the shelves, and how to use the card catalog.

The principal of the school says that the librarian of the Mount Auburn School is much more than a custodian of books; that her task is a vital and challenging one, because the library contributes to practically every activity of the school, assists in the development of individual pupils and ultimately influences lives in the homes.

The librarian works with the teachers in preparing outlines for the units of work. The most suitable material on every unit is brought together and placed, for a limited time, either in the library or in the classrooms. So it is necessary for the librarian to keep in touch with new publications, to know older books intimately enough to retain or discard as the needs develop, and to call upon the resources of the public library whenever necessary.

That the library in the Mount Auburn School has influenced the home lives of the children is evidenced by the fact that there were few books in the homes of these children before the experiment began. Now the parents are keenly interested in buying books for the children's home libraries.

Questions They Ask at Chicago U.

UNIVERSITY of Chicago's plan of devoting the freshman and sophomore years to general survey courses has attracted national attention. By permission of the University, School Life will present monthly some of the questions asked in Chicago examinations. School Life readers, nearly all of whom are college graduates will, no doubt, be able to answer the questions with ease, but they may like to try them on their friends.—Editor.

Literary history

Place before each literary form the number of the period in which it had its *first* great development in European literature.

1. Homeric and Hellenic Period.	____ Lyric poetry.
	____ Ode.
	____ Pastoral poetry.
2. Hellenistic Period.	____ Historical novel.
	____ Chivalric romance.
	____ Epic.
3. Roman Period.	____ Tragedy.
	____ "New Comedy" (Comedy of Manners).
	____ Essay.
4. Medieval Period.	____ Mystery and miracle plays.
	____ Oratory.
	____ Social novel.
5. Renaissance Period.	____ Sonnet.
	____ Prose dialogue.
	____ History.
6. Romantic Period.	____ Satire.

Pan-American Publications

Useful to Teachers

FROM THE Pan American Union in Washington, the headquarters of the international organization maintained by 21 American republics for the development of better understanding, friendly intercourse, commerce and peace among Nations, there come regularly many publications useful to teachers.

Of great interest to young people of the United States should be "Stories of the Nations" which comprise several hundred "little works on big subjects." Important information on each of 21 American republics is included in this publication, covering facts on large cities, commercial commodities, ports, harbors, and sightseeing in general. Each story is written in popular style.

Similar booklets on history, education, forestry, treaties, finance, archaeology, social welfare, and other topics are also available.

Viajando Por Los Estados Unidos (Seeing The United States) is especially useful to the student of Spanish. The Bulletin, published in English, Spanish, and Portuguese, three different magazines each covering its special field, show month-to-month progress of Latin American Republics and bring to readers specific activities of governmental and private interests in the Americas.

Largely of a political and technical nature are The Conference Series of publications which relate to the various conferences of American Republics. Six have been held during the past 42 years. The seventh will convene at Montevideo, Uruguay, in December, 1933.

To order publications mentioned or to obtain price lists of publications address: Pan American Union, Washington, D.C.—Wm. A. Reid, *Foreign Trade Adviser.*

CLASSROOM "MOVIE" HANDICAPS

More Than One Third of 629 teachers who use motion pictures and regard them as helpful classroom aids, reported as a major difficulty in their use the fact that it is not usually possible for teachers to make sufficient detailed study of a film to get the maximum value from its use.

Rapidity of film movement, swiftness of change from point to point, and the expansive content often leads to inaccurate and unsuccessful pupil recall, about one half of the teachers said.

Many others stated that expense of films and difficulty of projection prevent a wider use of educational films in the classroom.

J. O. Malott, commercial education specialist of the Federal Office of Education, reports this information from a study of the Department of Commerce and the Office of Education on the administration of film service in the public schools. For further information on this study address: E. I. Way, Bureau of Foreign and Domestic Commerce, Department of Commerce, Washington, D. C.

FOR THE BLIND

Upon Request of the Library of Congress, the United States Bureau of Standards has been making a study of Braille papers to be used in books for the blind. A special requirement of paper for this purpose is that the embossed points forming the printed characters must have sufficient resistance to crushing and yet not feel harsh to the sensitive fingers of the blind.

PUBLICATIONS REPRICED

Two Popular Office of Education publications have been reduced in price, the Superintendent of Documents announces. They are: "Self-Help for College Students" Bulletin 1929 No. 2, now 15 cents per copy; and "Scholarships and Fellowships, Grants Available in U. S. Colleges and Universities," Bulletin 1931, No. 15, now 15 cents per copy. Both of these bulletins have had a wide distribution during the past year.

The Office of Education's "best-seller," "Classroom Weight Records" are now $3 per hundred, instead of $2 per hundred. The single copy price will remain at 5 cents.

The price for Health Education Poster No. 4, "Weight, Height, Age Tables for Boys and Girls," is $2 per hundred; that of the "Record of Growth," $1.50 per hundred.

FAMILY QUARTET GRADUATE

To the Family of James O. Engleman, president of Kent State College, Kent, Ohio, belongs the distinction of father and three sons receiving degrees from four different institutions in one year. President Engleman took the Ph. D., at Ohio State University in the summer of 1932; his son Buryl took the A. M. at Northwestern University, and Edward the same degree at Indiana State Teachers College. Philip took the A. B. at the institution over which his father presides.

Dr. Engleman was director of the Field Service Division of the National Education Association a few years ago, resigning to return to school administration.

The Herald's Horn

By CLINE M. KOON

Specialist in Education by Radio

"Japan is considering placing its radio broadcasting in the hands of the Department of Education," says Armstrong Perry in a cablegram received recently from Madrid, Spain. Mr. Perry was invited by the Spanish Government to attend the International Radio Conference as a representative of the National Committee on Education by Radio.

★

What is Educational Broadcasting? Discussions about radio in education often get nowhere through failure to define terms. Probably the best definition of educational broadcasting yet devised is that by Dr. W. W. Charters, of Ohio State University: "An educational program is one whose purpose is to raise standards of taste, to increase range of valuable information, or to stimulate audiences to undertake worth-while activities."

★

"COMMERCIAL RADIO ADVERTISING" is the title of a report recently issued by the Federal Radio Commission in response to Senate Resolution No. 129 instructing the commission to make a survey of the allocation and use of radio facilities for commercial and educational purposes.

The report contains much interesting information about our broadcasting system. Although a number of defects are discussed, it is, as a whole, an able defense of our present broadcasting system. Further information regarding this report may be obtained by addressing the Government Printing Office, Washington, D. C.

★

The fourth season of the American School of the Air will begin Monday, Oct. 24 at 2.30 p. m., E. S. T., over the Columbia Broadcasting System.

★

Dr. Walter Damrosch began the fifth season of the NBC Music Appreciation Hour, Friday morning, October 14, at 11 o'clock, E. S. T., over the NBC network.

★

Prof. T. M. Beaird, of the University of Oklahoma, is chairman of a special committee of the Association of College and University Broadcasting Stations, which is making a study of various ways in which educational broadcasting stations can exchange programs. This committee should render a splendid service to educational broadcasting stations.

A Study of College Women

WHAT ARE the occupations of college women? How much do they earn? Do college women marry? Who pays for their education? Why do women students drop out of college?

These and many other educational, personal, and occupational questions constantly being asked by and about the college woman of to-day, are answered in "After College—What?", a publication of the Institute of Women's Professional Relations, North Carolina College for Women, Greensboro, N. C.

The study of 6,665 land-grant college women is based upon data gathered by the Federal Office of Education in its recent survey of land-grant colleges and universities, and covers the period from 1889 to 1922.

Teaching is the most popular occupation of female college graduates. Many also follow vocations in libraries, health work, commercial fields, and in branches of home economics.

The median salary of all college women included in the study is $1,655 per year; $1,640 for teaching; $2,078 for executive positions in business; $1,992 for home economics trained women in occupations other than teaching; $1,746 for those in fine arts and related fields; $1,691 in all types of professional work, and $1,533 in all types of business.

More of the land-grant college women than women from other types of colleges marry, the study discloses. Of all gainfully employed, nearly 20 per cent are married; about 14 per cent of the teachers and approximately 28 per cent of those in all other occupations.

Sixty-one per cent of all married women graduates have children, and of these more teachers have become mothers than women in all other occupations.

Married teachers earn a median salary less than that of single teachers, and more of the married women are in elementary teaching than single women, who teach mainly in senior high school and college.

"Drop-outs" were ascribed chiefly to finances, health, and change of mind, most occurring during the first or second college year. More than half who withdrew were reported to be without paid occupations, and married. Those with degrees showed a distinct advantage in earning power over those who withdrew and never obtained a degree.

Drawing by Erwin H. Austin, Pratt Institute, Brooklyn, N. Y.

By Sabra W. Vought

Librarian, Office of Education

THAT THE AIM of the graduate school should be "to foster prospective great scholars" not to train or educate them, but "to incite to ardent exploration" in an untrodden path perceived by the imagination of the explorers, is the text of an article by President Lowell, of Harvard, in the Atlantic Monthly for August. He discusses "Universities, graduate schools, and colleges," comparing American, English, and German institutions. ¶ In a brilliant and thought-provoking article in *Progressive Education* for April, George S. Counts attacks the problem "Dare progressive education be progressive?" He wonders "whether our progressive schools, handicapped as they are by the clientele which they serve and the intellectualistic approach to life which they embrace, can become progressive in the genuine social sense." Zest is added to this discussion by "Comments" of eight of the people who heard Doctor Counts deliver this address at the Baltimore conference on Progressive Education. ¶ The trends of modern education in the various countries of the world are discussed in the League Script (Minnesota Teachers League) for April-June. ¶ The North Central Association Quarterly appeared in a new dress with the beginning of its seventh volume in June. The new format is pleasing to the eye, while the cost to individual teachers has been considerably reduced. ¶ The June issue of Understanding the Child is devoted to the problem of training the bright child. Some of the subjects considered are: "What is the bright child?" "The bright child as a school problem," "Guidance of the bright child in the grades and in high school." An interesting case study closes the discussion. ¶ "The public library in American life" is discussed in School and Society for September 3 by President Frank P. Graham of the University of North Carolina. He shows that the library has been an important factor in the development of civilization and in the enrichment of individual human life, and that now in a time of depression it helps the entire community. ¶ "The future of radio in education" with special emphasis on its aid in vocational guidance, is discussed by William John Cooper, United States Commissioner of Education, in Texas Outlook for September. While education by radio is most successful in those subjects "which especially require 'ear training" as music, history, geography, literature, and languages, as yet little progress has been made and he says "it will probably be five or ten years before we can tell exactly what we want." ¶ An interesting and appreciative account of Tom Skeyhill, the Blind Anzac, who was the friend of Roosevelt, Mussolini, and Bernard Shaw, and who wrote and spoke thrillingly about Sergeant Alvin York, appears in Michigan Education Journal for September. The author is John Jay of Hamtramck. ¶ The National Survey of Secondary Education, a 3-year study directed by the Office of Education, was completed in June. The North Central Association Quarterly for September contains a symposium on the subject. Dr. L. V. Koos, associate director of the survey, explains the methods employed and briefly summarizes the findings. Supplementing this are several articles which discuss the various aspects of the survey in its relation to the curriculum. ¶ The League of Nations' Institute of Intellectual Cooperation began in April the publication of a new monthly called Information Bulletin (Address: 40 Mt. Vernon Street, Boston, Mass.). It aims to cover the activities of the organization in the fields of art, literature, science, education, etc., and is the only periodical publication of the Institute which is issued in English. ¶ An account of New College, which opens this fall at Teachers College, Columbia University, for the preparation of teachers, appears in the Journal of Education for September 5. The author, Agnes Snyder, discusses the plans and purpose of the new enterprise. ¶ An interesting description of Sorö Academy "an old school rich in traditions" which is now the largest State boarding school in Denmark, appears in the American-Scandinavian Review for August–September. Under the title "A royal school democratized" H. G. Olrik describes this venerable school which was founded in 1586 and still flourishes as a boarding school open to any Danish boy.

New Government Aids for Teachers

THE PUBLICATIONS LISTED *may be purchased from the Superintendent of Documents, Government Printing Office, Washington, D. C., at the prices stated. Remittances should be made by postal money order, express order, coupons, or check. Currency may be sent at sender's risk. If more convenient, order through your local bookstore.*

Compiled by MARGARET F. RYAN
Editorial Division, Office of Education

Publications

General Information Regarding the Virgin Islands of the United States. 38 p., illus. (U. S. Department of the Interior.)

General information regarding the government, banking and financial condition, agriculture, economic conditions, living conditions and accommodations, and recreation, of the Virgin Islands, with a general description of the islands. (Geography; Political science; Sociology.) 10¢.

Price Lists. Commerce and Manufactures, No. 62; Forestry, tree planting, wood tests, and lumber industries, No. 43; Insects, bees, honey, and insects injurious to man, animals, plants, and crops, No. 41; Irrigation, drainage, and water power, No. 42; Maps, No. 53. (Government Printing Office.) Free.

Work of the United States Tariff Commission Since Its Reorganization. 23 p. (Tariff Commission, Miscellaneous series.) 5¢. (Political science; Civics.)

Radio Broadcasting. 3 p. (U. S. Department of State, Arbitration Series No. 34.) 5¢.

Arrangement between the United States of America and the Dominion of Canada, effected by exchange of notes signed May 5, 1932. (Radio education; International relations.)

New items

The following illustrated publications have recently been issued by the Pan American Union and are available at 5c per copy. Orders should be sent to the Pan American Union, Washington, D. C.

American Nation Series. Argentine Republic, No. 1, 31 p.; Colombia, No. 5, 29 p.; Mexico, No. 13, 46 p.; Peru, No. 17, 30 p.; Uruguay, No. 20, 30 p.

American City Series. Mexico City—A City of Palaces, No. 13–A, 28 p; Santiago—Chile's Interesting Capital, No. 4–A, 30 p.

Commodities of Commerce Series. Chocolate (Cacao) in the Americas, No. 18, 21 p.; Copper in the Americas, No. 23, 23 p.

A price list of all the publications issued by the Pan American Union may be had by addressing the Pan American Union, Washington, D. C.

Bluebeard's Castle, St. Thomas, V. I.

Remains of former days may still be found in the Virgin Islands as shown in "General Information Regarding the Virgin Islands of the United States," a publication of the United States Department of the Interior.

Maps

Topographic maps.—The Geological Survey is making a series of topographic maps that will eventually cover the whole United States, also Alaska and Hawaii. The individual maps are projected to represent quadrangle areas rather than political divisions, and each map is designated by the name of some prominent town or natural feature in the area mapped. These maps are printed on uniform sized paper, about 20 by 16½ inches and the maps of the quadrangle areas represented thereon are about 17 inches long and 12 to 15 inches wide.

About 45 per cent of the area of the country, excluding Alaska, has been mapped, every State being represented. Maps of the regular size are sold by the Geological Survey at 10 cents each, but a discount of 40 per cent is allowed on any order which amounts to $5 at the retail price. The discount is allowed on an order for either maps or folios alone, or for maps and folios together. The following topographic maps have recently been made available:

California.—Buttonwillow quadrangle; Illinois—Manito quadrangle; Kentucky-Illinois—La Center quadrangle; Maine—Grant Point quadrangle; Minnesota-Wisconsin—Wabasha quadrangle; New Mexico—Kirtland quadrangle. 10 cents each.

Post Office Department Maps.—The Division of Topography of the Post Office Department has prepared maps showing the rural free delivery routes. They are published in two forms, one giving simply the rural free delivery routes starting from a single given post office, and sold at 75 cents each; the other, the rural free delivery routes in an entire county, are sold at 50 cents each. A scale of 1 inch to 1 mile is generally used. Orders for these maps should be sent to the Disbursing Clerk, Post Office Department, Washington, D. C.

Films

Behind the Scenes in the Machine Age. 3 reels. (Department of Labor, Women's Bureau.)

Factory scenes showing the regular women employees on their jobs. Gives the contrast between hand and machine processes for producing the same article. Facts and figures tell the story of how machines increase the output aud decrease the number of workers. Animated cartoons show such causes of waste in industry as hunting for jobs, occupational misfits, long hours, poor working conditions, and unemployment. The part which the Women's Bureau plays in helping to eliminate these causes of waste is also shown. (Available in both 35 and 16 mm widths on payment of transportation costs.)

Forest Fires—or Conservation? ¾ of a reel—Talking. (Office of Motion Pictures, Extension Service, Department of Agriculture.)

Shows Secretary Hyde presenting to Representative Scott Leavitt, of Montana, a commissiou as a volunteer fire warden in his State and Mr. Leavitt making a short talk on the importance of conserving forest resources.

Learn and Live. 1 reel. (Bureau of Mines, Department of Commerce.)

A dangerous trip by automhile to the mine and a first-aid class is the framework for showing safe and unsafe attitudes, methods, and practices. A thrilling swimming near-tragedy and resuscitation converts the careless brother and prompts him to study first-aid methods. (Available in both 35 and 16 mm widths.)

THESE MEN AND WOMEN ARE AT YOUR SERVICE—

More than 100 men and women make up the staff of the Office of Education in the United States Department of the Interior. They are constantly engaged in collecting, analyzing, and diffusing information about all phases of education in the United States, its outlying parts, and in foreign countries.

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IV. Order publications to be sent C. O. D., if they are needed immediately and price is unknown. Payment is made when received.

V. Order publications through your bookstore, if more convenient.

Recent Publications

Federal Board for Vocational Education

No. 147. The Conference Procedure in Teaching Vocational Agriculture. The use of the conference method in agricultural evening classes. 1932. 38 pages. For sale by Superintendent of Documents, Government Printing Office. Price 5 cents.

No. 153. Training objectives in Vocational Education in Agriculture, with Suggestions as to Ways and Means of Attaining These Objectives. Report of the National Committee on Objectives, American Vocational Association. 1931. 31 pages. For sale by Superintendent of Documents, Government Printing Office. Price 5 cents.

No. 154. Analysis of Special Jobs in Quality Milk Production. Operative training content interpretive science and related information for the use of instructors in giving courses in quality milk production. 1931. 17 pages. For sale by Superintendent of Documents, Government Printing Office. Price 5 cents.

No. 163. Supervised Farm Practice Planning. Procedures in formulating and planning long-time programs of farm practice for students of vocational agriculture. 1932. 88 pages. For sale by Superintendent of Documents, Government Printing Office. Price 10 cents.

No. 165. Training Teachers in Supervised Farm Practice Methods. The preemployment training of teachers of vocational agriculture to conduct supervised farm practice in all-day schools. 1932. (In press.)

Monograph No. 14. Organization and Teaching Procedure to be Followed in Evening Agricultural Schools on the Marketing of Vegetables. 1932. 33 pages. For sale by Superintendent of Documents, Government Printing Office. Price 10 cents.

Monograph No. 15. Organization and Teaching Procedure to be Followed in Evening Agricultural Schools on the Marketing of Wool and Mohair. 1932. 11 pages. For sale by Superintendent of Documents, Government Printing Office. Price 5 cents.

Monograph No. 16. Organization and Teaching Procedure to be Followed in Evening Agricultural Schools on the Marketing of Tobacco. 1932. 12 pages. For sale by Superintendent of Documents, Government Printing Office. Price 5 cents.

Leaflet No. 2. Suggestions for Teaching the Job of Controlling Bunt (Stinking Smut) of Wheat in Vocational Agriculture Classes. 1932. 12 pages. For sale by Superintendent of Documents, Government Printing Office. Price 5 cents.

No. 17. Trade and Industrial Education. Organization, administration, and operation. A discussion of standards. Second revised edition. Reprinted June, 1932. 152 pages. For sale by Superintendent of Documents, Government Printing Office. Price 15 cents.

No. 157. Trade Preparatory Training for Small Cities and Rural Communities. A discussion of practical lines of development which have been found effective in meeting the training needs of such communities. 1931. 81 pages. For sale by Superintendent of Documents, Government Printing Office. Price 20 cents.

No. 142. Vocational Training for Aviation Mechanics. Suggestions relative to the organization and operation of training courses. Revised 1932. (In press.)

No. 152. Present Practices in Vocational Industrial Teacher-Training Institutions of Granting College Credit for Trade Experience, for Teaching Experience in Trade Schools, and for Supervisory and Administrative Experience in Vocational Education. 1930. 52 pages. For sale by Superintendent of Documents, Government Printing Office. Price 10 cents.

No. 155. Fire Fighting. An analysis of the fireman's job, with suggestions as to the organization and operation of training. 1931. 142 pages. For sale by Superintendent of Documents, Government Printing Office. Price 30 cents.

No. 160. Apprentice Training for Shipyard Trades. A study of the selection of apprentices and their progress in training. 1932. 37 pages. For sale by Superintendent of Documents, Government Printing Office. Price 5 cents.

No. 162. Vocational Training Costs. A study of the unit cost of vocational education in Cincinnati, Ohio. 1932. 34 pages. For sale by Superintendent of Documents, Government Printing Office. Price 5 cents.

No. 164. Report of a Training Course for Foreman Conference Leaders. Gives details of a conference held in the Detroit Edison Company to train foremen to conduct training for workmen. Price 10 cents.

No. 156. The Teaching of Art Related to the Home. Suggestions for content and method in related art instruction in the vocational program. 1931. 89 pages. For sale by Superintendent of Documents, Government Printing Office. Price 25 cents.

No. 158. The Teaching of Science Related to the Home. Suggestions for content and method in related science instruction in the vocational program. 1931. 128 pages. For sale by Superintendent of Documents, Government Printing Office. Price 25 cents.

No. 166. Suggestions for Studies and Research in Home Economics Education. Outline of projects needing investigation and some basic considerations for conducting them. 1932. (In press.)

Reclaimed. The national program of restoration of physically handicapped men and women to useful employment. 1932. 31 pages. For sale by Superintendent of Documents, Government Printing Office. Price 10 cents.

No. 161. Organization and Administration of a State Program of Vocational Rehabilitation. A discussion of the principles and methods involved in the organization and administration of a State program of vocational rehabilitation. 1932. 59 pages. For sale by Superintendent of Documents, Government Printing Office. Price 10 cents.

A Digest of the Development of Industrial Education in the United States by the Hon. Perry W. Reeves, Member of the Federal Board for Vocational Education. 1932. 18 pages. For sale by Superintendent of Documents, Government Printing Office. Price 5 cents.

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U. S. GOVERNMENT PRINTING OFFICE: 1932

SCHOOL LIFE

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November
1932
Vol. XVIII • No. 3

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OFFICIAL ORGAN OF THE OFFICE OF EDUCATION
UNITED STATES DEPARTMENT OF THE INTERIOR • WASHINGTON

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[The illustration on the cover of this issue is adapted from a drawing appearing on the cover of a series of text books used in the schools of Mexico]

SCHOOL LIFE

The official monthly journal of the Federal Office of Education. Order from Superintendent of Documents, Government Printing Office, Washington, D. C., or through magazine dealers. Subscription 50 cents per year. Foreign subscriptions 85 cents per year. A discount of 25 per cent is allowed on all orders placed with the Superintendent of Documents for 100 copies or more to be sent in bulk to one address. Address all communications pertaining to SCHOOL LIFE to Editorial Division, Office of Education, Department of the Interior, Washington, D. C.

SCHOOL LIFE

Issued Monthly, *except July and August*, by the United States Department of the Interior, Office of Education

Secretary of the Interior : *Ray Lyman Wilbur* · Commissioner of Education : *William John Cooper*

VOLUME XVIII *WASHINGTON, D. C. · NOVEMBER, 1932* NUMBER 3

Schools in Nine Nations

Doctor Cooper, Back From Tour, Tells of Changes in Europe

By WILLIAM JOHN COOPER *

MOST European school systems segregate the secondary-school population from the elementary at an early date. This is impossible for us. Before the war Germany did this at the very outset of education by having some pupils attend a *vorschule*, which was more or less private, and the rest of the pupils attend a *volkschule*, which was public. This in itself made a classification of pupils on the basis of the wealth of their parents. In some cities these schools began at slightly different hours, so that the boys and girls would not even meet on the streets. There has been a significant change wrought in this system by the war. The *vorschule* is now forbidden, except where it is held with the approval of the minister of education. The *volkschule* has been changed by adding a *grundschule* of four years, which offers the same course of study for everybody. A few people still send their children to private schools, but in time the *grundschule* will contain virtually everybody.

In Germany

The *grundschule* aims to develop gradually "the aptitude of the child by transforming the instinct which urges him to play and indulge in physical movement into a deliberate will to work." In order to do this successfully the school must try to penetrate the mind of the child, and, having grasped the ideas, then express them in the language of childhood.

There have been also established in Germany, as a result of conditions following the war, at least two new schools:

(*1*) The *Deutsche oberschule*, which places the emphasis upon elements in German culture. The chief subjects are, German, history, and the history of art and two modern foreign languages. It is not necessary for one to learn Latin and Greek in this school, and yet this school will lead to the university or other higher institutions of learning.

(*2*) A fundamentally new institution in the larger centers of Germany is the *aufbauschule*. This school is only six years in length instead of nine years, and boys may enter it from the seventh grade of the *volkschule*, thus remaining in the common-school system almost the entire length of the 8-year course. It aims to make it possible for the brighter boys to prepare themselves for college. In all German States, now, girls may be admitted to schools intended primarily for boys when their homes are not within reach of a girls' secondary school. Usually they constitute separate classes, however. Only in very small centers are girls educated with boys, and in general coeducation does not exist at all.

Four-year junior high

I think that if there is any point to this for us it tends to favor the establishment of the 4-year junior high school; that is, a junior high school which takes one to the end of the compulsory school period. Such a school could be maintained by a city free of charge, and the school above such junior high schools, possibly a 4-year collegiate school including the other two years of high school and the first two years of college, might have a small tuition fee. This tuition fee should be flexible as in Germany, where at least a fourth of the fees are used to help pay for tuition of pupils who can not afford to go if compelled to pay. This school would be a finishing school in commercial work, in agriculture, in home making, and in the trades. It might well be a school to which pupils would be admitted on scholarships, and to which other pupils would pay for a certain part of their instruction. This may provide a method of financing our high schools during the depression.

In France

In France I did not have the opportunity to visit any schools. From what I learned of their schools at the ministry of education I concluded that the war had made virtually no changes in French education. I was impressed by the influence of France itself on these schools. Foreign languages are not taken by these people as much as in Germany, and the desire to speak French and to have French spoken is very strong.

I find that these foreign countries learn foreign languages better than we do, probably due to the fact that students realize the need of speaking them. If one takes a train in almost any part of Europe, inside of six or eight hours at the most he will cross a frontier and be completely surrounded by a foreign tongue. Realizing this, pupils make more strenuous efforts than they do in this country to learn the language thoroughly. I doubt if we will ever be able to get such a powerful incentive into our foreign-language program.

In England I was especially interested in the physical-education work. All of the old schools have well-established schedules of games. Of these perhaps cricket is the most important, and at the International Conference on Secondary Education the other European countries were interested in England's program of physical education. They were anxious

* United States Commissioner of Education.

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to incorporate some similar program into their own schools, but it did not seem that cricket was making very much progress.

I was able to visit Westminster School. Its enrollment at the present time is 365. It is one of the most famous of the English public schools, which are not public at all. Boys are enrolled in the schools like Westminster at birth, and preference is given to the sons of graduates, which makes it almost impossible for an outsider to get in.

I also visited the Bec School. This is one of the larger of the London County Council schools, having a site of 7 acres and enrolling 540 boys. The building is comparatively new and approximates in arrangement our own buildings. There are in all 18 classrooms, 3 science laboratories, an art room, a handicraft room devoted largely to woodwork, an assembly, a dining hall where a mid-day luncheon is served, a gymnasium fitted with modern appliances, baths for use after the games, and a well-lighted library. There are playing fields on each side of the schoolhouse utilizing about 5 acres of the site. On these I saw splendid work in tennis and volley ball in progress.

Enrollments low

The fee for pupils whose parents reside in the county of London is approximately $50 a year for those under 12 years of age and $65 a year for those over 12 years of age. If one lives in other counties than London, the fee is considerably higher. Practically every European secondary school has a fee system. Once admitted to a school a boy must participate in the games and physical-education work unless a doctor files a certificate to the effect that the boy is unfit for this work. He must also do promptly and effectively his home work. He should join some school society, and is strongly urged to join the Boy Scouts if he is under 13 and the school cadet corps if he is over 13 years of age. He may take music and other subjects by paying extra tuition fees.

Secondary schools in Europe are usually much smaller than those in the United States. I found that a school with an actual enrollment of 700 was regarded by the schoolmasters as a monstrosity. They think that for a school to be so large a principal can not know the boys individually and personally is not a school at all. In Germany I did find secondary schools approaching a thousand in number, but in no other part of Europe was that the case.

One of the things which one learns from the secondary schools of England is that they are primarily college preparatory, and not general as are our schools, where students who plan to go into life immediately upon graduating are educated along with those who are preparing for the universities. The schools for students who wish stenography or home making, trades, and industrial work are entirely separate and under the control of a different ministry.

Smaller nations

In the smaller nations of Europe—Holland, Belgium, Czechoslovakia, and Switzerland—the secondary school is slightly different. In Belgium, for instance, the secondary school age begins at 12 and the population is strictly limited to those who wish to go on to the university. The rest go on through an 8-grade common-school system, and from this school enter normal schools and industrial schools.

In Holland there is a 6-grade elementary school, usually followed by a 6-year secondary school, which means that the secondary school begins at 13 years of age with all the pupils.

In Czechoslovakia, which has developed as an independent nation entirely since the war, the elementary school for everyone extends to 12 and for most to 14 years. The smaller group who enter the 8-year secondary school at 11 years go on to college.

In Switzerland there is no central administration of education. Statistics of schools are gathered by the Secretary of the Interior. The secondary school for the Canton of de Vaud begins at 10 years, for the Canton of Suneva at 12 years, with an elementary-school system continuing to 14, and for the Canton of Geneve it begins at 12 years. There is practically no uniformity, due to the fact that the people of Switzerland are partly French, partly German, and partly Italian.

The Austrian system of education is so much like the German that it really needs no further comment. They have only an 8-year secondary-school system as against the German 9-year system, but both begin the secondary period at 10 years of age.

Lessons for U. S.?

In Italy there is a marked difference. At 11 years, children enter the secondary school. While these schools are varied, the regular school which leads to the university consists of a 5-year gymnasium followed by a 3-year lycee. Ten years ago in October the Fascisti marched on Rome and took possession of the Government. They at once made Giovanni Gentile Minister of Education, and he put into effect some of the doctrines which he had been preaching. The Italian schools have been united with the Roman Catholic Church in that the Roman Catholicism is the religion taught in them, but it is not taught by the priests. Lay teachers have charge of it. On the walls hang the pictures of the King and Mussolini along with the crucifix. Italian schools are trying to rebuild the Italian civilization on the model of the best days of ancient Rome.

Out of all this do we get any worthwhile lesson for the United States? In the first place, you will observe that there is everywhere in Europe a marked tendency to limit secondary instruction. As a matter of fact, the positions which require secondary education of the type given in European schools are those places filled by about 8 per cent of the population. Generally they have about 10 per cent of the population in the secondary schools. We had in the high schools of this country the last year for which statistics were available 53 per cent of our eligible population in secondary schools. When one takes into consideration the sparsely settled areas in the country, it means that 75 or 80 per cent of our city population go on from the elementary school into the high school. A great many of these are preparing for college. What does this mean? For a few occupations we have figures. There are in this country to-day more physicians per thousand people than in any other country in the world. Yet our medical schools are strictly limited, so much so that some of our boys and girls go abroad to study medicine. I do not believe that we need any more medical schools or medical departments in this country. I think there are probably enough physicians being turned out at the present time. There are undoubtedly too many lawyers, especially if they were all practicing law.

Secondary education, then, is all a question of whether America is ready to accept education as worth while in itself, and not put quite so much emphasis on the dollars and cents value of it.

I have a feeling that an education should be worth while to carpenters, plumbers, bricklayers, hodcarriers, and in fact to every skilled tradesman. I do not understand why it would not be desirable for these men to have a cultural, civic education in addition to their vocational skills. I think the same principle applies to business. Why would it be objectionable for the man who does the dry cleaning to have in addition to his knowledge of his trade a good cultural education? Or for the man who delivers the groceries to one's home to have in addition to his knowledge of the grocery business a knowledge of how the Government of the United States works? I wonder how many people really know how the government of their cities, the State, and the Nation is actually carried on. Here is a large field for education and one which is growing day by day.

The Grouping Idea

A Report and Forecast on Certain Aspects of a Major Problem in Education

By ROY O. BILLETT *

PROBABLY no educational topic, except perhaps plans characterized by the unit assignment, has evoked more words, written and spoken, than the procedure commonly known as homogeneous or ability grouping. The bulk of this discussion and controversy has poured through the channels of educational magazines and periodicals within the brief space of the past dozen years. A recent selected but comprehensive bibliography totals 210 articles, books, or theses dealing with theoretical, practical, or experimental aspects of grouping. The earliest article [1] in this list appeared in 1910. Only two other articles are dated prior to 1919. During the biennium 1919–20 an abrupt increase in the number of articles on the subject occurred, due to the introduction and use of group tests of mental ability. By 1923–24 the current number of articles appearing on the subject had reached a maximum which has continued undiminished down to the present time. And the end is not yet. Less than a year ago the question "Whither homogeneous grouping?" occupied an important place on the program of an educational conference sponsored by New York University. The phrasing of the question more than faintly suggests that thinking concerning homogeneous grouping has reached the fork of the road in the fog at midnight. The question of grouping was given a conspicuous place in the three latest meetings of the National Education Association. At the Atlantic City meeting it was the subject of debate, Dr. Paul R. Mort taking the affirmative and Dr. James R. McGaughy the negative of the question.

Homogeneous grouping has been studied intensively in connection with the National Survey of Secondary Education as a part of a major project dealing with provisions for individual differences. In this investigation the literature of the field has been examined with painstaking thoroughness; 2,740 secondary schools in which homogeneous grouping is practiced (representing every State) were identified, and 289 schools were selected as outstanding in the use of homogeneous grouping. The latter group was studied in minute detail through follow-up forms, observation, and interview. The Survey has thrown light on many important sectors of the grouping conflict. Four discussed in this article are:

1. What does homogeneous grouping mean?

2. Is there any antagonism between homogeneous grouping and the principles of democracy?

3. What bases of grouping are likely to prove most useful?

4. What types of pupils are most likely to benefit from homogeneous grouping?

In the following exposition no implication is intended that the questions of whether to group and how to group have been adequately answered. On the contrary, the era of grubbing for facts has only begun. Topics here briefly touched upon, and other important aspects of pupil classification not even accorded mention, have been discussed in considerable detail elsewhere.[2]

LET US COMBINE *the X and the Y of X, Y, Z, suggests Doctor Billett, at the conclusion of his bird's-eye view of the battle ground of homogeneous grouping. Doctor Billett's opinion is based on experience with grouping, personal research, and investigation of grouping in connection with the National Survey of Secondary Education.*—EDITOR.

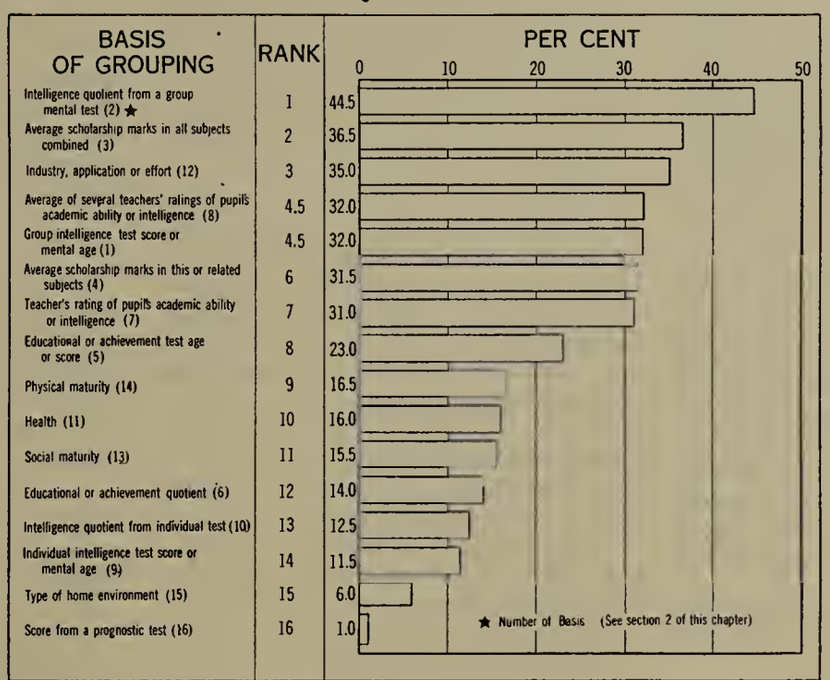


FIGURE 1.—Frequency of use of 16 bases of grouping as employed in 289 selected schools. The data cover all subject-matter fields. (* See Monograph No. 13, Provision for Individual Differences, Marking, and Promotion, National Survey of Secondary Education.)

Homogeneous grouping

Certainly the Utopian notion that perfect homogeneity can or need be secured has no place in any practical grouping plan. The only really homogeneous group would consist of one individual. Even he would need reclassifying from subject to subject and from day to day. Therefore homogeneous grouping is really an attempt to reduce heterogeneity. Its aim is to refine present methods of classification.

Ability grouping is only one of many forms of homogeneous grouping. Ability grouping generally refers to a reduced heterogeneity of the pupils' abilities to master academic material. It is usually based on scores or intelligence quotient from group tests of mental ability or teachers' marks or ratings. However, ability grouping is also achieved when pupils are grouped in Latin on the basis of tests prognostic of their abilities to master Latin; in industrial arts, on the basis of mechanical aptitude tests; in physical education, on the basis of indexes of physical efficiency, and so on.

Many forms of homogeneous grouping involve the abilities of pupils only in an incidental or correlative way. For instance, grouping is repeatedly based on pupils' needs, as in the segregation of pupils for remedial teaching in certain major subjects. Also it is frequently based on pupils' interests or objectives,

[1] Foster, W. L. Physical Age as a Basis for Classification of Pupils, *Psychological Clinic*, IV (May, 1910), pp. 83–88.

[2] National Survey of Secondary Education, Monograph No. 13, Part I (in press), and Billett, Roy O., The Administration and Supervision of Homogeneous Grouping, The Ohio State University Studies, Contributions in School Administration No. 4. The Ohio State University Press, Columbus, Ohio, 1932, xiv+159 pp.

* *Staff, National Survey of Secondary Education.*

as in college preparatory or non-college preparatory mathematics, Latin, or English. Where schools are large enough to permit it, grouping with reference to pupils' interests, needs, or aims is frequently realized through differentiated courses and curriculums. Further segregation, on the basis of the ability to do the work of the course, then may take place and is properly termed "ability grouping." In the only practical sense of the term, a greater degree of homogeneity results whenever the ranges of abilities or the diversities of interests, needs, or aims have been lessened.

In the past, homogeneous grouping has always signified the segregation of different types of pupils into separate classes. At the present time homogeneous grouping within the class is also widely employed, the class period being divided for each group into alternating periods of study and of class discussion. Grouping within the class is recognized as essential in small schools if there is to be any homogeneous grouping at all. It is necessary also in large schools in courses where for any reason there are only enough pupils for one class or section. Under this plan the course is usually presented by means of the unit assignment and the classroom is sometimes equipped with a library of reference books, laboratory materials, and movable tables and chairs.

Antagonism with democracy?

In school, as in society, groups of some sort must be formed. Dewey recognizes two characteristics of the groups composing a democratically organized society. He says:[3]

The two points selected by which to measure the worth of a form of social life are (*1*) the extent in which the interests of a group are shared by all its

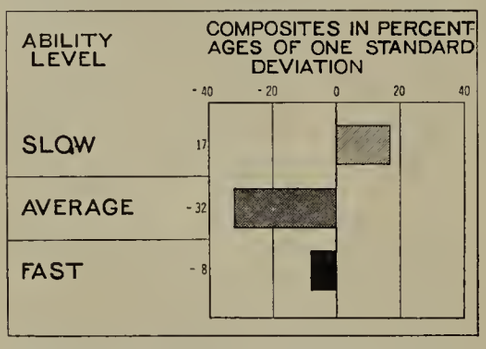


FIGURE 2.—The composite results of five of the Ohio experiments indicate that homogeneous grouping increases the measurable achievements of slow pupils but retards the progress of average and fast pupils. (See footnote 2, second reference, pp. 110–112.)

members, and (*2*) the fullness and freedom with which it interacts with other groups.

No type of group is undemocratic if the individual members participate in an optimum manner and degree in the activities of the group, and if the group in turn interacts fully and freely with other groups. Homogeneous grouping, under certain conditions to be suggested in the remaining paragraphs of this article, is a recognition and not a violation of these two criteria of democratic organization.

Although certain objections to homogeneous grouping brand it as undemocratic, nevertheless it is a procedure born of the necessities of a highly popularized system of education. For example, in an aristocratic social order those pupils receiving secondary education are a highly selected group set apart by social and economic forces. This high degree of selection produces a relatively small student body highly homogeneous in abilities, interests, needs, and aims. How different is the American high school's heterogeneous student body representing almost every possible variation in abilities, interests, needs, and aims. The difference makes it obvious that methods of classification more refined than the traditional grouping into grades, largely on the basis of chronological age, are more imperative in American schools than in the schools of countries where an aristocratic social order prevails. Moreover, as American secondary education becomes more democratized the need for homogeneous grouping will increase.

It has been alleged that homogeneous grouping exerts an undue influence on the pupil's future amounting to educational "determinism." Homogeneous grouping, intelligently employed, so far as the present writer can perceive, is not fairly open to this criticism. It does not predestine the pupil to a particular level of accomplishment, a particular occupation, or a particular place in the social order. In schools where homogeneous grouping operates successfully, each curriculum is freely open to all pupils. Within each curriculum further classification is based on measures of ability to master the subject matter. No classification is regarded as final. The way is open for the transfer of pupils from one classification level to another whenever such transfer seems advisable.

Again, some claim that homogeneous grouping is undesirable because it has no counterpart in real life. In the writer's opinion homogeneous grouping does have a multitude of analogies in real life. If "reduced heterogeneity" is accepted as the practical criterion of homogeneity, anyone can say from common-sense observation that homogeneity is the *rule* in real life. Ancient and general recognition of the fact has crystallized in the adage "Birds of a feather flock together"; and the modern cartoon, "They Don't Speak Our Language," thrives on the numerous evidences of the fact in the daily lives of everyone. The following may be cited as random examples of everyday social and economic groups: Any group of laborers, factory workers, or office workers; the patrons of any club, golf course, restaurant, or hotel; the students of any higher institution of learning; the inmates of any penal or charitable institution. Obviously any of these groups is far more homogeneous than the total population. Moreover, each large social or economic group invariably tends to subdivide into smaller groups in which still greater homogeneity prevails. For example, the foursome is more homogeneous than the total group on the golf course; and the fraternity or football squad is more homogeneous than the entire student body.

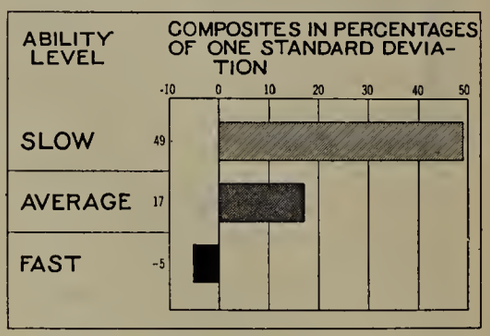


FIGURE 3.—The composite results of two of the Ohio experiments indicate that the advantages of homogeneous grouping decrease regularly as the pupils' abilities increase. (See footnote 2, second reference, pp. 59, 78–81, 108–109.)

Bases of grouping

The data of the National Survey show that 16 bases of grouping are being used alone or in various combinations in 289 schools studied intensively. (Fig. 1.) Composite bases are used in more than four-fifths of these schools, and no two schools are proceeding along identical lines.

Sound criteria for the selection of bases of grouping likely to prove most useful are greatly needed. One such criterion is suggested by the following line of reasoning: Since it is absurd to think that individual differences will be eradicated by any kind of classification, homogeneous grouping or refined classification should be aimed at removing or minimizing the most serious impediments to group learning and group instruction. Hence the basis of grouping should consist of the best available measures of those qualities of the pupil which are most significant of the probable rate at which he will acquire the concepts, appreciations, attitudes, knowledges, or skills which it is the purpose of the course to develop. But the probable rate of learning depends on two kinds of qualities—first, those relatively subject to change (for example, industry); second, those relatively unchangeable (for example, intelligence). Clearly, effective teaching must aim to modify the changeable traits, since it can have no appreciable effect on relatively unchangeable qualities.

(Continued on p. 56)

[3] Dewey, John. Democracy and Education. The MacMillan Co., New York, 1920, p. 115.

Mexico's New Schools

In which Teachers are "Apostles of Civilization" and a School is the "House of the People"

By KATHERINE M. COOK *

THE outstanding features of the program for educating rural Mexicans, to the observer familiar with United States schools, is that the initiators had the wisdom and courage to throw overboard traditional school objectives and purposes and begin de novo with a program definitely designed to fit the people and the situations in which they live.

To understand Mexico's national school program, therefore, one must keep in mind the background of the Mexican people, past and present, and their ideals for the future. To understand Mexico's schools, one must remember that they serve a different race and a different way of living.

One out of ten

A few hours south of the Rio Grande one begins to reach the heart of Mexico. Picturesque groups crowd the station platforms with unfamiliar food. Nearly all the faces one sees are Indian faces. Mexico is about 90 per cent Indian and mestizo. In the mestizo the Indian blood and Indian characteristics generally prevail over Spanish blood. The Indian natives differ markedly among themselves in language, in tradition, in cultural patterns, and to some extent in the economic level on which they live.

The traveler goes from a highly industrialized urban civilization to a rural, handicraft civilization. Regions—even villages—are practically self-sufficient. Rural Mexicans make or raise everything they need. Life is reduced to its lowest terms. This does not mean that they fail to make and use many beautiful things, but the joy is rather in their making than in their possession.

* **Chief, Special Problems Division, Office of Education, U. S. Department of the Interior.**

MRS. COOK *traveled through Mexico visiting schools and interviewing the men and women who are promoting our southern neighbor's unique experiment in education. Those who read this brief account will want her extended study which the Office of Education is now publishing, House of the People: An Account of Mexico's New Schools of Action, Bulletin 1932, No. 11. It is illustrated with woodcuts from Mexican textbooks. Mrs. Cook, chief of the special problems division, is in charge of the Office of Education's studies of the education of indigenous peoples.*

The native population lives in villages. There are, according to Tannenbaum, 62,000 Mexican villages averaging three or four hundred souls.

Unlike our own independent and at least relatively prosperous farmers, the rural people of Mexico aspire to be a peasant class. Probably for at least 1,000 years before Spanish-colonial days, as well as since, the rural people were peons. To be free peasants represents a higher social status than they have hitherto attained.

Out of revolution

Mexico's educational program is formulated against this background. It seeks to build on the cultural foundations of the Mexican people. It seeks to rediscover and revive the arts and handicraft of the highly civilized Mayans and Toltecs, of the less cultured Aztecs, and of the Spaniards who brought with them the highest European civilization of the early sixteenth century. It seeks to revive, preserve, and restore the old folkways. It endeavors to restore dignity and pride of race among the native groups.

The establishment of a Federal system of elementary rural schools as a function of the National Government is a contribution of the revolution of 1910 to Mexican education. The system was started about 1921 to 1923, during the administration of President Obregon, and through the leadership of the then Secretary of the Federal Department of Education, Jose Vasconcelos, and his associates.

"Missionaries"—that is, educational missionaries—were sent to the villages to explain the benefits of education to the people. They were expected to leave a school as one result of their visit. The teacher of each school was selected from the community, but he was paid, as teachers now are, by the Federal Government. Soon the requests for schools came faster than the Government was able to meet them. Federal appropriations for the rural-schools program have increased year by year.

How schools begin

Mexico's rural schools are cooperative enterprises. The Federal Government selects and pays the teachers and buys the books; the community furnishes the building and equipment, lends its moral support, guarantees a generous attendance of children and adults, and expresses a willingness to follow the leadership of the teacher in fulfillment of Federal education policies.

As soon as the teacher is selected the people and the children come together, and school begins. The adobe brick schoolhouse is built by the men, women, and children of the community under the teacher's leadership. Weeks or months may pass before its completion, but instruction need not wait. Adults and children and the teacher, under the trees, in a partially ruined church, or in a sheltered place by an old wall, may constitute a school.

Courses of study are not prepared and distributed by the central authorities. School projects are initiated by the teacher who lives in and knows the community. The teacher's task is to study the village's essential needs and to meet them gradually and in order of their importance. If the community needs a water supply, an investigation of the present source of water and of means of improving the supply begins at once. Projects concerned with the needed water supply may form the basis of the school curriculum until the situation has been satisfactorily improved.

Drug store in school

Since smallpox is a recurring plague in Mexican communities, practically every teacher, with the help of leaders in his community, vaccinates and teaches the essential facts concerning the need and results of vaccination. Every rural school has its medicine chest or small drug store, where simple remedies are dispensed and advice concerning their use is available. Health, variety in diet, are basic school subjects, and the school garden and the playground have become features of every rural school.

Teaching Spanish, the established language of the country, fills a practical social need. It is taught in all communities to children and their elders through music, dramatics, and the practical procedures of daily life, as well as through the three R's.

Apostolic teachers

In Mexico the curriculum grows from basic community needs and through the initiative of the teacher leader, who is, according to Professor Saenz, an apostle of civilization rather than a pedagogue.

When a particular practice initiated by a resourceful teacher succeeds, Federal school officials promote its use in other schools. The school garden is one example; the open-air theater for school and community use another. Both were initiated by a teacher and have now become features of practically all schools. In this way a certain unity of curricular practices and content has evolved out of successful experiences.

From the small beginning made by the few "missionaries" sent out by the Federal Government, rural schools have sprung up in ever-increasing numbers. There are now about 7,000 such schools, small, 1-story, rectangular, adobe buildings, painted or whitewashed, with red-tiled roofs. They are built and equipped by the community from local materials. They teach a curriculum that has grown as naturally as their native corn. Over the doorway of nearly every rural school appear the words "Casa del pueblo," house of the people.

How Mexico succeeds in finding teachers who can perform the varied tasks demanded by the new schools is a question to which one finds no completely satisfactory answer. School officials in Mexico have supreme confidence in the spirit of service and the belief in the efficacy of the program of education which animates the teachers and inspires the people.

"I go the rounds of my rural schools," says a former assistant secretary of education, "and in this village and in the next, in hundreds, in fact in most of them, I meet the apostolic teacher. He is marked by devotion, sacrifice, a quenchless enthusiasm, a childlike confidence in the worthiness of the work. A little of the doctrinaire, a kind of soldierly attitude, and that indefinable something, a hidden fountain, a guiding light akin to religion."

On the more practical side, the Mexican Federal Government established, paralleling the establishment of the rural schools, two in-service training activities to which it has intrusted important responsibilities in professionalizing the teachers and maintaining their esprit de corps; in the rehabilitation of communities; in the formulation and dissemination of a basic philosophy of education; and in seeking out basic cultural resources of the country and finding means of incorporating them into the educational program.

The first in-service training school activity is the "cultural mission," actually an itinerant normal school. There are now 14 cultural missions, 2 of which are permanent; that is, established in a given region primarily for experimentation and investigation. A traveling mission conducts 10 institutes a year, each of 30 days' duration, in a designated community of the territory to which it is assigned. The staff of five to eight members includes an educational worker, who may be the local educational director; a social worker, who is considered a key person in the staff; a specialist in agriculture; an expert in petty industries and handicrafts of the region; a specialist in popular arts, music, drama, recreation; a leader in health and physical education; one or more nurses, and sometimes a physician.

Institutes

The centers in which institutes are held are selected with care. They must be towns or villages which are typical of the communities of the region, never cities. They must be suitable for laboratory purposes, both the community itself and the Federal school which is maintained there. Here the teachers from the surrounding region gather, bringing such personal equipment as is necessary—plate, knife, and fork, and cup, for example—and live together, usually in a community house, sharing the work of its upkeep during the session. Intensive subject-matter courses are offered, academic and professional in nature, and the teachers in attendance carry on, under the direction of the mission staff, work in the local school and with the local community of the same type they are expected to carry on when they return to their respective communities to teach. Theory, demonstration, and supervised practice are the combined offerings. Each institute session is expected to leave in the community some tangible evidence of its presence—perhaps an improved water supply, a public fountain, an open-air theater, possibly a schoolhouse—always some need supplied. It is expected to leave also increased local confidence in the national program of education.

Administration simple

The second service is really a continuation of the first. It is a countrywide supervisory service through federally-appointed State and local officials. One local director visited had a hundred teachers under his supervision. The Mexican school week is six days. Three days this director used for visitation, observation, and personal help; three days for group meetings held at strategic places. Administrative details, subordinated to the work of improving practices in school and community work, are cared for evenings and Sundays, or are delegated to teachers and the numerous village committees which are organized to work with the teacher wherever a school is established. School policies and practices initiated and demonstrated at the institutes are continued under direction throughout the school year by the district supervisors, who are Federal school officers. Interpretation and local application of the principles enunciated by the institute staff are continued throughout the year under professional direction.

Teaching qualities

The teachers selected when the program was inaugurated and a high percentage of those now in service have little or no organized professional training. Many have not progressed beyond the six elementary school years. Some have even less academic education. They are selected because of certain qualities of leadership and personality, a spirit of service, of consecration to the national program of rehabilitation through education. The in-service training agencies were in the beginning, and are still to a great extent, depended upon to supply both academic and professional essentials. When the program was well under way—when, according to a Federal official, "We knew what we wanted"—rural normal schools, of which there are now 17, were established. The Federal program contemplates that in the future the rural teachers will be graduates of these schools.

The Herald's Horn

*By CLINE M. KOON**

THE following educational broadcasts are being sponsored this fall by the University of Kansas over the university station KFKU: Economics, French, German, Child Guidance, and a Citizens Forum.

The University of Iowa is presenting a very attractive series of educational programs over the university station WSUI, at Iowa City. Book Reviews, Commercial Geography, Mid-west in Prose and Poetry, General Astronomy, Illustrated Musical Chats,and the French Revolution are a few of the series being broadcast.

Cornell University presents a number of interesting farm radio programs over the university station WESG (formerly WEAI).

German, French, Spanish, a Mother's Quarter Hour, World Affairs, and Music Appreciation are some of the series being broadcast over the University of Minnesota station WLB this fall.

Radio station WRUF at the University of Florida broadcasts an Educational Hour daily, except Sunday. Music Appreciation, Florida Facts, Hour with the Masters, Florida Home Period, and Florida Farm Hour are among regular offerings.

Oregon State Agricultural College stresses agriculture and home economics in its radio programs over the college station KOAC.

Connecticut Agricultural College broadcasts French and Spanish lessons, a Science and Engineering Series, Medical Lectures, and a Short Story Hour among its educational features over station WCAC at the college.

Current Economics, Business, Practical Education, Ohio History, Nature, Customs Abroad, French, and Spanish are among the regular offerings of WEAO, the Ohio State University radio station.

Write to the colleges and universities in your region for advance information about their radio programs.

* Specialist in education by radio.

The Status of the States

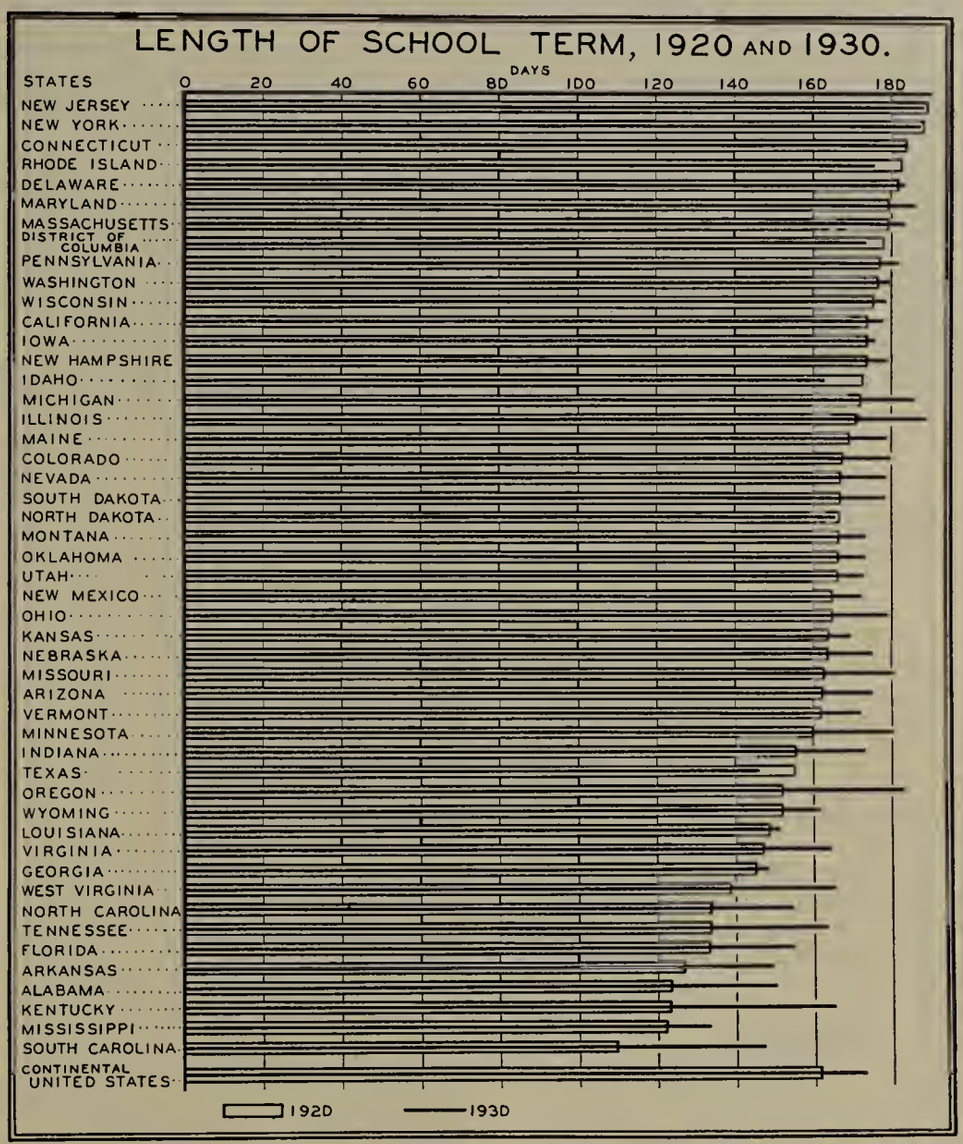
IN 1930, children had the opportunity to attend school on the average more than 10 days longer than in 1920, due to the increase in the length of the school term during the decade. The average term for the United States increased from 161.9 days to 172.7 days in the 10-year period. States having short terms in 1920 could increase the term during the decade, but those having long terms already in 1920 had no such opportunity ahead of them. Therefore, Kentucky, which had a term of 123 days in 1920, increased it by 42 days, more than two school months, before 1930. Nine other States—Alabama, Arkansas, Florida, Minnesota, North Carolina, Oregon, South Carolina, Tennessee, and West Virginia—increased their terms by 20 days or more, approximately one school month. The data reported by four States seem to show a shorter term in 1930 than in 1920.

Additional data on the length of the school term and other comparisons of State statistics will be found in Office of Education Bulletin, 1931, No. 20, Volume II, Chapter 2, Statistics of State School Systems, 1929–30.

It has been a long, steady pull to increase the educational opportunity offered the public-school child from 132 days in 1870–71 to 172.7 in 1929–30. By decades the progress has been:

Year	Term in days
1870–71	132
1879–80	130
1889–90	135
1899–1900	144
1909–10	158
1919–20	161.9
1929–30	172.7

The average term in one State in 1930 is only 1.4 days more than the average for the United States 60 years ago.—E. M. Foster, from Office of Education Statistics.



M. Kirby

Home-Making Education

How It Has Forged Ahead in the Last Two Years

By EMELINE S. WHITCOMB *

TO REVIEW the last two years in home-making education is to chronicle a succession of striking events and progressive steps unparalleled in the history of the movement.

The two years have witnessed significant extension of the home-making program to embrace a wider service. They have witnessed specialists in the field contributing importantly to two national conferences called by the President of the United States, and to four regional conferences called by the United States Commissioner of Education. They have seen home-making experts meeting the call of the unemployment emergency. They have been marked by a rebuilding of the home economics curriculum and the publication of many new books and pamphlets of outstanding significance.

At conferences

A prominent part was played by home economists in the President's White House Conference on Child Health and Protection. The late Martha Van Rensselaer was appointed to the assistant directorship of this conference, and numerous other noted home economists were named to important committees of major conference sections. A subcommittee on housing and home management, of which Martha Van Rensselaer was chairman, produced the publication entitled "The Home and the Child," first of the 32 volumes of the White House conference.

Home economists contributed to the conference publication on "Nutrition," a standard work in this field. Others assumed full responsibility for producing "Parent Education," a volume setting forth vital information on this "newcomer" in education. "Nutrition Service in the Field," and monographs 1 and 2, "Education for Home and Family Life" on the elementary and secondary school and college levels, respectively, were also published with the aid of leaders in the home-making field. These publications and the Children's Charter now occupy an important place in the home-making program of the Nation. They have been cordially received by teachers and school administrators.

Many home economists participated in the President's Conference on Home Building and Home Ownership. This conference followed the White House Conference on Child Health and Protection. To it home economists contributed generously of their time and expert knowledge to 14 of the 25 subject-matter committees and to 4 of the 6 correlating committees. Three of the 25 factual committees were headed by home economists, whose reports are now available to anyone, in or out of school, interested in creating a home environment conducive to happy, healthful, and sound living. These reports are published in two volumes—Homemaking, Home Furnishing and Information Centers, and Household Management and Kitchens.

Regional home-making conferences were called by the United States Commissioner of Education. Four regional conferences were held during the biennium and two just preceding it. The conferences brought together some of the foremost leaders in education, home economics, sociology, psychology, and economics; representatives of civic and women's educational organizations. They considered the place of home making in a program of education. They helped to promote a program to prepare boys and girls to meet their present and future responsibilities. The conferences urged flexibility in the home economics curriculum and divorcement of worn-out procedures and activities suitable for a pastoral society, but obsolete in the new, changing, dynamic social era.

The New England conference recommended that State departments of education in States affected by the conference call, as soon as feasible, a conference of parent-teacher associations and all other educational organizations and forces in the State to discuss home-making education. It urged that each State conference define and declare the scope and extent of school courses and educational instruction held essential for adequate home making. One of the New England States held such a conference in September. Another State is laying plans for a home-making conference.

Some aspects of these conferences were reported in four Office of Education circulars; also in A Symposium on Home and Family Life in a Changing Civilization, now out of print; and "Homemaking," published by the National Congress of Parents and Teachers.

A department of supervisors and teachers of home economics was created in the National Education Association July 1, 1930. This department concentrates its energies on "The articulation of home economics with other school subjects; promoting home economics for all pupils, boys and girls alike; and other vital subjects.

Aids needy

Again, as in the great World War, home economists in this depression have mustered their forces to serve communities in stretching the food dollar; in planning dietaries adequate in their nutritive value, yet low in cost; in renovating and remodeling clothing for boys and girls to keep them in school; and in utilizing the precious pennies to keep body and soul together. Throughout the land home economics departments have aided materially in preserving the morale of worthy families whose earnings ceased when jobs, seemingly secure, disappeared. For example:

Milwaukee, Wis., last year distributed more than 16,000 garments which were collected, cleaned, and remodeled by girls in home economics departments. Hundreds of children were thus provided with clothing, enabling them to continue in school. Pupils in home economics classes supplied money to repair donated clothing. Nearly 200,000 lunches were served to indigent and undernourished children. Recipes for supplies furnished to the unemployed were tested in home economics departments.

Boston, Mass., had 200,000 garments repaired and distributed to the needy and had 38,572 home projects executed. The money value contributed to "their more unfortunate brethren" by teachers, school nurses, and pupils of the entire school system during the year 1930–31 was $354,000.

Philadelphia, Pa., suspended regular food courses, as an emergency measure, thus enabling 140 foods teachers to center their attention on marketing, preparing, and serving of the least expensive foods

THIS PICTURE *of home-making education, 1930–1932, is the third biennial review of a major educational field to be featured in* SCHOOL LIFE. *Progress in Physical Education, 1930–1932, appeared in the September issue; Trends in Tests and Measurements in October. Forthcoming issues of* SCHOOL LIFE *will present 2-year summaries in health education, school buildings, parent education, commercial education, and guidance.*—EDITOR.

*Senior specialist in home economics, Office of Education, U. S. Department of the Interior.

A modern home economics classroom. Pupils in Providence Street Junior High School, Worcester, Mass., have a home management suite, including a bedroom and living room opening off the classroom.

to help meet adequate nutrition for the city's hungry. The 25,000 girls enrolled in foods classes formed combat troops to fight malnutrition among the unemployed. Pupils served 173,719 5-cent lunches, distributed 247,709 new garments, repaired 34,307 pieces of clothing, and made 29,846 dresses, 71,332 bloomers, and other wearing apparel.

Chicago, Ill., home economics department last year had the responsibility for disbursing $100,000 contributed by the Chicago Tuberculosis Institute, the Governor's relief committee, and many individuals. These funds provided one good meal daily for 10,000 children. This department also gave 12,000 garments to indigent pupils and 2,762 garments to other members of their families in need.

New York City's home economics department last year supervised the preparation and serving of more than 1,500,000 free lunches in 300 or more emergency lunch centers. During the past summer 1,608,378 meals were served to children of the unemployed at a cost of nearly $200,000, raised by teachers, administrators, supervisors, and other employees of the city board of education.

The Colorado Education Association, in cooperation with the Colorado Home Economics Association, has issued a very timely bulletin, Suggestions for Adapting Home Economics in Colorado to the Present Economic and Educational Situation.

Rebuilds curriculum

In the midst of the added responsibilities meagerly described above, home economists have found time to expand and perfect the home-making curriculum on the various school levels. Practically all cities of more than 1,000,000 population and many smaller cities have within the past two years changed some part of their home-making courses of study. Thirteen State departments of education issued revised home economics courses. A number of other States will soon publish new courses. Activities and procedures outlined appear to be based upon progressive educational objectives agreed upon by the general curriculum study commission of the State or city for all subject-matter courses.

Home economists have also planned methods and procedures to measure the mastery of activities outlined. This innovation is a decided step forward in completing teaching procedures. It is important to determine whether the student has developed certain ideals, attitudes, patterns of behavior, and has acquired skills, techniques, and knowledge in the light of goals set.

Wage-earning opportunities

Rochester, N. Y., last year graduated 22 pupils from the cafeteria and tea-room courses offered in the Monroe Junior-Senior High School, four of whom are continuing advanced work at Mechanics Institute. Some of these students had planned to drop out of school at the close of the eighth grade, but were persuaded to register for this work, which, students themselves say, is solving their economic problems.

The Manhattan (Kans.) High School organized in 1929 a course in institutional economics, using the high-school cafeteria as a laboratory. This project was inaugurated by the departments of education and institutional economics of Kansas State College of Agriculture and Applied Science. A report from the Bureau of the Census, United States Department of Commerce, shows that Kansas employed 3,897 waitresses, a field occupied by high-school girls before or after graduation. This cooperative plan is described in a bulletin, Vocational Training in the Institutional Field for Kansas High School Girls, issued by Kansas State Board for Vocational Education, Topeka, Kans., in June.

Other cities offering a course in institutional economics in regular day high schools are Ponca, Okla.; Houston and El Paso, Tex.; Laramie, Wyo.; and Boise, Idaho. Cities providing such training in vocational schools are Baltimore, Md.; Brooklyn, N. Y.; Detroit, Mich.; Chicago, Ill.; Minneapolis, Minn.; Los Angeles and Oakland, Calif.

Textual materials

More publications in this field have been produced in the past two years than at any other time in the history of the home economics movement. A number of those of the White House Conference on Child Health and Protection and the President's Conference on Home Building and Home Ownership have already been mentioned. A number of other volumes of these conferences produced by experts in other fields of education, but valuable in the development of a comprehensive home-making program, are: Nursery Education; Growth and Development of the Child, Part 4; Appraisement of the Child; the Delinquent Child; Special Education—The Handicapped and the Gifted; House Design, Construction and Equipment; Housing and the Community; Home Repair and Remodeling; and Home Finance and Taxation. Other scientific publications awaited for many years have been produced by home economists since 1930.

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SCHOOL LIFE

ISSUED MONTHLY, EXCEPT JULY AND AUGUST
By the UNITED STATES DEPARTMENT OF THE INTERIOR, OFFICE OF EDUCATION

Editor - - - - - WILLIAM DOW BOUTWELL
Assistant Editors - - - MARGARET F. RYAN, JOHN H. LLOYD

Terms: Subscription, 50 cents per year, in advance; to foreign countries in which the mailing frank of the United States is not recognized, 85 cents. *Club rate:* Fifty copies or more will be sent in bulk to one address within the United States at the rate of 35 cents a year each. *Remittance* should be made to the SUPERINTENDENT OF DOCUMENTS, Government Printing Office, Washington, D. C.

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

NOVEMBER, 1932

> *"NO MAN HAS EARNED the right to intellectual ambition until he has learned to lay his course by a star which he has never seen—to dig by the divining rod for springs which he may never reach. In saying this I point to that which will make your study heroic. For I say . . . that to think great thoughts you must be heroes as well as idealists. Only when you have worked alone . . . and in hope and in despair have trusted to your unshaken will—then only will you have achieved."*
>
> JUSTICE OLIVER W. HOLMES

A PLEA FOR MISSIONARIES

"I AM LOOKING for a teacher who is a missionary," said an able Maryland county superintendent.

"Missionary!" his companion exclaimed. "I never heard anything about missionaries in a teachers college curriculum."

"True," replied the superintendent, "but I never knew a teacher to succeed who was not something of a missionary."

Elsewhere in this issue Mrs. Cook tells of a neighboring nation where every teacher is expected to be a missionary. She tells of a nation where the will to help their fellow men has enabled a few thousand untrained teachers to lead their nation forward in a brilliant renaissance.

Last month in SCHOOL LIFE Miss Martens told how a Baltimore school shouldered the responsibility of the good Samaritan. What encouragement that story has for every teacher and every citizen! One hundred and twenty-two children doomed by scientific prediction 17 years ago to utter failure in life. But they did not fail! They are winning the struggle with life, helped by a school that says, "Welcome all; come unto our walls."

"Missionary" is a word that grates in passing through the minds of some persons. Another word, "reformer," hangs on its coat tails. It arouses visions of South Sea Islanders being dressed up in New England Mother Hubbard cover-all gowns. The missionary spirit can get out of hand.

Missionary, moreover, is a word uneasy in the presence of science. It suggests promotion and persuasion. It is unprofessional. It inserts love of mankind between cold-eyed cause and iron-fisted effect and completely upsets the equation.

But perhaps the scientific method that times the step of modern American education needs the help of the missionary spirit. Perhaps those who serve truth will consent to march side by side with those who are concentrating on serving their neighbor. Perhaps we can bring ourselves to enlist teachers like the rural teachers of Mexico, an army of men and women consecrated to lifting the level of human life and happiness through the most powerful of modern levers, the school.

Around us we see America in the throes of a desperate emergency. Around us we see an army of teachers and school administrators worrying about saving the schools. If we would save the schools, let us make the schools save America. If Mexican teachers can bring their people out of the depths of illiteracy and misery, missionary-minded American teachers can lift America to a new and better life.

EXCLUSIVE FEATURE

HOW DOES YOUR STATE stand educationally? Watch SCHOOL LIFE'S new monthly feature, Status of the States, to see the standing of your State in the important fields of education. Each month a salient summary from the vast store of statistics sent to the Federal Office of Education by the States will be presented graphically. The chart on kindergarten education in the October issue was the first of this series. Educators and citizens interested in knowing the progress of education in their respective States can gain revealing side lights from these diagrams.

INCLUDED

"SCHOOL LIFE" IS LISTED with nearly 50 leading educational periodicals, 35 books, 145 courses of study, and 16 pamphlets, as valuable source material in a new catalogue, Units of Work, Activities and Projects, just published by Lincoln School of Teachers College, Columbia University, New York City. More than 7,000 activities and projects are listed, a great many of which refer to Office of Education publications. Authors are Alice E. Carey and Paul R. Hanna, of Lincoln School, and J. L. Meriam, University of California.

I Never Shall Forget

I TRY TO CATCH *within my heart each day*
Some simple, homey thing—
A tiny kitten as it jumps to catch
A waving piece of string;

A box of red geraniums that stand
So bravely in the rain;
The rounded shadow on a pillow
Where a baby's head has lain;

An apple in a bowl of shining brass;
A spicy, new-made cake;
A china cup of blue upon a shelf;
The shadows old fires make;

The gurgling laughter of a small teapot;
The cowbells at sundown;
The dull, sonorous ticking of a clock
As midnight slips through town.

I try to fill my heart with all these things;
I'll leave them soon . . . and yet,
I think if I can catch them in my heart,
I never shall forget.

—KATHERINE MCLESKEY,
Central High School, Charlotte, N. C.

KATHERINE MCLESKEY is chiefly interested in music and writing. She is now in her junior year at the North Carolina College for Women, where she is on the editorial staff of the college magazine, "Coraddi." *I Never Shall Forget* is reprinted from "Lace and Pig Iron," published by the Central High School of Charlotte. Selected for SCHOOL LIFE by Nellie B. Sergent.

Mr. Justice Holmes

His Opinions on Education; His Philosophy of Life and Law

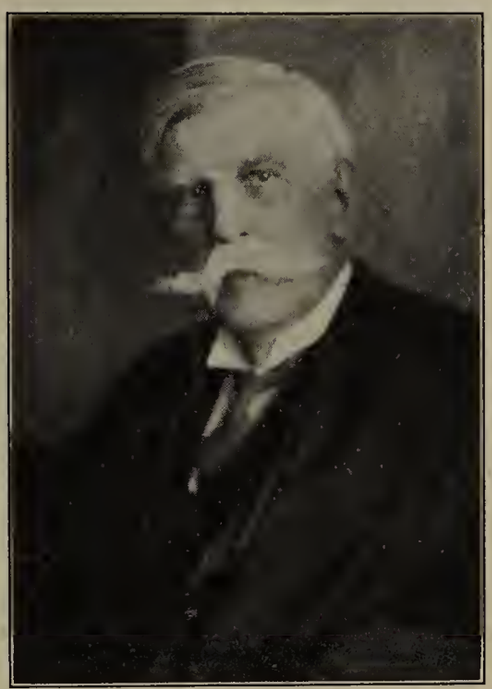
By WARD W. KEESECKER *

"TO THOSE whose faith is failing, the work of Justice Holmes is a tonic," says John Dewey. It may also be said that to those whose faith in modern education is weak or failing, the work and philosophy of Justice Holmes is a prescription par excellence. In the words of Justice Cardozo, Holmes "is today . . . for all students of human society, the philosopher and the seer, the greatest of our age in the domain of jurisprudence and one of the greatest of the ages."

Educators have much to learn from the broad perspective of Justice Holmes's philosophy. His faith in the force of ideals tends to enlarge the possible destiny of man. According to his own words, "Mankind yet may take its own destiny consciously and intelligently in hand."

Justice Holmes was a born philosopher and, after his services in the Civil War he faced the necessity of deciding upon his life work. His deepest interest was philosophy. Two roads were open—to study philosophy in the academic calm of a university professorship," or to pursue philosophy on the fighting front of modern life. He chose the latter course. It led to the law, "a window looking out on life and destiny." Justice Holmes regarded law as more "immediately connected with the highest interests of man than any other (branch of knowledge) which deals with practical affairs," and to this field he diligently applied his philosophic mind. Some lament the diversion of genius and scholarship. However, when one thinks of Justice Holmes one does not need to lament on this score, for he was able to combine law, philosophy, and literature, and to combine them to the glory of each.

Justice Holmes came to maturity when many of men's ancient beliefs were being challenged as never before. He, perhaps more than any other of his time, extended this challenge to legal thought. He questioned opinions which had been accepted for centuries by the majority. He emphasized that all education and life itself are great experiments and are constantly going on. This principle signifies the application of the scientific habit of mind to social affairs. According to Holmes, "it is ultimately for science to determine, as far as it can, the relative worth of our different social ends."



Oliver Wendell Holmes, jurist, famous son of a famous father, Oliver Wendell Holmes, author. The dissenting opinions of Justice Holmes have been widely heralded. SCHOOL LIFE presents with pleasure his views on education.

Education and democracy

The stimulating perception of Justice Holmes' views concerning education and democracy may be best gathered from his own words, only a few of which can be given here.[1] For the student of educational research, Holmes gave a clear and unimpeachable prerogative:

"The growth of education is an increase in the knowledge of measure. . . . In the law we only occasionally can reach an absolutely final and qualitative determination, because the worth of the competing social ends which respectively solicit a judgment . . . can not be reduced to number and accurately fixed. . . . But it is of the essence of improvement that we should be as accurate as we can."

Although the great jurist desired precision where precision was possible, he possessed that happy faculty and freedom of mind which sought a wide margin for human nature. He left room for imagination, intuition, invention, and novelty.

Teachers and students of education may profit by Justice Holmes's views concerning human nature and of the principle of teaching:

"Education, other than self-education, lies mainly in the shaping of men's interests and aims. If you convince a man that another way of looking at things is more profound, another form of pleasure more subtile than that to which he has been accustomed—if you make him really see it—the very nature of man is such that he will desire the profounder thought and the subtiler joy. . . . Our country needs such teaching very much."

According to Holmes, "If a man is great, he makes others believe in greatness; he makes them incapable of mean ideals and easy self-satisfaction. His pupils will accept no substitute for realities. . . ."

In sustaining the constitutional authority of the State to require a railway company to carry school children for half fare, Justice Holmes said: "The obverse way of stating this power . . . would be that constitutional rights like others are matters of degree and that the great constitutional provisions for the protection of property are not to be pushed to a logical extreme. . . ." "States must," he said, "be allowed a certain latitude in the minor adjustments of life, even though by their action the burdens of a part of the community are somewhat increased. . . . *Education is one of the purposes for which what is called the police power may be exercised.* . . ."[2] In answer to the contention that requiring a railway company to transport school children at half fare amounted to the taking of property, Justice Holmes said that "general taxation to maintain public schools is an appropriation of property to a use in which the taxpayer may have no private interest, and, it may be, against his will. It has been condemned by some theorists on that ground. Yet no one denies its constitutionality."

On Specialists

Of specialists, Holmes said:

"I know of no teachers so powerful and persuasive as the little army of specialists. They carry no banners, they beat no drums; but where they are, men learn

[1] Many of the quotations used in this article appear in "Justice Oliver Wendell Holmes," a Biography by Silas Bent, published by The Vanguard Press, New York City, 1932.

[2] Italicized by the author of this article.

* Specialist in school legislation, Office of Education, U. S. Department of the Interior.

that bustle and push are not the equal of quiet genius and serene mastery. They compel others who need their help, or who are enlightened by their teaching, to obedience and respect. They set the example themselves; for they furnish in the intellectual world a perfect type of the union of democracy with discipline. They bow to no one who seeks to impose his authority by foreign aid; they hold that science like courage is never beyond the necessity of proof, but must always be ready to prove itself against all challengers. . ."

"Comparatively few imaginations are educated to aspire beyond money and the immediate forms of power. I have no doubt that vulgar conceptions of life at the top are one of the causes of discontent at the bottom of society."

History and the law

The liberal and scientific point of view of Justice Holmes concerning the value of historical precedence in law is of much interest to educators. "It is proper to resort to it (history) to discover what ideals of society have been strong enough to reach that final form of expression, or what have been the changes in dominant ideals from century to century. It is proper to study it as an exercise in the morphology and transformation of human ideas. The study pursued for such ends becomes science in the strictest sense." To Justice Holmes the law embodied the story of the development of nations over many centuries; to him it expressed what men most strongly have believed and desired. Again, he says: "The law is the witness and external deposit of our world life. Its history is the history of the moral development of the race."

According to him, law is "forever adopting new principles from life at one end, and it always retains old ones from history at the other which have not yet been absorbed or sloughed off. It will become entirely consistent only when it ceases to grow." In *The Path of Law* he said: "It is revolting to have no better reason for a rule of law than that so it was laid down in the time of Henry IV. It is still more revolting if the grounds upon which it was laid down have vanished long since and the rule simply persists from blind imitation of the past."

That Holmes manifested a large tolerance for social experiments is evidenced by the following language:

"I believe that the wholesale regeneration which so many now seem to expect . . . if it can be helped by conscious, coordinated human effort, can not be affected appreciably by tinkering with the institution of property, but only by taking in hand life, and trying to build a new race. That would be my starting point for an ideal for the law."

When we consider that Justice Holmes is a legal scientist and prophet of the law, we may readily understand why he often played the rôle of dissenter. The explanation for his reputation as a dissenter is to be found in the weight of his dissenting opinions as well as in their number. In the words of Chief Justice Hughes: "With profound knowledge of the past, his [Holmes's] face is ever turned toward the future in unquenchable eagerness to discern 'with a sure aim the main chance of things as yet not come to life which in their seeds and small beginning lie entreasured.' His vision is so keen that 'he has but to open his eyes to see things in large relations.'"

Faith in ideals

Holmes believes in the intellectual and spiritual sufficiency of man to solve his great problems. He believes that we tend to create the kind of world we believe in. Speaking in commemoration of the work of John Marshall, he remarked: "This day marks the fact that all thought is social—is on its way to action . . . and that according to its worth and unhelped meditation may one day mount a throne, and . . . may shoot across the world the electric despotism of unresisted power."

In Abrams *v.* United States, he said: "When men have realized that time has upset many fighting faiths, they may come to believe, even more than they believe the very foundations of their own conduct, that the ultimate good desired is better reached by free trade in ideas—that the best test of truth is the power of truth to get itself accepted in the competition of the market, and that truth is the only ground upon which their wishes safely can be carried out. That, at any rate, is the theory of our Constitution. It is an experiment, as all life is an experiment. . . .

"The philosophers," said Holmes, "teach us that an idea is the first step toward an act. Beliefs, so far as they bear upon attainment of a wish (as most beliefs do), lead in the first place to a social attitude, and later to combined social action, that is, law. . .

"Man is born a predestined idealist, for he is born to act. To act is to affirm the worth of an end; to persist in affirming the worth of an end is to make an ideal. . . .

"We all, the most unbelieving of us, walk by faith. We do our work and live our lives not merely to vent and realize our inner force, but with a blind and trembling hope that somehow the world will be a little better for our striving. Our faith must not be limited to our personal task; to the present, or even to the future. It must include the past and living all, past, present and future, into the unity of a single continuous life. . . ." "I think it not improbable . . . that man may have cosmic destinies that he does not understand, and so beyond the vision of battling races and an impoverished earth I catch a dreaming glimpse of peace."

Holmes was a profound student of humanity. His eminence as a jurist is due in a large measure to the fact that he went to the depths of his field. He regarded the depths of law as the foundation of its height. He made the master spirits of all ages pay contribution to his field.

Holmes on Success

"THE *rule of joy and the law of duty seem to me all one.*"

"WITH *all humility, I think, 'whatsoever thy hand findeth to do, do with thy might,' is infinitely more important than the vain attempt to love one's neighbor as one's self. If you want to hit a bird on the wing . . . you must not be thinking about yourself, and, equally, you must not be thinking about your neighbor; you must be living in your eye on that bird. Every achievement is a bird on the wing.*"

"A MAN *of high ambition . . . must leave even his fellow-adventurers and go forth into a deeper solitude and greater trials. He must start for the pole. In plain words, he must face the loneliness of original work. No one can cut out new paths in company. He does that alone.*"

The Federal, State, and local governments furnished 78 per cent of the total income in 1930 for all education in the United States.

The size of the freshman class in 74 colleges and universities is limited. A waiting list of students is kept in 41 institutions. Students were barred from 27 colleges in 1930–31 as a result of physi-

Education Abroad

By JAMES F. ABEL *

THE children and young persons act, 1932 (22 and 23 Geo. 5, ch. 46), passed by the English Parliament during the summer and given royal assent on July 12, is among the latest of children's charters to be enacted into national law. By it a series of acts dating from 1879 is in part repealed and replaced with better legislation and in part amended. It is applicable to England, Scotland, and Wales.

The general spirit of the act is expressed in section 21, which provides that—

"Every court in dealing with a child or young person who is brought before them, either as needing care or protection or as an offender or otherwise, shall have regard to the welfare of the child or young person and shall in proper case take steps for removing him from undesirable surroundings, and for securing that proper provision is made for his education and training."

A "young person" is one who has attained the age of 14 and is under 17; a "child" is under 14. It is conclusively presumed that no child under the age of 8 can be guilty of any offense; sentence of death may not be pronounced on one under 18. The words "conviction" and "sentence" shall not be used in relation to juveniles dealt with summarily. No newspaper report may be made of the proceedings of any juvenile court in such a way as to reveal the identity of the child or young person concerned.

The juvenile courts are ordinarily to be presided over by a panel of three jurists, one of whom shall be a woman, though the scarcity of women on the bench may make it difficult to carry out the plan. They have wide powers in the matter of holding summary hearings on cases of children and young persons, removing them to places of safety, committing them to the care of fit persons, sending them to approved schools or voluntary homes, inspecting such schools and homes, requiring contributions from the parents or guardians, and in general protecting infant and child life. The courts must sit in either different rooms or buildings from those in which adult courts are held, or at different times, and juveniles must be kept away from adult offenders. Hearings are not public; access is allowed only those connected with the case, and to representatives of the press, who act under the restrictions already noted.

Children under 12 years of age may not be employed except by their parents or guardians in light agricultural or horticultural work and then only at such times as will not interfere with required attendance at school. Local authorities have power to make additional regulations regarding child employment and of any persons under the age of 18.

Almost coincident with the passing of the act, 1932, the League of Nations published a study of the organization of juvenile courts in 32 countries. (See New Books.) The two events mark an important step in advance in the protection and conservation of immature human beings.

* Chief, Foreign School Systems Division, Office of Education, U. S. Department of the Interior.

BEGINNING WITH THIS ISSUE, *an "Education Abroad" page will be a regular feature in* SCHOOL LIFE. *The foreign school systems division of the Office of Education, through the courtesy of the United States Department of State, receives from the American diplomatic and consular offices reports on educational happenings of importance in other countries. Many foreign education periodicals also come regularly to the office, and additions are constantly being made to its large collection of publications on education abroad.* SCHOOL LIFE *readers will receive a unique service monthly from these several significant sources on education in other countries.*

SOVIET EDUCATIONAL DECREE

THERE HAS NOT BEEN an "about face" in the Soviet Union's educational program, despite published reports to the contrary. According to information reaching the Office of Education in the September–October issue of the Soviet Union Review, the new educational decree does not signify "the abandonment of any specific method of teaching, since no one method has ever been adopted."

Recent investigation of educational progress in the Soviet Union did reveal, however, that in breaking away from old schoolroom methods to a more flexible educational program the laboratory methods were found in some cases to have been emphasized at the expense of the individual. The system "was very well for brighter students with plenty of initiative, but disastrous in the case of the more diffident or plodding type of child."

"The new decree commends definite progress made in the introduction of universal compulsory education for primary grades and transition to systematic study of sciences on the basis of a definite study plan and program. It points out, however, that the schools do not yet provide sufficient general knowledge, nor have they satisfactorily solved the problem of preparing for higher schools entirely literate students well equipped with the fundamentals of physics, chemistry, mathematics, language, geography, and other subjects. It provides for improvements and greater flexibility in the application of the new principles of education, for greater attention to individual needs, more thorough handling of routine subjects, and a greater degree of discipline."

NEW BOOKS

Bureau international d'éducation.—L'organization de l'instruction publique dans 53 pays. Genève. Bureau international d'éducation. 1932. 374 p.

In arranging and publishing this volume the International Bureau has put out an excellent and much-needed work. The plan of organization of instruction in each of 53 countries is described in detail and illustrated in a graph. All graphs follow the same pattern. A brief bibliography follows each sketch.

Exposition coloniale internationale de 1931.—L'adaptation de l'enseignement dans les colonies. Paris. Henri Didier. 1932. 311 p.

Not since 1910 has there appeared any comprehensive survey such as this on education in colonies. In that year the International Colonial Institute at Brussels published two large volumes on "L'enseignement aux indigenes." This latest excellent report on colonial education comes as a result of the Colonial Exposition in Paris in 1931. The colonies included are those of France, British Malaysia, Belgium, Denmark, Netherlands, Portugal, and the outlying parts of the United States.

League of Nations. Child Welfare Committee.—Organization of juvenile courts and the results attained hitherto. Geneva. League of Nations. 1932. 127 p.

Another very valuable survey. Compiled from the answers of 32 countries to a questionnaire on (1) the organization in force, (2) competency of the authority, (3) procedure of the authority, (4) measures it can take and resources at its disposal, and (5) results hitherto attained and conclusions to be drawn.

Kornis, Julius.—Education in Hungary. New York. Bureau of Publications, Teachers College, Columbia University. 1932. 289 p.

The Hungarian school system is in many ways remarkably fine. People in the United States usually know little about it because they can not read the Hungarian language and no extensive, well-written account in English has been available since about 1908. This translation into English of Professor Kornis's excellent work is very welcome to students of education abroad.

CONFERENCE IN PANAMA

INTER-AMERICAN educational opportunities, methods and projects will be reviewed at the second conference of the Inter-American Federation of Education to be held in Panama, December 23 to 31, this year.

What Teachers Colleges Teach

By EARLE U. RUGG *

TO WHAT EXTENT are statements of curriculum policies reflected in an analysis of official catalogues (1930–31) of selected teachers colleges, State normal schools, and city normal schools? This article will summarize data concerning curriculum practices in approximately one-third of such institutions.

Sixty-six institutions were selected and listed as representative of better practices in the education of teachers. At least one teachers college in each State was included.[1]

Variety of curricula

We first turn to data (see Table 1 for a condensed summary) which reveal the types of curricula offered in these selected institutions. What we now term teachers colleges were originally normal schools with curricula restricted principally to preparing prospective teachers for the elementary grades and to periods of two years in length.

This fact partially explains the first striking result of this catalogue analysis. Teachers colleges now offer preparation for all kinds of teaching positions, including varieties of combinations, such as history and government, mathematics and English, home economics and biology. A total of 170 kinds of curricula were found in the 66 institutions.

Table 1 gives the significant types (42) which are offered in at least 5 of the 66 institutions. It is significant that this list of 42 (of the 170 types of curricula) includes 70.9 per cent of the total frequencies.

What general conclusions can be drawn from the data found in Table 1?

In the first place, there is no general agreement on any one type of curriculum. Even the five most frequently offered types are found in only about half of this group of institutions. The curricula offered in the 66 institutions offering the 10 highest fields are English, home economics, industrial arts, mathematics, art, physical education for women, physical education for men, kindergarten-primary (four years), biology, and commerce.

Secondly, the most frequently offered curricula are four years in length.

Thirdly, it is apparent from the above 10 most frequently offered curricula that, aside from a kindergarten-primary 4-year course and three academic curricula (English, mathematics, and biology), emphasis is seemingly being placed on the preparation of special-subject teachers.

Fourth, the movement for more synthetic or generalized curricula is evident in three fields. In foreign language the general foreign-language curriculum is more in evidence than curricula designed to prepare teachers of Spanish or German and is half as prevalent as curricula for Latin and French teachers. The curriculum for general science is almost as frequently offered as is the curriculum for physics teachers. The general social-science curriculum is almost as prevalent as is that designed for the history teachers and is more frequently found in these institutions than is a special curriculum in sociology or economics.

Finally, the rural curricula are apparently not as prevalent as in former years, although the rural teaching problem still exists and is probably looming larger in many of the regions served by these teachers colleges. Geography, on the other hand, usually regarded as a service subject for elementary majors, is as frequently offered in a 4-year sequence as are history, Latin, several of the education curricula, and more frequently than a majority of all curricula.

TABLE 1.—*Comparaitve Frequencies of Offerings of the 42 Most Frequent*[1] *Types of Curricula of 170 Different Types in 66 Teachers Colleges and Normal Schools Selected as Representative of Better Practices*

Types of curricula	Schools offering curricula	
	Number	Per cent
1	2	3
Academic subjects:		
English—		
General, 4 years	38	57.5
Speech, 4 years	10	15.3
Foreign language—		
French, 4 years	17	26.7
German, 4 years	7	10.6
Latin, 4 years	18	27.2
Spanish, 4 years	9	13.6
General, 4 years	13	19.6
Geography, 4 years	22	33.3
History and government, 4 years	22	33.3
Mathematics, 4 years	33	50.0
Science—		
Biology, 4 years	29	43.8
Chemistry, 4 years	16	24.2
Physics, 4 years	13	19.6
Natural, 4 years	11	16.6
General, 4 years	11	16.6
Sociology and economics, 4 years	13	19.6
Social science, general, 4 years	18	27.2
Special subjects:		
Agriculture, 4 years	14	21.1
Art, 4 years	32	48.3
Commerce, 4 years	29	43.8
Home economics, 4 years	34	51.3
Industrial arts, 4 years	26	39.3
Music, 4 years	34	51.3
Physical education, men, 4 years	30	45.3
Physical education, women, 4 years	32	48.3
Education:		
Elementary, 4 years	21	31.7
Elementary, 3 years	11	16.6
Elementary, 2 years	11	16.6
Intermediate, 4 years	18	27.2
Intermediate, 3 years	8	12.1
Intermediate, 2 years	15	22.7
Kindergarten-primary, 4 years	30	45.3
Kindergarten-primary, 3 years	13	19.6
Kindergarten-primary, 2 years	21	31.7
Rural, 4 years	11	16.6
Rural, 3 years	5	7.6
Rural, 2 years	19	28.7
Rural, 1 year	5	7.6
Upper grades, 4 years	20	30.2
Upper grades, 3 years	6	9.1
Upper grades, 2 years	15	22.7
Special services:		
School librarian, 4 years	5	7.6

[1] These selected on the basis of a frequency in the 66 institutions of 5 or more.

Typical requirements

Each curriculum was next analyzed to discover (*1*) hours required for graduation, major, minors, education and psychology, and observation and practice teaching; (*2*) provision for electives, free and restricted; and (*3*) required contacts outside the major field.

First, a condensed summary of requirements in all 4-year curricula will be given. (See Table 2.[2]) Certain conclusions are evident.

(A) *The major.*—The major, for all types of 4-year curricula, is 25 semester hours, or approximately 20 per cent (19.84) of the total amount required for graduation, although in one curriculum (upper grades) it is 6.25 semester hours, or about 5 per cent, and in another (social science) it is 35 semester hours, or about 27 per cent. In the latter case the curriculum implies content in several fields—history, economics, sociology, government—so that this larger per cent of the total is not excessive. In general, one finds the size of majors for special teachers slightly larger—31.25 semester hours, compared to 25.5 semester hours for the academic majors. Considering the fact that students majoring in one of the special fields have probably not had much work in those fields in high school, the added six semester hours is not excessive. The size of the major for 4-year education

[1] Similar analyses using the same techniques have been made by Dr. W. E. Peik, of the University of Minnesota, principal specialist in charge of the curriculum research in universities, colleges, and junior colleges. The analysis of catalogue statements for the teachers colleges, normal schools, and city normal schools was chiefly the work of Mr. Harold Leuenberger of the survey staff, research assistant to the writer.

* **Principal specialist in curriculum research, National Survey of the Education of Teachers, and head of the department of education, Colorado State Teachers College.**

[2] Because of lack of space, certain interpretations of detailed types of curricula will be presented from the master tables, chiefly for illustrative purposes.

students is much smaller, the median being 11.67 semester hours. Most of these students are preparing to teach in the elementary grades, where the essential content is drawn from a number of subject matter fields.[3]

(B) *The minors.*—In general, the first minor for all majors is 17 semester hours and the second minor is 12 semester hours. The range here is narrower—13.6 to 20 hours for the first minor and 10.67 to 15 hours for the second minor.

(C) *Electives.*—These fall into two types. First, there are what are called restricted electives; the student may choose courses within a special field, such as 12 hours of mathematics or 8 hours of American history. Second, there are the free electives; here the student may choose any course from any subject without reference to restrictions. The former type of elective approximates one-fourth (24.2) per cent of the median 4-year curriculum and the latter type totals about three-tenths (30.4 per cent) of the average 4-year curriculum. Electives of both types account for over half (54.6 per cent) of such curricula.

Variations between types of curricula can be illustrated. We find the social-science curriculum offering the greatest opportunity for restricted electives—46.67 semester hours. Presumably this curriculum is not particularized, but students are required to have a certain number of hours in each of the social sciences. General language, German, and physics also permit much restricted elective work. The smallest amount of restricted elective work is in home economics, followed by art and kindergarten-primary curricula. The greatest amount of free elective work is permitted in history and government and in physics; in each case 47.5 semester hours. It is significant that the least amount of free elective work is 25.25 semester hours (19 per cent) in home economics.

(D) *Professional work—education, psychology, special method, observation, and student teaching.*—The work designed to give professional knowledge, techniques, and appreciations includes courses in education and psychology (outside the major field), special method, and observation and teaching and totals 26.05 semester hours, or 20.2 per cent of all of a 4-year curriculum.

The median amount of separate courses in education and psychology is 15.75 semester hours; in special methods, 4.45

(Continued on p. 57)

TABLE 2.—*Summary of Major Requirements in 4-year Curricula Offered in 66 Representative Teachers Colleges and Normal Schools.*[1] *No curriculum offered in fewer than five schools is reported*

Item	Number of curricula requiring [2]	Range of medians (semester hours)	Median (semester hours)
1	2	3	4
Hours required:			
For graduation	31	124.00–131.33	128.50
In major	31	6.25– 35.00	25.50
In first minor	31	13.00– 20.20	17.00
In second minor	29	10.67– 15.00	12.00
In restricted electives	31	20.56– 46.67	31.15
Hours offered in free electives	31	25.25– 47.50	39.07
In education and psychology	31	12.00– 18.67	15.75
In special method and professional courses in major	31	2.63– 9.71	4.45
In observation of teaching	30	0.00– 2.75	2.26
In student teaching	30	4.83– 9.00	5.67
In combined courses in observation and student teaching	31	4.00– 8.75	6.34
Required contacts outside major field:			
Agriculture	23	2.00– 2.75	2.00
Art	27	1.33– 5.50	2.56
Commerce	3	2.00– 2.67	2.33
English	30	8.60– 16.00	11.00
Foreign language	28	6.50– 18.00	11.67
Home economics	8	2.67– 5.00	2.75
Industrial arts	13	1.00– 6.00	2.70
Library science	30	.33– 2.00	.87
Mathematics	30	4.50– 7.50	5.67
Music	27	1.67– 4.75	2.54
Philosophy [3]	1		6.00
Psychology, general	31	2.67– 3.70	3.15
Physical education	29	2.50– 6.80	4.88
Science	30	5.00– 21.00	8.55
Social science	30	6.83– 19.00	10.20
Miscellaneous	31	1.00– 3.78	2.35

[1] Thirty-one 4-year curricula (or majors) are offered in the 66 schools.

[2] Column 2 refers to the number of curricula (or majors) requiring first minor, second minor, courses in other fields, etc.

[3] Philosophy required in 1 school.

[3] The size of the education major does not include the general professional courses required of all students. If the education and psychology work were added to the 11.67 semester hours above cited, it would make this major almost exactly the same as the median major for all types of curricula.

Unsolved Problems

THE TRANSITION from a 2-year to a 4-year course in teachers colleges has introduced many unsolved problems. Some of the issues discovered by this investigation are:

1. Are teachers colleges "aping" the typical liberal arts college as a result of the expansion above noted? Provision for majors, minors, a large amount of elective work, and an emphasis (about 60 per cent) on the conventional academic fields of foreign language, English, social science, science, and mathematics, would at least seem to reflect the traditional liberal arts curriculum.

2. In the preservice preparation of teachers, should there be majors and minors which imply detailed specialization, in some cases more than half of all work, or shall we definitely attempt to give students general broad views of several fields of experience? Specialization (see Table 2) among the majors and minors represents nearly half (43.8 per cent) of the total four years' work. Yet the facts obtained from the placing of new teachers show that the beginning teacher may expect to teach two, three, or even more different subjects.

3. What about electives? Should nearly one-third (30.4 per cent) of the total collegiate work be free electives and should another fourth (24.2 per cent) of the work be restricted electives? Are those in charge of organizing curricula aware of how electives are used? What guidance obligations does a teachers college have? Apparently one-half of the total work is not to be particularized.

4. Should there be courses in special methods? Present practice in most 4-year curricula tends to require nearly half of the entire college work in content in the major and minor fields and additional methods work equivalent to a 2-semester 2-hour course. In contrast, one might ask, Should the materials of most courses in the major, or even in the minors, be professionally presented in terms of Doctor Bagley's theory; that is, taught in terms of possible contributions and applications in the subsequent teaching activity of students preparing to teach?

5. The following queries suggest themselves concerning the work in the professional courses in education, psychology, observation, and teaching. Is a fourth of one's preservice preparation on the college level to be given to securing professional knowledge, techniques, and appreciations? Or, in other words, how much professional work is enough? From other sources we know approximately the content of this work; it includes chiefly educational psychology, history of education, class management, general method, and philosophy of education. One might raise the issue of separate observations and teaching courses versus combinations of these courses.

6. What is the nature of prescribed contact with the various major fields of knowledge and experience? Is the present distribution of contacts quantitatively in proper balance for the effective education of a teacher? If the detailed data could be given at this point, one might further ask if the proper material from the respective fields of knowledge is stressed. Is there a proper proportion of æsthetic materials (music, art, dramatics)? Is there sufficient emphasis on fields of experience possibly of crucial value to the student for his individual as well as professional use, such as contact with problems and activities relating to health, home and family responsibilities, obligations as a citizen, and recreations and appreciations? Is there overemphasis on the traditional organization—mathematical, scientific, and social studies (the latter now over half of the required contacts)?

Do You Know These Books?

A test for book week

The above illustrations are from nine old favorites and nine new children's books. The illustrations formed the end papers for First Experiences with Literature, by Alice Dalgliesh, with an introduction by Patty Smith Hill, are reproduced by permission of Charles Scribner's Sons. The correct answers appear on page 58.

THE GROUPING IDEA

(Continued from p. 44)

Therefore, if grouping is based on *changeable* traits, effective teaching will begin at once to undo the results of the grouping. In this instance the logical question is, Why bother to group? On the other hand, homogeneity based on relatively *unchangeable* qualities, significant of the probable learning rate, remains constant, permitting the teacher to concentrate on the improvement of the changeable qualities. The upshot of these considerations is that one criterion for the selection of a useful basis for homogeneous grouping is this: Select a basis composed of the best available measures of the pupils' relatively unchangeable qualities most significant of the probable learning rates in the subject-matter field in which the groups are to be formed.

Lack of space prevents further discussion of this point. In passing it may be said that *under certain conditions* a number of bases now in use satisfy this criterion. Among these may be mentioned scores or intelligence quotients from individual or group mental tests, and scores from certain prognostic tests, including tests of mechanical aptitude and of physical efficiency.

Benefit to pupils

In all probability homogeneous grouping is good for certain types of pupils, or for pupils in certain educative situations, and worthless or perhaps even harmful for other types of pupils, or for pupils in other educative situations. Some evidence is available on this point.

The writer performed a series of controlled experiments involving 902 pupils in ninth-grade English, grouped on the basis of the higher of two intelligence quotients.[4] The composite results show that the advantages of homogeneous grouping go to pupils of *less than normal academic ability*. (Fig. 2.) The composite results of experiments 1 and 2 (Fig. 3) raise an interesting speculation because of what appears to be a straight-line relationship between the intelligence of the pupils, as measured by group mental tests, and the measurable advantages of homogeneous grouping. This relationship may be stated verbally as follows: Under the conditions of the experiment, the advantages of homogeneous grouping decrease as the pupils' intelligence increases. This interesting hypothesis seems worthy of more extended investigation, since it harmonizes with a widely accepted theory

[4] Op. cit., Chs. IV to XII, inclusive.

first set forth by Binet, that an important aspect of intelligence is the individual's capacity to make adaptations for the purpose of attaining a desired end. Apparently an inevitable implication of this theory is that any adaptation of the educative environment, such as homogeneous grouping, made *for* the pupil should benefit most those pupils least able to make adaptations for themselves.

The data cited above have important implications for educational administration. They suggest that the usual procedure of forming three homogeneous (X, Y, Z or 1, 2, 3) groups is in part waste motion. In the long run better results will be obtained with less effort and difficulty by segregating for academic work only those pupils whose intelligence quotients are below 90 to 95. Sections consisting of normal or above normal pupils then may be formed heterogeneously, and differentiated unit assignments for the most part will provide adequately for the pupils' individual needs. It is a rational speculation that the principle here involved may prove to have universal application in all subject-matter fields. For example, the advantages of grouping in industrial arts on the basis of a valid and reliable measure of mechanical aptitude may go largely to pupils below some yet-to-be-determined critical point on the scale of the grouping criterion; an analogous situation might obtain for pupils grouped in physical education on the basis of physical efficiency, and so on, for other fields of educative activity.

decade. But homogeneous grouping is apparently in no danger of being shelved in the archives of obsolete educational procedures.

Drawing by Erwin H. Austin, Pratt Institute, Brooklyn, N .Y

By SABRA W. VOUGHT
Librarian, Office of Education

THAT young people of to-day are being trained for vocations rather than educated toward character and intellect is the contention of Albert Jay Nock in an article in Harpers for September, The Disadvantages of Being Educated. He maintains that the genuinely educated young person is handicapped in the struggle for existence. ¶A recent bulletin issued by the Carnegie Endowment for International Peace Library is a bibliography on Education for World Peace (reading list No. 33). Compiled by Miss Mary Alice Matthews, it includes material published in books and periodicals. It emphasizes the use of the cinema, the radio, and exhibits in the work for international peace that may be carried on in home, church, school, and camp. It also has sections devoted to courses of study, scholarships and fellowships, school correspondence, and student organizations. ¶The Kentucky School Journal for September contains a short list of lists of books for children. ¶A strong indictment of the "antimarried teacher ruling" is made in Forum for October. The writer, Walter A Terpenning, is professor of sociology at Western State Teachers College, Kalamazoo, Mich. ¶The Newark School Bulletin for September is devoted to the subject of school libraries and library service. The first article describes the board of education library, which is a professional library serving all members of the educational staff. Other articles outline a library unit for second grade; give a list of stories about the library for the primary grade; and discuss the art school library, the student library staff, the elementary school library, and library and museum service to Newark schools. ¶The Journal of Educational Sociology for September is devoted to a study of the boy's club. It takes up various aspects of the subject, including the statistical and ecological, and also presents a discussion of case studies in the study of boys' clubs. ¶Collegiate Economy is the subject of an article by Daniel M. O'Connell, S. J., in America for October 1. The writer makes a plea for eliminating some of the extravagancies of student life—for example, elaborate "proms," expensive "year-books," and costly graduations. ¶The history of dormitory life at Columbia appears in Columbia University Quarterly for September. The author, Herbert B. Howe, director of Earl Hall, begins with The First Experiment, 1760–1776, and with many quotations from contemporary sources brings to date this record of the development of one phase of student life at an urban university.

In conclusion it seems safe to say that one may expect methods of grouping to undergo radical revision within the next

WHAT TEACHERS COLLEGES TEACH

(Continued from p. 55)

semester hours; and in observation and teaching, 5.85 semester hours. Variation, implied in the ranges of these types of professional courses, is slight, as shown by the following: (1) For education and psychology, from a median of 12 semester hours in library science to 18.67 semester hours in Spanish; (2) for special methods, from 2.63 semester hours in biology to 9.71 semester hours in physical education for men; and (3) for observation and student teaching, from 4 semester hours in library science to 8.86 semester hours in kindergarten-primary education. Obviously there is greater variation in specific subjects—from 4 semester hours of education and psychology in physical education for women to 29 semester hours in rural and intermediate curricula; from 1 semester hour of special method in art and home economics to 40 semester hours of such courses in industrial arts; from 2 semester hours of observation and teaching in agriculture, art, home economics, mathematics, modern language, music, physical education for women, social science, kindergarten-primary, upper grades, and rural education to 17 semester hours in geography.

(E) *Required contacts outside the major field.*—These required contacts are seemingly of two types. First, many teachers colleges have certain general courses required of all students. Second, students majoring in a certain field are required to take related courses in other subject-matter fields. Apparently (see Table 2) the greatest amount of required course work is in the five fields of foreign language, English, social science, science, and mathematics.

Two-year curricula requirements

The space for this article does not permit even an equally brief treatment of the 2-year curricula in normal schools and teachers colleges. They follow the same general pattern but with different subjects represented for the minors, because the graduates of these curricula are preparing for elementary and rural teaching. Most of the questions and issues which have been raised about 4-year curricula, and which apply also to the 2-year curricula, all will receive more detailed treatment in the final report of the National Survey of the Education of Teachers in connection with which this analysis has been made.

Character Building Stories

PRIMARY teachers who would like to know where to go for a carefully selected list of stories suitable for emphasizing character traits will find them in a mimeographed booklet entitled "Library Habits for Grades One and Two," prepared by Miss Amanda Koch, library teacher in the Allen School in Pittsburgh. The list contains not only the names of the stories but titles and authors of the books containing them—page references for collections of stories—and the particular character traits that the stories illustrate.

Twenty different character traits are given. Each one is the subject of an outline suggesting certain library activities and stories that emphasize traits which should help in forming good library habits. The 20 traits are:

appreciation	friendly kindness	patience
attention	helpfulness	punctuality
care of books	honesty	quietness
cleanliness	industry	self-control
courtesy	loyalty	self-entertainment
dependability	obedience	thoroughness
fairness	orderliness	

Some of the activities and stories listed under the character trait "punctuality" are given as an example to show the content of the outlines. The motto for this outline is "By and By is Easily Said." Suggestions for a library talk emphasize promptness in coming to the library and in being seated, falling into line, and returning books. Some of the stories appropriate for the subject and places where they may be found follow:

The Boy and the River—*Child Life—Second Reader*—BLAISDELL
The Boy Who Kept the Gates—*New Winston Third Reader*—FIRMAN
A Dillar-A-Dollar—*Nursery Rhyme Book*—LANG
Georgia-Lie-A-Bed—*Careless Jane*—PYLE
Little Red Riding Hood—*Fairy Stories and Fables*—BALDWIN
Rumple-Stilts-Kin—*Children's Book*—SCUDDER
Wishing Wishes—*More Mother Stories*—LINDSAY

In the selection of the stories care was taken that they had literary value, emphasized the desired trait, suited the level of the child's intelligence, were of the appropriate length, and could be found readily. All of the library teachers in Pittsburgh cooperated.

The Pittsburgh elementary schools are organized on the platoon basis, which provides for a library room for every building with a library teacher in charge. In preparing the booklet, uses beyond the impetus toward good library habits were considered, for it is suggested in the "Foreword" that lower grade teachers in nonplatoon schools should find the list of stories useful and that Sunday school teachers and parents might adapt the subject matter to the fields of their endeavors.

Information concerning the purchase of the booklet should be addressed to Miss Mary E. Foster, Head, Schools Department, Carnegie Library of Pittsburgh, Pittsburgh, Pa.—EDITH A. LATHROP.

Answers to Test on Page 56

Top row, left to right.

Peter Rabbit, from The Tale of Peter Rabbit, by Beatrix Potter. (Warne.)
Little Black Sambo, from Little Black Sambo, by Helen Bannerman. (Stokes.)
The Baby Bear, from The Three Bears in The Golden Goose Book, by L. Leslie Brooke. (Warne.)
Angus, from Angus and the Ducks, by Marjorie Flack. (Doubleday.)
The Old Man, from Millions of Cats, by Wanda Gag. (Coward.)
Christopher Robin and Pooh, from Now We Are Six, by A. A. Milne. (Dutton.)

Middle row.

Johnny Crow, from Johnny Crow's Garden, by Leslie Brooke. (Warne.)
Pinocchio, from The Adventures of Pinocchino, by C. Collodi; illustrated by A. Mussino. (Macmillan.)
Alice, from Alice's Adventures in Wonderland, by Lewis Carroll; illustrated by John Tenniel. (Macmillan.)
The Little Wooden Farmer and His Wife, from The Little Wooden Farmer, by Alice Dalgliesh. (Macmillan.)
Karl's Wooden Horse, from Karl's Wooden Horse, by Maj. Lindman. (Laidlaw.)
Jummy, from Little Elephant, by Hamilton Williamson. (Doubleday.)

Bottom Row.

The Owl and the Pussy Cat, from The Complete Nonsense Book, by Edward Lear. (Duffield.)
The Elephant's Child, from Just So Stories, by Rudyard Kipling. (Doubleday.)
Jack be Nimble, from The Little Mother Goose; illustrated by Jessie Willcox Smith. (Dodd.)
Karoo, from Karro the Kangaroo, by Kurt Weise. (Coward.)
Dr. Dolittle, from The Story of Dr. Dolittle, by Hugh Lofting. (Stokes.)
The Little Wooden Doll, from The Little Wooden Doll, by Margery Bianco. (Macmillan.)

Brevities

Tuition rates are highest in nonsectarian colleges and universities in the following order: Women's colleges, men's colleges, and coeducational institutions. Charges are about $200 annually in denominational colleges. Tuitions are lowest in State-supported institutions of higher education.

A glass-inclosed motor launch has been chartered by the school board of Solomons Island, Md., to carry about 70 boys and girls to school—a mile distant by water and 3 miles by road.

"A single generation of childhood, educated under proper conditions, could change the world."—Bertrand Russell in Modern Education.

Technical education for professional gardeners, similar to that given by Kew Gardens in London and the Royal Botanic Gardens in Edinburgh with great success for more than 100 years, is being provided by the New York Botanical Gardens.

Unemployment has sent 2,000 former students back to school in Toronto, Canada.

"If the proportion of children in the population to-day were the same as 50 years ago, there would be 11,000,000 more children under 15 than there actually are in the United States."—New York Times.

A student expecting to enter a State college needs at least $200 in his pocket when he registers. This means that he may get a good start in college work, but will need to work his way during the year.

The honor system in college examinations (1932) is in vogue in 5 men's colleges, 34 women's colleges, and 38 coeducational colleges and universities.

In the Middle West and South 14 colleges ban automobiles from their campuses, 47 colleges do not allow dancing, and 29 do not allow card playing.

WITH ALL THEIR FAULTS

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Compiled by MARGARET F. RYAN
Editorial Division, Office of Education

Publications

Rockeries. 1932. 8 p., illus. (U. S. Department of Agriculture, Leaflet No. 90.) 5¢.

Will help the would-be possessor of a rockery—rock garden, rock border, rock walls, etc.—to determine the plants that are likely to succeed under the conditions that can be provided. (School gardening; Landscape gardening; Nature study.)

How to Grow an Acre of Potatoes. 22 p., illus. (U. S. Department of Agriculture, Farmers' Bulletin No. 1190.) 5¢.

Prepared especially for use in boys' and girls' club work. (Agriculture.)

Canning Fruits and Vegetables at Home. 1932. 22 p., illus. (U. S. Department of Agriculture, Farmers' Bulletin No. 1471.) 5¢.

Applications of scientific principles to home canning of fruits and vegetables. The methods recommended are based on knowledge of the causes of food spoilage and ways of preventing it. (Home economics.)

The Panama Canal—General Information. 1931. 24 p., illus. (The Panama Canal, Washington, D. C.) 3¢.

Concise summary of information about the Canal in all its principal aspects—its construction, the Panama railroad, facilities for shipping, history, commercial and financial statistics, distances saved, traffic to June 30, 1931, organizations, and special information for the convenience of visitors. Contains 31 illustrations. (Geography; History; Economics.)

Composite List of Nontheatrical Film Sources. 1932. 17 p. (Bureau of Foreign and Domestic Commerce, Circular No. N-46.) 10¢.

Names and addresses of 524 concerns which have had motion pictures produced describing much of the colorful romance of industry. A brief code indicates whether the films are available free of charge or otherwise, whether they are silent or sound, 16 or 35 millimeters in size, and whether they are printed on inflammable or noninflammable stock. (Visual education.)

Films

The following films may be borrowed free from the Extension Service, Office of Motion Pictures, Department of Agriculture, Washington, D. C. The only cost to the borrower is for transportation.

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The Manufacture of Sheet Steel and Tin Plate. 1 reel—silent. (Available from the Bureau of Mines Experiment Station, Pittsburgh, Pa.)

Lantern slides

Lantern slides may be borrowed from the following Government agencies located in Washington: Department of Agriculture, Bureau of Reclamation, National Park Service, Children's Bureau, Women's Bureau, Public Health Service, and the Bureau of Mines (Pittsburgh, Pa.).

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Maps

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Army Air Corps Strip Airway Maps. Scale, 1 inch=8 miles. (Director, Coast and Geodetic Survey, Washington, D. C.) Price, 35¢ each. No. 1, Dayton, Ohio, to Uniontown, Pa., 10 by 27 inches; No. 2, Washington, D. C., to Uniontown, Pa., to Wheeling, W. Va., 10 by 32 inches; No. 4, Washington, D. C., to Norfolk, Va., 10 by 22 inches; No. 30, El Paso, Tex., to Tucson, Ariz., 10 by 38 inches.

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Photographs

Canal Zone. A selection of typical views. 8 by 10 inches. (Washington Office of the Panama Canal.) Price, 20¢ each.

Courtesy of the Panama Canal

PASSENGER STEAMER LEAVING UPPER LEVEL OF MIRAFLORES LOCKS, PANAMA CANAL
(See Canal references above)

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Special Schools and Classes in Cities of 10,000 Population and More in the United States, Bulletin, 1930, No. 7 . . . . Price 10 cents

Public School Education of Atypical Children, Bulletin, 1931, No. 10 . . . . Price 25 cents

An Annotated Bibliography on the Education and Psychology of Exceptional Children, Pamphlet No. 23 . . . . . Price 10 cents

Opportunities for the Preparation of Teachers of Exceptional Children, Bulletin, 1931, No. 21 . . . . . Price 5 cents

Parents' Problems with Exceptional Children, Bulletin, 1932, No. 14 . . . Price 10 cents

Education of Crippled Children, Bulletin, 1930, No. 11 . . . . . Price 20 cents

Schools and Classes for Delicate Children, Bulletin, 1930, No. 22 . . . Price 20 cents

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Speech Defects and Their Correction (for Teachers, Parents, and Pupils), Pamphlet No. 22 . . . . . Price 5 cents

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Office of Education

United States Department of the Interior

U. S. GOVERNMENT PRINTING OFFICE: 1933

SCHOOL LIFE

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December
1932
Vol. XVIII • No. 4

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OFFICIAL ORGAN OF THE OFFICE OF EDUCATION
UNITED STATES DEPARTMENT OF THE INTERIOR • WASHINGTON

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OFFICE OF EDUCATION
U. S. DEPARTMENT OF THE INTERIOR

SCHOOL LIFE

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 to promote the cause of education throughout the country." To diffuse expeditiously information and facts collected, the Office of Education publishes SCHOOL LIFE, a monthly service, September through June. SCHOOL LIFE provides a national perspective of education in the United States. Order its service for one year by sending 50 cents to the Superintendent of Documents, Government Printing Office, Washington, D. C. To foreign countries, 85 cents 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 per cent. Enter subscriptions also through magazine dealers. Send all editorial communications pertaining to SCHOOL LIFE to Editorial Division, Office of Education, U. S. Department of the Interior, Washington, D. C.

SCHOOL LIFE

Issued Monthly, *except July and August*, by the United States Department of the Interior, Office of Education

Secretary of the Interior : *Ray Lyman Wilbur* · Commissioner of Education : *William John Cooper*

VOLUME XVIII *WASHINGTON, D. C. · DECEMBER, 1932* NUMBER 4

Education's Losses and Gains

NO SCHOOL CLOSED, no classes were sharply inereased in size, no teacher's salary was redueed on Oetober 30, 1929, the day after United States most destructive economie earthquake.

For a year, amid recurring shocks, schools carried on as usual. Not until the summer of 1930 did eracks appear in the foundations of our edueational system. In 1931 and 1932 school serviees began to erumble and fall. To face 1933 and 1934 demands eourage. In eeonomie disasters the hardest blows to edueation eome late.

Since our Nation is divided into 130,000 independent school distriets it is diffieult to know the extent of destruction. In eaeh eommunity and State, eitizens, school administrators, and teaehers are struggling alone and in the dark to save and to salvage. They only know by wild rumor what has happened to their neighbors.

To enable eitizens and schoolmen to strive intelligently to preserve publie education's serviees, the Federal Offiee of Edueation is gathering vital facts on what has happened and is happening.[1] The facts will enable local leaders to shape their plans in the light of national, regional, State, eity, and rural facts on edueation's losses. Facts are revealing the true situation in the kindergarten-primary, elementary and high school, college and university. (See Higher Edueation's Budget, SCHOOL LIFE, October, 1932, and Office of Education Circular No. 58.)

To 3,176 superintendents in cities 2,500 population and up, and to 4,281 county superintendents, Assistant United States Commissioner of Education, Bess Goodykoontz, reeently wrote: "This offiee is making an effort to keep edueators as well as the publie informed in regard to the relative effeets of the present economie readjustment upon publie edueation and what the school authorities are doing to meet the situation. Please give the figures sinee 1929–30 (1930–31 for eity schools)."

Approximately half of eaeh group have replied. Analysis is under way. SCHOOL LIFE presents three "straw" summaries of ill winds: (1) Trends in 41 eities, 100,000 population and over, analyzed by geographieal regions; (2) elimi-nations and eurtailments of serv-ice in 478 eities 10,000 population and more; (3) trends in rural sehools in two hard-hit States, Alabama and Arkansas.

January SCHOOL LIFE will eontinue the analysis. Mimeograph eireulars giving complete analyses of the rural and eity situations will be sent free to applieants as soon as they are available.

EARTHQUAKE!

They call it depression, crisis, emergency. It is more like a slow-motion earthquake—that violent October, 1929, break, along the Wall Street fault line—the news bulletins of nation-wide loss—more quakes—the organization of rescue parties, committees, commissions, the R. F. C., loans, food for the starving—still more quakes—tales of heroism, sympathy, pity—refugees riding trains like a Flying Dutchman army trying vainly to reach safety from a disaster that, unlike Tokio's local quake, has shaken every square foot of our entire Nation—lastly, the clearing away of wreckage of broken banks and industries, homes and farms—and the costly rebuilding!

Not a schoolhouse has collapsed. No children have been killed. Yet our schools have been hit by the disaster. This might be called "School Life's" earthquake issue. It tells of the remarkable rescue work by colleges and universities. It begins to count the losses in services and funds in city and rural schools. It describes help given by the Reconstruction Finance Corporation. It directs attention to two major problems of educational rebuilding—taxation and class size.

Since the economic earthquake will control our destinies in this decade, "School Life" has and will continue to inform educators of losses, rescue work, and proposals and achievements in rebuilding our schools, reported to the Office of Education.

[1] The National Education Association is also concentrating on the emergency situation in the schools, and its research service has published two bulletins, one last May and one recently.

Following are presented the ups and downs of seven major factors in school operation. They have been interpreted in terms of a typical city of 100,000 population. The city reader can easily test his own school budget against these averages.

It makes a great difference, of course, in what region we locate our typical city. If we locate it in North Atlantic (New England, New York, Pennsylvania, New Jersey), we would find relatively little change. When we take the North Atlantic States out of the table, sharp changes in the averages appear (see table), due to the effect on the United States average of the very large expenditures in this thickly populated section of the country. Reduction in salary budgets, with New England out, reaches 14.62 per cent.

Enrollment.—Up 1.39 per cent.

This means an increase of 240 pupils in a typical city of 100,000 enrolling 17,500 pupils. In a western city, where the increase has been 5.45 per cent (see table), this would mean about 950 pupils.

Teaching staff.—Down 2.13 per cent.

The reduction would be 11 teachers for our typical city.

Teachers' salaries budget.—Down 4.96 per cent.

Although the average reduction appears to be only 4.96 per cent, it is in fact much greater. New York, where salary schedules are unchanged, is included in this figure. Chicago is not. But New York teachers have given for relief more than $2,000,000, while in Chicago teachers have been paid in warrants which are discounted. If the teacher-salary budget was about $1,050,000, the 4.96 per cent reduction in teacher-salary budget would lop off about $52,500.

Assessed value of property yielding school funds.—Down 7.5 per cent.

This would automatically reduce the income available for schools in a typical 100,000 city with an assessed valuation of $150,000,000 by more than $146,000, even if the tax rate were kept at $13 per thousand.

Current expense.—Down 5.32 per cent.

Compare with teacher budget slash of 4.96 per cent. Apparently salary reductions are soaking up most of the economies made. The reduction for our typical 100,000 population city with a budget of $1,500,000 would be $79,800.

Capital outlay.—Down 37.98 per cent.

State aid.—Up 2.13 per cent.

This has occurred in the Eastern and Western States, not in the Central States.

Effect of the economic depression on public schools in cities of 100,000 population and more—Percentage increase or decrease from 1931–32 to 1932–33

Read table thus: In the North Central States, school budgets for 1933 were reduced 13.85 per cent below 1932 expenditures. Budgets for capital outlay were reduced 18.55 per cent; the teachers' salary item in the budget was reduced 17 per cent; the appropriation from the State to help the local community was reduced 8.17 per cent; the assessed valuation of property taxed for school purposes was reduced 13.37 per cent; enrollment in school decreased 0.1 per cent; and the number of teachers employed decreased 3.17 per cent.

Region [1]	Total current expenditure	Expenditures for capital outlay	Expenditures for teachers' salaries	Appropriation from State	Assessed valuation	Enrollment first month	Number of teachers first month
North Atlantic	−1.59	−47.10	−0.39	+5.18	−5.62	+0.97	−1.30
North Central	−13.85	−18.55	−17.00	−8.17	−13.37	−.10	−3.17
South Atlantic	−5.96	−46.19	−5.81	+2.34	−4.40	+.98	−1.54
South Central	−20.54	−6.41	−20.34	−10.50	−10.69	+1.17	−2.25
Western	−14.70	−36.23	−13.81	+7.87	−16.27	+5.45	−1.96
United States	−5.32	−37.98	−4.96	+3.13	−7.50	+1.39	−2.13
United States, excluding North Atlantic	−12.24	−39.19	−14.62	−5.98	−14.12	+1.63	−2.59

[1] States embraced in the respective regions are given in the following list:

North Atlantic Division:	North Central Division:	South Atlantic Division:	South Central Division:	Western Division:
Maine.	Ohio.	Delaware.	Kentucky.	Montana.
New Hampshire.	Indiana.	Maryland.	Tennessee.	Wyoming.
Vermont.	Illinois.	District of Columbia.	Alabama.	Colorado.
Massachusetts.	Michigan.	Virginia.	Mississippi.	New Mexico.
Rhode Island.	Wisconsin.	West Virginia.	Louisiana.	Arizona.
Connecticut.	Minnesota.	North Carolina.	Texas.	Utah.
New York.	Iowa.	South Carolina.	Arkansas.	Nevada.
New Jersey.	Missouri.	Georgia.	Oklahoma.	Idaho.
Pennsylvania.	North Dakota.	Florida.		Washington.
	South Dakota.			Oregon.
	Nebraska.			California.
	Kansas.			

Ground lost and gained

Have city school services been curtailed or dropped?

Nearly two-thirds of 478 cities, 10,000 to 100,000, report that some services of the school have been curtailed or wiped out. A few schools, however, have actually increased services.

Losses

Eliminations in the order of the frequency of their occurrence are listed below. These figures must not, however, be read as ratios, because there are no data revealing what proportion of communities reporting had the services listed.

SERVICES	
Supervisors of music	32
Kindergartens	26
Supervisors of art	21
Dental service	20
Night schools	17
School nurse service	17
Medical inspection	11
Manual training	15
Home economics (elementary grades)	11

School services suffering most frequent curtailment:

Night schools	19
Physical education	17
Nurse service	15
Medical inspection	9

Gains

Fifty-two cities report increases in school services, despite or because of the depression. Physical education, dental clinics, and classes for handicapped children head the list of gains. Two cities have added junior colleges.—By E. M. FOSTER, WALTER S. DEFFENBAUGH, WILLIAM DOW BOUTWELL.

TEACHERS BEST CREDIT RISKS

WE DO NOT KNOW whether it is due to the sterling quality of their character, the fact that board members are usually local merchants, or that they have very little money to spend, but teachers, it is found, pay their bills better than persons in any other occupation.

The Credit Herald, compiling figures from three surveys covering 35 occupations, puts teachers at the top. The ranking of the first 15 ran as follows:

Occupation:	*Percentage rating*
School-teachers	89.3
Chain-store managers	89.0
Office employees	88.1
Retail grocers (personal accounts)	87.1
Doctors	84.9
Railroad trainmen	84.5
Dentists	83.7
Railroad shopmen	81.8
Retail salespeople	81.7
Other retailers (other than grocers), personal accounts	81.6
Nurses	78.2
Farmers (owners)	73.9
Lawyers	66.0
Traveling salesmen	64.0
Factory workers, men	63.3

HOME-MAKING EDUCATION CONFERENCES

VERMONT AND RHODE ISLAND were the first States to carry out recommendations made by the New England Home-Making Conference held this year, with the cooperation of the Office of Education, at Massachusetts State College, Amherst. The recommendations suggested that each New England State, as soon as feasible, call together a conference within the State of parent-teacher associations and like organizations, with all other educational forces, to discuss home-making education. The Vermont meeting was held at Montpelier on September 29 and 30; the Rhode Island conference at Rhode Island State College, Kingston, November 28. Commissioner of Education William John Cooper addressed both conferences.

How Rural Schools Have Been Hit

By WALTER H. GAUMNITZ*

IMPORTANT AS ARE the losses sustained in the school systems of cities, those found in the rural schools are greater both in extent and in educational significance. Generally speaking, city schools have always enjoyed much better financial support. They employ better qualified and better paid teachers. They have more adequate and better equipped schools. They provide a longer and richer program of education.

When the necessity comes to effect retrenchments, they can begin on a comparatively high level. Rural schools, on the other hand, operate largely on a basis of minimum essentials. They stick closely to the three R's, to training in character, and other indispensable educational objectives. The salaries paid have always maintained the narrowest possible margin above the mere essentials of a livelihood; the "little red schoolhouse" too often fails in redness for want of a coat of paint; rural-school terms have been brief at best. Since rural schools have almost no margin beyond barest necessity, drastic cuts can only be achieved at the expense of basic losses to the educational program.

Investigation of readjustments which reduced revenues are forcing upon rural schools shows first of all that in some States, as the New England group, California, Arizona, and the like, very little has happened thus far. Rural-school authorities of these States are effecting every possible economy, but thus far they have not found it necessary to make serious cuts. As to the future, the school authorities of these States are not so sure.

Facts on two States

In other States, however, the figures tell a different story. Taking, as examples, two of the first States to be tabulated, Alabama and Arkansas, let us look at them, first, from the standpoint of the educational welfare of the children involved; second, from the standpoint of maintaining an effective corps of teachers; and, third, from the standpoint of fiscal factors. All data are based upon questionnaire reports from county superintendents. Most of the figures of losses given below result from comparing data for 1929–30, the year when the depression began, with the current year. Some of the figures for the present year are clearly estimates of what is planned and expected. The proportion of the counties reporting naturally varies, but they are believed to be a representative sample. All data given in this portion of the discussion refer to white schools only.

Four losses to children

Four types of losses affect both the amount and the quality of the education made available to the children: (1) The entire abandonment of educational opportunity; (2) adoption of a shorter term of school or the early closing of schools; (3) deterioration of buildings and equipment; (4) elimination and curtailment of certain school services.

SCHOOLS IN 25 COUNTIES TO CLOSE IN ALABAMA

Shortage of Funds Puts 5,000 Teachers Out of Jobs, Affects 200,000 Pupils.

By the Associated Press.

MONTGOMERY, Ala., November 14.—County superintendents of education in Alabama have announced, following a conference here, that rural schools in 25 counties either have closed or will close within the next three weeks for lack of financial support.

The superintendents, representing 54 of the State's 67 counties, adopted a resolution recommending to their boards of education that the schools remain open only so long as local revenue and aid from the State are forthcoming.

"It is my opinion," said Dr. A. F. Harman, state superintendent of education, "that half the counties or more will be forced to close at the end of the half term." Closing of the schools in the 25 counties will place more than 5,000 teachers out of employment and affect more than 200,000 children.

1. County superintendents from Arkansas report a total of 26 cases where, because of lack of funds, schools were entirely abandoned. So far as could be learned, no provisions were made for the education of the children affected.

2. In many of the counties of both States schools were compelled to close early. In Alabama two counties closed their schools in the middle of the term, and a third cut two months from an average term of seven months. In Arkansas four out of five of the counties reporting closed some of their schools early because of insufficient funds. Two counties cut off approximately 2 months, 2 cut off 1½ months, 4 cut off 1 month, and 4 others cut off from 5 to 10 days each. In 1930 the schools of Arkansas had an average school term of seven months. This has now been cut to six months, many of the counties reporting an average of five months or less. There is some evidence that elementary schools are being called upon to cut school terms more heavily than high schools.

3. Twenty-three per cent of the schools of Alabama and 46 per cent of those of Arkansas are operating with abnormal lack of equipment and supplies; 25 per cent of Alabama rural schools and 32 per cent of Arkansas rural schools reported postponements of greatly needed repairs because of the present economic conditions; county superintendents also reported the delay of the construction of many needed school buildings.

4. A number of the counties reported the elimination of health work, less instruction in music, and one county reported that it was able to maintain a minimum school opportunity only by charging tuition and securing donations.

How teachers fare

Reports coming from all parts of the Nation show convincing evidence that teachers and the other rural-school employees have suffered the greatest losses resulting from reduced budgets. A large proportion of teachers have lost their positions. These failures in reappointment are not just the usual kind incident to shift and turnover; the number of available positions has been reduced. During the current year Alabama counties employed 2.4 per cent fewer elementary teachers and 5.4 per cent fewer high-school teachers than in 1929–30. The Arkansas counties reduced their elementary positions by 10.3 per cent; high schools show a slight increase. Arizona counties employed 24.3 per cent fewer grade teachers and 19.1 per cent fewer high-school teachers. Indications are that these reductions in teaching staffs are in part accounted for by consolidations. This is probably a wise economy, but the fact remains that teachers formerly employed are losing their positions, thus adding to unemployment. Some counties have dismissed one out of every three teachers.

A comparison of the monthly salaries reveals great reductions. One Alabama county reduced the average salary paid to elementary teachers by 25 per cent and its high-school teachers by 27.3 per cent. The average reductions for all Alabama counties reporting were 12.1 per cent for elementary and 17.9 per cent for high schools. Some Arkansas counties re-

* Senior specialist in rural-school problems, Office of Education, U. S. Department of the Interior.

duced elementary-school salaries as much as 37 per cent and in high schools 45 per cent. The average reductions were 22.2 per cent for elementary and 19.1 per cent for high schools. It should be remembered that these are monthly salaries. Cuts in term length cited above tend to reduce further the teachers' salaries. At $65 per month for a 7-month term the annual income of the teacher is only $455. When the schools are closed a month or two this income falls below $400. Some counties reported paying as low as $60 per month on a 6 or 7 month basis, and one paying $70 per month employed its teachers for less than 5 months. Since teachers are public servants, they are expected to contribute out of their earnings to public relief. School administrators are also making great sacrifices through reduced salaries, elimination of travel allowances, and donations.

Teachers' burdens are becoming heavier. Most of the counties report assigning teachers to more and larger classes. In so far as the pupil-teacher ratios have been increased as a result of consolidations, it is probably a wise economy; in many other cases the increased load merely means a further dilution in the quality of education. Teachers are also taking their places in the relief programs, helping out in community welfare activities, and in increasing numbers they are doing their own janitor work. Teachers of 1-teacher schools have always performed this work, but the practice is now being extended to rural grade schools.

An examination of total current expenditures leads to the surprising fact that many counties have made very slight reductions, if any. A few have actually increased their current expenditures. A few others, especially in Arkansas, have made drastic reductions, showing an average decrease of about 20 per cent for the 15 counties reporting. The latest data available are for the year 1931–32. This may explain why reductions do not show up thus far. Many of the counties have paid their employees in warrants. The return of normal times has not materialized as anticipated. They must now not only find money to pay these warrants but they must do so with reduced budgets. The current year will probably see much greater reductions in current expenditures. A number of the counties and many local districts are anticipating closing their schools for a portion of the current school term in an effort to balance their budgets. Some of them report that they are faced with the immediate closing of their schools. Even with the return of good times, the facts indicate that it will be some years before rural schools will get back to as good a condition as they were before the depression, and these conditions were poor enough at best in many a rural community.

Long or Short School Terms?

SHALL school terms be cut? How much loss is sustained by children attending school for brief terms?

These questions are now before many communities. Reports reaching the Office of Education show that some school systems have already clipped school terms for economy's sake.

Lengthening the school term has been such a long and uphill battle that no community and no school officer will want to reduce the number of school days per year without canvassing thoroughly the pros and cons. Elsewhere in this issue appears a chart showing how we have moved toward national acceptance of the 180-day year. Shall we retreat from the high point in term length shown for 1930?

Following are the arguments for and against longer school terms supplied to the Office of Education by the educational research service of the National Education Association. Valid, scientifically determined facts are not available. Communities must, therefore, draft their policies on the basis of the weight which they attach to the respective arguments.

For a longer term

1. The increasingly complex demands of modern civilization are putting greater demands on the schools; a longer term would provide for the enriched curriculum which the progressive school system expects to give.

2. The school plant costs millions of dollars; it is a waste of public funds to allow it to stand idle three months of the year.

3. Teachers are generally paid on the basis of 10 months' service; they should render service for 10 months.

4. Many children are forced through economic necessity to leave school at an early age; a longer school term would make more valuable to such children the few years of schooling which it is possible for them to have.

5. The United States is the only great nation that has so short a school term; France has a school term of at least 200 days, England and Sweden at least 210 days, and Germany and Denmark 246 days. The average school term in the United States as a whole is 169 days; in cities above 10,000 in population it is 182 days.

6. The present tendency to shorten school terms in cities has not been recommended by authorities in school administration.

7. By increasing the term of 180 days to 200 days the great majority of pupils could complete their elementary course of study in seven years instead of eight.

8. The long school vacations are actually harmful to some children; there is more junior delinquency in vacation time than when schools are in session.

For a shorter term

1. There is a marked tendency to shorten the school term in cities; the median length of term has been reduced from 201 days in 1880 to 182 days in 1926.

2. The health of teachers and pupils would be improved by a shorter school term.

3. A modern school is an artificial environment; children should have long vacations away from such surroundings.

4. Those who advocate economy and efficiency in the use of the school plant ignore the tremendous strain of the modern factory type of school upon both pupils and teachers.

5. A shorter school term will make it possible for teachers to attend summer school in institutions where the session begins early in June.

William G. Carr, director of the N. E. A. Research Division, says that "the value of the longer school term depends upon a number of other features dependent on the school. Under some conditions there might be no loss," he reports, "and there might be a gain. Studies which have been made lead us to expect some gains in achievement when the school term is lengthened," according to Doctor Carr.

FREE TO TEACHERS

A PAMPHLET, "Motion Pictures on Foreign Countries and on International Relations," useful to teachers, is available free from the Carnegie Endowment for International Peace, Division of Intercourse and Education, 405 West One hundred and seventeenth Street, New York City. Films listed are available at small expense.

WHERE TO SEND MUSIC QUESTIONS

AMERICA'S 17,000 or more school music teachers and supervisors are invited to address inquiries relative to musical activities and the part they may take in advancing community musical opportunities, to Music Service, National Recreation Association, 315 Fourth Avenue, New York City.

Colleges : Samaritans in a Crisis

OUR country's colleges and universities have a new duty to perform—that of community relief—and they are performing it.

Givers of food and clothing, providers of financial and medical aid, suppliers of employment, of recreation and special emergency instruction, our institutions of higher learning to-day are forging to the front rank among America's social welfare bodies. Many institutions in every State are aiding in body, mind, and spirit thousands upon thousands of our citizens, the victims of circumstances.

Replies to an urgent inquiry sent to 1,500 colleges and universities throughout the United States by William John Cooper, United States Commissioner of Education, to learn how the various schools are leaving the routine path to help maintain confidence and hope, revealed the unprecedented efforts of college presidents, faculties, and even students to do everything within their powers to help.

Hundreds of reports as to what has been done, what is now taking place, and future collegiate plans for community welfare have reached the Office of Education from college presidents themselves, many of whom never before reported what their institutions are actually doing in this emergency. Their programs, suggestions, and plans have been reviewed and a summary is available free from the Office of Education.

Special Courses

What is being done? Probably the most important step taken by most colleges answering Commissioner Cooper's inquiry is the provision of special courses for the unemployed, both for graduates and for community jobless in general. More than one-third of the replies reported some action along this line to maintain, as one college president expressed it, "that most delicate of personal traits, 'morale.'"

Unemployed miners or persons interested in prospecting can take special courses provided by the Montana School of Mines, the College of Puget Sound, the University of Washington, and the University of Arizona. Boston University's courses for "white-collar" groups are unique. Laboratories at Drexel Institute are open to alumni free of charge for study and experimental purposes. Local institutes have been established by the University of Wisconsin to give training in leadership for local activities, such as drama, music, group dancing, social games, and public discussion. Lecture reading courses are also provided. Evening schools, extension classes, vocational and commercial courses, and part-day classes are being sponsored by colleges and universities. Noncoeducational institutions are opening their doors to women students. All of the various types of courses reported can not be mentioned. Among other schools reporting special instruction offered to unemployed are Tufts College, College of Sacred Heart, Alabama College, Ball State Teachers College, Cedarville College, St. Joseph's College for Women, Virginia Polytechnic Institute, Columbia University, University of the City of Toledo, Adrian College, Holy Cross, Dana College, New Mexico State Teachers College, Rhode Island College of Education, Pomona Junior College, University of New Hampshire, Pasadena Junior College, College Misericordia, Antrim (Mich.) County Normal School, College of the City of Detroit, North Dakota State Normal and Industrial School, Salem College (W. Va.), Bethel College (Kans.), and Waldorf College (Iowa).

Progress

AMERICAN institutions of higher learning are justly proud of the contributions which their laboratories have made to *material* progress. Now our colleges and universities have an opportunity to make an equally important contribution to *social* progress. The great needs of this decade are social, not material.

The engineering, agriculture, chemical, geological, and other technical departments have given us the trained men and the scientific discoveries which have shot up production. It is up to the sociologists, the psychologists, the schools of business, political science, and other social science departments to help remove the curse of Midas from America. They can help relieve and solve the dilemma of want in the presence of plenty.

Many universities and colleges have already enlisted in the war against depression. I urge that other institutions of higher education muster their resources to help harassed men and women.—WILLIAM JOHN COOPER, *United States Commissioner of Education.*

Tuition

Tuition is a minor consideration in most of our colleges at the present time. If a person wishes to attend a school of higher education, he can generally do so with little or no worry about the cost, if he has the necessary qualifications and initiative. Not in their history have colleges and universities granted concessions for tuition payment so liberal as those in effect to-day. "Accepting students not having finances," "deferred payments," "reduced fees," "lowered our tuition," "extended credit," are typical statements of college presidents.

Penn College, in Oskaloosa, Iowa, accepted corn, hogs, poultry, and sheep as tuition this year. Emmanuel Missionary College, Berrien Springs, Mich., supplied young people without funds with from $75,000 to $80,000 worth of work to enable them to stay in school; Findlay College, Findlay, Ohio, has deferred payment of tuition for periods of from two to four years in some instances. Normal tuition charge suspended for one year is the bulletin from Itasca Junior College, Coleraine, Minn., while Colorado State Agricultural College reports forfeiting the collection of approximately $40,000 this year to provide free tuition.

Scholarships

Many more free scholarships and fellowships have been granted this year to financially embarrassed students eligible for college training, it has been learned. Self-help and student loan systems have been put into effect most widely. Daniel Baker College, Brownwood, Tex., has given scholarships to unemployed teachers. Carleton College, Northfield, Minn., has set aside $90,000 for scholarships to aid students in financial difficulties. "Earned" scholarships are offered by Parsons College, Fairfield, Iowa. Temple University has granted more than 900 full and approximately 200 half scholarships, thus relieving distressed families, while Dakota Wesleyan University, after an intensive campaign for scholarships, reports that 10 per cent of its entire enrollment is made up of "scholarship" students. Tuition "cuts," admission of students with limited funds, or scholarship offerings were also reported by Westminster College, Elmhurst College (Illinois), University of Chattanooga, College of New Rochelle, Cedar Crest, Dropsie College for

Hebrew and Cognate Learning, Philadelphia College of Pharmacy and Science, Johns Hopkins, St. Catharine Junior College, College of St. Francis, State Teachers College (Bridgewater, Mass.), Oklahoma Presbyterian College for Girls, Shepherd State Teachers College (West Virginia), Monticello Arkansas A. and M. College, La Verne College (California), La Salle College (Philadelphia), Aroostook State Normal School (Maine), University of Maryland, Xavier University, University of Michigan, and University of Oregon.

Work provided

Student work has been provided, oftimes at a great loss to college income. Money for home and school purposes has frequently been a reimbursement to students by the college or university for service as laborers, janitors, mechanics, research assistants, gardeners, clerks, auditors, draftsmen, woodcutters, carpenters, computers, typists, teachers, waitresses, stenographers, maids, and other jobs in school and on the campus.

Massachusetts Institute of Technology provides jobs at $15 a week to otherwise unemployed graduates. Western Illinois State Teachers College has allotted $800 to an unemployment committee of the college faculty to employ at 30 cents an hour for odd jobs in the community, students who need help. Baylor College for Women, Belton, Tex., lends from $30,000 to $40,000 a year to provide work for students. Coe College women prepare magazines for binding in the school library or type letters. Committees on student employment, employment bureaus operated by deans of students, contacts with business houses and alumni are also effective. Brigham Young University, Provo, Utah, has a student employment committee which cooperated with a housing committee to assist students in finding ways of living cheaply.

Faculty and Students aid

College faculties and student bodies alike have joined hands, records show, to accomplish something worth while for their more unfortunate fellow citizens. Quite general has been the personal financial contribution of each member of a faculty to the local welfare fund. In many instances this contribution has been one day's pay a month. Other services generously contributed and being offered to or for distressed groups by college professors and teachers include public addresses; sponsoring of entertainments, plays, etc., for charity; service on community relief committees; voluntary instruction to special classes of unemployed persons; inspirational counseling; purchasing of supplies for elementary schools hit by decreased appropriations, as well as other forms of social service.

Students are caring for children of unemployed parents. Others are teaching voluntarily or leading recreational projects in boys' or girls' clubs or recreation centers. Student bands and symphony orchestras are "pepping up" the public by regular concerts, and the students of one college (Scripps College, Claremont, Calif.) no longer eat desserts with certain meals during each week, contributing the money thus saved to local welfare work.

HOW COLLEGES HELP

Provide special courses for emergency needs.

Defer or abolish tuition payment.

Grant more scholarships.

Provide or secure jobs for undergraduates, alumni, and local citizens.

Give food and clothing to the poor.

Contribute financially to the unemployed.

Free athletic contests, lectures, entertainments.

Open libraries to the public.

Construct new buildings, painting, and renovating.

Improve campuses.

Sponsor community plays, etc., for charity.

Free entertainment

Probably one of the most appreciated services of colleges and universities has been the provision of wholesome recreation and entertainment for the many thousands formerly able to pay for it, but now without the price of admission to a concert, lecture, or football game. Chiefly sponsored by colleges to help vast numbers of the poor and jobless to forget their dire circumstances, at least for a time, have been free musical programs, plays, dramatics, debates, teas, group singings, educational movies, chapel activities; free admission to football games and other athletic contests; use without charge of university campuses, gymnasiums, and athletic grounds for recreational purposes. Free admission to football games is allowed by Bethany College (West Virginia), Lock Haven State Teachers College (Pennsylvania), Carroll College (Wisconsin), and Kansas State Teachers College, while other types of free entertainment are furnished by Hollins College, Wells College, Clarke College, Chicago Central Y. M. C. A. College, State College for Women (Tallahassee, Fla.), St. Augustine's College (North Carolina), Winona State Teachers College (Minnesota), Lamar College (Texas), University of Oregon, University of New Mexico, Walla Walla College, Western Kentucky State Teachers College, and Hastings College, Hastings, Nebr. Radio programs of interest have been broadcast by a few colleges, and several college librares have been opened to the public.

Construction advanced

Construction work has been advanced from building programs of the future to this year by a number of colleges and universities wishing to take advantage of low building costs and also to provide jobs for students. Many persons have been put to work by the College of the Ozarks in the erection of a new chapel; New Mexico Military Institute, in construction of three buildings at a cost of $145,000; Intermountain Union College, Helena, Mont., in the building of a gymnasium; and in the construction of a music hall for Houghton College.

Food, clothing, medicine

The University of Santa Clara (California) conducts a bread line at its kitchen door. St. Edwards University (Texas) feeds the community's hungry daily in the college dining rooms. In its department of psychology, Stanford University (California) is studying vocational interests of the migratory unemployed, giving encouragement and assistance day after day. Hahnemann Medical College, the Medical College of Virginia, and the Massachusetts College of Osteopathy in Boston have done excellent work in caring for the destitute sick. Asheville Normal and Teachers College has provided food and clothing for 8,000 indigent people.

In the face of decreased income from student tuition, a number of colleges have found it necessary to cut the salaries of everyone on the staff, in order to keep the staff intact. A few institutions, however, have not discharged anyone, and have maintained standard salaries. Among the few which augmented the number of their regular staffs are the University of Santa Clara and Sweet Briar, the former taking on several instructors at low wages just to provide them with positions.

As in the past, colleges and universities throughout the United States are serving. They are serving not only their student bodies but also their communities—a new kind of service. They are winning to their support thousands of men, women, and children to whom they are lending a helping hand now, in a time of need. Contrary to the statement of a prominent university president made recently, that college doors are practically closed to "the penniless student," our institutions of higher learning are flinging their doors open wider than ever to the student without funds. They will continue to do so as a real social, educational, and humanitarian service to their communities. The unparalleled service of our colleges and universities in this time of despair will not be in vain.

—JOHN H. LLOYD.

Illustrated by William Thompson.

Three Taxpayers

AM I TAXED too much for education? To this question of the taxpayer what answer can be given? Following are three answers for three kinds of taxpayers: (*1*) The small home-owning taxpayer with a family, (*2*) The large taxpayer owning or managing a local business or factory, (*3*) The taxpayer without children.

To the large taxpayer

Every time a business man asks his stenographer to take a letter he makes use of a thousand-dollar education. One thousand dollars is the approximate amount spent by the city in giving the young lady the 12 years of training in elementary school and high school that enables her to take the business man's letters.

The community's investment in trained brains is used by every employer of labor. How large the investment used can amount to is suggested by the example of a small radio factory employing 145 men and women, of whom 25 had finished college, 20 high school, and 100 elementary school. Assuming that all had attended publicly supported institutions, the amount of taxes spent on their education was: 8 years elementary school for 145 employees at $67.82 per year, $81,871.20; 4 years high school for 45 employees at $144.03 per year, $25,825.40; 4 years college for 25 at $500 per year, $50,000; total, $107,696.60.

Does the radio company pay for the use of the $107,696.60 worth of trained brains? The company may think it pays for this "brain capital" with wages, but wage earners, it is clear from Boise, Idaho, figures, do not directly pay the city's school bill. Big business pays it. Two-thirds of the funds to run Boise schools come from only 467 largest taxpayers.

Therefore the only way the radio company can pay for $107,696.60 in trained brains supplied to the company by the community is through payment of taxes to the community. At 6 per cent, $107,696.60 would yield $6,461 per year. If the company pays less than $6,461 in taxes, and it does, undoubtedly, it is making less than a fair return to the city for the brain power supplied to it.

These figures can be applied in any community. By using the local or national per capita costs for education and the number of years of school attendance reported by a group of employees, it is possible to demonstrate to most business men that their payments for school support are less than the community might justifiably ask as a proper return on the community's investment in trained workers. Every fair-minded business man ought to be willing to pay taxes to the community for the valuable services thus supplied him at low cost by the schools.

To the small taxpayer

How much help the small taxpayer with a family receives from the community in educating his children is revealed by the example of Boise, Idaho. The following table shows the varying amounts paid direct by 7,994 taxpayers for school support. The reader will note that 94.27 per cent of the taxpayers are contributing $100 or less per year.

[Table from School Executives Magazine, September, 1932]

Dollars paid by taxpayers	Number of taxpayers	Per cent of total number of taxpayers	Amount
$1.00–$10.00	3,124	39.08	$12,402.19
$10.00–$25.00	2,609	32.64	43,941.20
$25.00–$50.00	1,303	16.29	44,717.85
$50.00–$100.00	501	6.26	34,931.42
$100.00–$250.00	282	3.53	44,098.15
$250.00–$500.00	97	1.22	36,164.46
$500.00–$1,000.00	42	.53	28,229.73
$1,000.00–$2,000.00	21	.27	30,050.37
$2,000.00–$5,000.00	11	.13	31,502.81
$5,000.00–$10,000.00	4	.05	27,157.95
Total	7,994		333,196.12

Let us take a Boise family that pays $25 for school support and sends two children to school. Some one else in Boise contributes $166.22 annually to educate those children. If both children graduate

(Continued on page 74)

R. F. C. and the Schools

FIVE MONTHS ago Congress made available through the Reconstruction Finance Corporation $300,000,000 "to be used in furnishing relief and work relief to needy and distressed people and in relieving hardship resulting from unemployment."

On November 22, the sum of $71,248,175.22 had been loaned under the terms of the act to 35 States and 2 Territories as listed.

This means that hundreds of communities throughout the country are better able to see to it that needy families are provided with food, fuel, and shelter; that literally thousands of school children are enabled to go to school dressed in warmer clothing, well fed and happier than would otherwise be their lot.

Progress of a loan

How are these loans made?

First, the governor of a State must be convinced that a local community, having done its utmost to help itself, needs more aid. The governor files an application, together with a certificate of the extent of need and supporting data. In many cases a delegation comes to Washington and places the following facts before the R. F. C.: (1) Total amount needed for direct relief, work relief, and administration; (2) amounts available from other sources; (3) relief expenditures to date; (4) number of persons in need; (5) 1931 record of community relief; (6) plan of using funds requested.

The plans for using the funds generally embrace two types of relief—direct relief and work relief.

Direct relief distributes money or necessities without asking any return in service by the families or persons receiving aid.

Work relief, which is favored for all save the incapacitated, is defined as "wages or other compensation in cash or in kind, paid for work under the following conditions: (1) The recipients of work relief and the amounts given are both determined upon the basis of actual need; (2) the funds for such relief are made available from those specifically appropriated or contributed for relief purposes; (3) the funds are used for worth-while projects determined by the locality which could not otherwise be undertaken at the time or in the immediate future."

For schools

"Worth-while projects." What are these? A great variety are reported to the R. F. C.—road work, beautification projects, park improvement and extension, *repair of schools, improvement of school grounds.* This is where R. F. C. funds can touch the school directly.

If the community does decide to solicit and obtain work relief funds, here is an opportunity for superintendents and principals to enter their requests for needed services which will otherwise be applied to other community needs.

THERE ARE TWO REASONS why SCHOOL LIFE readers will wish to read this short article: (1) Because educators are in the front line of every local campaign to relieve the needy; (2) because schoolmen should be prepared to obtain for their schools benefits from distribution of funds.—EDITOR.

Relief loans to States

Alabama	$348,774.00
Arizona	506,200.00
Arkansas	1,319,168.00
California	
Colorado	1,085,635.00
Connecticut	
Delaware	
District of Columbia	
Florida	1,565,449.00
Georgia	471,660.22
Idaho	300,000.00
Illinois	20,303,150.00
Indiana	582,200.00
Iowa	34,000.00
Kansas	1,149,840.00
Kentucky	836,400.00
Louisiana	2,385,258.00
Maine	
Maryland	
Massachusetts	
Michigan	5,137,475.00
Minnesota	655,376.00
Mississippi	850,000.00
Missouri	1,014,688.00
Nebraska	
Montana	481,125.00
Nevada	54,967.00
New Hampshire	667,420.00
New Jersey	
New Mexico	90,800.00
New York	
North Carolina	815,000.00
North Dakota	100,680.00
Ohio	6,494,526.00
Oklahoma	817,968.00
Oregon	228,538.00
Pennsylvania	11,304,448.00
Rhode Island	
South Carolina	
South Dakota	430,695.00
Tennessee	789,036.00
Texas	1,553,463.00
Utah	663,539.00
Vermont	
Virginia	1,310,928.00
Washington	1,075,000.00
West Virginia	2,157,334.00
Wisconsin	3,000,000.00
Wyoming	
Alaska	
Hawaii	307,435.00
Philippine Islands	
Puerto Rico	360,000.00
Total	71,248,175.22

A forthcoming number of SCHOOL LIFE will endeavor to present examples of work relief that included services for schools.

The terms

To return to our loan. When the questions asked by the R. F. C. are satisfactorily answered, the loan is voted upon by the board. These loans are generally advanced to cover the needs of a short period, two to three months. They are made on these terms: "When a State receives Federal funds under this emergency act, it has taken on the obligation of paying interest at 3 per cent per annum from the date the funds are received. Repayment of principal and interest must be made beginning with the fiscal year 1935. Such repayment must be made in one of two ways: Either entirely by annual deductions from the regular apportionments from Federal aid to the State for the construction of highways authorized by Congress, or the State can enter into a special agreement with the R. F. C. for repayment within two years after the date of the act, the terms of which agreement must be mutually satisfactory to the State and the corporation. When funds under the governor's application are paid directly to any political subdivision within a State, such political subdivision may enter into an agreement with the corporation for the repayment of the principal with interest, upon terms and conditions mutually agreed upon.

"Such supplementary Federal funds as are made available to any State become a direct responsibility of the governor. In practically all States, relief committees have been set up by the governor for the general administration of relief work. Local officials and agencies are held responsible by the governor for effective local administration.

"It must be emphasized that Federal relief funds are not in lieu of but only supplementary to local and State relief funds. Of paramount importance is it that local communities maintain their self reliance and independence in solving their own relief problems."

WHITE HOUSE CONFERENCE PUBLICATIONS

LETTERS ARE STILL REACHING the Office of Education asking "How can I get publications of the White House Conference?" Reports of this national meeting on child health and protection held three years ago are available in book and pamphlet form from the White House Conference, Interior Building, Washington, D. C.

Free Textbooks

THE free textbook movement in the United States has grown like the proverbial snowball rolling down hill. Starting in Philadelphia 114 years ago, it has rolled through all our great cities and has gathered up half the States.

The little free textbook snowball started in Philadelphia in 1818.

The diary of the free textbook movement's roll through the States is reproduced in the accompanying table. Massachusetts, pioneer in State participation in public education, also led in drafting in 1884 the first mandatory state-wide free textbook law.

Snowball grows

The free textbook snowball is still growing. Since 1915 no less than eight States have been added. Free textbooks provided a campaign issue recently in Kansas. At present 23 States and the District of Columbia require free textbooks; 22 other States authorize local school boards to provide free textbooks.

States which do not provide by law for free textbooks for all school children have laws which authorize public aid for providing textbooks for dependent or neglected children.

How much have free textbooks added to the cost of public education? A 1928 study in 13 States supplied this answer—$1.55 per pupil enrolled in elementary school and high school. This was 2.16 per cent of the total cost per pupil enrolled. For 134 cities, however, the cost was only 1.4 per cent of the total current expense.

The cost

The cost of free textbooks increases at each educational level. In a study of 227 cities of 10,000 and more population the per pupil cost for free textbooks was: Elementary school, $1.20; junior high school, $1.97; senior high school, $2.75. Textbooks account for the following per cents of instructional costs at the three levels: 1.9 per cent, 2.1 per cent, 2.2 per cent.

Those interested will find more detailed information about this important problem in Circular No. 60, just released by the Office of Education. The circular gives the number of years textbook adoptions run, composition of State adoption boards, and tells how they are appointed. It also gives information on district and county adoptions, cost of textbooks, and summarizes arguments for and against free textbooks. Copies will be supplied free upon request to the Office of Education, Department of the Interior. A summary of another study made by the Office of Education recently on sale of textbooks from June, 1930, to June, 1932, is also available free.—WARD W. KEESECKER.

Principal provisions of State laws relating to textbooks for public-school children

R=Required. A=Authorized.
S. T. C.=State texthook commission. S. B. E.=State board of education. D. B. E.=District (city or town) board of education.

States	Free textbooks required or authorized	Law applicable to elementary schools	Law applicable to high schools	Who pays cost	Textbook adoption			
					Who adopts	Period of adoption (years)	Adopt for elementary schools	Adopt for high schools
1	2	3	4	5	6	7	8	9
Alabama	A	X [1]	X	County or district	S. T. C.	6	X	[2]
Arizona	R	X		State	S. B. E.	5	X	[2]
Arkansas	A	X		District	S. T. C.	6	X	
California	R [3]	X	X	State [3]	[4]	4	X	X [5]
Colorado	A	X		District	D. B. E.	4	X	X
Connecticut	A	X		Town or city	D. B. E.	5	X	X
Delaware	R	X	X	State	S. B. E.	4	X	X [5]
District of Columbia	R	X	X	Federal and district	D. B. E.		X	X
Florida	R	X [6]		State	S. T. C.	8	X	X
Georgia	A	X	X	County or district	S. B. E.	5	X	[2]
Idaho	A	X		District	S. B. E. [7]	[8]	X	X [5]
Illinois	A	X		do	D. B. E.	5	X	X
Indiana					S. B. E.	5	X	X
Iowa	A	X		District	D. B. E. [9]	5	X	X
Kansas	A	X	X	District [10]	S. T. C.	5	X	X
Kentucky	R	X		State	S. T. C.	5	X	X [5]
Louisiana	R	X	X	do	S. B. E.	6	X	X
Maine	R	X	X	Town or city	D. B. E.	3 [11]	X	X
Maryland	R	X	X	State	[12]	3	X	[12]
Massachusetts	R	X	X	Town or city	D. B. E.		X	X
Michigan	A	X		District	D. B. E.	5	X	X
Minnesota	A	X		do	D. B. E.	5	X	X
Mississippi	A	X		County or district	S. T. C.	5	X	X
Missouri	A	X	X	District [13]	[14]	5	X	X
Montana	R	X	X	District	S. T. C.	6	X	X
Nebraska	R	X	X	do	D. B. E.		X	X
Nevada	R	X	X	do	S. T. C.	4	X	
New Hampshire	R	X	X	Town or city	D. B. E.		X	X
New Jersey	R	X	X	do	D. B. E.		X	X
New Mexico	R	X		State	S. B. E.	6	X	X
New York	A	X	X	District	[15]		X	X
North Carolina	A	X		County or district	S. B. E.	1-5	X	X [5]
North Dakota	A	X		District	D. B. E.	3	X	X
Ohio	A	X	X	do	D. B. E.	5	X	X
Oklahoma	A	X	X	do	S. T. C.	5	X	X
Oregon	R	X		do	S. T. C.	6	X	X
Pennsylvania	R	X	X	do	D. B. E.	5	X	X
Rhode Island	R	X	X	Town or city	D. B. E.	3	X	X
South Carolina					S. B. E.	[8]	X	X [5]
South Dakota	R	X	X	County [16]	[14]		X [16]	X [16]
Tennessee					S. T. C.	5	X	X [5]
Texas	R	X	X	State	S. B. E.	6	X	X [5]
Utah	R	X	X	County	S. T. C.	6	X	X [5]
Vermont	R	X	[17]	Town or city	D. B. E.		X	X
Virginia	A	X	X	County or city	S. B. E.	5	X	X [5]
Washington	A	X		District	[18]		X	X
West Virginia	A	X	X	do	S. B. E.	5	X	
Wisconsin	A	X	X	do	[18]		X	X
Wyoming	R	X	X	do	D. B. E.	5	X	X

[1] Free texthooks for grades 1 to 6, inclusive, required in counties having between 105,000 and 300,000 population.
[2] May adopt for high schools.
[3] Elementary texthooks printed by State printing office.
[4] State Board of education appoints a curriculum commission, which in practice selects hooks.
[5] Adopts a multiple list of two or more books and permits districts to select from said list.
[6] Grades 1 to 6, inclusive.
[7] Independent class A districts may adopt subject to State regulation.
[8] State hoard of education determines.
[9] County adoption is permissible upon majority vote of any county.
[10] Printed hy State printing office; sold at cost to local districts.
[11] Unless by vote of people.
[12] County school commissioners adopt for elementary grades; may adopt for high schools.
[13] State subsidy.
[14] County textbook commission.
[15] Local school authorities.
[16] Independent districts maintaining 4-year high schools may adopt and purchase texthooks.
[17] May furnish for high schools.
[18] County hoard of education.

SCHOOL LIFE

ISSUED MONTHLY, EXCEPT JULY AND AUGUST
By the UNITED STATES DEPARTMENT OF THE INTERIOR, OFFICE OF EDUCATION

Editor - - - - - WILLIAM DOW BOUTWELL
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Terms: Subscription, 50 cents per year, in advance; to foreign countries in which the mailing frank of the United States is not recognized, 85 cents. *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 per cent.

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

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

DECEMBER, 1932

BAD BUSINESS

IT HAS BEEN the fashion in recent years to refer to education as "the biggest business in the United States." We have spoken of it as a "business" producing "dividends of the greatest value." We have talked of "profits" and "investments" and the "money value of education."

By borrowing the terms of the market place we tried to borrow from the temporary glory of the market place. We tried to improve education's estate by clothing her in scraps of royal purple snipped from the hem of the new king of America. Business was the undisputed monarch of America during the last decade.

Let us talk no more of education as a business. Let us divest education of its unseemly costume, not merely because the king is deposed but because education should never be false to its high purpose. To abandon the symbol of the lighted lamp for a bag of gold is a poor exchange.

It may be that many undiscerning citizens accepted education's business disguise seriously. It may be that citizens said to themselves, "If education is a business, then it must share the fate of all business." The severe reductions now suffered by schools may be in part due to popular acquiescence to the view that education *is* business, as many leading educators have declared, and therefore it can be expected, like other businesses, to go up and down with the stock market.

But education is *not* and never can be a business.

Profit is the goal of business. The aim of education is maximum service at lowest cost.

Competition is the life of trade. Cooperation is the guiding star of education.

Business organizes into trade associations to promote and protect the profits of members. Teachers organize into professional associations whose major purpose and principal work is the improvement of educational service.

Business is essentially a private enterprise. Education is a mutual enterprise.

Society has to maintain expensive regulatory checks to manage irresponsible business. Education, like the other professions, disciplines itself.

Business is extravagantly wasteful of natural and human resources. Education ever seeks the counsel of science for the improvement of its already high standard of service to humanity.

So runs the dividing line between business and education. So runs the dividing line between business and practically all the other professions—medicine, law, engineering, accountancy, dentistry, pharmacy, and others. Until business can elevate itself to the high standards of service and self-control toward which education and the other professions have fought their way, let not education sully itself by donning the garb of business terminology. It is, indeed, bad business to call education a business.

INDEXED

A COMPLETE INDEX to the contents of SCHOOL LIFE for the past three and a half years may be found in the first cumulated volume of The Education Index, just off the press. One hundred and sixteen other leading educational periodicals in the United States, Canada, and abroad, chosen by subscribers themselves, also have been indexed in this new publication. SCHOOL LIFE readers may obtain a list of the journals included by addressing The H. W. Wilson Co, 950–972 University Avenue, New York City.

FREE

FREE UPON APPLICATION to the Office of Education, as long as the supply lasts, "Consolidation of Schools and Transportation of Pupils, 1929–30," a reprint from the November, 1932, American School Board Journal, by David T. Blose, assistant statistician, United States Office of Education.

Dad

You smiled
At me
So crooked like.

You thought,
"Ah—she
Takes after me."

It was
Because
You saw me read

Your prized
Old book—
PICKWICK.

—IMELDA HAY,
Mount Mercy Academy,
Grand Rapids, Mich.

IMELDA HAY is of Scotch-Irish descent. She ranks second in her class in scholarship and is a great reader. Her first writing was done during her junior year in high school. She is interested in dramatics and wants to write. "Dad" is reprinted from Chrysalid IV, an annual publication of Mount Mercy Academy. Selected for SCHOOL LIFE by Nellie Sergent.

Our Ten Largest High Schools in 1930

	Enrollment
DeWitt Clinton High School (boys), New York City	10,059
New Utrecht High School, Brooklyn, N. Y.	9,944
James Madison High School, Brooklyn, N. Y.	8,711
James Monroe High School, New York City	8,572
Carl Schurz High School, Chicago, Ill.	8,106
Theodore Roosevelt High School (commercial), New York City	7,845
Erasmus Hall High School, Brooklyn, N. Y.	7,525
Jamaica High School, Jamaica (New York City)	7,002
Thomas Jefferson High School, Brooklyn, N. Y.	6,970
Girls Commercial High School, Brooklyn, N. Y.	6,899

From "Statistics of Public High Schools." Office of Education, Bulletin, 1931, No. 20, chapter 6. Price 10 cents

Courses for High-School Teachers

That Universities and Colleges Require, and the Problems Thereof

By W. E. PEIK *

THE STAFF of the Survey of the Education of Teachers believes that two principal services which it can render those in charge of education of teachers are to present best current practices and to state significant issues raised by these practices. This article examines requirements in curricula offered for the education of secondary teachers in a selected group of 29 universities and 28 liberal-arts colleges. These institutions were chosen to represent all sections of the country, various types of institutions, and the better practices in the education of teachers.

There is general agreement in most State studies that the typical high-school teacher gives instruction in two or more fields. Of 753 bulletin prescriptions for those majoring in specific subjects, 46 per cent required a second field of concentration, usually known as the minor, and 17 per cent required a second minor. Since it is characteristic of institutions to follow State prescriptions in matters pertaining to the education of teachers, the primary responsibility for this situation must rest upon the "blanket" certificates in vogue in many States. These permit college and university graduates who meet certain other requirements to teach any academic subject in high school and in elementary grades without reference to their specialized preparation in the subjects taught.

Major trends

The question of the number of credits to be required in a major or in a minor arises each time an institution sets up curricula. This investigation revealed that majors ranged from only 12 semester hours in one botany prescription to 80 semester hours in a music prescription. The median of 590 requirements for majors in academic subjects was 27 semester hours; the median for 122 major requirements in special subjects like home economics, physical education, industrial education, etc., was one-third greater, or 36 semester hours. Paralleling generally this emphasis of credits in special subject majors, it was found that only 30 per cent of the prescriptions in special subjects specified any minor.

The median minor consists of 16 semester hours and the median second minor of 13 semester hours.

* University of Minnesota, principal specialist in curriculum research, National Survey of the Education of Teachers.

So far as the size of the major is concerned, many subjects were found to have characteristic central tendencies and usually wide variations in range. These are illustrated by the entries of Table 1, which supplies data for 23 representative subjects selected from a large number to show the trends.

TABLE 1.—*The size and range of majors in 57 selected liberal arts colleges and universities*

Representative subject field	Institutions studied which list majors		The median number of semester hours prescribed	Range in the number of hours prescribed
	Number	Per cent		
1. Agriculture	14	25	49	20–70
2. Music	36	63	45	18–80
3. Physical education—men	27	47	38	21–60
4. Home economics	28	50	37	20–51
5. General science	12	21	27	18–48
6. Social studies	18	32	35	20–54
7. Physical education—women	27	47	33	14–55
8. English	55	96	30	18–41
9. Commercial education	15	27	30	18–64
10. Administration and supervision	11	19	30	24–59
11. Mathematics	56	98	28	17–40
12. French	55	96	28	18–52
13. General education	14	25	26	18–34
14. Chemistry	55	96	25	18–38
15. Latin	53	95	25	16–38
16. Elementary education	16	29	25	18–47
17. Physics	52	91	24	17–40
18. History	51	90	24	18–36
19. Biology	35	61	24	15–55
20. Art	33	60	24	18–69
21. Botany	33	60	24	18–30
22. Zoology	33	60	24	18–37
23. Industrial education	11	19	24	16–47

The highest prescriptions usually occur in certain special subjects requiring highly specialized skill and in such general majors as social studies or science. The lower prescriptions and narrower ranges are usually identified with well-established academic subjects and are limited more often to subject departments.

How much for culture?

Some institutions limit the major fields or subjects which may be taken for specialization by teachers and even make suggestions of the most suitable major and minor combinations for teaching. Other institutions offer a wide range of selection, permitting prospective teachers to major in such subjects as sociology, economics, political science, geology, or astronomy, even though there is limited and sometimes practically no opportunity to find positions in high schools in which these are taught as separate subjects.

The cultivation of wide interests in the principal fields of human activity as well as the power to think on vital problems have always been objectives of the best colleges and universities. These institutions have, therefore, emphasized general education in the preparation of prospective teachers. Tables 2 and 3 are designed to show how wide or extensive the contacts are with 11 important areas of human interest and culture.

TABLE 2.—*The number of fields of knowledge and culture required of prospective teachers in 753 prescriptions of the 57 institutions studied*

Type of institution	Number of prescriptions requiring prospective teachers to contact each of the following number of fields[1]—											Mean
	11	10	9	8	7	6	5	4	3	2	1	
29 universities	0	0	1	18	30	201	113	21	0	1	0	5.9
28 independent liberal arts colleges	0	0	22	87	82	84	33	7	3	0	0	6.9
All 57 institutions	0	0	23	105	162	285	146	28	3	1	0	6.4

[1] Fields are listed in Table 3.

The average independent liberal arts college prescribes in more fields than the university. This is shown by the distributions and also by the means, which are 6.9 for the colleges, 5.9 for the universities, and 6.4 for all institutions combined.

TABLE 3.—*The percentages of 753 university and college prescriptions requiring contact with each of 11 fields of knowledge and culture*

Field of contact	Percentages of prescriptions requiring contact for each specified field		
	In 28 universities	In 29 colleges	In all institutions (57)
	Per cent	*Per cent*	*Per cent*
1. Physical education	100	100	100
2. English	95	96	95
3. Language	78	94	85
4. Science	79	83	81
5. Social studies	82	71	77
6. Psychology	61	63	62
7. Mathematics	27	36	31
8. Fine arts	15	19	17
9. Religion	2	34	15
10. Philosophy	3	10	7
11. Special subjects	15	18	17

Agreements among all institutions in their prescriptions are greater than are their differences.

Current practice in this selected group of institutions is indicated by the bulletin specifications for 589 programs for those

majoring in academic subjects. These are summarized statistically in Table 4. In each case the median, the number of institutions, and the range must be considered together in order to avoid a distorted picture. The entries indicate great variability on each type of prescription. The whole table raises many issues. Some of the more apparent ones will be briefly indicated.

1. Electives.—Is the elective privilege desirable? If desirable for those seeking a nonprofessional general education, is it equally desirable for those preparing to teach specific fields immediately upon graduation? Electives constitute about one-third of all work taken in these institutions. Over three-fifths of the electives are free; the remainder are restricted in some way. A range of free and restricted electives which extends from only four semester hours to as many as 78 semester hours indicates radically different institutional and departmental attitudes in these matters.

TABLE 4.—*The pattern of work required of future teachers of academic subjects for the bachelor's degree (with education) in an analysis of 599 bulletin prescriptions in 57 institutions*

Item	Field	Number of prescriptions requiring	Median prescription in semester hours	Range of prescriptions in semester hours
1	Total academic subjects including major	577	78	38–112
2	Total academic credits without major	577	49	10– 83
3	All electives	573	40	4– 78
4	Restricted electives only	389	16	6– 70
5	Free electives only	543	24	1– 57
6	All education (including 7)	573	18	6– 35
7	Special methods, observation, participation, and practice teaching	478	6	2– 19
8	Physical education	599	4	1– 11
9	English	562	10	3– 41
10	Language	531	15	6– 58
11	Science	470	14	3– 64
12	Social studies	440	9	2– 54
13	General psychology	369	4	3– 6
14	Mathematics	200	9	3– 40
15	Religion	105	7	3– 10
16	Philosophy	97	6	3– 15
17	Fine arts	96	6	3– 80
18	Special subjects	41	6	1– 8
19	First major	577	27	15– 80
20	First minor	290	16	25
21	Second minor	108	13	9– 21
22	Median number credits required for bachelor's degree	599	125	120–152

2. Technical education.—Is 18 semester hours, 14 per cent of the prescription, too much or too little in education courses, or does the optimum lie in the direction of either extreme of a range which extends all the way from only 6 semester hours to as much as 35 semester hours?

Special methods, observation, participation, and practice teaching are combined in a variety of ways. Some provision for one or all of these activities was found in five-sixths of the prescriptions. Again there is much variation, with the median lying at 6 semester hours in a range of practice which extends from 2 to 19 semester hours. Sometimes no provision is made for student teaching or participation. Typically it is. Special methods courses are commonly required.

Fifth year

Education courses are usually begun in the junior year, with student teaching placed in the senior year. A few independent colleges wish to postpone part or all of this work to the fifth year; others do not believe that the proper orientation toward the profession can be accomplished in one year and that it should extend through two or three. A number of independent colleges are definitely hoping to offer only the introductory work in education and to send their graduates who contemplate teaching to professional schools of education for a fifth year of specialization and student teaching. A number of institutions have incorporated the fifth year or are contemplating providing it at some time in the near future. This procedure seems to be justified, because a considerable part of the enrollment of practically every liberal arts college consists of prospective teachers—20 to 75 per cent. Prospective teacher enrollment probably averages about 40 per cent.

Very obviously, much specialization in fields of concentration, plus the requirements in education, operate to limit the extensiveness and the intensity of general-education contacts. The large number of departments in some of these fields in many of the institutions quite obviously complicates the problem. In science, for example, it is impossible during the college period to include courses from chemistry, physics, animal biology, botany, astronomy, geology, and physiology when the median requirement is 14 semester credits. Nevertheless, the nature of secondary and elementary teaching in public schools is such that a liberal, vitalized, functional contact with these and many other subjects is considered rather essential for a teacher.

Experiments

Out of such situations as these have arisen many innovations and experiments, much criticism of the status quo of liberal education, widely differing theories and attitudes, and not a few problems. Among the more than 300 instructors with whom conferences were held last year, there are those who favor more of the general type of course which cuts across departmental lines at the junior college level in particular; others would secure similar objectives through integration courses at the close of the baccalaureate program. Honors plans, tutorial plans, comprehensive examination plans, high-school articulation plans—all these aim to attain the objectives of a more effective liberal education for the teacher. Many have criticized the practice of having departments serve those who will major in the departments and those who wish only the optimum, brief general contact with the courses. Others single out for criticism the duplication of secondary courses, which they allege, occurs in such parallel offerings as freshmen literature and high-school English literature, high-school modern or general history and college European history, high-school general chemistry and college general chemistry; and they advocate strongly the point emphasized by President Harper several decades ago, that college education, particularly during the first two years, is to supplement and continue but not duplicate secondary-school work.

Some call attention to an alleged failure of mathematics courses to function as vital liberal education and point to its tendency to vanish as thought content even with highly educated people, and others believe that there is much waste of time in a language requirement of 10 to 20 hours without previous high-school work. In fact, there are those who point to a combination of these circumstances as a situation in which the optimum liberal education for teachers and others which would qualify them for leadership to-day is not being attained because of the strength of traditional practice with respect to certain kinds of knowledge now required but not suited to a rapidly changing social world. By some the high-school teacher is accused of being illiterate at the college level on the social problems of to-day because both requirements and electives are misused.

On the other hand, there are those who claim that a comprehensive liberal education is impossible of realization, but if it were possible, that it would not constitute preparation for teaching. They fear shallowness of scholarly attainment. They point out that methods of work acquired from intensive study in a few fields under scholarly instructors will transfer to other fields and that the teacher in command of these methods can acquire anything he may need at the secondary level.

One of the outstanding tendencies of present higher education is to attack these curriculum problems. Inasmuch as the teacher's general education is one of the most important elements of his professional education, these questions should be considered in proposing curricula for the education of teachers.

Sequences

The tabulation from the bulletins of the subjects most frequently required in academic major sequences, as sampled in Table 5, also revealed wide variations of

(Continued on page 74)

Eight New State Superintendents

EIGHT new State commissioners and superintendents of public instruction will assume office as a result of the November elections—Arizona, Georgia, Idaho, North Dakota, South Dakota, Texas, Utah, and West Virginia being represented, according to latest reports received by the United States Office of Education. In eight other States—Colorado, Florida, Indiana, Kansas, Montana, New Mexico, North Carolina, and Washington—the present incumbents were reelected.

Not all chief State school officers are elected by the popular vote of the people, however. In 33 States and Alaska, the State superintendents and commissioners of education are selected by the people at the polls to serve terms of either 2 or 4 years. In 7 States and Hawaii this officer is selected by the governor for a term varying from 2 to 5 years, and in 10 States and the District of Columbia, including Idaho and Wyoming,[1] this official is selected by the State board of education to serve terms of from 1 to 6 years, with indefinite terms reported in six instances.

The following list of State commissioners and superintendents of public instruction is to be incorporated in the Educational Directory for 1933, now in preparation by the United States Office of Education.

In order to further facilitate prompt delivery to the public, the educational directory is to be issued in the following four parts instead of in three as it appeared last year: I—Principal State and county school officers (this will go to the printer in a few days and will be available about the middle of January); II—Principal city school officers and Catholic parochial school superintendents (now in the hands of the printer and will be available within a short time); III—Colleges and universities, including all institutions of higher education; and IV—Educational associations, boards and foundations, research directors, and educational periodicals. Parts may be purchased from the Superintendent of Documents, Government Printing Office, Washington, D. C., as separates, or bound together as the Educational Directory, 1933.

[1] In 2 States—Idaho and Wyoming—in addition to a superintendent of public instruction elected by the people, the State also provides for a "commissioner of education" appointed by the State board of education to execute the educational policies of the board.

THE COMPLETE 1933 ROSTER

ALABAMA: A. F. Harman, State superintendent of education, Montgomery.

ALASKA: W. K. Keller, commissioner of education, Juneau.

AMERICAN SAMOA: Arthur E. Lindborg, director of education, Pago Pago.

*ARIZONA: H. E. Hendrix, State superintendent of public instruction and State executive officer for vocational education, Phoenix (formerly city superintendent of schools, Mesa, Ariz.).

ARKANSAS: C. M. Hirst, State commissioner of education, Little Rock.

CALIFORNIA: Vierling Kersey, superintendent of public instruction and director of education, Sacramento.

CANAL ZONE: Ben M. Williams, superintendent of schools, Balboa Heights.

†COLORADO: Inez J. Lewis, superintendent of public instruction, Denver.

CONNECTICUT: Ernest W. Butterfield, commissioner of education, Hartford.

DELAWARE: H. V. Holloway, State superintendent of public instruction, Dover.

DISTRICT OF COLUMBIA: Frank W. Ballou, superintendent of schools, Washington.

†FLORIDA: W. S. Cawthon, State superintendent of public instruction, Tallahassee.

*GEORGIA: M. D. Collins, superintendent of schools and executive officer of State board for vocational education, Atlanta (formerly superintendent of schools, Campbell County, Ga.).

GUAM: Edmund S. Root, director of schools, Guam.

HAWAII: Will C. Crawford, superintendent of public instruction, Honolulu.

IDAHO: W. D. Vincent, commissioner of education, Boise.
*J. W. Condie, State superintendent of public instruction, Boise.

ILLINOIS: Frances G. Blair, State superintendent of public instruction, Springfield.

†INDIANA: George C. Cole, State superintendent of public instruction, Indianapolis.

IOWA: Agnes Samuelson, State superintendent of public instruction, Des Moines.

†KANSAS: George A. Allen, jr., State superintendent of public instruction, Topeka.

KENTUCKY: J. H. Richmond, State superintendent of public instruction, Frankfort.

LOUISIANA: T. H. Harris, State superintendent of public education, Baton Rouge.

MAINE: Bertram E. Packard, State commissioner of education, Augusta.

MARYLAND: Albert S. Cook, State superintendent of schools, Baltimore (2014 Lexington Building).

MASSACHUSETTS: Payson Smith, commissioner of education, Boston.

MICHIGAN: Webster H. Pearce, State superintendent of public instruction, Lansing.

MINNESOTA: James M. McConnell, commissioner of education and secretary and executive officer of the State board of education, St. Paul.

MISSISSIPPI: W. F. Bond, State superintendent of education, Jackson.

MISSOURI: Charles A. Lee, State superintendent of public schools, Jefferson City.

†Montana: Elizabeth Ireland, State superintendent of public instruction, Helena.

NEBRASKA: Charles W. Taylor, State superintendent of public instruction, Lincoln.

NEVADA: Walter W. Anderson, State superintendent of public instruction and State director of vocational education, Carson City.

NEW HAMPSHIRE: James N. Pringle, commissioner of education, Concord.

NEW JERSEY: Charles H. Elliott, commissioner of education, Trenton.

†NEW MEXICO: Mrs. Georgia L. Lusk, State superintendent of public instruction, Santa Fe.

NEW YORK: Frank P. Graves, commissioner of education, Albany.

†NORTH CAROLINA: A. T. Allen, superintendent of public instruction, Raleigh.

*NORTH DAKOTA: Arthur E. Thompson, State superintendent of public instruction, Bismarck (formerly chief deputy county superintendent of schools, McLean County, N. Dak.).

OHIO: B. O. Skinner, director of education, Columbus.

OKLAHOMA: John Vaughan, State superintendent of public instruction, Oklahoma City.

OREGON: C. A. Howard, State superintendent of public instruction, Salem.

PENNSYLVANIA: James N. Rule, superintendent of public instruction and chairman of school employees' retirement board and board of teachers college presidents, Harrisburg.

PUERTO RICO: José Padin, commissioner of education, San Juan.

RHODE ISLAND: Walter E. Ranger, commissioner of education, Providence.

SOUTH CAROLINA: James H. Hope, State superintendent of education, Columbia.

*SOUTH DAKOTA: I. D. Weeks, State superintendent of public instruction, Pierre (formerly professor of rural education, Northern Normal and Industrial School, Aberdeen, S. Dak.).

TENNESSEE: P. L. Harned, commissioner of education, Nashville.

*TEXAS: L. A. Woods, State superintendent of public instruction, Austin (formerly county superintendent of schools, McLennan County, Tex.).

*UTAH: C. H. Skidmore, State superintendent of public instruction, Austin (formerly superintendent of city schools, Brigham, Utah).

VERMONT: Francis L. Bailey, commissioner of education, Montpelier.

VIRGIN ISLANDS: George H. Ivins, director of education, St. Thomas.

VIRGINIA: Sidney B. Hall, State superintendent of public instruction and secretary State board of education, Richmond.

†WASHINGTON: N. D. Showalter, State superintendent of public instruction, Olympia.

*WEST VIRGINIA: W. W. Trent, State superintendent of schools, Charleston (formerly president Broaddus College, Philippi, W. Va.).

WISCONSIN: John Callahan, State superintendent of public instruction, Madison.

WYOMING: Mrs. Katherine A. Morton, State superintendent of public instruction, Cheyenne.
B. H. McIntosh, commissioner of education, Cheyenne.

—MARGARET F. RYAN.

* Elected.
† Reelected.

IOWA'S TEACHER STUDY

MORE THAN 25,000 Iowa school teachers and administrators furnished information for "A Census of the Public School Teaching Personnel" in their State, a report of which is just off the press.

H. S. TEACHERS COURSES

(Continued from page 72)

practice. For example, typical sequences in English have only two subjects which appear in more than about one-sixth of the bulletin specifications. These are, according to Table 5, composition, with or without grammar, and English literature survey. Only six other typical courses are required by more than one-tenth of the prescribed sequences.

TABLE 5.—*Required courses in representative major sequences of 57 institutions*

Major	Course	Percentage requiring each subject in major
English	1. Composition with or without grammar.	91
	2. English literature	67
	3. American literature	18
	4. Language	14
	5. Speech—debate	12
	6. Literary types	12
	7. General survey	11
	8. General literature	11
Chemistry	1. General survey	100
	2. Qualitative analysis	71
	3. Quantitative analysis	71
	4. Organic chemistry	59
	5. Physical chemistry	33
	6. Inorganic chemistry	14
History	1. European or world history	49
	2. United States history	26
	3. American history (United States or Latin American history not specified).	16

Chemistry is an example of a subject in which the major sequences are somewhat more standardized than English, while history is an example of a subject in which there is less standardization. Some issues are raised by these data: Is standardization desirable, even if possible? Most standardization occurs in introductory courses. In view of the variability in quantity as well as quality of work presented for entrance from high school, ought there not to be flexibility at that point rather than at other points, if policies of close articulation through placement tests were followed?

Another issue often raised involves the strict departmental lines which are drawn in the selection of courses in the major sequence in many institutions. This often prevents departments from including for teachers majoring in other departments certain closely related subjects which are needed by the high-school teacher. Examples of such related subjects are speech, dramatics, or journalism for the teacher of English, or sociology, economics, political science, and even geography for a history major. Any one of the science majors calls for additional other sciences for teaching in high school. Some institutions are meeting these problems by providing divisional majors or general majors which cut across departmental lines.

A consideration of all these problems has caused some to believe that nothing short of a 5-year curriculum can adequately equip the secondary teacher with the general education that he needs for background, with the concentration expected in one, two, or three teaching fields and with teaching skills in his specialties. Another issue is whether or not the independent college shall attempt such a program or depend upon professional schools of education for the fifth year's work. Other issues relate to the extent of research to be introduced, including the thesis requirement, and the degree to be awarded at the close of the curriculum. Some favor less research, no thesis, and the award of a bachelor of education degree or of the master of education degree or even the usual master of arts or science degree. Some wish to differentiate a graduate degree for teaching from the master of arts or science degree for research. There is no doubt, however, that both a unified 5-year curriculum and a fifth year of strictly professional work following the bachelor's degree are tendencies in the preparation of secondary teachers which are gaining in momentum in this group of institutions.

Recapitulation.—The practices of 57 institutions, selected as representative of better practices, have been presented in this article, but the writer does not believe that there should be any wide crystallization of the practices represented by the central tendencies of even this selected group. Variations are more typical now than medians or means. The above data and issues are presented as representative of the better present practices. All of those who have the important task of building curricula for the education of teachers should give these issues thoughtful consideration. A later report will analyze 2,500 permanent record cards of the work actually taken by prospective teachers for the bachelor's, the master's, and the doctor's degree.

LISTEN IN DECEMBER 14

SCHOOLS THROUGHOUT THE NATION will have the opportunity at 3 o'clock E. S. T., December 14, of taking part by radio in a ceremony at a national shrine to education. A national hook-up will bring the exercises in connection with the unveiling of a plaque marking the free school in Alexandria, Va., established by George Washington. This school, built in 1785, is still in daily use by classes of Alexandria public schools. Commissioner Cooper will be the principal speaker.

★

One hundred State colleges and universities in the United States have low tuition rates for State residents.

FATHERS' CLUB HELPFUL

"MEN AS WELL AS WOMEN are interested in the affairs of their children's school and under favorable circumstances they will cooperate intelligently and render the school invaluable aid," says Edgar G. Weller, Principal of Roosevelt Junior High School, Springfield, Ohio.

Through the leadership of Principal Weller, Roosevelt Junior High School, since 1925 has had a Fathers' Club, an organization similar to the local Parent-Teacher Association which has no men members.

Meetings of the "Fathers' Club" are held six to eight times a year, usually in the school cafeteria where dinners are served at a nominal cost by the home economics department. Students furnish entertainment. A joint banquet with the Roosevelt P. T. A. and a "Lads and Dads" night are yearly features. School officials and local civic leaders also speak. Discussions about school activity and progress yield valuable suggestions and constructive criticism.

★

Board and room in State universities and colleges averages $284 for the nine months' period; in State normal schools, $274; in public teachers colleges, $248; and in public junior colleges, $227.

TAXPAYERS

(Continued from page 67.)

from high school, the educational receipt, assuming no change in costs, will read:

For Educating Two Children 12 Years

Contributed by parents through taxes	$300.00
Contributed by other Boise taxpayers	1,994.64
Total	2,294.64

Therefore it is apparent that this Boise family, like so many similarly situated families in the United States, is deeply indebted to the city in which it lives for assistance in educating its children.

To the childless taxpayer

Why, sometimes asks the childless taxpayer, should I pay for the education of someone else's children?

A strong answer comes from a sociologist. Dr. Karl Edwin S. Leid, of the University of Iowa, finds that it costs a typical American family $10,000 to raise a child to the age of 18. This expense of perpetuating our civilization the childless taxpayer escapes completely. He should be first to recognize the justice of the community's request that childless citizens help educate their neighbor's children by paying taxes for school support.

Education Abroad

By JAMES F. ABEL*

SECONDARY SCHOOLING free of all tuition fees is being progressively inaugurated in France. By laws of April 11, 1930, March 31, 1931, and March 31, 1932, fees were abolished in the sixth, fifth, and fourth classes respectively, the three lowest classes in the French secondary schools. The original plan was to continue adding a free class each year until no fees are charged in any of the seven classes, but the Minister of National Education speaking at Abbeville on September 4 said that he had been able to write into the budget proposals for 1933, gratuity for all secondary studies and to do it without adding any new expense. If his plans succeed, secondary-school fees will be discarded entirely with the school year beginning October, 1933. The minister looks upon this as a necessary first step in bringing about the united school system toward which France is working. Meanwhile in a circular of June 21, 1932, he set aside the competitive examination for admission to secondary schools and replaced it by selection based on the pupils' previous school records. By a scheme of professional orientation applied at this point in the student's career, the minister expects to keep the unfit from undertaking the secondary school program.

While this is taking place in France, the school world in England is thrown into a turmoil by Board of Education Circular No. 1421, issued September 15, 1932, providing for increasing secondary-school fees and basing the amount to be charged on the capacity of the parents to pay. The board do not fix exact amounts, but "they consider that it would not be unreasonable to look for some increase where the fee is at present below 15 guineas a year; and while regard must necessarily be had to the fees at present charged, they will ordinarily hesitate in future to approve a fee of less than 9 guineas." The plan will not commonly apply to certain schools, with relatively high fees, now in receipt of direct grant from the Government.

A storm of protest has arisen. Much public opinion favors free secondary education and considers the circular as "unintelligent retrogression." The National Union of Teachers is attempting to have it withdrawn or reconsidered. By unanimous vote the Lancashire Education Committee deplored the "proposed action of the Government in restricting the present limited opportunities for secondary education." Other education authorities and teachers associations have entered their objections. Since the plan does not become operative until April 1, 1933, wide public consideration of it may bring considerable changes.

*Chief, Foreign School Systems Division, Office of Education, U. S. Department of the Interior.

EDUCATION IN AUSTRIA

In Austria elementary education is compulsory for the child from his sixth to his fourteenth year. The four grades of the *volksschule* and the first four grades of the immediately succeeding *hauptschule* must be attended. The law is observed; only about one-half of 1 per cent of the children of compulsory school age are not in school. A cursory survey of the number of children obligated to go to school and of those that actually attend is given below:

	1924	1927	1931
Children of compulsory school age	764,231	724,365	862,513
Attending volks- and hauptschulen	734,544	692,176	822,622
Attending other schools	24,330	27,068	34,789
Trained at home	1,256	805	727
Not being educated	4,101	4,316	4,375
Below compulsory school age attending volksschulen	5,788	9,043	7,372
Older than the compulsory age, attending hauptschulen	8,925	9,178	5,354
Total attendance at volks- and hauptschulen	749,468	710,397	835,348
Percentage of girls	50.5	50.1	50.0

Note the decreases in the years 1924 to 1927, due to the lowered birth rate during the war, and the subsequent increases from 1927 to 1931.

The public volks- and hauptschulen in 1930–31 employed 20,100 teachers, of whom 8,454 (42 per cent) were women. In addition to these were 4,774 teachers of religion and 2,490 women teachers of handwork.

New books

Lindegren, Alina M. Institutions of Higher Education in Sweden. Washington. Government Printing Office. 1932. 45 p. Price 10¢.

This is Pamphlet No. 32 of the United States Office of Education. It is the first of series begun in compliance with a request of the American Association of Collegiate Registrars that the office supply information about institutions of higher education in all the foreign countries.

Swedish Overseas Institute. Higher Professional Education in Sweden. Stockholm. Ivar Haeggströms Boktryckeri Aktiebolag. 1932. 58 p.

Good supplementary material to Pamphlet No. 32. It deals with professions and how training in them is given in Sweden, rather than with institutions.

International Bureau of Education. Children's Books and International Good Will. Geneva. International Bureau of Education. 1932. 243 p.

Published as an extension of an inquiry begun in 1928 on children's books and international good will. A remarkable list of titles of (1) Books which foster world friendship among children; (2) Books which are favorites with children and give a true picture of child life in each country; (3) Children's classics in all countries which constitute a common heritage of youth; (4) Picture books; (5) Books written by children, even in manuscript form. The returns are from 37 countries.

Canada. Dominion Bureau of Statistics. Annual Survey of Education in Canada, 1931. Ottawa. F. A. Acland. 1932. 139 p.

The annual official report on education in Canada; the twelfth of a series begun in 1920. This is the only thorough survey for the entire Dominion. This number is especially interesting since it includes the results of the decennial census of school attendance and literacy.

India. Education in India in 1929–30. Calcutta. Central Publication Branch. 1932. 76 p.

The annual summary of the reports on education made by the different Provinces of British India. Latest available general survey for all India.

LITERACY IN MEXICO

Efforts of the Government of Mexico to increase literacy among people of that country are bearing fruit, if data for the State of Mexico recently published in El Universal may be taken as representative of the entire Republic. This is a small State, almost entirely rural in population and adjoining the Federal District.

Figures for the State for all persons 10 years of age and over (334,985 men and 345,370 women) in percentages are:

	Men	Women	Total
Can read and write	36.3	20.5	28.4
Can read only	2.4	1.8	2.1
Can not read or write	61.3	77.7	69.5

By age groups the percentages are:

	10 to 14		15 to 29		Over 30	
	Men	Women	Men	Women	Men	Women
Can read and write	45.28	40.82	33.42	20.57	35.77	15.14
Can read only	1.07	0.97	2.75	1.78	2.52	2.08
Can not read or write	53.65	58.21	63.83	77.65	61.71	82.78

The per cent of men illiterates in the second group is higher than it is in the third group, due to the fact that the men now 15 to 29 years of age were of school age in the period 1910 to 1917, the time of the serious internal disturbances in Mexico. In the age group 10 to 14 the per cent of illiteracy, particularly among girls, is much less than in either of the older groups. Increased opportunities for schooling are having their effect.

High Spots in School Health

By JAMES FREDERICK ROGERS, M. D.*

"SCIENCE is a great traveler and wears her shoes out pretty fast, as might be expected." The science of ventilation has certainly traveled far in a few years. A half century ago it was her business to rid the schoolroom of carbon dioxide and other body wastes; to-day she aims chiefly at preventing superfluous heat.

The New York Commission, in its 18 years of thoroughgoing study, has added much to our knowledge of the subject and has also had a tremendous practical influence in reducing overheating and accompanying waste of fuel. The final report of the commission was recently published (1).

From a survey of hand-washing facilities in 145 schools in 15 States the Cleanliness Institute learned that 44 per cent furnished hot and cold water, 57 per cent furnished soap, and 70 per cent had some form of drying equipment, while only 31 per cent supplied all the above facilities for cleanliness. The surveyors were of the opinion that teacher interest in cleanliness of her pupils is so important that its absence makes effective hand washing improbable no matter how adequate the facilities. "On the other hand its presence frequently makes hand washing effective despite totally inadequate facilities" (2).

Nutrition

Science has used much shoe leather in her search for the secret of good nutrition and it has been worth while. Her progress along this line is of interest to school hygienists not only because good nutrition is needful for general health but because it is essential for sound teeth. Dental decay is our most common disease. The only logical way to attack this overwhelming problem is by removing its cause. It now looks as if science would be able to show us the way. Mellanby and Pattison have had excellent results in reducing the amount of decay in the first set of teeth by a diet of eggs, milk, meat, fish, potatoes, and fruit or a green salad.

A sample menu for a day was:

Breakfast: Omelette, cocoa made with milk.
Lunch: Milk.
Dinner: Potatoes, steamed minced meat, carrots, stewed fruit, milk.
Tea: Fresh fruit salad, cocoa made with milk.
Supper: Fish and potatoes fried in drippings, milk (3).

A questionnaire concerning the right length of the noon lunch period was sent to a number of pediatricians and school hygienists. Two recommended 50 minutes; 14, one hour; 19, an hour and a quarter; and 18, an hour and a half (4).

Believe It Or—

Students have been growing taller for a century.

Hygiene gives promise of preventing our most common disease.

The New York Commission on Ventilation has reduced our coal bills.

Hygienists give opinions on the right length of the noon lunch period.

There is no ideal height for a school workbench.

It is hard to be cleanly without soap and water.

Hygiene promises to become a required subject in high schools.

The tuberculous student is sought and cared for.

Growth and anthropometry

In Scotland three-fourths of a pint of milk was added daily to the usual diet of each of 10,000 children. After four months of such special feeding these children were compared with an equal number of children who had not received the milk. Although the controls were above the mean height and weight the milk-fed children became, as a rule, taller and heavier at the end of the brief experiment.

The editor of the Medical Officer questions whether the mere increase in size of the experimental group is indicative of superiority in other respects. He comments, "It behooves us to find out whether it is beneficial or detrimental to increase size beyond the ordinary, for it must be admitted that slowness of development, length of immaturity, small requirements of foodstuffs, limited stature and weight have all been of advantage to man in his evolution (6). Be this as it may, it will be seen from a later paragraph that man is on the make sizewise, and it is also true that, on the average, the larger the child the more intelligent he is.

Turner has studied the matter of intermittency of growth and its associated conditions or causes. He finds that, as a rule, children who fail to grow for a 3-month period "show a much poorer condition in respect to illness and physical defects." However, 4 per cent of children showing such intermittency exhibited no observable departure from the normal and 18 per cent showed only minor difficulties, and "it may be that a few children who are maintaining a reasonably satisfactory state of health show intermittency to this degree" (7).

In Norway, where periodic height-weight determinations have been made at the expense of more thorough examinations, Holst finds that "weight is determined by constitutional factors and does not change even when severe disease is present." He warns that, "if the child is only sent to the physician when the height-weight relationship changes, many diseases will be overlooked" (8).

The continuous height-weight record card, published by the Office of Education, in the biennium, offers at a glance a picture of the child's progress in physical development.

The student of growth will be interested in the anthroponietric study of some 3,500 children in private schools made by Gray and Ayers. A variety of measurements were recorded for each pupil (9).

Zook has invented a machine for measuring by volume the various segments of the body and has used it experimentally. He thinks it opens up a new method of studying growth (10).

English boys of 16 are 1½ inches taller and weigh 16 pounds more than boys of the same class of a quarter century ago, while girls are 1 inch taller and 9 pounds heavier (11).

Harvard students enrolled in recent years average 5 feet 10 inches in height as compared with 5 feet 8$\frac{9}{10}$ inches for their fathers who were also Harvard men. A group of college daughters surpass their college mothers by 1$\frac{1}{10}$ inches. Harvard sons born between 1905 and 1915 average 5 feet 10$\frac{1}{10}$ inches and are the tallest group in the world except two African tribes. Hooton states that stature all over the country has been on the increase for over a hundred years at about the rate of 1 inch in 32 years (12).

* Consultant in hygiene and specialist in health education, Office of Education, U. S. Department of the Interior.

Bodily carriage

The Public Health Service published in 1931 its Study of Postural Relations as Noted in 2,200 Boys and Men. "The most marked characteristic of the data obtained was the wide variation in postural relations from person to person. Equally great variability was found in the youngest children studied. No fixed types of posture could be found. Gradual variation of such magnitude as to defy classification into particular types was the rule." No relationship was found between posture and health and there was an absence of correlation with customary physical measurements and tests of strength (13).

The question of the extent and the causation of postural defects of various kinds in technical schools for boys in London was made the subject of a special investigation. A survey showed no greater incidence of deformities in boys attending trade and technical schools over that in boys of the same age in other schools. In boys of 15 years the percentage with postural defects was as follows:

	Spine	Feet	Other faults
Secondary schools	1.3	3	2.1
Trade and technical schools	1.4	3	1.7

"It was not found that working conditions in school had any adverse influence." There is "no ideal height for any bench when the lads dealt with present in the same grade differences of 2 feet in height, and there is no workbench of convenient height which does not necessitate bending over it." (14).

A survey by Miss Turner of 8,000 pupils in the schools and in a teachers' college of Washington, D. C., indicates that (leaving out the effects of diseases and injury) the habitual carriage of the individual is chiefly the result of heredity and congenital conditions and that it is not essentially modified by any ordinary means.

Health service

The results of a detailed study of sickness among grade-school children in New Haven, made by Wilson and others, was published in 1931. The results do not differ materially from those of other similar investigations but will be found useful by students of the subject (15).

The "summer round-up" campaign of 1931 netted the examination of nearly 50 per cent of children prior to school entrance. About 75 per cent of those examined were attended by a parent or guardian (16).

A detailed survey of the physical condition of 2,691 working boys 14 to 17 years of age in New York City Continuation Schools was published in the biennium (17).

An active interest is developing in the welfare of children with tuberculous infection both in public schools and colleges. In the study by Chadwick and Zacks of 42,000 school children of Massachusetts the ratio of reactors to the tuberculin test showed a gradual trend from 21 per cent at 5 years to 28 per cent at 10 years and 35 per cent at 15 years. Different sections in cities showed wide variation, according to social conditions, in number of reactors; in one city from 11 to 60 per cent. The percentage increases with the opportunities for contact with distributors of the germs of the disease. In a few rural districts a high rate of reaction was found due to infection from milk from tuberculous cows (18).

In the open-air schools, open-window rooms, and schools for cripples in Detroit, Chadwick found that about 37 per cent of 1,928 children reacted to tuberculin and about 15 per cent showed X-ray evidence of disease (19).

The studies of tuberculosis in school children made by the Phipps Institute in Philadelphia and by Rathbun of high-school students in Chautauqua County, N. Y., were mentioned in our last biennial survey. The work in Philadelphia is being continued.

The report of 10 years of activity, 1921–1931, of the Lymanhurst School for Tuberculous Children, will be of interest to all concerned with the childhood type of tuberculosis (20).

The physicians of our colleges have become interested in the detection and treatment of active tuberculosis in students and in at least two universities all freshmen were tested with tuberculin and the positive reactors examined by means of the X rays for pathological signs in the chest. A conference of health service officials in colleges called by the National Tuberculosis Association in 1931 considered the problem (21).

Selkirk and Mitchell studying a group of children three years after removal of adenoids and tonsils found a lessened incidence of colds, nasal obstruction, and sore throat but an increase in sinus infection, headaches, and growing pains (22).

A study of the histories of 12,530 women students of the University of California by Cunningham indicated that the removal of tonsils in early life had had little or no effect in reducing the incidence of subsequent infections unless in the case of scarlet fever and diphtheria (23).

In England, where (among a certain class of school children) the removal of tonsils and adenoids has become as frequent as in this country, Glover and Wilson found that with, perhaps the exception of diphtheria, the incidence of ordinary infections is not decreased by the operation. While recurrent sore throat is perhaps somewhat diminished, the frequency of colds is unaffected or is perhaps increased. The incidence of otitis and mastoid disease is the same, or in favor of the nontonsillectomized (24).

Health Education

There is a growing interest in the introduction of systematic instruction in hygiene for all students in secondary schools. The State Departments of Education in Ohio and in Pennsylvania have issued courses of study for all high-school grades. In Alabama the standard course for senior high schools now includes one hour of health education per week in

(Continued on page 78)

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SCHOOL HEALTH

(Continued from page 77)

each year. In New York City hygiene is to be taught in high schools for four terms, one period a week or its equivalent, and syllabi on personal hygiene and home hygiene have recently been published.

Dawson and Conn, working in a Glasgow hospital for children, measured the effect of acute and chronic diseases of various kinds upon the intelligence of 1,077 children of school age. "Broadly, the investigation yields the result that only disease of the brain itself affects intelligence (25).

Chambers studied the changes in achievement following the removal of certain physical defects in elementary school children of Philadelphia. "Taken as a whole the disclosed relationships were so uniformly small." (26.)

The report of the American Child Health Association in regard to the influence of social status upon the physical condition of school children will be of interest to those who are seeking for fundamental facts in child hygiene (27).

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Drawing by Erwin H. Austin, Pratt Institute, Brooklyn, N. Y.

By SABRA W. VOUGHT

Librarian, Office of Education

¶The department of "Business education for the consumer" in the Journal of Business Education for October quotes at some length new principles of thrift. Unless schools give "the new generation a wiser understanding of how to use money, our entire economic system may again drag us into a period of darkness akin to that of the early middle ages." ¶The weekly periodical, School, appeared, in October, in a new and more attractive format. ¶"Judas or Messiah" is the title of an article by E. W. Parks appearing in Harvard Graduates' Magazine for September. Walter Hines Page is the subject. Page believed that education and industrialism would bring happiness and prosperity to all. As the title suggests, the author believes that Page's program has proven worthless. ¶The first installment of an interesting article on the historical development of the school reader appears in the Platoon School for September. Sadie H. Cohen, of Baltimore, writing on "Reading Materials of Yesterday," traces the history from the first German primer of 1419, when much religious matter was included, to the present time, when the school readers are generally without religious, political, or racial bias. ¶ A brief account of the new Institute for Advanced Study, under the direction of Dr. Abraham Flexner, appears in the Nation for October 26. Dr. Albert Einstein will head the mathematics department. ¶ The November Bulletin of the Association of American Colleges contains a comprehensive survey of the economic situation in the colleges and universities. This issue tells what colleges are doing to meet the problems arising from diminished revenue. ¶ The centenary of the birth of Louisa May Alcott came on November 29. The November issue of Elementary English Review devotes its feature articles to Miss Alcott's life and work. A bibliography lists Miss Alcott's books, and books and periodical articles about her. ¶ A short article on the McGuffey readers appears in Ohio Teacher for October. The author, C. P. Smith, discusses the history of the readers, outlines their contents, and shows how they were compiled. ¶ An illuminating article by Burgess Johnson on "Undergraduate Publications" appears in the Educational Record for October. He discusses the business side of the college annual, the literary and humorous magazines, and the college newspaper. ¶ Scholastic for October 22 carries a table presenting the "Major governments of the world in a nutshell." The facts given about each country are: Pouplation, area, name of capital, form of government, date present government was founded, form of national legislature, name of head of state, name of chief executive officer, party in power, chief opposition party.

The Herald's Horn

By CLINE M. KOON*

The new music appreciation series of WMAQ's public-school program is used by Dr. Frederick Stock, director of the Chicago Symphony Orchestra, as the basis for his series of young people's programs. This is just one example of the many instances in which the WMAQ public-school broadcasts are being correlated with community organizations and activities, as the Chicago public schools begin the seventh year of educational broadcasts to Illinois and neighboring States. Further information may be obtained by writing to Miss Judith Waller, WMAQ, Chicago, Ill.

General science and artcraft are the two new subjects offered by the Wisconsin School of the Air over radio station WHA of the University of Wisconsin, as the second season of public-school broadcasts opens.

An interesting series of seasonal talks on geology and nature study is broadcast by the Carnegie Museum on Tuesday evenings at 6.45 o'clock over radio station WCAE of the Pittsburgh Sun-Telegraph. This is the fourth season that WCAE has been cooperating with the Carnegie Institute in extending its services beyond the limits of Pittsburgh and western Pennsylvania.

Tracy F. Tyler, research director of the National Committee on Education by Radio, announces the coming publication by the committee of the report of the interview survey of radio in the land-grant colleges and separate State universities. This report should be of interest to all concerned with college or school broadcasting. The title of this report is "An Appraisal of Radio Broadcasting in the Land-Grant Colleges and State Universities" and will consist of approximately 200 pages. The organizations cooperating with the National Committee on Education by Radio in this survey were: The Office of Education, the U. S. Department of Agriculture, the Association of Land-Grant Colleges and Universities, the National Association of State Universities, and the National Advisory Council on Radio in Education.

"Nearly all of the commercial radio stations are cooperating with local school officials and civic clubs in broadcasting educational and cultural programs," stated Mr. Philip G. Loucks, managing director of the National Association of Broadcasters, upon his recent return from the tenth annual convention of the association in St. Louis.

* Specialist in education by radio, Office of Education, U. S. Department of the Interior.

New Government Aids for Teachers

THE PUBLICATIONS LISTED *may be purchased from the Superintendent of Documents, Government Printing Office, Washington, D. C., at the prices stated. Remittances should be made by postal money order, express order, coupons, or check. Currency may be sent at sender's risk. If more convenient, order through your local bookstore.*

Compiled by MARGARET F. RYAN
Editorial Division, Office of Education

Publications

*Growing Christmas Holly on the Farm. 1932. 22 p., illus. (Department of Agriculture, Farmers' Bulletin No. 1693.) 5¢.

Practical details of the care and handling of holly seeds, culture of seedlings, vegetative propagation, transplanting, field plantings, care of plantations, and harvesting and marketing greens. (Agriculture; School gardening.)

Report of a Training Course for Foreman Conference Leaders. 1932. 83 p. (Federal Board for Vocational Education, Bulletin No. 164, Trade and Industrial Series No. 48.) 10¢.

A selected sample of many unpublished reports of the work of leader training groups—for example, a practice conference on efficiency, one on rewarding a man for excellent work, another on accidents, etc. (Group discussion; Leadership training; Vocational education.)

*Homes for Birds. 1930. 22 p., illus. (Department of Agriculture, Farmers' Bulletin No. 1456.) 5¢.

Origin of the nest-box idea, use of nest boxes in the United States; housing bird enemies of insects; principles of nest-box construction and of the location of bird houses; suggestions for homes for various birds; protection against enemies; sanitation of bird houses; provision of nesting materials, etc. (Nature study; Ornithology; Manual training.)

*The United States Department of Agriculture—Its Growth, Structure, and Functions. 147 p., diagrs. (Department of Agriculture, Miscellaneous Publication No. 88.) 25¢.

Describes work of the department as a whole as well as the work of the 20 individual bureaus and offices which make up the department. (Civics; Political science.)

*A Study of Rural School Ventilation. 1930. 28 p., diagrs. (Public Health Service, Reprint No. 1320.) 10¢.

One of the eight conclusions arrived at after a study of the 1 and 2 room schools of Cattaraugus County, N. Y., was that lateral temperature distribution was very good in the rooms heated by furnaces, but very uneven in stove-heated schools. The average difference between temperatures on desk tops in different parts of the room exceeded 10° F. in nearly half the rooms, and in individual instances the observed difference was as great at 30° F. and 40° F. (School health; School ventilation.)

Courtesy Department of Agriculture.

WHERE ONCE A FOREST STOOD
(See "The Forest" reference.)

*The Forest—A Handbook for Teachers. 1927. 72 p., illus. (Department of Agriculture, Miscellaneous Circular No. 98.) 30¢.

Suggestions to teachers for fall, winter, and spring courses of study for each grade of the primary, intermediate, and junior high school. (Nature study; Science; Geography.)

*What To Do in Case of Accident. 1928. 68 p., illus. (Public Health Service, Miscellaneous Publication 21.) 15¢.

Would you know what to do if one of your pupils fainted, had a nose bleed, or was frostbitten on the way to school and there was no doctor immediately available? This bulletin tells you what to do until the doctor arrives. (First aid; Safety education.)

*Some Common Birds Useful to the Farmer. 29 p., illus. (Department of Agriculture, Farmers' Bulletin No. 630.) 10¢.

The habitats, food habits, and relation to agriculture of more than 50 species of birds common to farming sections, including bluebirds, robins, wrens, swallows, blackbirds, bobolinks, blue jays, woodpeckers, and bobwhites. (Nature study; Ornithology.)

Exhibits

The Children's Bureau has had constructed for exhibit purposes five models illustrating phases of child-welfare activities. These models are available for loan to child-welfare conferences. The models are loaned free on condition that the borrower agrees to pay express charges both ways and to be responsible for any damage done to the model while in his possession or during shipment to and from the bureau.

This agency also has for loan a child-welfare exhibit consisting of six models and a center panel, used by the bureau at the Ibero American Exposition, at Seville. The models are in the form of miniature stages with cut-out figures, painted in natural colors, and are electrically lighted. Various phases of child-welfare work are presented.

Films

The following films may be borrowed free from the Extension Service, Office of Motion Pictures, Department of Agriculture, Washington, D. C.

4-H Club Work—What It Is and Does. (Extension Service, U. S. Department of Agriculture.) 3 reels; talking version.

A lecture film setting forth the fundamentals of 4-H Club work. Designed primarily for adult audiences.

How Seeds Germinate. (Bureau of Plant Industry.) 1 reel; silent.

Shows the actual germination of crimson clover and spring vetch over periods of from three days to an entire week. These unusual slow-motion screen studies of plant growth were made by the department's time-lapse machine set to take one picture or "frame" at from three to seven minute intervals.

*This publication is one of those called for most by teachers, according to information received from the issuing office.

THESE MEN AND WOMEN ARE AT YOUR SERVICE—

More than 100 men and women make up the staff of the Office of Education in the United States Department of the Interior They are constantly engaged in collecting, analyzing, and diffusing information about all phases of education in the United States, its outlying parts, and in foreign countries.

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The George Washington Bicentennial Commission has placed a limited number of copies of this unusual document at the disposal of the Federal Office of Education. These will be distributed free, one to each applicant, as long as the supply lasts. Use the coupon on the opposite page.

Index to Publications of the United States Department of Agriculture 1901–1925

This detailed analytical index by subjects and authors covers all the publications of the Department of Agriculture relating to the department's extensive research for a quarter of a century. It includes the publications in the unnumbered series as well as all those in the numbered series issued during that period, such as—

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Washington, D. C.

Announcing the Report of the National Survey of Secondary Education

Director, Wm. John Cooper, *U. S. Commissioner of Education*
Associate Director in Charge, Leonard V. Koos, *Professor of Secondary Education, University of Chicago*
Coordinator, Carl A. Jessen, *Specialist in Secondary Education, Office of Education*

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This report embraces more than 22,000 high schools. It is *not* merely a report of status. It describes and analyzes practices of the high schools that are pioneering along hundreds of paths of educational progress. For years to come high-school principals and teachers throughout the Nation will plan curriculums in the light of this National Survey of Secondary Education.

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Monograph No. 1, the Summary, will be distributed as widely as funds permit to high schools participating in the survey. A limited free edition of all monographs will be distributed to large public, college, and university libraries.

Monographs 2 to 28 should be ordered from the Superintendent of Documents, Government Printing Office, at the prices listed, specifying Office of Education Bulletin, 1932, No. 17, and monograph numbers. Orders entered now will be filled as the monographs come from the press. Monograph No. 22, Instruction in Science, is nearly ready. Others will follow in rapid order.

No.	TITLE
1	Summary. Price, 15 cents.
2	The Horizontal Organization of Secondary Education—A Comparison of Comprehensive and Specialized Schools. Price, 20 cents.
3	Part-Time Secondary Schools. Price, 10 cents.
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5	The Reorganization of Secondary Education. Price, 40 cents. The Reorganized Secondary School. The Status and Recent Growth of the Public Junior College. Special Reorganizations of School Systems.
6	The Smaller Secondary Schools. Price, 15 cents.
7	Secondary Education for Negroes. Price, 10 cents.
8	District Organization and Secondary Education. Price, 15 cents. District Organization in the United States. School and District Organization in California. School and District Organization in Illinois.
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Office of Education
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SCHOOL LIFE

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January
1933
Vol. XVIII • No. 5

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OFFICIAL ORGAN OF THE OFFICE OF EDUCATION
UNITED STATES DEPARTMENT OF THE INTERIOR • WASHINGTON

WRITE TO:

The Office of Education, U. S. Department of the Interior, Washington, D. C., for published information on—

Nursery-Kindergarten-Primary Education

Elementary Education

Secondary Education

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School Finance

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Exceptional Child Education

Rural School Problems

School Supervision

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School Libraries

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Home Economics

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Educational Tests and Measurements

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Adult Education

Contents

OFFICE OF EDUCATION NEW PUBLICATIONS

House of the People (Education in Mexico), Bulletin 1932, No. 11 ..... 10 cents
Home Economics, Guidance Leaflet No. 21 ..... 5 cents

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FREE

Directory of the Chief Educational Offices of the Various Countries of the World, Circular No. 64.

Self-Survey: School Conditions Affecting the Safety and Health of the Child, Circular No. 65.

U. S. Government Publications of Use to Teachers of Geography, Circular No. 28 (Revised).

Problems in Adolescence—A Reading Course for Parents, Reading Course No. 34.

Bulletins and Pamphlets Issued by the Office of Education Related to Nursery-Kindergarten-Primary Education.

Physical Education and Recreation for Exceptional Children, Good Reference Bibliography No. 11.

Teaching of Reading and Arithmetic, Good Reference Bibliography No. 10.

OFFICE OF EDUCATION
United States Department of the Interior

SCHOOL LIFE

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 to promote the cause of education throughout the country." To diffuse expeditiously information and facts collected, the Office of Education publishes SCHOOL LIFE, a monthly service, September through June. SCHOOL LIFE provides a national perspective of education in the United States. Order its service for one year by sending 50 cents to the Superintendent of Documents, Government Printing Office, Washington, D. C. To foreign countries, 85 cents 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 per cent. Enter subscriptions also through magazine dealers. Send all editorial communications pertaining to SCHOOL LIFE to Editorial Division, Office of Education, U. S. Department of the Interior, Washington, D. C.

SCHOOL LIFE

Issued Monthly, *except July and August*, by the United States Department of the Interior, Office of Education

Secretary of the Interior : *Ray Lyman Wilbur* · Commissioner of Education : *William John Cooper*

VOLUME XVIII *WASHINGTON, D. C. · JANUARY, 1933* NUMBER 5

The Case of Ruby

By HELEN RUSS * and ELISE H. MARTENS **

"RUBY is an ox—Ruby is an ox—big cow—big cow." These were the words that sounded in Ruby's ears as the other children followed her about on the playground, taking delight in teasing her and calling her names. And then Ruby would turn on them in desperation, ready to fight, daring them to call her names any more, and sometimes actually hurting one of the smaller children. With her back against the wall she would defy them, clench her fist, and knock down anyone who came near her. This, of course, caused complications with the homes, and Ruby became known as the bad girl of the neighborhood.

What the teacher said

"Yes, the children do tease Ruby. She is such a mountain of a girl—only 12 years old, yet she weighs 142 pounds and is 5 feet 6 inches tall. She seems intelligent enough—at least at times. But she is already a year and a half retarded in her school work, and is failing now. She is unusually reticent and shy except at times of terrific outbursts when the other children tease her about her large size."

What the psychologist found

The psychologist gave Ruby an intelligence test and found that she had an intelligence quotient of 102. In taking the test she seemed at first somewhat suspicious and resentful, but soon warmed up in response to the psychologist's cordial and sympathetic attitude; and before the test was over the two were good friends. The psychologist also found out that Ruby liked to cook and to be active about the home. She felt that the child's emotional nature was upset over the teasing she was exposed to, and that she was becoming antagonistic to the school authorities as well as the school children. Because she was so very large for her age, the psychologist suspected some constitutional difficulty and recommended a medical examination.

What the doctors said

"There is no question that Ruby's abnormal physical development is the basis for her misconduct. She is extremely sensitive about her size and is under a constant nervous tension because of the teasing of the other children. Then, too, her face is covered with embarassing pimples and blackheads. She is worried and unhappy over it all, and that is why she can not concentrate. Failure in school work is of course a natural result, and her emotional reactions are growing out of bounds. Glandular treatment may help her physical development. At school it would be advisable to give her special attention in her difficulties, and if possible to place her in a class in which the pupils are more nearly of her own size."

What the doctors did

Glandular therapy was administered. This needed to be done in such a way as to expedite the processes of puberty without further stimulating physical growth processes.

What the school did

The first step in adjustment was a transfer to a junior high school, even though Ruby had not yet completed the work of the fifth grade. With the unique organization of this junior high school it was possible to arrange Ruby's program almost as if she were in a coaching school. Excellent teachers, interested in the emotional as well as the intellectual development of the child, disregarded the "grade placement" on Ruby's transfer card, and took her as they found her. Upon a weak and irregular foundation they began to build a fairly solid structure in reading, arithmetic, composition and related subjects, social studies, and the arts.

Soon she was transferred to a regular low seventh grade. She was now in her proper age group, and, although still large for her age, here in the junior high school her size was an asset. She went out for basket ball and made an excellent center. The physical-education teacher was training her with a small group of other girls for exhibition work in swimming when the development of sinus trouble made further swimming inadvisable. Ruby had, however, been elected as secretary in one of the girls' organizations, and the teacher in charge explained that "we shall let her give reports in the school assembly in order to compensate for the exhibition swims that she can not enter now."

Though Ruby never distinguished herself in scholarship, she continued to be

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"THE ADJUSTMENT OF BEHAVIOR PROBLEMS OF SCHOOL CHILDREN" *is the title of a bulletin which will soon be in print. It describes and evaluates the clinical program in effect in Berkeley, Calif., for the guidance of children who show social maladjustment. The case study given here is based upon material presented in that bulletin and reveals how specialists, the schools, and other social services can solve serious problem cases by joint attack. This case is taken from actual clinical records. "The Case of Willard" will appear in the next issue of* SCHOOL LIFE.

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* Visiting counselor, Berkeley, Calif., public schools.

** Specialist in the education of exceptional children, Office of Education, U. S. Department of the Interior.

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interested in her school work and secured fairly satisfactory results. She is now in the ninth grade.

What the visiting counselor did

The visiting counselor took as her own peculiar responsibility the improvement of Ruby's personal appearance. She supervised the use of medications recommended by the doctor to relieve the pimpled condition of the child's face. It was an easy matter to interest her in the care of her skin and dress, and it was not long before she had developed into a rather attractive young lady of about the same general appearance as the other girls in the class.

The visiting counselor also helped Ruby's mother to understand the girl's problem. They planned together for the best type of program that Ruby might carry as she went on in her school work. There were financial reverses in the home that needed to be considered. Ruby's own interests and abilities were not to be disregarded. Her intelligence was not so keen that she could aspire to collegiate honors, and she was not inclined to enter business life. After careful planning for the arrangement of her ninth-grade schedule, a limited academic course was combined with art, music, and home making. With such preparation it was hoped that Ruby and her mother might work together happily for the home and that later on the girl might specialize in one of the phases of home-making activities which could prove a source of livelihood for her.

What happened to Ruby

The glandular therapy accomplished what the doctors had hoped for in expediting the processes of puberty and in stabilizing Ruby's emotional equipment. The school adjustment saved her from the repeated gibes of smaller children and brought to her social contacts with children of her own age and approximate size. The psychologist's study of her abilities and disabilities was a guide to the teachers in planning her work. The visiting counselor's personal interest in the child effected a very happy change in her personal appearance, while her contacts with the mother in the home brought a mutual understanding and an apparent solution of the problem presented by the girl's prospective educational program. As for Ruby herself, she is still shy and somewhat awkward and does not easily make new friends, but on the whole, in the new environment of the junior high school, she is a very different child from the picture she had presented earlier in the story with her back to the wall and her fists clenched, daring anybody to call her names again. Her social outlets are still too few, but she is happy and eagerly looking forward to each new experience in her school career.

Labor Supports Schools

THE American Federation of Labor which recently met in convention at Cincinnati, Ohio, devoted part of its 6-day session to education. Many important phases of the present-day problems of education were discussed, some of which took shape in the following resolutions:

Whereas, during the past two years, due to the industrial depression, a tremendous increase in school membership has shown itself largely in the junior and senior high schools; and

Whereas the education of those workers, forced out of employment by industrial conditions over which they have no control, is a proper responsibility for the community to assume; and

Whereas a decrease in public revenue due to economic conditions has been general throughout the country during the last few years; and

Whereas the retrenchment thus necessitated in public expenditures has in many communities been expressed in drastic cuts in appropriations for public schools; and

Whereas these reductions must inevitably lessen the efficiency of this great institution of service at a period when its stabilizing force is most needed, and when its resources are most heavily taxed by the increased school population; and

Whereas the public schools are universally admitted to be necessary for social stability and progress, which are effectively served only in proportion as the services of the schools are maintained and extended: Therefore be it

Resolved, That the American Federation of Labor protest against the false economy of curtailing the service of the schools and of reducing the income of the educational staff of these schools; and be it further

Resolved, That the American Federation of Labor urge, first, its central labor bodies, State Federations of Labor, national and international organizations, and affiliated unions that they recognize their responsibility for awakening in their communities anew the tradition of American devotion to the public schools; that it call, second, upon all organizations and individuals, to whom the well-being of our Nation is sacred, to throw the whole weight of their power; and, third, upon the people of America to take heed to the danger to which this policy of retrenchment in public school support is exposing the Nation, since democratic government is founded on public education, and that they put squarely before their fellow citizens the danger in which reduction of school revenues will place their schools, to the end that the sentiment of the community shall demand of public officials that crippling retrenchments be not made in that public service most vital to the welfare of the community and of the Nation; and be it further

Resolved, That . . . the American Federation of Labor will undertake during the coming year a publicity campaign for the purpose of presenting to the public the real effect upon the rising generation of injury to the public school system in order to build up an alert public opinion on school questions.

Among some of the items in the report of the committee on education, and which met with unanimous adoption, was the following:

"Your committee recommends that the officers of the American Federation of Labor be directed to prepare and introduce into the next Congress a resolution providing for the undertaking of a Nation-wide investigation into school financing, urban and rural, to ascertain and publicize how school finances are raised, how disbursed, what portion goes into instruction, what portion into physical equipment, maintenance, and other labor costs and what portion is intentionally diverted from its proper uses, this canvass to include the relations of the public school to public welfare, to discover how the public schools to-day function in our national economy and what is their worth as a social institution."

JUNIOR COLLEGE BIBLIOGRAPHY

A COMPLETE BIBLIOGRAPHY of current work in the junior college field now appears in the monthly issues of the Junior College Journal. The editor, Walter C. Eells, who formerly selected junior college bibliographic references for the Office of Education's Record of Current Educational Publications, recently suspended, prepares the list for his own journal.

FOUNDERS' DAY—FEBRUARY 17

FOUNDERS' DAY will be observed by parent-teacher associations throughout the United States on February 17. Upon this day members of parent-teacher organizations will renew their faith in the motives which inspired the founders of the National Congress of Parents and Teachers 26 years ago. Gifts to the National Congress on this day from many of the million and a half persons active in the national child-centered movement will be used by State and National Congresses to strengthen parent-teacher work and to promote in new fields the high purposes for which the congress stands.

College Broadcasting

Land-grant colleges and State universities report on education by radio

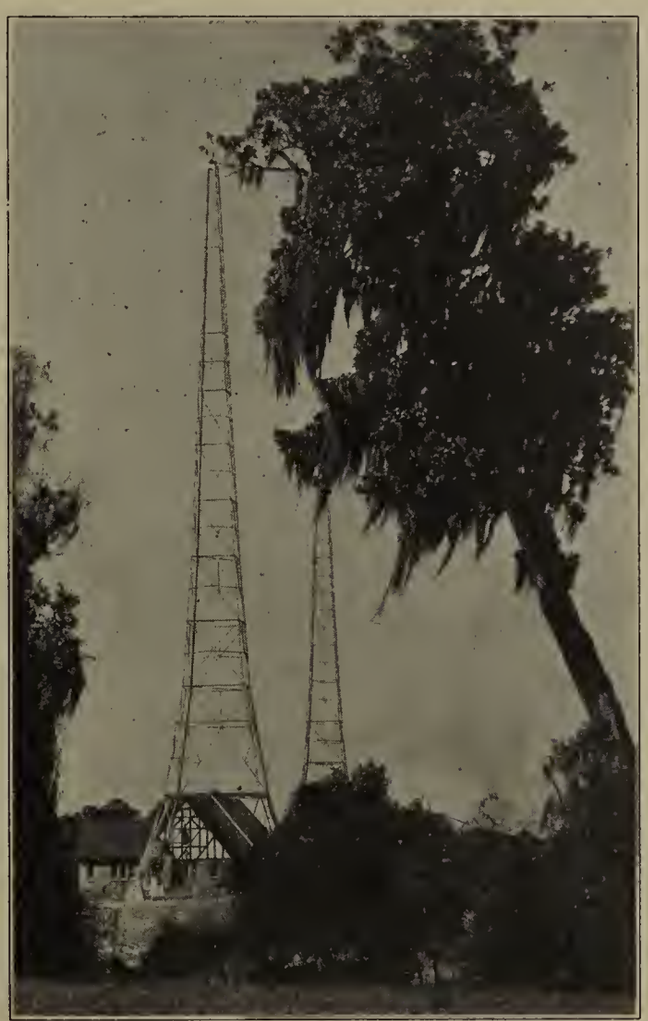
By CLINE M. KOON * and TRACY F. TYLER **

WHAT is the status of radio in the land-grant colleges and separate State universities? What are the opinions of college executives in regard to college broadcasting? In an attempt to answer these questions, the National Committee on Education by Radio has already spent more than $5,000, exclusive of printing, in financing an interview survey of 631 deans and other administrative officials in 71 land-grant colleges and separate State universities. This survey, which required more than the equivalent of a year's work by a professional staff member, many months of clerical assistance, and numerous conferences with advisory groups, committees, and individuals, was conducted by the research staff of the National Committee on Education by Radio, assisted by representatives of the United States Department of Agriculture and the Federal Office of Education.

The study has three values of especial significance. First, it is a complete return and not a sampling; second, the method used made it possible for the interviewer to explain any item not clear to the person being interviewed; third, for the first time there has been recorded the expression of a large and important body of educators concerning certain fundamental problems of education by radio.

The study had several limitations: First, it was impossible in some instances to secure complete and at the same time comparable financial data, owing to varying budget and accounting practices; second, early radio history in a few of the institutions was incomplete, owing to changes in personnel and lack of records; third, a few pertinent questions dealing with certain phases of college broadcasting were not included in the interview blank; fourth, any valid limitations of a study based on subjective opinion would apply to that part of this study making use of that procedure.

The published report of this survey, which will soon come from the press, is entitled "An Appraisal of Radio Broadcasting in the Land-Grant Colleges and State Universities." [1] It treats the facts about broadcasting and views of the college executives from six different angles, namely: (1) The objectives of college broadcasting, (2) financial aspects, (3) present college broadcasting facilities, (4) the control and operation of broadcasting, (5) administering college broadcasting, and (6) college radio programs. Some of the salient points brought out in each of these divisions follow.



WRUF, University of Florida Radio Station, Gainesville, Fla.

As viewed by college executives, land-grant colleges and State universities have a very definite obligation to broadcast radio programs in connection with the institution's extension activities. The degree of obligation of universities to render various types of broadcasting service as determined by the consensus of those interviewed was recorded on a scale of from zero to 10, zero being defined as no obligation and 10 asan imperative obligation. The composite rating of the 631 educators as to the degree of obligation of colleges to render eight types of broadcast services was as follows:

Technical and economic information for specific groups	9. 61
Broadcasts designed to enlarge the services of the institution to the State	8. 50
General information broadcasts	5. 67
As an open forum for the discussion of public questions of major importance	5. 53
Courses of systematic instruction for the general adult audience	5. 17
Information from State government departments	5. 10
School broadcasts	4. 90
Entertainment broadcasts	2. 82

Finance

Twenty-three of the 24 institutions owning radio broadcasting equipment reported a total investment of $720,045.70 in that equipment, or an average of $31,306.33 for each institution. Twenty institutions reported a total maintenance cost of $25,202.20 for the year 1930–31, and 24 institutions reported operating expenses of $201,-291.02 for the same period.

The consensus of the educators interviewed was that the broadcasting activities of the institutions surveyed should be financed by State and Federal appropriations in the same manner as other institutional activities. While the majority would accept donations from individuals and nonprofit organizations to finance broadcasting, they did not want to be placed under

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[1] National Committee on Education by Radio, 1201 Sixteenth Street, Washington, D. C.

obligation to the donors. The college administrators were decidedly opposed to the sale of broadcasting time for commercial advertising; many, however, would permit restricted commercial advertising rather than be forced to forfeit their radio broadcasting licenses, if no other source of revenue was available.

Existing facilities

At the time of the survey, 24 institutions were found to be operating radio broadcasting stations of their own, while an additional 29 made use of the facilities of commercial stations. The 24 institutions were assigned 3.5 per cent of the broadcasting facilities of the United States. That the colleges are using modern equipment is substantiated by the fact that a majority of the transmitters have been installed since 1929. Many other detailed facts concerning the broadcasting equipment will be found in this chapter.

Control and operation

Of the 270 educational administrators located in institutions operating broadcasting stations, 90.7 per cent favored some sort of increase in the facilities of their radio stations. The reason land-grant colleges and universities not operating radio stations do not have them is lack of funds, in the opinion of 84.2 per cent of 361 individuals interviewed. Of this same group, 60.9 per cent favored making an effort to establish a radio station. Educators interviewed were asked to give their opinion concerning the present radio broadcasting system in use in the United States. Is the present system satisfactory? Should the Government own and operate all broadcasting stations? Should some other plan be adopted? Of the 631 educators interviewed, 59.9 per cent approved retention of the present system, provided preference be prescribed to State educational and governmental agencies in allocating part of the radio facilities; 19.6 per cent favored Government ownership of all radio facilities. The other comment was widely scattered, but it is significant to note that only 4.4 per cent of the entire group favored retention without modification of the present "American plan of broadcasting."

Administration

The administration of college broadcasting is still generally in the hands of a faculty committee. The resulting administrative organization is usually understaffed and not given equal recognition with other departments or divisions of the university. Few institutions compensate faculty members who take part in broadcasting work, although half of the college executives believe participating faculty members should receive some compensation.

23 Land-Grant Colleges and State University Radio Stations

	Station call letters
Alabama Polytechnic Institute, Auburn, Ala	WAPI
University of Arkansas, Fayetteville, Ark	KUOA
Connecticut Agricultural College, Storrs, Conn	WCAC
University of Florida, Gainesville, Fla	WRUF
University of Illinois, Urbana, Ill	WILL
Purdue University, Lafayette, Ind	WBAA
Iowa State College of Agriculture and Mechanic Arts, Ames, Iowa	WOI
State University of Iowa, Iowa City, Iowa	WSUI
Kansas State College of Agriculture and Applied Science, Manahttan, Kans	KSAC
University of Kansas, Lawrence, Kans	KFKU
Michigan State College of Agriculture and Applied Science, East Lansing, Mich	WKAR
University of Minnesota, Minneapolis, Minn	WGMS
New Mexico College of Agriculture and Mechanic Arts, State College, N. Mex	KOB
Cornell University, Ithaca, N. Y.	WEAI now WESG
University of North Dakota, University, N. Dak	KFJM
Ohio State University, Columbus, Ohio	WEAO
University of Oklahoma, Norman, Okla	WNAD
Oregon State Agricultural College, Corvallis, Oreg	KOAC
South Dakota State College of Agriculture and Mechanic Arts, Brookings, S. Dak	KFDY
University of South Dakota, Vermilion, S. Dak	KUSD
Agricultural and Mechanical College of Texas, College Station, Tex	WTAW
State College of Washington, Pullman, Wash	KWSC
University of Wisconsin, Madison, Wis	WHA

Only two land-grant colleges or State universities gave college credit for completion of broadcast courses, and two others gave entrance credit. Two more granted special certificates of accomplishment for completion of certain courses of broadcast instruction. This situation represents a distinct trend away from the prevalent idea during the early days of broadcasting. Then many institutions granted certificates of accomplishment, a dozen or more gave college credit, and there was much discussion of the probability of giving radio courses for both entrance and college credit.

Programs

Forty-seven of the land-grant colleges and State universities reported their total broadcasting time per week and gave an analysis of the division of the time among different types of programs. These 47 institutions broadcast a total of 664 hours and 13 minutes per week. By far the largest part—592 hours and 43 minutes—was made up of programs broadcast through the 24 stations owned by the institutions. The remaining 71 hours and 30 minutes per week consisted of programs broadcast through commercial stations cooperating with the institutions. Analysis of the data on amounts of time devoted to broadcasts of different types of subject matter reveals that about one-eighteenth of the broadcasting time was given to organized courses of instruction for adults, and only one thirty-sixth to instruction for school pupils. More than two-fifths of the broadcasting time was used for entertainment programs—music, drama, and athletics. General information for the adult audience consumed one-fourth of the broadcasting time; technical information for farmers and home makers, one-fifth; while commercial programs used only one-twentieth.

The colleges and universities operate their broadcasting stations with meager staffs. This is particularly true in the field of editing and program production. The reports of the amounts of editorial work, rehearsal, and revision of educational and entertainment programs in the various institutions will bear this out. Seven-eighths did not provide speakers with written instructions on writing and delivering radio talks, four-fifths had made no provision for the preparation of programs by radio writers, one-half did no editorial work on any talks, and eight-ninths rehearsed no speakers.

The prevailing practice in the important matter of following up the educational broadcasts with supplementary materials was to use duplicated copies of the talks, printed bulletins, or to answer inquiries inspired by the programs. A few other types of follow-up were reported.

Four research projects aimed at finding either the size of the audience, the effectiveness of different methods of program presentation, or the unit courses of instruction by radio were reported.

Usefulness

Copies of this study will be of particular value to college administrators. Undoubtedly they will also find their way into the hands of that large group of educators who are always on the alert for new methods of increasing the effectiveness of the educational process. For information on how to obtain copies of the complete report, write to the National Committee on Education by Radio, care National Education Association, Washington, D. C.

When State Superintendents Met

HATS OFF to the South! The news came out at the National Council of State Superintendents and Commissioners of Education meeting at Hot Springs, Ark., December 5 and 6. Mississippi, South Carolina, Louisiana, and Georgia revealed that they are successfully grappling with the problems of maintaining schools in a depression.

Most Louisiana schools will be open nine months, said Superintendent Harris. Mississippi schools will run eight months, declared Superintendent Bond. No schools will be closed in South Carolina, reported Superintendent Hope, and the $90 minimum salary will be maintained. Georgia schools are in better condition than they have been since 1928, according to Superintendent Duggan, because unpaid appropriations have been recognized as a legal debt against the State. There is no serious danger of any schools closing except in a few instances of bad local management.

Dixie tidings

These glad tidings from Dixie were in contrast to gloomy accounts from sister States—from Oklahoma, where most schools may run only three or four months owing to lack of income; from North Dakota, where Superintendent Bertha Palmer is compelled to advise teachers to teach for board and room because the State is paying even the minimum salaries of $45 per month in warrants; from Arkansas and Michigan, where school systems are wilting under new tax limitation laws; and from Texas, where a law exempting households up to $3,000 in value from the property tax threatens a big deficit in school funds.

What have the four far South States done that the others have not? The facts came out in the "Wednesday evening prayer meeting" session in which each superintendent told the recent experiences of his State in financing education. The South, it seems, is swiftly moving toward a new method of raising money for schools. Mississippi, Superintendent Bond declared, is the first State to adopt a retail sales tax. Louisiana is now taxing tobacco and power. South Carolina is collecting school dollars from power, retail stores, income tax, corporation license fee, inheritance tax, documentary tax, soft and bottled drink tax, poolroom tax, and other sources.

Mississippi, South Carolina, and Louisiana are lifting the tax load from property. Most States still relying heavily on the property tax reported the greatest difficulty in maintaining schools. Some superintendents told how their States are rushing through new tax laws which will relieve local property. Campaigns are on in Indiana, Ohio, Nebraska, Oklahoma, and New Jersey.

Three Worst Enemies

State School Superintendent Bond, of Mississippi, retiring president of the National Council of State Superintendents and Commissioners of Education, asked his fellow superintendents to write down the three worst enemies of boys and girls in present-day life. This is the result:

Lack of good home influences	10
Strong drink	5
Bad movies	5
Automobiles and petting parties	4
Disrespect for authority	4

Dread depression's failure

The State superintendents, one and all, are apprehensive lest the depression prove a failure. That is, they are anxious that the tax reduction chorus will result in major reforms instead of mere backtracking to the primitive.

Changes in education to give boys and girls better knowledge of the use of income received much attention. Following a talk by Mr. Orrin Lester on "The Economic Security of the Individual," the council voted to ask Commissioner Cooper to be chairman of a committee to investigate possibilities of improving the contribution the schools can make to this need.

Taxes again took the center of the stage in the addresses by Superintendent Pearce, of Michigan, on "Federal Aid to Schools," and Dr. Paul Mort on "The Finance Survey Report." Doctor Mort distributed page proofs of "State Support for Public Education." This is the central study of the National Survey of School Finance. It will be released about February 1. Superintendent Pearce's advocacy of Federal support to schools received enthusiastic welcome. With the property tax collapsing like a bursted balloon, the superintendents were in agreement that the Federal and State Governments must cooperate in discovering satisfactory sources for funds to maintain schools. They passed a resolution asking Federal support of public schools.

This demand appeared again in a tentative draft of a declaration of principles which is being drawn up. Superintendent Lee, of Missouri, who was elected president of the council, presented them.

Principles

(1) Perpetuity of our Government depends on the education of all of the people.

(2) Public education is more economical than private education.

(3) Public education is a State responsibility but a national problem.

(4) Every dollar of wealth should bear its just burden in financing education.

(5) There should be equal educational opportunity for all the children.

States represented at the conference by their superintendents or deputies were: Arkansas, California, Connecticut, Georgia, Illinois, Indiana, Kansas, Kentucky, Louisiana, Maine, Michigan, Mississippi, Missouri, New Hampshire, Nebraska, North Dakota, Oklahoma, Rhode Island, South Carolina, Tennessee, Texas, Vermont, and Wisconsin.

Other officers elected were: Webster H. Pearce, Michigan, vice president; Claude M. Hirst, Arkansas, secretary.—WILLIAM DOW BOUTWELL.

SUPERINTENDENT ALLEN FATALLY INJURED

HON. GEORGE A. ALLEN, JR., State superintendent of public instruction in Kansas for many years, was fatally injured in an automobile accident in Missouri while returning from the annual meeting of the National Council of State Superintendents and Commissioners of Education, held December 5 and 6 at Hot Springs, Ark. Mr. Allen was a true leader of education. His sudden passing was a shock to his many friends in Kansas and throughout the United States.

TEACHERS AID DISTRESSED

NEW YORK CITY'S 32,000 teachers have done much in the past two years to relieve hunger and distress of the poor. A report to President Hoover from H. A. Mohrman, of the New York City Teachers' Organization, shows that the teachers have contributed from 3 to 5 per cent of their salaries for the care of needy children, a total of $2,213,000. Food and clothing have been supplied to more than 2,000,000 children. Money for 5,500,000 meals was contributed by teachers. At the present time 50,000 children are being cared for daily from funds donated by New York's teachers.

Machines Without Men

One man can shovel 2 cubic yards of dirt per day.

One steam shovel can take the place of 15,000 men.

One man operating a modern brick-making machine displaces 710 brick-makers.

One man operating a modern electric-light-bulb machine puts 10,000 bulb makers out of work.

One man today can operate a machine which will make as many needles as 17,000 men could in 1832.

One man today can operate a textile-weaving machine which will produce what 45,000 weavers could turn out in George Washington's day.

In 1832 one man and two oxen plowed an acre in 6 hours and 40 minutes.

One man with a 2-plow tractor today can plow an acre in 1 hour and 10 minutes.

SILAS MARNER, the National Survey of Secondary Education will disclose, is still the leading classic in American high schools. That Silas was in part a victim of the industrial revolution every high-school pupil learns sooner or later.

Would that Silas might rise up out of his grave. We could show him a real industrial revolution. Silas fought a Sumter skirmish with the machine. We face a Gettysburg. In his day the machine laid off a few thousand weavers and other cottage craftsmen. In our day the battlefield of the industrial revolution in our country alone is strewn with 10,000,000 casualties—the unemployed.

What the novelist, George Eliot, reported in "Silas Marner" was the beginning of the industrial revolution. An engineer, Howard Scott, is a chief reporter at the battle front to-day. The title of the companion volume to "Silas Marner" which he and his helpers are now producing is "The Energy Survey of North America." It will probably be known, however, by another name, "Technocracy."

Those introductory sentences in italics above are from Scott's book of facts. If you are a pessimist, you will say that he is documenting our despair; if you are an optimist, that he is drafting the charter of our delivery from poverty.

A new continent

Twelve years ago Howard Scott and a group of distinguished economists, engineers, and architects began their study in cooperation with Columbia University. They began to trace the trends in the application of energy, human and mechanical, in the production of 300 commodities. Fortune magazine has compared their findings to the first discoveries in a new and unknown continent. It may well be that what they are discovering will change our lives more violently than the discovery of the New World changed Europe.

Spain was ruined by the gold she found. We must ask ourselves if we are to be ruined by the riches of unlimited production promised us by the new world of machines without men.

Teachers and principals are eager to acquaint their pupils with this new and threatening world. But where to begin? That is the problem. We know we must abandon the old economics. We know we must give up the old faith that labor-saving inventions can automatically provide us with an elevator to a new heaven on earth. To let boys and girls go out from schools unaware that they will have to pioneer a new civilization is equivalent to criminal negligence.

What explorers report

The Office of Education invited Charles M. Beard, the well-known political economist, to submit a list of books that are virtually stories of observing travelers who are searching the new, dark continent of technocracy. We asked him to list books which ought to be in high-school libraries, books which will acquaint teachers and pupils with facts, known and unknown, about this new world we are entering. To it we would add "America Faces the Future," Houghton-Mifflin Co., New York, N. Y., which was edited by Charles Beard.

Helpful also to schools which are honestly endeavoring to keep their curriculum abreast of the changes in our rushing world are the new pamphlets published by the American Education Press, Columbus, Ohio. These pamphlets apply condensed, clear exposition to the following subjects: "Depression—What Caused It?", "Depression—What Can WE Do About It?", "Economic Planning—Can Depressions Be Abolished?", "Unemployment Insurance," "Crime—Its Prevalence, Causes and Costs," "The Services and Costs of Government." Fourteen other titles are in press. The first six booklets can be obtained at 50 cents per set if 20 or more sets are ordered.

Those who wish to know more about Howard Scott's astonishing reports will want to consult the November and December issues of the New Outlook, the December issues of Fortune Magazine, and the Living Age, and "Technology Smashes the Price System," in January Harpers. Educators attending the Minneapolis convention of the Department of Superintendence, February 25–March 2, will have the opportunity of hearing Mr. Scott in person.

Some measure of this engineer's vision can be obtained from his recent statement in the Living Age:

"The United States of our forefathers, with 12,000,000 inhabitants, performed its necessary work in almost entire dependence upon the human engine, which, as its chief means of energy conversion, was aided and abetted only by domestic animals and a few water wheels.

"The United States to-day has 1,000,000,000 installed horsepower. In 1929 these engines of energy conversion, though operated only to partial capacity, nevertheless had an output that represented approximately 50 per cent of the total work of the world. . . .

"Physical science has outdistanced present social institutions to such an extent that man, for the first time in history, finds himself occupying a position in which he knows enough to operate this country so as to provide efficiently for all.

"But the pathway to that new era is blockaded with all the riffraff of social institutions carried over from yesterday's 7,000 static years."

List of Books on Economics

[Compiled by Charles A. Beard]

G. Cassel, Fundamental Thoughts in Economics. Harcourt.

A. Marshall, Principles of Economics. Macmillan.

J. A. Hobson, The Science of Wealth. Holt.

John Ruskin, Unto This Last. Dutton.

G. D. H. Cole, A Guide Through World Chaos. Knopf.

H. Feis, Europe, The World's Banker. Yale Press.

H. W. Laidler, The Concentration of Control in American Industry. Crowell.

W. H. Chamberlain, Soviet Russia. Little.

A. H. Hansen, Economic Stabilization in an Unbalanced World. Harcourt.

George Peel, The Economic Impact of America. Macmillan.

Parker Moon, Imperialism. Macmillan.

Nearing and Freeman, Dollar Diplomacy. Viking Press.

George Peel, The Economic War. Macmillan.

In Nature's Classroom

Brooklyn children "gather wisdom" from flowers and trees

By ELLEN EDDY SHAW *

A VISITING CLASS is coming through the big gates at the Brooklyn Botanic Garden with the teacher to do some regularly prescribed nature study.

"Why not come along and be a member of the class?"

The invitation comes from one of the boys who tells you that this is a fifth-year class of boys and girls. He introduces you to his teacher, Miss Ethel Cameron, and a number of the children tell you that their school is Public School 119, Brooklyn, and that their principal is Miss Grace F. Timroth.

The boys and girls have come to study trees and flowers (tulip, horsechestnut, and magnolia); to mount specimen leaves of these trees; to learn the parts of a typical flower, and to visit the famous Japanese garden.

Learning of nature in a natural atmosphere: Brooklyn Botanic Garden

Their work at the botanic garden becomes, after they return to school, the basis not only for formal nature study lessons but also for oral and written English, spelling, and art. They spend two hours at the garden. If you join the class you may get tired. You do not want to join the class?

Then we shall have to tell you how the boys and girls spend two hours at the garden, and how they planned for the trip. The children's own compositions explain very vividly:

A trip to the Botanic Garden

"Miss Cameron came into the room one morning and said, 'I have a surprise for you.' We were all anxious to know what it was. She said, 'You are going to the Botanic Garden. Miss Shaw has invited you to come.' We were proud and honored. We could hardly wait until the morning came."

"At last the day came. How happy we were. It was a bright and shining morning; there was a cool breeze. A special car waited for us. We arrived at the Garden and walked from the car to the Main Building. As we walked we saw many interesting things, such as beds of flowers from foreign countries. The grass and trees were green. We saw a bubbling fountain and a rippling stream."

Similar compositions were written by all the children in the class. One boy who missed his trip to the garden cried because he thought he could not write his composition. Finally, he wrote as good an essay as any of the others by listening carefully to the oral accounts, which were amazingly good.

The Japanese garden

In the building, motion pictures of the Brooklyn Botanic Garden grounds are shown to prepare classes for work outside. Classes are generally divided into two groups Group A goes to the Japanese garden which is shown in the motion pictures. The children enter the garden and hear of its interesting history. Written English is based on this visit, special topics being assigned to groups of three children. A few sentences from different themes written by the class from Public School 119, Brooklyn, are:

"Do you know what an interesting time we had at the Japanese garden? As we entered it we saw a fence and it was made of bamboo. Up on the top there was a roof. That keeps noise on the outside of the garden."

"As we neared the waterfalls we heard the lovely sound of the water. Behind the falls are the caves which are built to give the right sound to its fall.

"One leaves the Drum Bridge and the Stepping Stones. We view the waterfalls and the caves. They are built specially for sound. On the ledges of the falls you see a great vine of wistaria."

"The Tea House is on the lake. Water moves: Which means life in Japan."

"When you look out of the Tea House you can see a little lake, dwarfed trees, and three levels—first, Earth; second, Man; third, Heaven. There are three falls that mean the same. As you look down at the lake you see it is shaped like a Japanese character."

The same group studied the parts of a perfect flower. The model of a large papier-mâché flower was used. This portion of a composition tells of this study:

Parts of flowers

"Would you like to know what I learned about flowers? At the garden we saw different flowers. After we left the garden we went to the Main Building. There was a flower on the table. It was made of plaster. You could take it apart. We removed a green cup that is called the calyx. The calyx is made up of sepals. The calyx holds the flower together. What a beautiful thing we saw! It is the corolla. We called it the merry-go-round. The corolla is the beautiful part of the flower. It attracts everybody."

Collecting and pressing leaves

Group B in the meantime goes out on the grounds to learn the difference between simple and compound leaves from specimens. A secretary of the group is appointed. He carries a notebook and pencil. Another boy carries a large collecting can, which is quite an honor. After studying on the grounds, Group B returns to the building to be taught how to press and mount specimen leaves. Later at school they make their own press

* Curator of Elementary Instruction, Brooklyn Botanic Garden, Brooklyn, N. Y.

for mounting leaves. Another composition reports this interesting study:

"Oh! If you only knew how interesting it is collecting and pressing leaves. After we had the leaves of our grade explained to us we went out on the lawn and saw the different kinds of leaves. A boy carried a tin box in which we put the leaves. Later we went back to the Main Building and were taught to press and mount the leaves.

"If you wish to press or mount leaves, take a good-sized leaf and pick it in June or July, because that is the best time to gather them. Now I shall tell you how to press and mount leaves. First you must put the leaf in a homemade press. You use in this press newspapers, blotters, two boards, and a heavy book or brick. Now we are ready to press the leaves. I'm first going to put the leaves in a newspaper; blotters will then be placed at the top and bottom of the newspaper. Now put a board at the top and bottom. Next comes something heavy on top. I leave it there for a time.

"To mount leaves we need six things, such as a square of glass, glue, forceps, mounting paper, brush, and a pencil. Just, in mounting leaves, put some glue on the square of glass with a brush. Take the leaf up with a forceps and put it carefully on the glue. Make sure every part of the leaf is covered. Now my leaf is ready to be taken off. We very carefully take the leaf up and put it on the mounting paper. I must put it just where I want it, because if I don't put it carefully on I won't be able to take it off again. In your best printing you'll now label the specimen. You should carefully lay the leaf in a press."

When the two groups come together, Group A teaches Group B the parts of a flower. They then go to the outdoor flower garden to study flowers. The class then returns to school carrying specimens of leaves, small branches of trees studied, flowers from the flower border, and the flower model, which is returned after study in the classroom.

Follow-up work in the school includes much more than the written and oral composition heretofore mentioned. For home work the children make their own lists of words for a spelling lesson, words which they had not known before their trip to the garden. Because of first-hand acquaintance with material at the garden, spelling of these words becomes easy.

Spelling list

Japan	corolla
Japanese	petals
horsechestnut	sepals
magnolia	bamboo
pavilion	lantern
shrub	compound
texture	simple
cedar	opposite
wistaria	shrine
spirits	temple
pistil	pollen
stamen	alternate
calyx	

Art lessons are worked out by the art supervisor, who starts with mounted sprays of flowers and branches of the trees studied. These specimens are mounted on gray paper. The children draw what they have seen. In another lesson each child is given a different specimen of flower. The development and arrangement of flowers on the stalk is taken up, as well as light and shade. Four lessons of combined nature study and drawing cover this work, the drawing lessons taking one and a half hours.

Perhaps the very best part of the work at the garden with special classes is that of the children's pleasure in studying nature first hand, and in the realization of the beauty in simple everyday things.

"And he is happiest who hath power
To gather wisdom from a flower . . ."

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Despite the depressing times and the resulting decrease in the amount of work available, 4,195 students, or about 54 per cent of the entire student body at the University of Wisconsin this year are either partially or wholly self-supporting.

★ Recent Theses In Education ★

THE Library of the Office of Education is collecting doctor's and outstanding master's theses in education, which will be available for consultation, and may be borrowed on interlibrary loan. A representative list of the most recently received theses will be given each month.

Compiled by RUTH A. GRAY

Library Division, Office of Education

AZNIVE, GRACE N. Function of art education in secondary schools. Master's, 1932. Boston University, Boston, Mass. 109 p. ms.

BRINKER, ROBERT D. Study of the vocabulary content of vocational guidance textbooks. Master's, 1931. George Washington University, Washington, D. C. 115 p. ms.

BROWN, T. MALCOLM. Plan for remedial reading. Master's, 1931. University of California, Berkeley, Calif. 59 p. ms.

COCHRAN, HARRY A. Status of the superintendent of schools in Pennsylvania. Doctor's, 1931. Temple University, Philadelphia, Pa. Philadelphia, Pa., Temple University, 1931. 90 p.

CRAIG, VICTOR Y. Study of the courses from which rural teachers in service seek and receive aid in teaching and school management. Doctor's, 1931. George Peabody College for Teachers, Nashville, Tenn. Nashville, Tenn., George Peabody College for Teachers, 1931. 136 p. (Contribution to education, no. 92.)

CRESSMAN, GEORGE R. Local units for educational administration: Studies in selected counties in Pennsylvania and Maryland. Doctor's, 1931. University of Pennsylvania, Philadelphia, Pa. Philadelphia, Pa., University of Pennsylvania, 1932. 266 p.

KIM, HELEN K. Rural education for the regeneration of Korea. Doctor's, 1931. Columbia University, New York, N. Y. New York City, Columbia University, 1931. 124 p.

KRETCHMAN, MARGARET L. Type of vocabulary, grammar, and phonetics to be taught in elementary French courses to enable the pupils to read current literature intelligently. Master's, 1932. Pennsylvania State College. State College, Pa. 74 p. ms.

LUECK, WILLIAM R. Arithmetical and algebraic disabilities of students pursuing first-year college physics. Doctor's, 1932. University of Iowa, Iowa City, Iowa. Iowa City, University of Iowa, 1932. 48 p. (University of Iowa studies. Studies in education, vol. 8, no. 1, new series no. 236. Oct. 1, 1932.)

MORRIS, WILLIAM S. Seminary movement in the United States: Projects, foundations, and early development, 1833-1866. Doctor's, 1932. Catholic University of America, Washington, D. C. Washington, D. C., Catholic University of America, 1932. 119 p.

PEATMAN, JOHN GRAY. Study of factors measured by the Thorndike intelligence examination for high-school graduates. Doctor's, 1931. Columbia University, New York, N. Y. New York City, Columbia University, 1931. 56 p. (Archives of psychology, no. 128.)

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Office of Education Services in 1932

FEDERAL OFFICE of Education collected facts were disseminated during the past year by nearly 300 addresses of staff members before national, State, regional, and local groups in replies to more than 250,000 letters, exhibits at conventions, through 114 printed and mimeographed reports, articles for periodicals, and from month to month in SCHOOL LIFE.

The annual report of the Commissioner of Education recently submitted to the Secretary of the Interior tells of several outstanding Office of Education services during the past year.

1. Completed the National Survey of Secondary Education, the first ever made (28 monographs will report findings).

2. Studied new problems arising in public school administration.

3. Evaluated foreign education credentials from 819 sources in 70 different political divisions (229 more than were evaluated in the previous year).

4. Supplied parents, schools, parent-teacher associations, leaders of parents' groups, leaders in national, State, and local study and reading groups with facts to "help them in understanding their children and in dealing with problems of child training."

5. Studied "the relation of physique and physical condition to intelligence and scholarship."

6. Staff members gave professional assistance to many groups, including the Pennsylvania State Department of Public Instruction, General Federation of Women's Clubs Education Committee, State departments of education, and the National Congress of Parents and Teachers.

7. Surveyed school buildings at the request of State and city educational authorities and studied school-building problems common to all communities.

8. Organized a service to collect important facts on education of approximately 15,000,000 native peoples in outlying parts and continental United States, and for the dissemination of information collected.

9. Supplied advice regarding the merging of institutions of higher learning in North Carolina and South Carolina.

10. Cooperated with the United States Department of Agriculture in surveying educational opportunities offered by counties of the Southern Appalachian Mountain region, and also collected information on the education of Spanish-speaking children in Arizona, California, Colorado, New Mexico, and Texas.

11. Collected statistics required by law.

The Office of Education's program of major educational surveys was affected by Government economy, the report points out. The National Survey of School Finance, begun as a 4-year study July 1, 1931, was ended June 30 this year, when Congress did not appropriate funds for its continuance. One important part of the survey was continued a few months by a General Education Board grant through the American Council on Education. An appropriation reduction of $20,000 for the National Survey of the Education of Teachers will curtail the adequate printing and distribution of information collected.

Staff members of the Office during the year made a survey of public schools in Youngstown, Ohio, "cooperated with States engaged in various steps of consolidation, . . . assisted in the survey of higher education in Mississippi," and evaluated the program of Georgetown (Del.) Demonstration School. The Office continued its series of home-making education conferences, one of which was held in Amherst, Mass., and another in Minneapolis, Minn. Needed research in the home-making education field was stimulated. Regional supervisory conferences were sponsored.

The Office of Education Library each month served more than 200 persons not on the regular staff and 150 by interlibrary loan. The library has 150,000 volumes, one of the largest collections of education books in the country. Information vital to 4,000,000 Negroes eligible for education was gathered, useful facts were given to schools providing educational facilities for children who deviate from the normal (a new specialist was provided in this field), and a survey was made of the use of tests in city schools throughout the United States.

Other activities included: A study of nursery schools, investigation of guidance and industrial education problems, preparation of the first of a series of curriculum-preparation guidebooks helpful to school superintendents and curriculum committees, inspection of Howard University, maintenance of a record of educational legislation, aid to land-grant colleges, collection of information on important aspects of commercial education and education by radio, and collection of sources for valuable visual education materials.

A mimeographed summary of the annual report (limited number) is available from the Office of Education.

152276—33——2

The Herald's Horn

By CLINE M. KOON*

THE Fourth International Radio Conference has completed its work at Madrid, Spain, and it now remains for the governments of the signatory nations to ratify the resulting treaty. Such conventions usually provide for regional agreements where a group of nations meet to arrange for the use of radio facilities among them. It is probable that the Madrid convention will be followed by a meeting of the North American nations of Mexico, Canada, Newfoundland, Cuba, and the United States.

A REPORT on the survey of the present and contemplated uses of radio broadcasting by voluntary organizations is being prepared at New York University. The National Advisory Council on Radio in Education is cooperating with the Federal Office of Education in making this study.

LITERATURE, French, parent education, science, and chamber music are some of the subjects being broadcast by Cleveland College of Western Reserve University in cooperation with radio station WHK, Cleveland.

THE superintendents of schools in San Francisco, Oakland, Berkeley, and Alameda are cooperating with the National Broadcasting Co. in conducting "The San Francisco Bay District School Broadcast" which is being presented over radio station KYA on Tuesdays and Fridays from 9.15 to 9.45 a. m. Pacific coast time.

MR. H. G. WELLS'S broadcast, entitled "Wanted—Professors of Foresight," was one of the outstanding events in the tenth birthday celebration of the British Broadcasting Corporation during the third week in November.

ACCORDING to the Sixth Annual Report of the Federal Radio Commission, there were 604 licensed broadcasting stations in the United States on June 30, 1932, a decrease of 8 stations during the fiscal year. Copies of this bulletin are for sale by the Superintendent of Documents, Government Printing Office, Washington, D. C. (15 cents).

A UNIQUE form of group broadcasting by pupils was introduced recently by Miss Marion Miller, Detroit English teacher, in a program of "verse speaking" over radio station WWJ of the Detroit News. Thirty-six intermediate pupils recited in natural rhythm several poems, including Tennyson's "Break, Break, Break," and Whitman's "My Captain."

* Specialist in education by radio, Office of Education, U. S. Department of the Interior.

SCHOOL LIFE

ISSUED MONTHLY, EXCEPT JULY AND AUGUST
By the UNITED STATES DEPARTMENT OF THE INTERIOR, OFFICE OF EDUCATION

Editor . . . . . WILLIAM DOW BOUTWELL
Assistant Editors . . . MARGARET F. RYAN, JOHN H. LLOYD

Terms: Subscription, 50 cents per year, in advance; to foreign countries in which the mailing frank of the United States is not recognized, 85 cents. *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 per cent.
Remittance should be made to the SUPERINTENDENT OF DOCUMENTS, Government Printing Office, Washington, D. C.

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

JANUARY, 1933

82 SERVANTS FOR EACH OF US

THE UNITED STATES has at its beck and call to-day, according to Engineer Howard Scott, 1,000,000,000 horsepower. One horsepower equals, roughly, 10 manpower. We have, therefore, as a people, 82 manpower for every man, woman, or child.

That means that there are available 82 servants to light your electric lights, to push your automobile, to share in pulling the trains that bring your food, to make the clothes you wear, to pump the water you drink, and to make you happy and comfortable. Eighty-two servants. That is your share. If you do not have them—if you have not the wherewithal to hire them—somebody is to blame. It may be you. It may be our curious system of distributing the work of these 10,000,000,000 of mechanical servants.

Only wealthy rulers two centuries ago had 82 servants. Yet our country apparently has the power to let us all live like kings. If horsepower were, indeed, servant power, you could rub your eyes at 10 o'clock in the morning and shout, "Here, you varlets, two of you run up the shades, ten bring me breakfast in bed, three open my mail, five bring the car around at noon."

Eighty-two servants for every American.

But there are 10,000,000 or more Americans unemployed. That means that the service for them has been shut off. They can not even have 2 of their quota of 82.

More than 2,000 years ago another nation owned a great many slaves. But they were real flesh and blood slaves. Students of that nation's history believe that its rise to power and greatness was due to the possession of slaves. Ownership of slaves released the masters for a life of culture and creative achievement. Greece, given the service of a multitude of slaves, created a Golden Age. We have been given an even greater multitude of slaves. And what have we done with our opportunity? We have made a mess of it!

The slaves of Greece died and disappeared. Ours are more durable. They can not even be killed by a depression. We have more horsepower now than when the depression started. The kind and compassionate gods have given us a second chance.

It is for our citizens, our schools, and our scientists, particularly our social scientists, to seize the opportunity. We still have our 82 servants. We can still redistribute them. We can still achieve a glory equal to that of Greece if our schools can bring forth a generation good enough for a Golden Age.

SCHOOL FINANCE SURVEY

ADOPTION by the American Federation of Labor of a resolution asking Congress to authorize a national survey of school finance adds another voice to a strong demand.

The National Council of State Superintendents and Commissioners of Education asked for such a study a few years ago. The National Education Association asked for it also. Commissioner Cooper recommended a school finance survey which was authorized by Congress in 1931 and directed by the Office of Education.

Planned for four years, this survey was suspended at the close of the first year because funds were not appropriated. Its findings, which will be released this month, will merely whet the desires of interested organizations for more extensive information. Volume 1, "State Support for Public Education," gives a clear exposition of this central problem. "Needed Research in School Finance," the second volume, outlines the investigations which the National Survey of School Finance would pursue if its life were extended.

When the richest nation of the world is not maintaining its schools as successfully in the crisis as many smaller and poorer nations are maintaining theirs (see Doctor Abel's review in this issue), there must be something seriously wrong with current methods of financing public education in the United States.

READING FOR P. T. A. LEADERS

ARTICLES IN CURRENT PERIODICALS of outstanding interest to parent-teacher leaders are listed in the State P. T. A. Presidents' Information Exchange just issued by the National Congress of Parents and Teachers. Included are: "Parent Education in California," in SCHOOL LIFE, September, 1932; "What Public Education Needs," in the Nation's Schools, October, 1932; editorial in Idaho Journal of Education, October, 1932; Notes and Announcements, Journal of the National Education Association, November, 1932; "Teacher Cooperation with the P. T. A.," in School Executives Magazine, October, 1932; and "Children Can't Grow Up Twice," Good Housekeeping, November, 1932.

Jefferson at Monticello

ALL MEN CREATED EQUAL—black and bold
The words stand in my mind, but near this chair
I like to think what textbooks never told:
You added one word here, took out one there.

PURSUIT OF HAPPINESS—though this will ring
Through eager ears for centuries, in some
Tense moment did you stop your work to fling
A spoiled sheet out, or watch the evening come?

INALIENABLE RIGHTS—this is your phrase
And born perhaps within these stately halls;
But I prefer to think of summer days,
When in the shadow of your ivied walls
You sat to watch your flower garden grow,
Or smoked a pipe, like any man I know.

—RUTH H. HAUSMAN,
George Washington High School, New York City.

RUTH H. HAUSMAN attends Smith College, where philosophy is her greatest interest. She has written only a few poems since she left high school, but never misses an opportunity to hear a poet who may come within reachable distance of Northampton. She has a remarkable memory; two weeks after the appearance of Edna St. Vincent Millay's "Fatal Interview" she could quote it almost in entirety. She hopes that her future work, whatever it is, will be in the children's field. The above poem is reprinted from "The Poet's Pack,' an anthology of George Washington High School poetry recently published by William E. Rudge, New York City. Selected for SCHOOL LIFE by Nellie Sergent.

147-Year-old School

established by Washington, suggested as national shrine of education

Following is the text of a nation-wide radio address delivered by United States Commissioner of Education William John Cooper at Alexandria, Va., December 14. Following Commissioner Cooper's address, Ann Lee Carter Ely, 5 years old, and Hanson Edward Ely III, great grandchildren of Robert E. Lee, unveiled a memorial plaque on the Alexandria Academy. The Washington Society's response to Commissioner Cooper's proposal will appear in February SCHOOL LIFE.

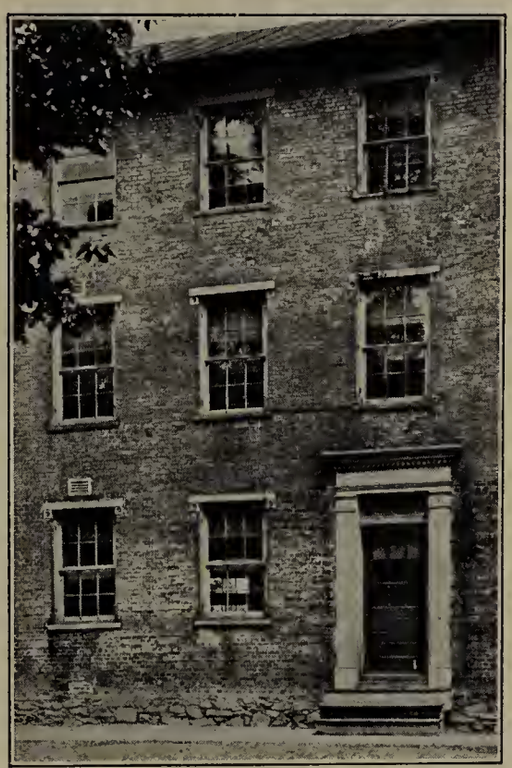
By WILLIAM JOHN COOPER *

WE ARE MET TO-DAY on historic ground, ground which has been continuously used for school purposes, it is known, for almost a century and a half. We are met also at a building which was of great interest to George Washington even before he was the President of the United States. This building on which we are to-day putting a plaque was built at his behest and maintained in part, with his contributions.

It is the oldest free school in northern Virginia. It has been in continuous operation as a school from at least 1785 to the present time. It is one of the oldest school buildings in our Nation.

On the 30th of July, in the year 1785, George Washington wrote to Edmund Randolph suggesting that there should be two schools, one on the James and one on the Potomac, for the education of the poor, particularly the orphans of those men who had fallen in the Revolutionary War. On September 26, in a letter to Thomas Jefferson, he further defined his plan. "My own inclination leads me," he wrote, "to apply them to the establishment of two charity schools, one on each river, for the education and support of poor children, especially the descendants of those who have fallen in defense of their country."

On December 17 he presented to the board of trustees of Alexandria Academy the proposition that the Alexandria Academy should educate "orphan children who have no other resources or the children of indigent parents who are unable to give it." To this project he later donated the dividends from 20 shares of the stock in the local bank yielding about $250 annually. And at this time he suggested, further, "I submit to your consideration the practicability and the propriety of planning the two institutions together so as to make one seminary." In other words, he would not have the people who benefited from his fund treated in any way different from those who usually attended the seminary. In his diary on that day appears the following item: "Went to Alexandria to meet trustees. Offer was accepted."



A plaque was placed on this school building on December 14, marking it as one of the oldest schools in continuous use in the United States. Numerous patriotic organizations, including the American Legion, as well as the National Education Association, and the Federal Office of Education took part in the exercises

Washington's faith

To-day we meet to put a plaque on this school building commemorating Washington's interest in it on this two-hundredth year after his birth. *I hope that it may be possible to make this property into an educational shrine for the American people. It would be difficult to find a building more appropriate for a national shrine to our American faith in free education. For here George Washington himself gave practical demonstration of his conviction that the success of democracy depended on widespread education. He so believed in the necessity of education for all children that he established this free school for orphans in his home town of Alexandria.*

It was not a public school, to be sure. Real public schools came later. But Washington helped to plant the seed of public education in becoming the father of the public school system of Alexandria. For this school became part of the public school system of this colonial city in 1827, when the Congress of the United States authorized Alexandria to maintain public schools.

The National Education Association, composed of the teachers of America, and the Office of Education are interested in seeing this fine old brick building made into an educational shrine. We hope that the thousands of boys and girls and men and women who annually ride down the Mount Vernon Boulevard to visit George Washington's home will pause here beside this boulevard and see the school he created *re-created* as it was in his day.

In the school

We now propose, therefore, that the building be ceded to a national society whose sole interest is in Washington. It happened that in the month following Washington's death those men who had been his close friends formed an organization mainly to carry on the charities which Washington had begun. These friends of Washington were known as the Washington Society. And to-day this organization is marking this historic school.

I would suggest that the school district of Alexandria cede this bit of ground and this historic building to this Washington Society to be used for a national shrine for education. On the third floor of the building there may well be organized a meeting place for the Washington Society where all its meetings should be held. On the second and first floors there may be exhibits to show the kind of schools which existed in Washington's time and how they were supported. Here could be preserved those "horn" books so commonly used in the colonial schools, and the few printed books which had come in toward the end of the period. There might well be in this collection a first edition of

* United States Commissioner of Education.

Noah Webster's blue-baeked "American Spelling Book," which was in faet a combined speller and reader. This textbook was so popular in the United States that from its royalties of 1 cent per copy the author supported his family for the 20 years he was at work on his dictionary of the English language. It was published only two years before Washington's gift to this school. In that day the Latin grammar school did the eollege preparatory work. The few Latin and Greek books which were used in it might also be collected and kept in this building.

Farewell address

Finally, there are the eatalogues of the nine colleges which existed in the colonies during the period prior to the Revolutionary War. These and other materials which had to do with education in the early days could here be kept, and finally here also would be preserved those eommunications and documents of George Washington which have to do with education and which testify to his supreme faith in the need of an enlightened population.

Here could be framed and kept a copy of that famous farewell address of September 17, 1796, written a short three years before his death, when he said, "Promote then as an object of primary importance institutions for the general diffusion of knowledge. In proportion as the structure of the Government gives force to publie opinion it is essential that public opinion should be enlightened."

★

The sixth semiannual meeting of the N. E. A. Department of Supervisors and Teachers of Home Economics will be held in the Nicollet Hotel, Minneapolis, Minn., February 25–27.

★

"The Speech Defective School Child," Offiee of Edueation Bulletin, 1931, No. 7, is now 5 cents a copy. The Superintendent of Documents reports that he has been compelled to go baek to press on this publieation, one of the Offiee of Edueation's best sellers.

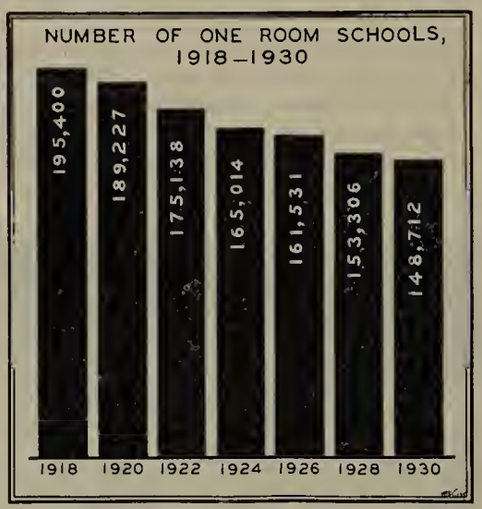
"Commercial Education," chapter 5, of the Biennial Survey of Edueation in the United States, 1928–1930, Offiee of Education Bulletin, 1931, No. 20, is also 5 cents a eopy now.

★

An evening course in television, telephotography, and pieture broadeasting is ineluded in the 1933 program of University College, "adult education" division of the University of Southern California.

The 1-Room School

IN SPITE of the fact that the number of 1-room schools has decreased steadily since 1918, the first year for which data are available, 60 per cent of the public school buildings used in the United States in 1930 were of the



1-room type. In the 10 years from 1920 to 1930 the number of 1-room schools decreased at the average rate of 4,052 per year. In the biennium from 1928 to 1930, however, the rate of decrease was only 2,297 per year. These schools will probably continue to deerease, but at a slower rate eaeh year. The aeeompanying graph shows the number of 1-room schools by 2-year periods from 1918 to 1930.

Status of the States, 1929–30

Number and per cent of 1-room public school buildings, 1929–30

Division and State	Total number of school buildings	1-room school houses used	
		Number	Per cent
United States	247,289	148,712	60.14
New England	9,656	4,460	46.19
Maine	2,580	1,781	69.03
New Hampshire	990	559	56.46
Vermont	1,373	1,075	78.30
Massachusetts	2,847	498	17.49
Rhode Island	476	84	35.29
Connecticut	1,390	463	33.31
Middle Atlantic	27,299	15,292	56.02
New York	11,760	7,796	66.29
New Jersey	2,328	407	17.48
Pennsylvania	13,211	7,089	53.66
East North Central	42,706	29,235	68.46
Ohio	7,761	4,258	54.86
Indiana	3,545	2,054	57.94
Illinois	14,209	10,072	70.88
Michigan	8,865	6,209	70.04
Wisconsin	8,326	6,642	79.77
West North Central	57,960	46,186	79.69
Minnesota	9,102	6,995	76.85
Iowa	11,820	9,358	79.17
Missouri	[1] 9,810	7,352	74.94
North Dakota	5,107	4,270	83.61
South Dakota	5,360	4,744	88.51
Nebraska	7,565	6,047	79.93
Kansas	9,196	7,420	80.69

[1] Statistics for 1925–26.

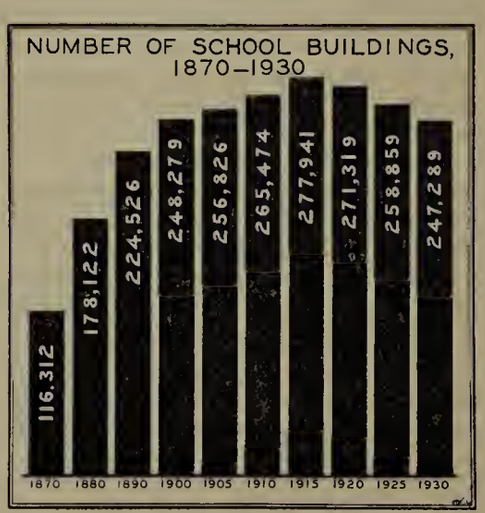
Number and per cent of 1-room public school buildings, 1929–30—Con.

Division and State	Total number of school buildings	1-room school houses used	
		Number	Per cent
South Atlantic	32,647	16,612	50.88
Delaware	363	178	49.04
Maryland	1,865	1,024	54.91
District of Columbia	170	1	0.59
Virginia	5,618	2,765	49.22
West Virginia	6,383	4,289	67.19
North Carolina	5,825	2,096	35.98
South Carolina	4,093	1,791	43.76
Georgia	6,173	3,522	57.05
Florida	2,157	[2] 946	43.86
East South Central	25,509	14,973	58.70
Kentucky	8,009	6,089	76.03
Tennessee	6,031	3,091	51.25
Alabama	5,754	2,896	50.33
Mississippi	5,715	2,897	50.69
West South Central	26,462	10,647	40.24
Arkansas	5,371	3,141	58.48
Louisiana	2,987	1,381	46.23
Oklahoma	[2] 5,868	2,600	44.31
Texas	12,236	3,525	28.81
Mountain	12,324	7,526	61.07
Montana	3,539	2,693	76.09
Idaho	1,507	865	57.40
Wyoming	1,521	1,047	68.84
Colorado	3,208	1,855	57.82
New Mexico	1,040	618	59.42
Arizona	538	172	31.97
Utah	661	91	13.77
Nevada	310	185	59.68
Pacific	12,726	3,781	29.71
Washington	2,645	960	36.29
Oregon	[2] 2,681	1,302	48.56
California	7,400	[2] 1,519	20.53

[2] Statistics for 1927–28.

Not considering the District of Columbia, because it has a city environment only, Utah had the smallest percentage of 1-room schools in 1930 and South Dakota the largest, approximately 14 per eent and 88 per cent, respeetively. If the country is divided into the nine regions used by the United States census, the Pacific States had the smallest average percentage of 1-room schools, only about 30 per cent, and the North Central States

(Continued on p. 94)



Schools Abroad

How they fare in the depression

By JAMES F. ABEL *

HOW EDUCATION is being affected by the depression is the burden of a series of reports just received from 39 foreign countries. They came in reply to a circular asking, among other items, for educational expenditures in the years 1927 to 1932, inclusive; whether education is affected to a greater or less degree than other national activities; the general effect on number of schools, size of classes, number of teachers, attendance on all levels of instruction; and the erection of new school buildings or the reconditioning of old ones. Fifteen Latin-American, 14 European, 3 Asiatic, and 3 African countries are represented, as well as Newfoundland, the 9 Provinces of Canada, New Zealand, and the 6 States of Australia.

Canada

Next-door neighbors first. Canada is sparsely settled, is growing in population, and is developing its resources. The depression came more than a year later there than in the United States and in milder form. Generally the Provinces are withholding school-building programs and in some cases reducing salaries, but school attendance is increasing and educational expansion is slowed down, not halted. Education, less than other governmental activities, is suffering from budget retrenchments. Prince Edward Island reports:

> Education will not suffer so long as it may be possible to avoid it. . . . All educational needs have been met and there has been a gradual expansion in facilities as needs have arisen; the length of sessions has been maintained and there has been an increase of about 8 per cent in average daily attendance, and indications are that progress will be maintained.

In the large Province of Ontario "no schools have been closed and there has been a marked improvement in attendance at all schools. School boards have erected new buildings and improved old buildings only where conditions demanded such action."

Mexico

The National Government of Mexico provides about two-thirds of all the money spent for education in that country. It seems determined to carry on its educational renaissance despite the depression. The American consulate reports:

> The retrenchment policy of the Government is not necessarily aimed to affect education, since the Government's program is to expand educational activities in the country . . . School expenditures from the national treasury have steadily increased since 1927. . . . While the depression has no doubt had some effect on the expansion of educational activities in Mexico, its general effect is thought not to have been felt so much as in other branches of governmental activities.

Uruguay

With respect to other Latin-American countries, Uruguay has continued its educational program almost entirely unaffected by the depression, except that new building has been limited. The 1933 budget for the National Board of Education of Argentina compares favorably with those for 1931 and 1932. The Government of Panama is reducing expenditures; some rural schools, where the matriculation was low, have been closed, and—

> The number of students for each teacher has increased, but the number of studies (per teacher) has not increased and remains the same. In the large towns it has been necessary to increase the number of teachers owing to the fact that attendance has increased considerably. As for the construction of school buildings, a considerable sum has been spent in constructing modern buildings, and many buildings which were in bad condition have been repaired.

No special changes of importance have come in the educational situation in Chile, Colombia, Costa Rica, and Haiti. In Peru, El Salvador, and Honduras the schools have suffered. The revolution in Brazil, the civil war and the earthquake in Nicaragua, and political disturbances in Cuba, more than the economic depression, have interrupted educational progress.

Italy

For the European area, from Albania comes the cheerful statement, "There is no period of depression in Albania." Italy is carrying on its expanding financial program, and education should continue to receive its share of the increasing expenditure, since it is the avowed policy of the Government to reduce illiteracy. Further:

> There has been a steady increase in the last few years in the number of pupils and teachers in the elementary, secondary, and higher schools, together with an increase in the number of buildings for educational purposes.

Luxemburg decreased its 1932 budget "within sane limits," and the Government declares that education will not be permitted to suffer in appreciable degree.

Ireland

The Irish Free State gives out the emphatic declaration:

> The present national policy is one of economic self-development and of improved social services. Budget increases under these heads are offset by economies in other directions and by increased taxation. Education is at present seeing the fulfillment of a big reform program begun by the Irish Government in 1922 and now nearing completion. National policy may possibly require some curtailment of educational expenditure, especially in respect of the emoluments of primary teachers, but so far education expenditure remains unaffected.

The small Ugro-Finnish countries of northwestern Europe are all reducing their budgets, but funds for education in Estonia are yearly an increasingly higher per cent of the total expenditures; the decrease for schools is not unproportional in Latvia; and Lithuania, which allots to education 14 per cent of its budget, expects nothing more than temporary curtailment of its school expansion program. Education and social services have suffered unduly in Finland.

Under the guidance of the Ministry of Education the schools of Poland have been able to care for increasing attendance in the face of lessened national appropriations. The situation in Spain is complicated by the establishment of the Republic and the closing of large numbers of private sectarian schools. The effects of the economic depression can not be determined.

England and France

The Government of England is making drastic cuts in its budget, including education and the social services, and is proposing higher fees for secondary schools. France, to the contrary, is expecting to make all secondary schooling free of tuition, and even in Morocco is holding educational appropriations at the level they have reached by steady increases in the past five years.

Japan is retrenching in everything but military and naval expenditures. Coincident with the termination of the era of prosperity, the country completed a school-building program, and partly due to this, national appropriations for education have decreased, but beyond that education is expected to bear its share of the cuts. For the Government schools of Palestine, progress in all directions has been seriously checked, especially in the matter of buildings and equipment. The schools of the Jewish agency have suffered greatly; in the past, most of their funds came from the United States.

Australia and New Zealand

Australia, like Canada, is increasing in population. More money is needed yearly to provide schools for the greater number

* Chief, foreign school systems division, Office of Education, U. S. Department of the Interior.

of children. Each of the six States has its own school system which it maintains mostly from State funds. In 1930, by general agreement in the Commonwealth, budgets were cut some 20 per cent. Education had to take a share—not an undue one—in the economies, with the result that school building has about stopped and teachers' salaries have been reduced.

The national treasury of New Zealand bears nearly all the expense of education and social services in that country. The expenditures for these of £4,133,242 in 1929–30 was reduced to £3,415,518 in 1931–32. Building and maintenance charges are kept to a minimum, but all the public schools are in operation and very few private schools have been forced to close. Attendance has increased at secondary schools and higher institutions.

New Books

India in 1930–31. A statement prepared for presentation to Parliament in accordance with the requirements of the twenty-sixth section of the Government of India Act (5 & 6 Geo. V, ch. 61). Calcutta. Government of India Central Publication Branch. 1932. 752 p.

India is a well-documented country. No one need be in ignorance about it because of lack of authentic, official information published regularly. The volume cited is the annual report on the progress and condition of the country. It includes good chapters on health and education, and the advancement of science, and in addition furnishes the background for understanding them.

The School Certificate Examination, being the report of the panel of investigators appointed by the Secondary School Examinations Council to inquire into the eight approved school certificate examinations held in the summer of 1931. London. His Majesty's Stationery Office. 1932. 161 p.

For persons who wish to understand the working of the system of secondary school examinations in England, this volume is valuable. Moreover, it includes much good discussion of the general purposes and usefulness of examinations.

The 1-Room School

(Continued from p. 82)

had the largest, approximately 80 per cent. The accompanying table shows the percentage of 1-room schools in each section of the country and in each State in 1929–30.

The total number of public school buildings increased steadily from 1870 to 1915, as shown on the accompanying graph, but has decreased since that time. In 1930 there was almost the same number of school buildings in use as in 1900, although about 30,000 new buildings came into use between 1900 and 1915 and an equal number was discontinued from 1915 to 1930. Consolidation of schools and transportation of pupils are causes of the decrease in number of school buildings.—EMERY M. FOSTER.

Drawing by Erwin H. Austin, Pratt Institute, Brooklyn, N. Y.

By SABRA W. VOUGHT
Librarian, Office of Education

A GLIMPSE of the life of the school teacher in the early days is given in "Life of a pioneer school woman," by Ida H. Stiner, in Sierra Educational News for September. It is the story of the life of Jessie Helen Wing, born in Maine. After teaching for several years in her native State she was called to California where she went in 1870 and taught in Poker Flat. ¶"What can the library do for the school whose budget is cut?" is a question which is answered in North Dakota Teacher for September. Lillian E. Cook, secretary and director of the State library commission, points out a number of definite services that can be rendered. ¶Practical Home Economics for September calls attention to a service rendered to its readers. A list of manufacturers is given from whom educational material may be obtained free or at low cost. The material is grouped under four heads: Foods and Health, Textiles, House Furnishings, School Cafeterias. The service department of the periodical will take care of any requests received. ¶Dr. Ben D. Wood, director of the bureau of educational research in Columbia University, reports in School Management for September an experiment which has just been completed. Under the title "Does the typewriter stimulate learning in the elementary schools?" he tells how 14,000 school children and more than 400 teachers in 50 schools in a dozen American cities assisted in this experiment. He also recounts very briefly the findings. ¶A rather startling innovation in the furnishing of a school library is discussed in School Executives Magazine for October by Frances Clendening, of Detroit. ¶Under the title "Alice in Blunderland," William Trufant Foster bitterly criticizes those so-called economists who, having forced the liquidation of business, are now trying to force the liquidation of intelligence. In School Management for October he says: "Particularly in the present crisis, retrenchment in education is dangerous, for education is the chief bulwark of the Nation against the destructive forces of extreme radicalism. To cripple our public schools is the surest way to liquidate public intelligence." ¶That the younger generation with clear-headed simplicity of 16 and 17 years is questioning the value of the education it is receiving is discussed in the Forum for November. Leroy Burton, himself a teacher, asks the question, "What shall I teach?" and wonders whether the traditional education of our schools has not failed to develop in the citizens of to-morrow the ability to meet the problems they will be obliged to face. ¶The Scottish Educational Journal for October 7 has an interesting account of the presentation of the honorary fellowship of the Educational Institute of Scotland to Dr. Helen Keller and Mrs. Macy. ¶In September the editor of School Management sent an appeal to every newspaper cartoonist in the United States, asking him to present the opening of school not as boredom and unattractive to the children but as the return of an opportunity to be visualized as a modern happy school. School Management for October gives a dozen cartoons made in response to the appeal. ¶The Bulletin of the Department of Elementary School Principals begins its twelfth volume with the October number, a new policy and, a new dress. It will be known hereafter as The National Elementary Principal, and will be issued five times a year instead of four. Eva G. Pinkston, executive secretary of the department, is the editor, and outlines her plan in a brief foreword entitled "Through the Editor's Specs." ¶A charmingly poetic description of Chapel Hill, the seat of the University of North Carolina, as it appears in these days of depression is given in School and Society for October 15, by Dr. Edgar W. Knight, under the title, "Heaven's Blessings Attend Her." ¶Katherine L. Calloway, of Calumet Senior High School, Chicago, has contributed an interesting article to the Journal of Geography for November, "Songs and Poems of Many Lands." It discusses briefly the poetry of some dozen countries, giving illustrative quotations. ¶"Education" devotes its November number to the subject of creative writing. The contributors discuss the subject at the various school levels from "young children" through "junior college" to "graduate work in English."

Teachers Colleges: Composite View

By EARLE U. RUGG *

THE STUDIES of the curriculum specialists on the staff of the National Survey of the Education of Teachers include (*1*) a brief inquiry form (No. 12) sent to all institutions of higher education; (*2*) an analysis of practices as revealed in the catalogues of approximately 125 selected universities, colleges, teachers colleges, and normal schools;[1] (*3*) intensive studies of 56 selected institutions of higher learning, the latter surveyed by more detailed inquiry forms and also by visitation; and (*4*) analyses of 4,000 record cards of prospective teachers. This article will summarize the findings of the brief inquiry (No. 12) sent to teachers colleges, normal schools, city training schools, and private teacher-training schools.[2]

Because of space limitation only the main facts from 145 teachers colleges and normal schools on this phase of the survey will be reported. This group includes 79 per cent of those institutions which agreed to cooperate, and this group of institutions is 71.2 per cent of all such institutions.[3]

1. *General information*—(A) *Enrollment.*—The typical teachers college [4] enrolls 644 students (range, 39–3925) during the regular academic year and 587 (range, 11–3504) during the summer session. During the regular year about one-third of the students are men, and during the summer session this falls to one-fifth. Almost all students (95 per cent) are reported by the teachers colleges as prospective teachers.

(B) *Type and length of session.*—There is an even division—50.6 to 49.4 per cent—following the semester and quarter terms, respectively. In the former type the median length of the term is 18 weeks, and in the latter it is 12 weeks. More than three-fourths (76.4 per cent) of these institutions report summer sessions. The median length of the summer term is 6.98 weeks, although 42 per cent report terms 10 weeks or longer.

(C) *Residence and scholarship standards.*—Practically all teachers colleges require the conventional one year (or more) of residence work before any certificate or degree is granted. Also most teachers colleges (95.7 per cent) report a scholarship requirement, and nearly all require an average grade of "C" or better. The rule requiring a higher scholarship in the major than in other subjects is not enforced in four-fifths of the schools, nor is the practice of "credit for quality" (excess credit for work graded above average) followed generally; only 12 per cent of the schools follow this practice.

(D) *Types of diplomas, certificates, and degrees given.*—Normal schools have conventionally given various certificates at the completion of short-term curricula.[5] Only 28 of the 145 report 1-year diplomas and certificates, yet there are 24 different titles listed. In the 90 institutions listing 2-year curricula, one finds 62 different kinds of diplomas and certificates. In 50 institutions listing diplomas and certificates for 3-year curricula, one finds 50 different kinds. At the completion of the 4-year course, 105 schools give 48 types of degrees, diplomas, and certificates. In this case the significant frequencies are: (1) B. S. in education, 33 institutions; (2) A. B. degree, 31 institutions; (3) B. S. degree, 18 institutions; and (4) bachelor of education, 17 institutions. Only 12 of the institutions reporting on this question listed graduate work, yet there were nine kinds of degrees and certificates listed.

(E) *Supply and demand data.*—Earlier articles in SCHOOL LIFE (January, February, and March, 1932) have summarized supply and demand data as gathered from approximately 465,000 teachers in the field. A brief check of this same problem was made in this inquiry. Each institution was asked to note the kinds of teachers of which there were an apparent excess or an undersupply in the area served. The significant facts on this point from 92 institutions reporting may be summarized as follows: Practically all kinds of teachers are listed on both sides of the supply problem, yet it would appear that the oversupply problem is greatest in English and the social studies [6] and that there is no undersupply problem except in Latin, mathematics, science, commerce, and music. However, 13 per cent report oversupply in all fields; 16.5 per cent report no undersupply.

(F) *Graduate trends.*—A few teachers colleges have entered the graduate level of instruction; 15 such institutions offer graduate work. The number of graduate degrees given is small—a median of 4.69 per institution (range 0–75) during the regular year and 6.25 per institution (range 0–190) during the summer term.

2. *Aims of institutions of higher education.*—Each administrator filling out inquiry 12 was asked to check a list of 25 aims [7] in one of four ways: (*1*) Directly and specifically provided for throughout the institution, (*2*) directly and specifically provided for in some departments, (*3*) indirectly or incidentally provided for, and (*4*) not considered. The percentages of institutions promoting all aims in the first three ways are approximately equal—an average of 30.8 per cent of the schools claim to promote the 25 aims directly and throughout the institution, 30.6 per cent directly in some departments, 24 per cent indirectly or incidentally promote them, and 14.6 per cent of the schools do not consider the aims.

A summary of the five ranking aims for each of the above four ways of providing or not providing for them shows in relief a certain philosophy of college objectives. First, the general content implied conventionally in the education of a teacher is sought throughout the institutions. This includes knowledge, culture, and specific preparation. Second, it is peculiar that command of the fundamental processes, presumably a primary

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[1] The catalogue analyses have been summarized in SCHOOL LIFE, November and December, 1932.

[2] The writer is responsible for the interpretations of the survey findings in those types of teacher-preparing institutions. Dr. W. E. Peik, of the University of Minnesota, is in charge of similar curricular studies in the universities, colleges, and junior colleges.

[3] Space limitations also compel the omission of the reactions of these administrative leaders to 50 issues of teacher education.

[4] To save repetition the writer will use the term teachers college to include all types of teachers colleges, normal schools, city training schools, and private technical schools.

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[5] While there is a decided trend throughout the country for these institutions to become degree-granting teachers colleges, there is slight evidence of continuity in curriculum organization; in most institutions 3 and 4 year curricula are built upon 1 and 2 year curricula with insufficient attention to articulation of junior and senior college work.

[6] A rough check on these figures was obtained in the actual number of graduates in June, 1931, in 20 teachers colleges obtained for purposes of analyzing the permanent record cards of about 1,500 teachers college students; 37 per cent of the 4-year secondary group majored in English or history and the social studies.

[7] The list was adapted and rephrased from a list prepared by L. V. Koos and C. C. Crawford, reported under the title of "College Aims, Past and Present," in *School and Society*, vol. 14, pp. 499–509 (Dec. 3, 1931).

objective on the elementary level, persists so strongly on the college level. Third, it is significant that some of the general "cardinal" principles are sought in some departments but are not general aims of the entire teacher-preparing institutions. Yet one might ask, Are not all students to be educated for physical efficiency, civic-social responsibility, worthy home membership, or, indeed, life needs in general? Fourth, the scientific approach is evident in some departments. Fifth, manners and character training, even religious training, are incidentally provided. Research is not considered in a third of the teachers' colleges under review, and in over two-fifths it is incidental to other objectives.

One should note the limitation of such attempts to evaluate aims. In the first place, no list can state all the aims of each institution as conceived by those guiding its destiny. In the second place, it is difficult to use phrases in such a manner that ambiguity is avoided.

Only a third of the institutions, according to the reaction of administrative leaders, give attention to individual differences throughout the institution. Training for leadership is a direct objective in all departments in but a fourth of these institutions. Only slightly more than half of the institutions seek to promote the wise use of leisure. It is significant that the theory of mental discipline is not generally held; only 10 of 134 institutions checking that aim assert that they attempt to provide for it specifically throughout all departments, and but 22 more even attempt to promote it in some departments. Finally, one should note that most administrative leaders checked all aims either as directly or incidentally sought; there was slight evidence of any aim being neglected except the aim—education of graduate students.

3. *Agencies involved in curriculum construction in the teachers colleges.*—Fifteen agencies for proposing, indorsing, stimulating, and adapting both curricula and courses were listed in inquiry 12. It is significant that the variety of agencies by which both curricula and courses are proposed and ratified could not be anticipated, for 22 other agencies were added.

(A) *Curriculum changes.*—The following statements summarize the ways in which curricula are made, as reported by the administrative officials in these teachers colleges. In rank order, department heads and directors of practice teaching are most interested in such changes, but the changes are based upon research by the curriculum committee and department heads. Such changes are proposed by the curriculum committee, department heads, and instructors; they are indorsed by the president and the curriculum committee, and are finally adopted by the faculty or the State department. It is significant to note the place that State departments occupy in the organization of curricula in teachers colleges.

Summing Up

The typical teachers college enrolls during the regular year about 650 students (one-third are men).

It also provides a summer term of six weeks and enrolls about 585 students (one-fifth are men).

Curricula of all lengths are found, with 2 and 4 year modes predominating (trend toward 4 years).

There are more than 50 kinds of teachers being prepared, the main types including kindergarten-primary, intermediate, English, mathematics, biology, music, history, and physical education for women.

In addition to an implied professional aim, these institutions are concerned with facts, command of fundamental processes, and "culture."

Broad values of preparing for life needs, development of scientific attitudes, character training, and the like are provided at most indirectly through the work of certain departments.

Curricula and courses are made (proposed, adopted, ratified) by several agencies—department heads, curriculum committees, instructors, the president, and the faculty, and even in some instances through the State department of education.

There is only slight evidence to indicate a tendency to adopt such innovations as "honors" courses, the tutorial plan, comprehensive examinations, and ability grouping.

4. *Restrictions on rank.*—This section attempts to appraise practices as to progression of course work and presumed articulation of college work. Two main types of questions were asked: Are students permitted (1) to take courses two or more years beyond their class rank in college and (2) to take courses two or more years below their class rank? One may summarize briefly by saying that almost all institutions assert that they do not permit students to take work two or more years above their rank, but only about half forbid the opposite practice. An attempt to discover what proportion of work could be taken above or below one's class rank, when institutions indicated that the practice was permitted, resulted in such a spread of practices that it is impossible to note any general proportions.

5. *Special features of curriculum content and method*—(A) *Orientation course work.*—An orientation course is defined as one which covers one of the larger areas of human knowledge. This feature is claimed by 67 (48.2 per cent) of the teachers colleges which answered the question. A total of 19 such courses was listed. The first 10 such courses with the frequencies (of 67 offering) include: (1) Biological science, 37; (2) sociology, 30; (3) physical science, 28; (4) education, 25; (5) health, 23; (6) modern history, 23; (7) music, 21; (8) general literature, 20; (9) art, 17; and (10) ancient history, 15. These 10 courses include 92 per cent of the frequencies.

(B) *Honor courses.*—This type of innovation, in which students are excused from the routine of class attendance and specific assignments and are permitted to plan their own procedure under the general supervision of an adviser, is not prevalent in teachers' colleges; only 9.3 per cent have such courses.

(C) *Comprehensive examinations.*—Similarly, but 10.7 per cent give examinations covering all or a portion of a curriculum.

(D) *Tutorial plan.*—The tutorial plan provides instructors as advisers to a relatively small group of students, to whose work they give careful periodic supervision for the purpose of promoting scholarship and developing effective habits of study. Sixteen and three-tenths of the teachers' colleges replying to this question report the use of this plan.

(E) *Ability grouping.*—To the query, "Does your institution in any department which enrolls prospective teachers use ability grouping for sectioning classes?" 56, or 39.4 per cent, of the 142 schools answered in the affirmative. Of these 56, only 8 use the plan in all classes.

6. *Kinds and lengths of curricula provided in teachers colleges.*—The 51 types listed on the blank included 26 types of teachers of academic subjects, 12 education curricula, 9 types of special subject curricula, and 4 special service curricula. Variety typifies the kinds and lengths of curricula offered in the teachers colleges.

(A) *Academic curricula.*—One might assume that academic subjects would presuppose standard curricula for four years or more in length. Yet approximately one-fourth of the curricula checked are less than four years in length. The most prevalent kinds of 4-year curricula for academic teachers in the 132 teachers colleges under review are in rank order: (1) English, (2) mathematics, (3) French, (4) history, and (5) chemistry. It would appear that teachers colleges are recognizing to a slight degree a tendency, in the

preparation of secondary teachers, to organize foreign language, science, and social science in a more unified and related manner.

The frequencies of 4-year curricula in the special subject fields, such as art, home economics, etc., are slightly lower than in the academic subjects. The most frequent 4-year curricula in rank order are: Music, physical education for women, home economics, physical education for men, and art.

When one turns to the education curricula, one finds distinct evidence of continued emphasis on curricula less than four years in length. About 55 per cent of all curricula such as kindergarten-primary, intermediate, upper grades, supervision, principalships, and superintendents are less than four years in length, and in the case of kindergarten-primary curricula and intermediate curricula the ratio is 2 to 1 for curricula less than four years in length—an average of 93 of 132 teachers colleges provide curricula of less than four years in length and an average of 45 provide 4-year curricula. There are, however, indications from other data that a 4-year program is to become more general. It is also interesting to note the tendency toward longer rural curricula; there are 23 curricula of one year or less in length as compared to 45 two-year rural curricula, 15 three-year curricula, and 35 four-year curricula.

Summarizing, one may say that the kinds of teachers most frequently prepared, totaling *all lengths* of curricula, are: (1) Kindergarten-primary, 155; (2) intermediate, 129; (3) rural, 123; (4) upper grades, 123; (5) English, 102; (6) mathematics, 97; (7) biology, 84; (8) music, 80; (9) geography, 79; (10) history, 74; (11) physical education for women, 74.[8] The ranking 4-year curricula include: (1) English, 78; (2) mathematics, 72; (3) French, 57; (4) history, 55; (5) music, 51; (6) chemistry, 50; (7) general social science, 50; (8) upper grades, 50; (9) physical education for women, 50; and (10) geography, 49. In the former case there is a prevalence of typical normal-school curricula in elementary education, whereas in the 4-year curricula the chief emphasis seems to be placed on academic subjects.

With the limitations of question-blank procedures in mind, it would, nevertheless, appear that the data herein summarized reflect rather clearly theories and practices of teacher education in most teachers colleges, normal schools, city training schools, and private and technical training schools throughout the United States. It is believed that the returns to this inquiry accurately represent the opinions of administrators of these institutions, and it is hoped that this brief summary will help those officers and others interested to improve still further the education of teachers.

[8] The frequencies represent the total number of curricula offered of all lengths in 132 teachers colleges reporting.

President Calls Citizens

to confer on crisis in education

IN AN ENDEAVOR to work out methods of making necessary retrenchments in school expenditures with least possible injury to the coming generation, and to secure effective participation in constructive action by citizens of widely differing points of view but with a common interest in education, a Citizens' Conference on the Crisis in Education was held January 5 and 6, at the call of President Hoover, in the National Academy of Sciences, Washington, D. C. Representatives of the Office of Education, American Council on Education, American Farm Bureau Federation, American Federation of Labor, National Association of Manufacturers, and the National Grange cooperated in attempting to formulate a statement of recommended policies in the light of which any community may examine its own situation and make appropriate adjustments. The February issue of School Life will report in full this important conference, which discussed shrinkage in national income, increase in governmental expenditures, reduction in wages and commodity prices, increase in bonded indebtedness, costs of debt service, the increase in school attendance during the past few years of unemployment, the number of youths under 18 years of age gainfully employed, and many other significant factors that vitally affect the support of America's schools. Secretary of the Interior Ray Lyman Wilbur was chairman of the conference.

New Chicago Teaching Tool

UNUSUAL INTEREST by America's leading educators was manifested recently in the first showing of two talking motion pictures to be used by the University of Chicago in the teaching of physical science. The films, also to be made available to other schools as an aid to teaching and to learning, are "Oxidation and Reduction" and "The Molecular Theory of Matter." First of a series of 20 talking pictures, the first two were produced under the supervision of Hermann I. Schlesinger, professor of chemistry, and Harvey B. Lemon, professor of physics, University of Chicago. Representatives of the university and of the Erpi Picture Consultants, who have charge of technical production of the sound pictures, directed showings of the films in Washington, D. C., New York, and Chicago. Federal Office of Education staff members witnessed the Washington showing. Leaders in all branches of education also attended showings in Chicago and New York City. Three other films in the physical science series soon to be ready are "Energy and Its Transformation," "Electrostatics," and "The Velocity of Light." Similar talking-picture courses of 20 films each will be produced in fields of biological science, social science, and the humanities. For additional information about securing films or to arrange special showings of those ready before meetings of chemistry or physics teachers, write to the University of Chicago Press, 5750 Ellis Avenue, Chicago, Ill.

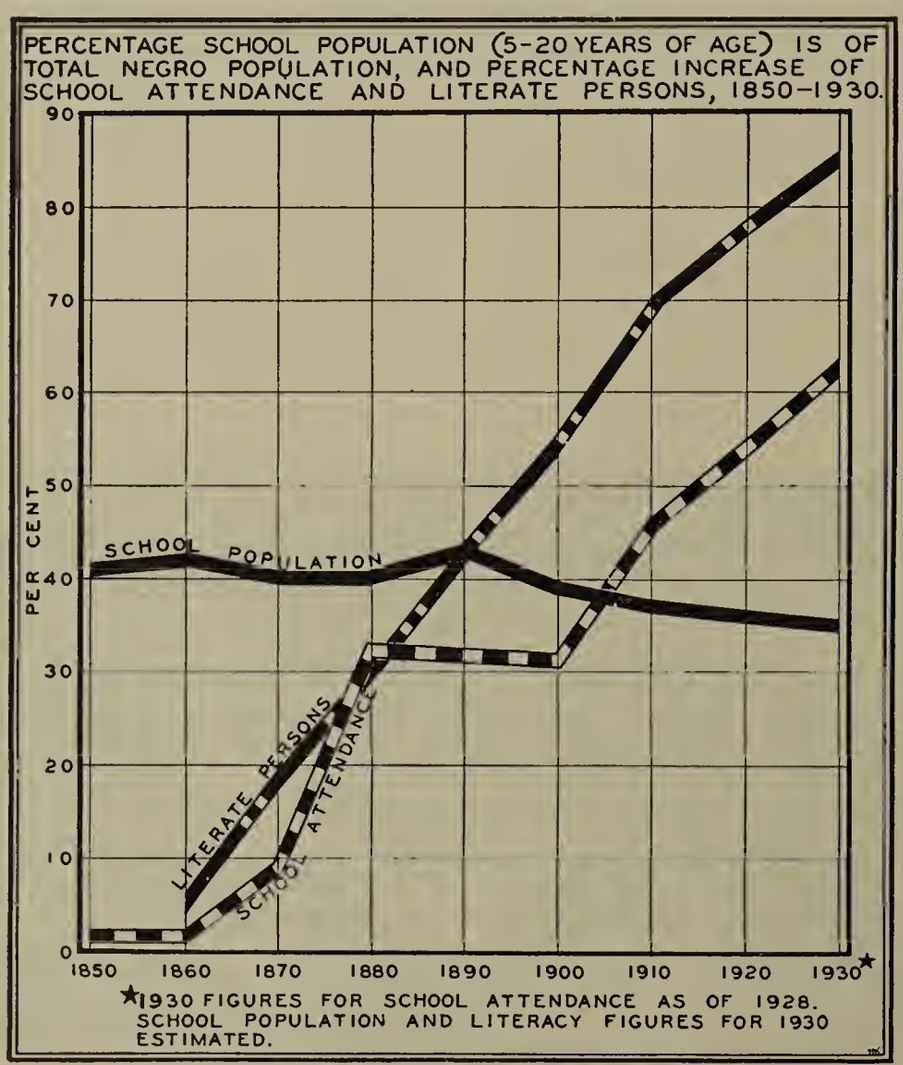
A scene from "The Molecular Theory of Matter," showing actual recording of machine-gun bullets striking against a steel plate. The steel plate is connected with a gauge which registers the force exerted by cumulative impacts of bullets on the plate. This aids in understanding how continuous bombardment of gas molecules exerts pressure on walls of its container

Jane Addams

Points to the rise of Negro education

PERHAPS the most remarkable graphic chart of the thousands published annually by the various departments of the United States Government is one issued last year from the Office of Education, Department of the Interior, which shows the rise in literacy among Negroes. It records the percentage of increase in literacy among Negroes from 2 per cent in 1850 to 84 per cent in 1930. The graph is the cold report of a herculean effort, for it is almost impossible to overestimate the difficulties confronting the ambitious adult whose forebears have never had any advantages of education. No group of people in our country have been more successful in overcoming all these difficulties than have the Negroes through three generations.

The Negroes, perhaps above any group in our population, are persistent in sending their children to school in the midst of difficulties. Their school attendance is high in spite of the fact that in 14 of the Southern States 93 per cent of the schools for Negroes are rural schools, often difficult of access, with the one teacher sometimes poorly equipped, and with a shortened term. It is obvious that the development of the Negro race in the United States depends more directly upon the elementary-school teacher than on any other factor. The teachers themselves are conscious of this. Despite their meager pay, the Negro teachers are eager to improve their professional equipment. It has been estimated that more than 30,000 Negro teachers were enrolled last year in summer schools throughout the country. The high schools for Negro young people, although inadequate in number, are gradually adding vocational guidance, and the pupils are at least made aware of the variety of occupations and of the careful preparation demanded of those who enter them. I wish we could say that they always found positions in their chosen occupations.—JANE ADDAMS, from *American Education Week radio address over NBC network.*



While there is a slight decrease in the percentage the school population bears to the total Negro population, the percentages of schoool attendance and literate Negroes show marked increases.

ACCREDITING ASSOCIATIONS MEET

THE ASSOCIATION OF COLLEGES and Secondary Schools of the Southern States, at its annual meeting held in New Orleans during the first week in December, approved a plan by which entrance to college may be based on three instead of four years of work in schools operating on the junior and senior high school plan. This is not to be construed as a movement for shortening the high-school course. The action was taken in order that the development of the junior high school in southern territory may not be influenced unduly by the necessity for meeting college-admission requirements. Under the new plan a pupil may be admitted on the basis of work completed in the senior high school only.

The association approved for accrediting 1,194 secondary schools, exactly the same number as a year ago. Fifty-two schools were dropped, but the total number was kept constant by the admission of 52 new schools to the accredited list.

President William P. Few, of Duke University, is the newly elected president of the southern association.

The Association of Colleges and Secondary Schools of the Middle States and Maryland at its meeting on November 25 approved inclusion of 607 secondary schools on its accredited list.

One of the important undertakings of the association is an extensive study of teacher load, conducted under the auspices of the Commission on Secondary Schools, Dr. E. D. Grizzell, of the University of Pennsylvania, chairman. The study is especially significant in that it attempts to secure data not only on classroom teaching but also on other activities of the teacher, such as extra-curriculum load, study-hall supervision, library work, home-room responsibilities, and the like.

President William Mather Lewis, of Lafayette College, is president of the association for the ensuing year.

—CARL A. JESSEN

HEALTH POINTERS

THE NATIONAL TUBERCULOSIS ASSOCIATION, 450 Seventh Avenue, New York City, makes available to teachers Pointers on Health Assets and Teacher's Inventory of Health Assets. Both contain useful hints for pupil health, as well as references for schoolroom improvement—ventilation, lighting, seating, drinking water, toilets, pupil cleanliness, the community, school nurse, medical inspection, teeth, sight, hearing, lunches, etc. Many Office of Education publications are listed as helpful guides in Pointers on Health Assets.

New Government Aids for Teachers

THE PUBLICATIONS LISTED *may be purchased from the Superintendent of Documents, Government Printing Office, Washington, D. C., at the prices stated. Remittances should be made by postal money order, express order, coupons, or check. Currency may be sent at sender's risk. If more convenient, order through your local bookstore.*

Compiled by MARGARET F. RYAN
Editorial Division, Office of Education

Publications

Textile Market of Argentina. 1932. 116 p., illus. (Bureau of Foreign and Domestic Commerce, Trade Promotion Series No. 132.)

Gives not only a general background of market conditions but the latest statistical data available. It serves also as a handbook of basic information on Argentine production of wool, cotton, and other fibers, and on the local textile industry. (Economics; Geography.)

*Good Proportions in the Diet. 1928. 22 p., illus. (Department of Agriculture, Farmers' Bulletin No. 1313.) 5¢.

Discusses kinds, proportions, and amounts of foods needed for an "average" or "census" family which consists of a father and a mother, both doing active but not hard muscular work, and three children under 12 years of age. Suggests what to buy for a week's supply of vegetables and fruits, efficient protein foods, cereal foods, sweets, and fats and fat foods. Sample bills of fare are included. (Home economics.)

*The Work of the United States Public Health Service. 1931. 30 p. (Public Health Service.) 5¢. (Civics; Health education.)

Exhibits. 1932. Folder published by the Women's Bureau, Department of Labor. Free upon application to the Women's Bureau.

The National Committee on Wood Utilization—Its Accomplishments and Aims. 14 p. (Department of Commerce, National Committee on Wood Utilization.) Free.

Employment of Mentally Deficient Boys and Girls. 107 p. (Children's Bureau, Publication No. 210.)

A report on the work histories of mentally handicapped minors dealing with their industrial adjustment. Part 1 of the report relates to pupils formerly enrolled in the special classes of the public schools in Detroit, Rochester (N. Y.), Newark, Cincinnati, Los Angeles, San Francisco, and Oakland; Part 2, to young persons formerly attending two Illinois State institutions for the feeble-minded. (Special education; Social welfare; Vocational guidance.)

General Information on the Great Smoky Mountains National Park, North Carolina-Tennessee. 14 p. rotoprinted. (National Park Service.) Free. (Geography; Recreation.)

*This publication is one of those called for most by teachers, according to information received from the issuing office.

Amendments to Immigration Laws Enacted Since Compilation of January 1, 1930. 1931. (Bureau of Immigration, Department of Labor.) 5¢. (Adult education; Naturalization.)

Chrysanthemums for the home. 1931. 18 p., illus. (U. S. Department of Agriculture, Farmers' Bulletin No. 1311.) 5¢.

Largely devoted to the subject of chrysanthemum culture, including a discussion of the preparation of the soil, summer pruning, fertilizing, staking, disbudding, shelters, propagation, varieties, types of blooms, and insect enemies. (Agriculture; Nature study.)

Consumption of Silver in the Arts and Industries of the United States. 1932. (Bureau of Mines, Economic Paper 14.) 5¢. (Economics; Industrial education.)

Maps

Army Air Corps Strip Airway Maps.—Scale 1:500,000, or about 8 miles to the inch. (Coast and Geodetic Survey.)
No. 20, Bellefonte, Pa., to Cleveland, Ohio; No. 31, Nogales, Ariz., via Tucson, Ariz., to Phoenix, Ariz.; No. 35, Reno, Nev., to San Francisco, Calif.; No. 39, San Diego, Calif., to Los Angeles, Calif.; No. 40, Los Angeles, Calif., to San Francisco, Calif.; No. 45, Detroit, Mich., via Cleveland, Ohio, and Pittsburgh, Pa., to Uniontown, Pa.

Shows airports, beacons, prominent transmission lines, highways, streams, railroads, towns, elevations, and other important features for air navigation. Copies may be obtained for 35 cents each from the Director, Coast and Geodetic Survey, Washington, D. C. If 20 or more airway maps (either the same number or a miscellaneous section of strip or sectional maps) are ordered for shipment in one lot to one address, a reduction from 35 cents to 25 cents per copy is allowed.

South Carolina. Federal-aid highway system, progress map. Data corrected to Jan. 1, 1932. Scale 1:500,009 or 1 in.= 7.891 m (Geological Survey) 2 sheets each 28.5 x 18.8 in. 20¢ per set of 2 maps.

These progress maps show the status of improvement of the Federal-aid system in each State, regardless of whether the construction has been done with the aid of the Federal Government, by States, by the counties, or by the townships. Sheets are of uniform size, some States requiring two or more, and are so issued that they may be punched and put in a loose-leaf atlas.

National Forests. Intermountain region, southern half, northern Arizona, Utah, and Nevada. 1 sheet (with map on verso), illus. large 4°, folded into narrow 8° size and so printed as to number 31 pages. (Forest Service.)

Shows resources, recreation features, roads, trails, etc.

Grand Valley Project, Colorado. Scale, 1 inch=1 mile. Size 22 by 40½ inches. (Bureau of Reclamation, map No. 23888A, includes topography.) Price, 25¢.

Printed in four colors and shows canals, laterals, drains, roads, tunnels, siphons, etc. Map No. 23888; scale, 1 inch=2 miles; size, 10½ by 19½ inches. Price 10¢.

Films

Preparing to Irrigate. (Bureau of Agricultural Engineering.) 1 reel; silent.

Designed to show irrigation farmers the use of different types of ditch-making machinery, the best location for field ditches, and the necessity for keeping ditches free from moss and weeds.

Conveying and Measuring Irrigation Water. (Bureau of Agricultural Engineering.) 2 reels; silent.

Covers the use of gates, flumes, and siphons in conveying irrigation water; methods of proportioning water to farmers; types of weirs, including the new Parshall flume; and the value of soil testing worked out by the Bureau of Agricultural Engineering.

Beaver Farming. (Bureau of Biological Survey.) 1 reel; silent.

Shows methods followed in handling beavers, both in pens and in fenced preserves.

Posters

The following posters will be sent free of charge for permanent use upon application to the Women's Bureau, Department of Labor, Washington, D. C.:

Minimum Standards for Employment of Women.

The Woman Who Earns.

Daughters of America.

America Will Be as Strong as Her Women.

The Children's Bureau, Department of Labor, has issued the following posters, which may be purchased from the Superintendent of Documents, Government Printing Office, Washington, D. C., at the prices stated:

The Health of the Child Is the Power of the Nation. In colors. Size, approximately 18 by 24 inches. 15 cents per copy, or $15 per 100 copies.

Posture Standards. 50 cents for a set of 6 charts, or 25 cents for either the three girls' charts or the three boys' charts.

THESE MEN AND WOMEN ARE AT YOUR SERVICE—

More than 100 men and women make up the staff of the Office of Education in the United States Department of the Interior. They are constantly engaged in collecting, analyzing, and diffusing information about all phases of education in the United States, its outlying parts, and in foreign countries.

UNITED STATES DEPARTMENT OF THE INTERIOR

RAY LYMAN WILBUR, *Secretary*

OFFICE OF EDUCATION—ORGANIZATION

WILLIAM JOHN COOPER, *Commissioner* - BESS GOODYKOONTZ, *Assistant Commissioner*
KEWIS A. KALBACH, *Chief Clerk*

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Two booklet productions of the Office of Education have enjoyed wide distribution the past few years. Available at a nominal cost from the SUPERINTENDENT OF DOCUMENTS, GOVERNMENT PRINTING OFFICE, WASHINGTON, D. C., these publications, useful in teaching of citizenship, are:

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(19 pages) Price 5 cents

and

The Constitution of the United States of America

(39 pages) Price 5 cents

A picture of the shrine of the Declaration of Independence and the Constitution of the United States in the Library of Congress, Washington, D. C., appears as a frontispiece in The Story of the Declaration booklet, which also gives interesting notes about six of the foremost signers, as well as the Declaration of Independence printed in full. The seven Articles of the Constitution, the names of the signers, and the 19 Amendments are printed in the 39-page booklet.

Suitable for framing is a *facsimile* of the Declaration of Independence (29″ x 34″) also available from the Superintendent of Documents, Government Printing Office, Washington, D. C. - - - - Price 15 cents

FOR YOU!

A most important educational report dealing with school statistics and facts is the BIENNIAL SURVEY OF EDUCATION, a publication of the Federal Office of Education. From time to time during the past several months Office of Education studies in the several major educational fields reviewing the status and progress of education for the years 1929 and 1930 have been made available. Now all of these separate chapters of American education for these years have been bound and are available in one publication (paper cover) *from the SUPERINTENDENT OF DOCUMENTS, GOVERNMENT PRINTING OFFICE.* (*Price 80 cents.*)

Included in this bound publication, Volume I of Office of Education Bulletin, 1931, No. 20, are:

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OFFICE OF EDUCATION
United States Department of the Interior

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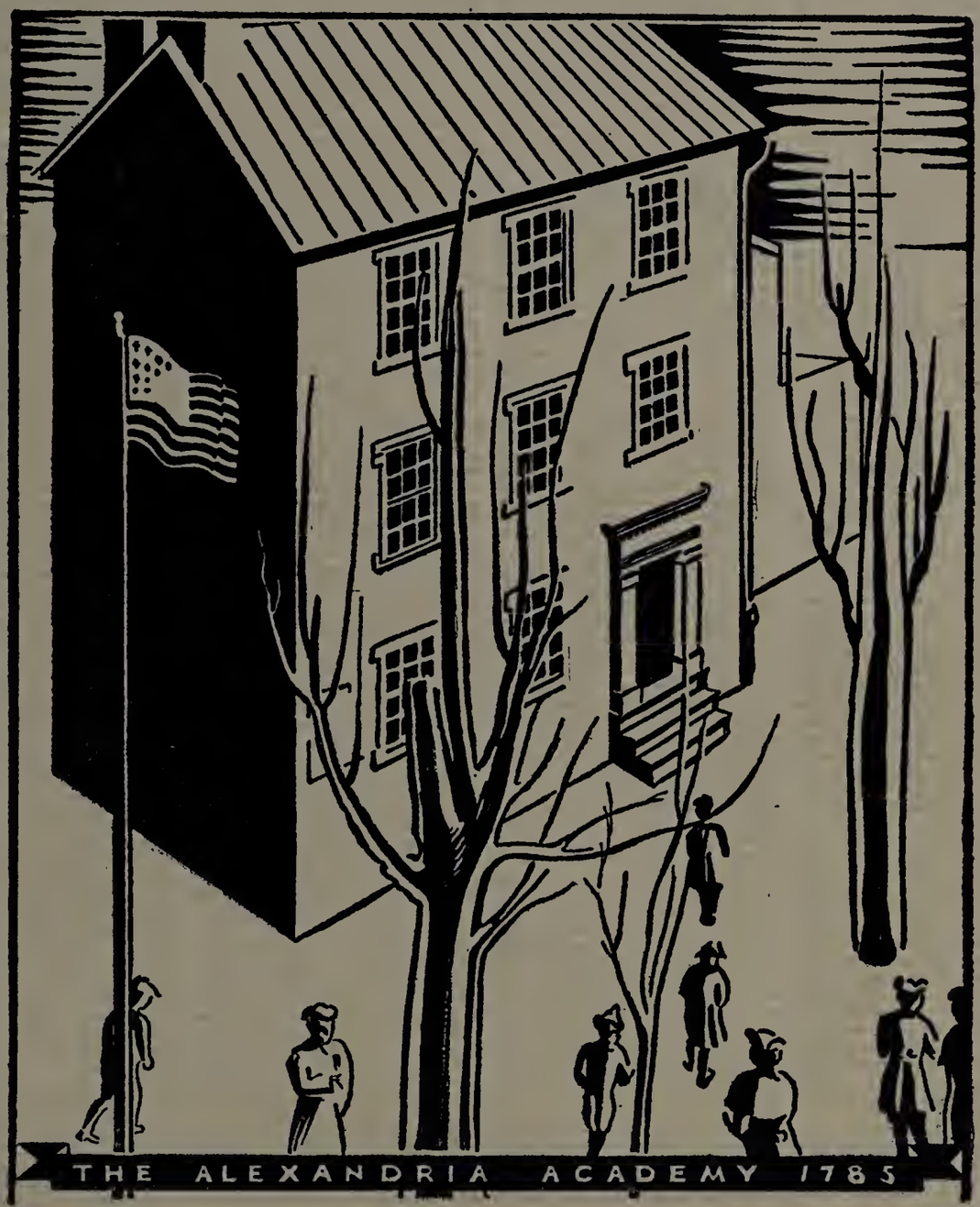
No. 11. Physical Education and Recreation for Exceptional Children.

OFFICE OF EDUCATION
United States Department of the Interior

U. S. GOVERNMENT PRINTING OFFICE: 1932

SCHOOL LIFE

★
February
1933
Vol. XVIII • No. 6



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OFFICIAL ORGAN OF THE OFFICE OF EDUCATION
UNITED STATES DEPARTMENT OF THE INTERIOR • WASHINGTON

WRITE TO:

The Office of Education, U. S. Department of the Interior, Washington, D. C., for published information on—

Nursery-Kindergarten-Primary Education

Elementary Education

Secondary Education

Colleges and Professional Schools

School Finance

School Legislation

Exceptional Child Education

Rural School Problems

School Supervision

School Statistics

School Libraries

Educational Research

School Building

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Radio Education

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Physical Education

Teacher Education

Health Education

Industrial Education

Educational Tests and Measurements

Foreign Education

Adult Education

Contents

William Thompson, Washington, D. C., drew the cover picture of the Alexandria Academy, Alexandria, Va., one of the oldest schools in continuous use in the United States. This school building was marked with a plaque on December 14, at which time Commissioner of Education William John Cooper recommended that it be made a national shrine for education.

(N. B.) The Case of Willard, promised for this month, will appear in March SCHOOL LIFE

OFFICE OF EDUCATION NEW PUBLICATIONS

Bibliography of Research Studies in Education, 1930–1931, Bulletin, 1932, No. 16. 50 cents

Nursery Schools: Their Development and Current Practices in the United States, Bulletin, 1932, No. 9. 15 cents

Adjustment of Behavior Problems of School Children, Bulletin, 1932, No. 18. (In press.)

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

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(Single copies only)

Selected and annotated bibliography on School Attendance, School Census, and Related Topics, 1900–1932. Circular No. 59.

United States Government Publications Useful in Physical Education and Recreation. Circular No. 68.

Studies in Home-making Education. Circular No. 67.

Statistics of Colleges, 1931–1932 (Preliminary), January, 1933, Rotaprint Circular 68294.

OFFICE OF EDUCATION
United States Department of the Interior

SCHOOL LIFE

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 to promote the cause of education throughout the country." To diffuse expeditiously information and facts collected, the Office of Education publishes SCHOOL LIFE, a monthly service, September through June. SCHOOL LIFE provides a national perspective of education in the United States. Order its service for one year by sending 50 cents to the Superintendent of Documents, Government Printing Office, Washington, D. C. To foreign countries, 85 cents 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 per cent. Enter subscriptions also through magazine dealers. Send all editorial communications pertaining to SCHOOL LIFE to Editorial Division, Office of Education, U. S. Department of the Interior, Washington, D. C.

Visit the Office of Education Booth at the N. E. A. Department of Superintendence Convention in Minneapolis, February 25–March 2

SCHOOL LIFE

Issued Monthly, *except July and August*, by the United States Department of the Interior, Office of Education

Secretary of the Interior : *Ray Lyman Wilbur* · Commissioner of Education : *William John Cooper*

VOLUME XVIII — *WASHINGTON, D. C. - FEBRUARY, 1933* — NUMBER 6

Conference on Crisis in Education

AT 10 O'CLOCK Thursday, January 5, the hour at which Calvin Coolidge dropped dead in his bedroom in Northampton, his successor, Herbert Hoover, sun-tanned from a fishing trip, entered the back door of the small walnut-paneled auditorium of the American Academy of Science, stepped to the reading desk, and addressed 70 leaders of various great citizen groups whom he had invited to the Citizens' Conference on the Crisis in Education.

Situation

"Our Nation faces the acute responsibility of providing the right-of-way for the American child," declared President Hoover. "This conference is unusual in that it invites the cooperation of men of widely different points of view in the consideration of our school and tax system from the standpoint of maintaining the welfare of children to-day . . . I trust that out of it will come recommendations that will be of national significance."

Names of the men and women to whom the President gave this task are listed elsewhere in this issue. Some were delegates from five organizations requesting the conference: The American Council on Education, the American Federation of Labor, the National Grange, the American Farm Bureau Federation, the National Association of Manufacturers. Some were high officials in other great associations: President Rosier and Joy Elmer Morgan of the N. E. A.; Mrs. Grace M. Poole of the General Federation of Women's Clubs; Mrs. Hugh Bradford of the National Congress of Parents and Teachers. Lastly there were experts from the Office of Education, the N. E. A., Brookings Institution, and other organizations to supply facts.

The extent of the crisis in education was at once put before the conference by Commissioner of Education William John Cooper, and Dean Judd, University of Chicago. Each member received a 28-page pamphlet, "The Current Situation in Education, Increased Responsibilities—Decreased Revenue." This contained the most recent data on reductions, closing of schools, shortening of terms, increased enrollments and similar factors. It was prepared by the National Education Association and the Office of Education. Announcement that schools were closed to 90,000 Alabama children after January 1 put the crisis in concrete terms.

Representatives of each of the five major groups stated their positions. Frank Morrison, for Labor, asked R. F. C. loans for maintenance of schools, State aid, and allocation of part of the gasoline tax for education. Howell Cheney, manufacturer, asked that educators look at the situation realistically and not attempt "to surround themselves with a sacred circle and say, 'You must not approach.'" Mr. Goss, of the Grange, asked for a Federal tax on incomes, the funds raised to be returned to the States on the basis of their educational requirements. "We believe that there are many areas in America that are poor in school children that can afford to contribute their quota to meeting the emergency." Mr. Hearst, of the American Farm Bureau, urged State and Federal aid and consolidation of school districts.

Six committees

Dean Judd, speaking for the American Council on Education, reported the serious conditions he had recently witnessed in Alabama and elsewhere.

Six committees were proposed for the purpose of drafting recommendations. Three officers: Chairman, vice chairman, and secretary were named to each committee. Other conference members were invited to assist any committee they wished to join. Committee A on the relation of expenditures for education to expenditures for other public services drew the largest gallery Thursday evening. "The Chicago bloc," composed of President Hutchins, Dean Judd, and Dean Ruml, took the spotlight with a 9-plank plan, nearly all of which was accepted.

Their plank on raising the general price level precipitated on Friday morning the most intense and vigorous controversy of the conference. Finally an amended version was accepted. Committee recommendations on strictly educational problems were, in nearly every case, accepted with unanimous assent.

Unusual session

This conference was no ordinary meeting. It was filled with drama and comedy. Like a well-made play it rose to climax after climax. In substitution of the sluggish tempo of the typical meeting where papers are read was the swift clash of opposite opinion. But no matter how violently and earnestly they disagreed on details, the men and women members were united in their support of public education. Behind the resolutions reproduced in neighboring columns lies two days' concentrated thinking on the part of 70 leaders of American civic life. Among the recommendations, superintendents, school board members, legislators, and citizens may find useful suggestions.

If there seems to be some contradiction between a few of the declarations, it must be remembered that this conference offered the first opportunity for leaders of citizen groups to think together on problems of education. They will probably do better the next time—if there is a next time.

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The Forty Recommendations

1. *Obligation:* Education is a fundamental obligation of public policy, related inseparably to long-term economic conditions and to the forms of governmental administration set up by organized society to provide for the general welfare.

2. *Value of education:* Educational procedure must be evaluated eventually in terms of far-reaching and broadly inclusive social purpose.

3. *Conference task:* In this confcrence we are concerned with one aspect of the educational problem—the adjustment of school costs to long-term cconomic conditions with no damage to the child.

4. *Priority for education:* Education is a necessity, not a luxury, since the growth of the child can not be halted or postponed during an economic cmergency. Therefore, educational service should be accorded a high degree of priority in determining the purposes and services which shall be supported by the States during a depression.

5. *Politics:* The major wastes in education should be eliminated through the abolition of control over, and interference with, education by politicians, of politica, appointments and of political corruption.

6. *Consolidation:* Local governments and local school districts should be reorganized and consolidated.

7. *Power to superintentent:* Administrative control of the schools must be centralized in the superintendent.

8. *State departments:* State administrative organization of education must be reorganized through the creation of a nonpolitical and professional agency for the administration of the educational policies of the State, where such agency does not already exist.

9. *State's duty:* The State must assume the responsibility within its means of assuring adequate public education to all local communities, irrespective of their financial condition.

Legislation needed

10. *State aid:* We especially urge law making bodies to give priority to legislation which will alleviate conditions in communities now being required to make injurious curtailments in their school programs because of unusual burdens, inequitable tax systems or faulty fiscal machincry.

11. *National aid:* We urge Congress to provide for Federal assistance through emergency loans for a limited period to such States as may make an adequate showing of their inability to maintain reasonable standards of support for public school education.

12. *Tax reform:* All governments, local, State, and national, should direct attention to the immediate reformation of the system of taxation.

13. *Raise price level:* Immediate efforts should be made through the raising of the general level of commodity prices, the correction of serious economic maladjustments, and otherwise, to increase the volume of income and purchasing power, and thus to provide the moneys necessary for a proper educational program. If this is not done, wide-spread injury will result, not only to the cause of education but to the value of all obligations, public and private.

Instruction

14. *Note to Congress:* The conference is deeply impressed with the seriousness of the present situation but feels that the suggestion of adequate remedies is beyond the scope of its instructions and mission; therefore this conference respectfully directs the attention of the President and of the Congress to the danger of gross injury to the cause of education through injudicious and unwise reduction of educational programs, the closing of schools, and otherwise, consequent upon economic conditions.

15. *Another conference:* This conference recommends the careful consideration by another conference or otherwise, of steps deemed appropriate and necessary for increasing the level of income and of purchasing power.

16. *School year:* The conference is opposed to the shortening of the school year below the term existing previous to the depression, because such action will be a limitation upon the educational opportunities of the children, which in the long run will be neither economically nor educationally profitable.

17. *Teaching load:* The teaching load should not be increased either in courses or hours, beyond the ability of the individual teacher to offer a reasonable standard of instruction to each pupil, and should be adjusted in relation to the quality of supervision, the experience and qualifications of the teacher, the provisions for exceptional pupils, and the methods of grouping pupils.

18. *Class size:* The size of classes in all special subjects such as art, music, manual and domestic arts should be made as large as that of the average academic class; in secondary schools laboratory periods in the sciences should be of the same length as periods for other subjects, and standards of accrediting agencies which now prevent such arrangement should be modified.

19. *On salary cuts:* All possible economies in school costs such as the postponing of building construction when and where practicable; the reorganization of business departments; the adjustment of the size of class; and the curtailing of the activities of auxiliary agencies, etc., should be made before a readjustment of teachers' salaries is effected.

20. *Limiting salary cuts:* Readjustment of salarics, if necessary, should be made in relation to the reduction in the cost of living of the teaching group in any given community.

21. *Hold to standards:* School systems should weigh carefully any proposed curtailment policy with the view to securing real saving rather than to effect apparent economy that may be harmful to essential educational standards.

Buildings

22. *Use of buildings:* Every effort should be made by school systems to utilize to their full capacity the present school plants. A study of conditions in various parts of the country has shown that in some communities much better utilization of school buildings for class purposes can be effected.

23. *Building and relief:* The curtailment of school building construction will be reflected in the industrial and business life of a community by increasing the amount of unemployment and perhaps causing greater expenditures for relief work.

24. *Bargain note:* Consideration should be given in a long term building program to the fact that unit costs are probably at a minimum at the present time and long deferred building construction may eventually cost twice as much as at present.

25. *On building schools:* A distinction should probably be made between building needs that have accumulated over a period of years, and the additional buildings needed each year by the normal increase in school enrollment. The first mentioned building needs may very properly be taken care of by a bond issue and the annual requirements may be met by the pay-as-you-go plan.

26. *Upkeep:* Maintenance costs should not be reduced below a point where resulting deterioration of the school plant would necessitate ultimately greater outlay than the original repairs would have cost. If the condition of the school plant has heretofore been maintained at a high level, curtailment in repair work may be adopted as a temporary policy.

27. *Housekeeping:* Careful study should be made of the purchase, distribution, and utilization of fuel and other supplies used by building employees. The proper operation of heating plants should be carefully provided for. Janitorial work should be standardized. Proper training should be given to building employees both before entering the school service and after entering the system. The number of building employees should be kept at what is actually needed. In some communities considerable savings may be made in this field.

28. *On purchasing supplies:* Careful attention should be paid to the preparation of proper specifications, the purchase, distribution, care and use of all supplies and equipment. Permanent inventories in all cases should be maintained. Where school districts are small, cooperative plans of purchasing supplies and equipment might be made under the initiative of State departments of education.

Colleges and universities

29. *Higher education:* Rapid and unprecedented development of all forms of higher education during the past two decades, especially publicly supported higher education, not only reflects the distinctive character of our democratic idealism, but also furnishes conclusive proof of the reality of the long-recognized principle of the equality of opportunity in American life. From these institutions has come a large proportion of the trained personnel of the established professions and the leadership of our complex industrial and social life. Furthermore, the results of the scientific research carried on by such institutions have been of well-nigh incalculable worth to the economic life of the Nation. When viewed from these two standpoints alone the general scheme of higher education of the country must be regarded as a principal, productive asset, the conservation and further development of which are matters of permanent concern for the States and for the Nation.

30. *All levels:* The effective, economical and nonpolitical operation and adaptation of the plan of popular education, at all levels, from the elementary schools through the universities, are fundamental obligations of the American State.

31. *American plan:* During a period of economic stress, such as that now existing, there is imposed upon all of those in positions of responsibility, whether in government, industry, or cultural activity, a clear responsibility of affirming the inherent basis of our American plan, and of promoting confidence among the people in their educational institutions. In particular, efforts are needed to avoid any unnecessary reduction in the educational opportunities now available to American youth.

32. *Sharing burdens:* To-day all publicly supported higher institutions, more than ever before, are responsible for the economical administration of their funds. There is abundant evidence that these institutions the country over are capable of making those adjustments in operation made necessary by any reasonable policy of retrenchment. They have already demonstrated their ability and their willingness to share the burden imposed upon the economic life of the people.

33. *Unwise weakening:* If the State is to have during the coming generation institutions adequate to serve its needs, it

Delegates to the Conference

Ray Lyman Wilbur, Secretary, U. S. Dept. of the Interior, chairman.
Hon. William John Cooper, U. S. Commissioner of Education, vice chairman.
Clifford Anderson, Norton Emery Co., Worcester, Mass.
Alexander B. Andrews, Esq., Raleigh, N. C.
Trevor Arnett, general education board, New York City.
A. W. Atwood, secretary of the conference, Washington, D. C.
Fred W. Baer, president, International Association of Fire Fighters, Washington, D. C.
William R. Barry, superintendent of schools, Ware, Mass.
William B. Book, Indianapolis Chamber of Commerce.
Mrs. Hugh Bradford, president, National Congress of Parents and Teachers, Sacramento, Calif.
Fred Brenckman, National Grange, Washington, D. C.
Thomas E. Burke, secretary, United Association of Plumbers and Steam Fitters, of the United States and Canada, Washington, D. C.
T. J. Callahan, labor representative.
W. W. Campbell, president, National Academy of Science, Washington, former president, University of California.
T. C. Carroll, vice president, Brotherhood of Maintenance of Way Employees, Covington, Ky.
Howell Cheney, Cheney Bros., South Manchester, Conn.
John B. Colpoys, American Federation of Labor.
Frank Cody, superintendent of schools, Detroit, Mich.
President L. D. Coffman, University of Minnesota, Minneapolis, Minn.
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President E. C. Elliott, Purdue University, Lafayette, Ind.
F. J. Freestone, Interlaken, N. Y., National Grange.
Leo F. George, American Federation of Labor, Washington, D. C.
Albert S. Goss, Seattle, Wash.
Mark Graves, director of the budget of New York State.
Arnold Bennett Hall, Brookings Institution, Washington, D. C.
S. B. Hall, State superintendent of public instruction, Richmond, Va.
Charles E. Hearst, president, Iowa Farm Bureau Federation, Des Moines, Iowa.
Fred Hewitt, editor, The Machinists' Journal, Washington, D. C.
President John Hope, Atlanta University, Atlanta, Ga.
E. J. Howenstein, Elyria, Ohio.
Edward Eyre Hunt, New York City.
President Raymond M. Hughes, Iowa State College, Ames, Iowa.
President Robert M. Hutchins, University of Chicago, Chicago, Ill.
Rev. George Johnson, National Catholic Welfare Council, Washington, D. C.
Dean Charles H. Judd, University of Chicago, Chicago, Ill.
Henry R. Linville, president, American Federation of Teachers, New York City.
Prof. Harley L. Lutz, Princeton, N. J.
Dr. John H. McCracken, American Council on Education, Washington, D. C.
Dr. Charles R. Mann, American Council on Education, Washington, D. C.
President Cloyd H. Marvin, George Washington University, Washington, D. C.
Thomas N. McCarter, Public Service Corporation of New Jersey, Rumson, N. J.
Edward F. McGrady, American Federation of Labor, Washington, D. C.
Mrs. William B. Meloney, Herald-Tribune, New York City.
H. J. Miller, Taxpayers Association, Minneapolis, Minn.
Spencer Miller, jr., South Orange, N. J.
Joy E. Morgan, National Education Association, Washington, D. C.
Frank Morrison, secretary, American Federation of Labor, Washington, D. C.
Dr. Paul R. Mort, teachers college, Columbia University, New York City.
William W. Nichols, Allis-Chalmers Mfg. Co., New York City.
W. R. Ogg, American Farm Bureau Federation, Washington, D. C.
Edward A. O'Neal, president, American Farm Bureau Federation, Chicago, Ill.
Mrs. Grace M. Poole, General Federation of Women's Clubs, Washington, D. C.
Mrs. Ellsworth Richardson, Albia, Iowa.
Hon. James Grafton Rogers, Department of State, Washington, D. C.
President Joseph Rosier, State Normal School, Fairmont, W. Va.
Dean Beardsley Ruml, University of Chicago, Chicago, Ill.
Mrs. Charles W. Sewell, Otterbein, Ind.
Miss Belle Sherwin, National League of Women Voters, Washington, D. C.
Earl Smith, American Farm Bureau Federation, Chicago, Ill.
Paul C. Stetson, superintendent of schools, Indianapolis, Ind.
French Strother, the White House, Washington, D. C.
Louis J. Taber, master of the National Grange, Columbus, Ohio.
Miss Florence C. Thorne, American Federation of Labor, Washington, D. C.
President John J. Tigert, University of Florida, Gainesville, Fla.
W. A. Viall, Brown & Sharpe Mfg. Co., Providence, R. I.
David E. Weglein, superintendent of schools, Baltimore, Md.

must not now unwisely weaken the human foundations of those institutions.

34. *Expel the idle:* The essential limitation upon attendance on secondary schools of any grade is the requirement that the student give such evidence of a continuing and developing ability to learn as shows that he is preparing himself better to meet the constantly advancing demands of an effective service for life.

The obligation of the States to afford an equality of educational opportunity is always predicated upon a reciprocal obligation of the individual to use such opportunities effectively.

Other agencies

35. *Social compass needed:* We are impressed with the need of a better understanding of our social purposes and a clarification of our social values if the present crisis in education is to be turned to future account. This is not a subject with which a single conference can deal, but the necessity for a nation-wide continuing effort to deal with this problem seems obvious.

36. *Local conferences:* The peculiar position of public education in our democracy, supported and guided by local initiative and directly accountable to it, suggests that there should be set up in every locality councils broadly representative to mobilize and clarify public opinion in order to deal more generously and wisely with the present crisis in education.

37. *Other agencies:* The school is only one of the many educational agencies. The home, the church, the library, all must be maintained and strengthened along with the school. Since education does not stop with childhood the agencies of adult education must not be forgotten. Special attention might be given to training for parenthood.

38. *The underprivileged:* The conference notes the critical condition of certain underprivileged groups, particularly the Negroes, and the necessity for special solicitude with regard to them. It is obvious that further diminution of educational facilities of this group would handicap them far in excess of the handicaps placed upon other children, and would hazard the possibilities of Negroes participating in our future society with a degree of efficiency commensurate with the demands. The attention of the country, therefore, is called to the fact that serious consideration should be given the past and present unequal educational opportunities before attempting any further retrenchments.

Office of Education

39. *Spread good news:* We are impressed with the experience of various localities in moving promptly and energetically to maintain and extend their social services, particularly those of education, and we recommend that the Office of Education give nation-wide continuing publicity to these efforts.

40. *Revive school cost study:* Because of the need of definite information on school costs at this time, the conference regrets that the Congress found it necessary to discontinue the study of school finance carried on under the direction of the United States Office of Education, and expresses the hope that at an early date ways may be found to resume that important and especially timely study.

CARNEGIE GRANTS TOTAL $5,000,000

GIFTS TOTALING $5,256,000 to colleges, universities, and other educational organizations were made by Carnegie Corporation during its fiscal year ended September 30, 1932, according to the report of President Frederick P. Keppel. These grants were for a wide variety of specific purposes within the fields of library service, adult education, the arts, scientific and educational research, and publication.

School Crisis Facts

THREE hundred and eighty-four thousand more students in elementary and high schools this year than last.

14,000 fewer teachers employed.

Less money for schools

$112,800,000 estimated reduction in current expenditures this year.

$108,000,000 less estimated spent this year on school buildings.

Teachers' salaries slashed as much as 28 per cent in one State and 50 per cent in whole counties.

City school budgets 6.75 per cent below last year.

Rural school budgets 5.23 per cent below last year.

Capital outlay budgets: New grounds, buildings, equipment slashed more than 40 per cent.

Further decreases expected in above percentages if taxes are not collected.

Voluntary return of a percentage of teachers' salaries to school boards common.

Lower school cost

Cost per pupil in cities from 10,000 to 100,000 population 9 per cent less than it was in 1929–1930.

Cost per pupil in cities 2,500 to 10,000 population reduced 7 per cent in two years.

Further reductions have taken place this school year.

Daily cost per child in school decreased 14.1 cents, nearly one-fourth, since 1929–30.

Per pupil cost now only about 48.7 cents per day—in 1929 it was 62.8 cents.

Schools close—terms shortened

According to Office of Education records, most schools are doing their utmost to maintain service. They have decreased teachers' salaries, have cut expenditures for supplies, equipment, and buildings, but service has been maintained wherever possible. Reports indicate, however, that actual effectiveness of schools in some cities is being reduced:

170 cities will shorten school term 10 days or more this year.

92 of these cities will cut terms 20 days or more.

200 counties last year cut school terms 10 days or more.

130 shortened their terms 20 days or more last year.

More than 4,730 rural schools closed early in 1931–1932.

More will probably have to be closed early this year.

School term in the United States, averaging only 173 days in prosperous times, is shorter than in foreign countries. In France school term is 200 days, in England and Sweden 210 days, and in Germany and Denmark 246 days.

Less service

73 cities have curtailed or eliminated night schools or Americanization classes.

85 cities have curtailed or closed kindergartens.

85 cities have closed or partially eliminated schools and classes for handicapped children.

93 cities cut music supervision.

42 cities cut general supervisory service.

48 cities cut school medical service.

68 cities cut school nurse service.

Music instruction cut in 52 cities.

Art instruction cut in 28 cities.

Home economics instruction cut in 62 cities.

Manual training instruction cut in 64 cities.

Physical education cut in 81 cities.

These reports from only two-fifths of cities are probably representative of other curtailments made elsewhere.

Schools That Follow the Flag

By KATHERINE M. COOK *

AMERICA has long accepted the principle of nation-wide, universal, publicly supported education. Dr. H. A. L. Fisher, the distinguished English educator, visiting schools in the United States some years ago, said that America is "a land of many creeds but of one religion; that religion, education." Its practice is not confined to continental United States. In far-flung territories our flag flies over schools modeled on the American plan.

From Point Barrow, northernmost point of Alaska, to Rose Islet, in American Samoa, farthest south in the Pacific; from the Philippine Islands, more than 10,000 miles west of the Capitol at Washington, to Puerto Rico, approximately 1,500 miles east and south, the schoolhouse has literally followed the flag. To follow in this school pathway, visiting all of our territory en route, and continuing in one direction from the starting point, one would need to sail all the way around the world and make long detours north and south from a straight course. An air line measuring the shortest distance from Point Barrow to Rose Islet is almost 6,000 miles in length. Such an air line from the Virgin Islands to the Philippines via the South Pole measures 10,800 miles in length. The combined area of our outlying parts is slightly less than a fourth that of continental United States.

Real challenge

Wide distribution of territory, even with modern methods of travel and communication, offers difficulties in the exchange of ideas and in furthering mutual understandings, but racial and language differences, the necessity of social and economic adjustments to a new social order, offer the real challenge. More than 14,000,000 people live in our outlying parts. In the Philippine Islands alone there are eight distinct racial divisions among the Christian Malays. Among the non-Christians there are Mohammedans and primitive pagans who are Malasians, and in addition the non-Malasian Negritos. Hawaii, the world's racial melting pot, Puerto Rico, the Virgin Islands, and American Samoa, are each as different from the other as from the mainland. In Alaska half the population is native. But in all these outlying parts of the United States public schools are available.

Hawaii and the Virgin Islands have achieved practically complete literacy. In the former, elementary and secondary schools, adequate in number, are available. In the Virgin Islands secondary schools are now being established. In Puerto Rico less than half the children of school age are as yet housed in schools and furnished with teachers. Yet great progress has been made. An educational survey made by a group of selected and

Children of Alaskan cliff dwellers enjoying recess at King Island school, built two years ago on only level spot on island 10 miles square. Children are holding rope fastened to school building.

experienced educators in 1926 called attention to "an achievement unparalleled in the history of education in the United States, namely, the building of the framework of a complete educational system in the short period of 25 years."

In 25 years

In the Philippine Islands, according to another authoritative source, "one of the most remarkable chapters in the history of education has been written. For 25 years (from the American occupation to 1925) these islands have served as a laboratory for an educational experiment of enormous magnitude and complexity. Throughout the islands school systems patterned on the American plan, using English as the medium of instruction, are in operation." [1]

In the progressive parts of the Philippines, school facilities are not yet adequate to the demand. English is becoming not just the language of the schools but the common medium of communication, as it has become the medium in Hawaii, the Virgin Islands, and among the natives of Alaska. In Puerto Rico an effort at bilingualism is made, and both English and Spanish are taught in the schools and are in common use. In Guam and American Samoa private schools still carry on much of the educational work. English, however, is becoming more and more common as the language of the people.

A Filipino contribution

Complete school systems—elementary, secondary, and higher—are thoroughly established in Hawaii, Puerto Rico, and the Philippines. The schools are staffed in large part with well-trained native administrators, supervisors, and teachers. Schools are maintained by the people from public revenues.

Standards of qualifications for teachers have been gradually improving over a period of years in all outlying parts. They now compare favorably with the standards in the States. In the native schools of Alaska, in Hawaii, and, through recent legislative enactment, in Puerto Rico, two years of education (including professional courses) beyond high-school graduation are required of applicants for teaching positions. In the Philippines, teacher-training institutions are still maintained on both higher and secondary levels. Standards are raised as rapidly as conditions warrant.

On the island of Mindanao, in the Philippines, an experiment in the promotion of literacy on a large scale is under way which apparently bears favorable comparison with the better known experiments in mass education in China and Russia. Compulsory education—that essential adjunct of universal literacy—is not yet feasible in the Philippines. Moreover, among the Moros, who make up a large portion of the inhabitants of Mindanao, there are more than the usual number of obstacles to literacy.

* Chief, special problems division, Office of Education, U. S. Department of the Interior.

[1] Survey of the educational system of the Philippine Islands, by the board of educational survey created under acts 3162 and 3196 of the Philippine Legislature. Manila, Bureau of Printing, 1925. 677 pp.

It is therefore of special interest that Dr. Frank Laubach, a missionary teacher of long experience in the islands, found that the Moros among whom he was stationed possessed a considerable literature, even though practically illiterate. With this as an incentive he made a thorough study of the language, as a result of which he developed an alphabet and method of teaching reading. A reasonably bright adult may learn to read by his method in an hour. Moreover, and of even greater importance, the system he devised may be utilized elsewhere and applied to other dialects.

Practical results of Doctor Laubach's efforts and those of his assistants are becoming apparent. In the past two years he has enlisted the services of 400 volunteer helpers, and 40,000 persons have been taught to read. There is reason to hope that the Government may help in the near future and an extensive long-time campaign against illiteracy in the islands may be organized. According to Dr. Kenyon Butterfield, who has recently returned from a 4-year study of village life in Asia and Africa, Doctor Laubach's experiment compares in importance with the large-scale efforts toward literacy in Russia and with Doctor Yen's mass education program in China. Doctor Butterfield believes that, while the Philippine experiment as yet affects the welfare of fewer people than similar experiments in Russia and China, "it possesses a highly dramatic element and is based on a language technique that may prove revolutionary in the campaign for abolishing illiteracy in the world."[2]

For teacher training

The Bureau of Education of the Philippine Islands, among its many interesting activities, provides and directs vacation teacher-training schools as a means of in-service training for the teachers of the islands. Besides vacation schools conducted by the University of the Philippines and two private universities, bureau schools were held in six selected centers strategically located to be within reach of the whole teaching staff. In them were enrolled 7,610 teachers, representing all of the 49 different divisions and 27 per cent of the entire number of teachers employed the preceding school year.

Under certain conditions and in certain centers work done in the vacation schools may be credited toward graduation from the regular curricula of the Philippine Normal School. High-school graduates successfully completing "professional" courses in certain vacation schools may earn three hours' credit with the University of the Philippines. "Professional" courses are for supervisors, principals, critic teachers, and selected classroom teachers.

[2] Journal of Adult Education, October, 1932.

The instructors of the vacation schools are carefully selected and the staff is augmented by the division superintendents, supervisors, and staff of the established teacher-training institutions. The 1932 staff numbered 230 members, 56 of whom were Americans, the others Filipinos. Among the subjects offered were English, methods in elementary school subjects, school library work, home economics, and industrial arts. Teaching of the elementary subjects was demonstrated in observation classes in each of the different centers.

CHILDREN CHEATED

SCHOOL CHILDREN who drink milk from bottles in the classroom fail to get much of the richest part of the milk, the butterfat, the U. S. Department of Agriculture has found in tests in large cities of 15 States. Drinking through straws, children generally drink the thinnest milk from the bottom of the bottle, and often leave the cream which contains a large percentage of butterfat. Shaking the milk bottle or homogenizing the milk in dairies are suggested as methods of bettering the situation.

Drawing by Erwin H Austin, Pratt Institute, Brooklyn, N. Y.

By SABRA W. VOUGHT
Librarian, Office of Education

THE fifth school library yearbook has just appeared. Prepared by a committee of the school library section of the American Library Association, it is particularly timely inasmuch as it treats such live subjects as the junior high school library, school library finance and budgets, and the correlation of library instruction with social studies. There is also a restatement of library standards for elementary, secondary, junior and senior high schools, teachers colleges and normal schools. The bibliography of school libraries is here brought up to date. ¶An excellent statement opposing the cutting of school costs, particularly teachers' salaries, is made by Paul Block, newspaper owner and publisher, in The Kansas Teacher for December. ¶That teachers colleges will have to justify their place in the social order before the court of public opinion, and abolish the duplication of work in other colleges, is the contention of Dr. Alonzo F. Myers of New York University, in the leading article in School for December 15. ¶The December number of the Elementary English Review devotes a large part of its contents to the fascinating subject of marionettes. There is a history of puppets from their beginning in India and Egypt; a puppet project for sixth grade; a marionette play in three acts and a short bibliography. ¶An account of the growth of library service in Russia appears in the Soviet Union Review for December. County and branch library systems are being developed, and the great Lenin Library at Moscow designed to hold 11,000,000 volumes is nearing completion. ¶A new quarterly in the field of elementary education is published by the State Department of Education of California. The California Journal of Elementary Education appeared first in August, 1932. A large part of the second issue, which appeared in November is devoted to the question of reporting pupil progress to parents and the reactions of the parents to such reports. ¶Mrs. Thomas A. Edison writes on The Need for School Gardens in School for January 5. She urges for every child a first-hand knowledge of plant life, through school gardens, and describes in some detail how the National Plant, Flower, and Fruit Guild is sponsoring gardens for children in various cities of the country. ¶The Journal of Educational Sociology for December is devoted to a study of The Motion Picture and Education. ¶An interesting article on What the Soviet Child Reads by Ella Winter, appears in New Republic for December 14. The writer discusses the production of children's books in Russia and shows how the best talent both in writing and illustrating is being devoted to the children. ¶A most interesting discussion of the work of the human engineering laboratory established at Stevens Institute of Technology is described in the December Atlantic, by Johnson O'Connor, the director. Under the title A Study in Human Nature the author shows how the workers in the laboratory study and classify mental traits for the purpose of helping the work of vocational guidance.

Our 127,000 School Districts

By W. S. DEFFENBAUGH *

HOW MANY school districts for administrative purposes are there in your State?

How many individual school board members are there in the State?

Are there more or fewer school board members than there are teachers?

There are in round numbers 127,000 school districts for administrative purposes in the United States. These include [1] all principal types of administrative units—county, city, town or township, and "common school." Of the 127,000, about 109,000 are small common-school districts, 6,000 are town or township, 7,000 are independent districts or city school districts. The remaining 5,000 are union, consolidated, township high, county school districts and other types.[2]

Control of educational affairs in each of the 127,000 administrative units is vested in boards of education or school trustees, each composed of from 3 to about 9 members each. In some instances, however, there is but 1 trustee to a district. The total number of school board members or of school trustees is about 424,000. Since the exact number in several of the States has not been reported, this total is only approximate.

In each of 9 States, there are more than 20,000 school board members. In Maryland, with only 24 school administrative units, there are only 101 such officers.

One for two

The 424,000 school board members in the United States elect teachers for 839,879 public school teaching positions. There is thus approximately one school board member to every two teachers. In the States classed as "district" unit States, the ratio of board members to teaching positions is 1 to 1.3; in the town or township unit States, 1 to 6.1, and in the county unit States, 1 to 17.7.

In 12 States,[3] the school board members outnumber the teachers.

The average number of teachers per administrative unit (cities included in the average) ranges from 3 in Kansas, Nebraska, South Dakota, Wisconsin, Minnesota, Oregon, Idaho, Mississippi, Missouri, and Nevada, to 353 in Maryland.

The average size of the administrative units in square miles ranges from about 5 in Illinois and New York to 2,055 in Utah. In 7 States the average is less than 10 square miles. The average size of the administrative unit for the country as a whole is 23 square miles. In the States classed as "district" unit States, the average size is 18 square miles; in the town or township unit States, 28 square miles; and in the county unit States, 377 square miles.

The average number of school administrative units per county for the country as a whole is 42. The average for the "district" unit States is 62; for the town or township unit States 21; and for the county unit States 1.8.

It appears that some States have an excessive number of school districts in comparison with other States. Just what size district is best for administrative purposes no one can say, but authorities on school administration are generally agreed that the unit should be larger than the small district found in the "district" unit States, and even larger than the township in some of the township unit States. For most of the States in which state-wide educational surveys have been made the commissions or survey staffs have recommended the county unit; in New York and New Jersey, the survey commissions have recommended a larger unit which they term a "community unit."

Problems that arise

Any one acquainted with the practical phases of school administration knows that what may be a workable type of unit in one State may, if adopted by another State, prove a failure. Each State must, therefore, study its own problem of local school administration to determine whether the unit now in operation is economical and efficient from every standpoint as compared with other types of units in operation in other States. If it is found that the type of unit in operation is not economical and efficient, steps should be taken to introduce a new type of unit, yet changes require careful planning.

(Continued on p. 118)

Status of the States

TABLE 1.—*Number of administrative units, school board members, and teaching positions*

PART I—IN STATES THAT HAVE THE TOWN OR TOWNSHIP ADMINISTRATIVE SYSTEM

States	Number of administrative units	Total number of school board members	Total number of teaching positions
1	2	3	4
Connecticut	161	1,168	9,811
Indiana	1,292	2,700	21,847
Maine	518	1,600	r 6,191
Massachusetts	355	1,600	26,203
New Hampshire	244	834	2,961
New Jersey	552	4,218	25,404
Pennsylvania	2,587	13,567	57,716
Rhode Island	39	201	3,900
Vermont	94	835	2,825
West Virginia [1]	450	1,379	15,837
Total	6,292	28,102	172,695

PART II—IN STATES THAT HAVE THE DISTRICT ADMINISTRATIVE SYSTEM [2]

Arizona	500	1,485	3,163
Arkansas	3,193	19,159	12,574
California	3,589	11,204	36,768
Colorado	2,041	6,199	9,744
Idaho	1,418	4,560	4,500
Illinois [3]	12,070	38,635	47,766
Iowa [4]	4,870	21,181	24,585
Kansas	8,747	26,580	19,141
Michigan [4]	6,965	22,500	33,735
Minnesota	7,773	26,115	22,169
Mississippi	5,560	18,322	15,138
Missouri	8,764	29,310	24,200
Montana	2,439	7,630	6,033
Nebraska	7,244	22,873	14,727
Nevada	266	847	794
New York	9,467	[5] 15,000	74,961
North Dakota [4]	2,228	6,992	8,410
Ohio	2,043	10,938	41,432
Oklahoma	4,933	15,017	19,807
Oregon	2,234	6,678	6,208
South Carolina	1,792	5,884	13,398
South Dakota	3,433	11,021	8,943
Texas	7,932	28,414	35,667
Washington	1,792	5,400	11,140
Wisconsin	7,662	24,679	20,239
Wyoming	400	1,330	2,981
Total	119,355	387,453	518,223
State system—Delaware	[6] 15	65	1,420

PART III—IN STATES THAT HAVE THE COUNTY ADMINISTRATIVE SYSTEM

Alabama	112	566	16,567
Florida	67	201	10,547
Georgia	272	1,360	19,071
Kentucky	384	2,121	15,323
Louisiana	66	600	12,173
Maryland	24	101	8,461
New Mexico	98	490	3,400
North Carolina	200	900	23,375
Tennessee	194	1,160	17,695
Utah	40	205	4,452
Virginia	125	650	16,477
Total	1,582	8,354	147,541
Total United States	127,244	423,974	839,879

[1] Magisterial district.
[2] Several of these States have either semi or optional county unit systems.
[3] Township system for high schools.
[4] Partly township system.
[5] Roughly estimated by Office of Education.
[6] Including Wilmington and 13 special districts.

[1] The number of small local or subdistricts in the States usually classed as county unit States are not included, since the local school trustees in such States have, in general, only perfunctory duties, the county board of education being the paramount board in the management and control of the schools included in the county unit.

[2] School Administrative Units, with Specific Reference to the County Unit, Office of Education Pamphlet No. 34, by W. S. Deffenbaugh and Timon Covert (in press).

[3] Arkansas, Idaho, Kansas, Minnesota, Mississippi, Missouri, Montana, Nebraska, Nevada, Oregon, South Dakota, and Wisconsin.

* **Chief, Division of American School Systems, Office of Education, U. S. Department of the Interior.**

Why Business Needs Education

By SENATOR ARTHUR CAPPER *

I BELIEVE in education, and I have definite reasons for my belief. I have always been tremendously interested in boys and girls. I have followed the individual careers of a good many of them. I've watched the development of country schools, town schools, and city schools. For some years, I was president of the board of regents of one of the strongest agricultural colleges of the United States. My newspapers and magazines have always emphasized education. All my experience along these lines and in general business life has convinced me of the enormous importance of sound education.

Business men generally agree with me in this. This was not always the case. Time was when the average business man, who had succeeded without much schooling, was contemptuous of formal education. He preferred for his employ the boy who left school early and who would thus grow up with the business, learning it from day to day.

Business has grown more complicated however. Knowledge of the details of one small line of industry is not enough. To-day at least nine business men out of ten want as their employees young people with as much education as possible.

New business view

Why have we business men changed our attitude? Simply because of results, because of experience. We have found that the well-trained young man or woman needs only a few years to overtake and pass the young man or woman who started in business without education. We have found that in recent years most of the people who have succeeded to a large degree are people who had good school training and plenty of it. They are not those who merely went to school because it seemed the thing to do or because their parents wanted them to go, but those who really worked and learned. Every statistical investigation of the subject—and there have been many such—has shown that an overwhelming proportion of the successes in later life have been achieved by those who stood in the top fourth of their college or school classes. Investigation has also shown that almost no outstanding successes were made by those who stood in the bottom fourth of their classes. In other words, I am not talking simply about going to school. I am talking about education, which is a matter not only of good instruction but of good hard work on the part of the student.

Such a student has necessarily learned a great many facts, and in the complex organization of modern business every fact that one knows is bound to come in handy some day. More important, however, a young man or woman who is really well educated has formed habits of work, of study, of going into a subject thoroughly, of looking at it from all sides. He will not go into a business project half ready; he will have considered every phase of it before reaching a decision. And sound decisions are, after all, the basic factor in sound business.

I have been talking so far of individual business enterprises. But no man can live to himself alone, and neither can any business. More and more in the future, business is going to have to justify itself in terms of usefulness to society. Business is going to have to work out a program of service to the public. It must get rid of wildcat promotion and ruthless gambling.

This is no easy program. It can not be carried out by men whose eyes are glued to a balance sheet or a ticker tape and whose ideals are those of the professional poker player. Yet, on the other hand, sound character alone will not solve our problems. Character is necessary, but it will not serve by itself. A wide range of knowledge, broad vision, and deep sympathies are essential—and these are the possessions of the soundly educated man or woman.

* Member of Congress from Kansas in "Our American Schools" radio program address from National Education Association over N. B. C. network Jan. 15.

Color of the Conference

"I CONGRATULATE the chairman on the selection of the Academy of Science Building as the scene of this conference," said one delegate. "As we entered I noticed the inscription, 'Hearken ye to the miseries of mankind.' What could be more appropriate?" (Applause.)

★

In the midst of a heated debate, Albert W. Atwood, Saturday Evening Post special writer and secretary of the conference, suddenly interrupted the proceedings saying, "A pair of gloves has been found and can be obtained at the registration desk." At first he didn't know why everyone laughed.

★

The conference brought together two men famous for turning phrases neatly: Secretary Wilbur and Dean Judd. They didn't disappoint. "Perhaps," suggested Secretary Wilbur, in discussing roads vs. schools, "the problem of parking automobiles ought not to encroach upon problems of parking our children in proper school rooms." Dean Judd, in arguing for the resolution urging correction of economic ills lest there be no money for anything said, "We have made pronouncements on desirability of giving education priority; priority in a vacuum is not very desirable."

★

Although women's organizations were not among the five calling the conference, women were well represented: Mrs. Bradford, who flew from Cheyenne to Washington, Miss Williams, and Miss Hayes of the National Congress of Parents and Teachers; Mrs. Poole of the General Federation of Women's Clubs; Miss Sherwin, National League of Women's Voters; President Ada Comstock of Radcliffe College; Mrs. Meloney, New York Herald Tribune; Mrs. Ellsworth Richardson, Albia, Iowa; Mrs. Charles W. Sewell, Otterbein, Ind.; Miss Florence C. Thorne, American Federation of Labor; Miss McHale, American Association of University Women, and Dr. Florence Bamberger, Johns Hopkins University, Baltimore, Md.

★

While the United States Chamber of Commerce did not choose to participate as an organization, Mr. John J. O'Connor served as an able spokesman in the absence of Mr. Merle Thorpe, who was unable to be present on account of illness. The United States Chamber of Commerce welcomed the conference to the use of its committee rooms Thursday night.

★

One of the most startling statements of the conference was offered by President Hutchins: "The economic condition of the country seems to us excellent. The productive capacity of the country is at its highest point. The farms are producing so much that the whole world can't consume it. We are able to support 10 to 14 million people out of work without serious hardship to ourselves and without many fatalities among them. We regard the economic situation as perfectly splendid. We regard the financial situation as deplorable."

The Junior Red Cross in the Emergency

"SERVICE FOR OTHERS" is a major task for the more than 5,500,000 school boy and girl members of the Junior Red Cross throughout the United States in this time of dire need. They are shouldering a heavy burden in helping to clothe and feed the poor, cheer the aged, sick, and convalescent, befriend the blind, and relieve thousands of the unemployed.

Since the Junior Red Cross is a school organization, much of the relief in this emergency begins right in the classroom. Many children of unemployed and poor parents come to school undernourished. For them the Junior Red Cross picnic lunch pooling is a blessing. Each Junior brings to school an extra sandwich, cookie, apple, or a vegetable for soup. Everything brought is "pooled," and equal distribution is then made to all, without embarrassment to those unable to bring much, if anything, from home. Hot lunches are now served by Juniors in 2,500 schools.

Outgrown clothes are also brought to the classroom in many cities by Juniors. These are frequently reconditioned in school for use by needy children in the same school or exchanged for other garments or food collected by Juniors of another school.

One of the principal Red Cross activities to-day is the making and distribution of cotton clothing. Last year more than 500,000 bales of cotton were turned over to the Red Cross. Volunteer workers of various chapters have been kept busy producing garments from this "congressional cotton." New Orleans in November made 1,000 cotton garments. Other cities are producing garments from this excess cotton supply, which are distributed to the needy through the schools.

Reports tell of whole truckloads of vegetables, salvaged by boys and girls of the Junior Red Cross from communities having an oversupply and taken into near-by cities or towns for distribution among the unemployed.

Visits to local hospitals or homes for the aged and blind are very usual Junior Red Cross activities arranged in the class room. The sick and convalescent are cheered with gifts made by the Juniors, planned and made in connection with regular school work. Special entertainments and concerts are planned to help make those in homes or hospitals happy. A Junior Red Cross chapter in Madison, N. J., recently Brailled children's stories and distributed them to State schools for the blind. Nearly 8,000 Christmas cards were also Brailled and distributed to those who lack eyesight.

One could continue to tell of genuine social service rendered by members of the Junior Red Cross in every community. The few examples cited, however, should provide sufficient evidence that the work of this organization in this time of emergency, through the schools, is extremely worth while and necessary.

Any school, public, private, or parochial, is eligible for membership in the American Junior Red Cross. Application for enrollment is made to the local Red Cross chapter, to the American National Red Cross, Washington, D. C., or at branch offices in St. Louis and San Francisco. Pupil members pay approximately 1 cent a year to belong to this "children working for children's" organization, for which they receive in return Junior Red Cross magazines outlining service programs in detail, buttons, membership rolls, posters, calendars, and record books of service activities. No membership money is used for administration.

There are 5,500,000 Juniors in continental United States, while 1,500,000 reside in the Philippines, Puerto Rico, Virgin Islands, and the Canal Zone. The organization is now found in 48 countries.

School Service

ONCE AGAIN our schools come to the fore. Through our elementary and high schools the work of the Junior Red Cross, active branch of the American Red Cross, is carried on. Without the cooperation of teachers and school administrators, the type of exceptional service for others directed by the Junior Red Cross could not be so clearly emphasized, organized, and performed in this time of emergency. The Juniors serve—the schools make that service possible.

★

The annual convention of the National Association of Penmanship Teachers and Supervisors will be held in the William Penn Hotel, Pittsburgh, Pa., April 19, 20, and 21.

★

"Report Cards for Kindergarten and Elementary Grades," Office of Education Leaflet No. 41, is now 5 cents per copy, reports the Superintendent of Documents, Government Printing Office, Washington, D. C. Bulletin 1927 No. 39, "Statistics of State School Systems" for 1925–1926 is no longer available from the Government Printing Office.

The Herald's Horn

By CLINE M. KOON*

UNDER the general title "The Citizen and His School," the Oregon State Department of Education is broadcasting a weekly series of educational programs over Station KOAC at the Oregon Agricultural College. School superintendents, college professors, editors, and leading citizens are participating in this series.

THE Bureau of Educational Research of the Ohio State University and the Ohio State Department of Education are cooperating in presenting four series of broadcasts on motion-picture appreciation over Stations WLW and WEAO. These series are based upon an extensive investigation, under the direction of Dr. W. W. Charters, of the effects of motion pictures upon youth, and are presented by Miss Elizabeth Watson. A free manual and further information may be secured by addressing Miss Elizabeth Watson, Bureau of Educational Research, Ohio State University, Columbus, Ohio.

"THE Lawyer and the Public" is the title of a new series of educational broadcasts being presented by the American Bar Association under the auspices of the National Advisory Council on Radio in Education. Honorable John W. Davis, George W. Wickersham, and Newton D. Baker are a few of the notables who will speak on this series, which may be heard over the Columbia Broadcasting System on Sundays from 6 to 6.30 p. m.

SHERMAN P. LAWTON is the author of "Radio Speech," a 453-page book recently published by the Expression Press (Boston). The composition and delivery of the radio talk and the composition and production of radio plays are some of the subjects treated. Numerous specimens of radio speeches and plays are included.

ART appreciation, literature, guidance, the playing of stringed instruments, and music appreciation are some of the University of Michigan broadcasts to public schools. These programs may be heard at 2 p. m., on school days, over Station WJR.

ONE hundred and fifty social effects of the radio have been listed by Dr. William F. Ogburn, of the University of Chicago, in the Report of the President's Research Committee on Social Trends, which has been published recently by the McGraw-Hill Book Company of New York City.

*Specialist in education by radio, Office of Education, U. S. Department of the Interior.

SCHOOL LIFE

ISSUED MONTHLY, EXCEPT JULY AND AUGUST
By the UNITED STATES DEPARTMENT OF THE INTERIOR, OFFICE OF EDUCATION

Editor - - - - - WILLIAM DOW BOUTWELL
Assistant Editors - - - MARGARET F. RYAN, JOHN H. LLOYD

Terms: Subscription, 50 cents per year, in advance; to foreign countries in which the mailing frank of the United States is not recognized, 85 cents. *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 per cent.

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, 1933

WASHINGTON SOCIETY INVITES SUGGESTIONS

OUR COVER for this February issue pictures the old Alexandria Academy, which was established as a free school in 1785 through the efforts of George Washington. Our poem, this month, conveys with accurate fervor the flame of idealism which Washington's example ignites in youth.

January SCHOOL LIFE printed Commissioner Cooper's address at Alexandria, Va., in which he urged that the old Alexandria Academy be made a national shrine of education. He suggested that one room be restored as a classroom of 1785, and that the second floor be devoted to exhibits: School books, charts, and school materials such as would give a visitor an idea of what schools were like in the early years of the Republic.

Pledge of aid in carrying out Commissioner Cooper's suggestions is offered by the Washington Society of Alexandria. "The society was formed on January 14, 1800, for the purpose of commemorating the memory of George Washington and of carrying on his charities, chief of which was the Alexandria Academy," declares John B. Gordon, prominent officer of that organization. "We would be but fulfilling our real mission in life if we were entrusted with the great honor of acting as custodian of the academy were it to become a national shrine of education."

We have no truly national shrine of education to-day. We have restored homes of patriots, homes of millionaires, forts, inns, military headquarters, residences of authors and composers, but we are short on schools. Mr. Ford has moved a little red school house to Dearborn, it is true, but in the Alexandria Academy we have the opportunity of restoring a school with unparalleled traditions. George Washington established it. General Robert E. Lee, beloved leader of the South, was a pupil in the Academy from 1818 to 1824. If there is a sufficient demand, the school board of Alexandria will probably be glad to assist in making the school into a national shrine.

We should like to receive expressions of opinion from SCHOOL LIFE readers on the proposed restoration of the Alexandria Academy. We should also appreciate ideas on what this Academy as a national shrine of education might contain. If this building is made a memorial museum, it should be developed with the help of educators, citizens, and the boys and girls of the United States. The Washington Society invites the cooperation of everyone interested.

SPRIGHTLY

ONE OF THE MOST SPRIGHTLY publications that reaches our desk is the Burlington County Educational News, Burlington, N. J., which contains eight pages of what its name suggests. It gives news of the schools, parent-teacher meetings, local entertainment programs, lecture series in schools, and biographies of the speakers. We gather from this newspaper that school life in this county is an enjoyable way of living for both children and parents. The newspaper, in fact, is more persuasive as a lure to home makers than any real-estate salesman's argument we have ever heard.

PORTRAIT

TO-DAY they hang a big picture in B corridor.
A thousand students march by on their way to class . . .
Books on their arms, chattering to each other.
Some of them glance upward at the picture, exclaiming,
"What a pretty gold frame!" or "What a big picture!"
But some of them look at the dark-blue eyes
And glimpse a protective, loving look.

Some of them hear echoes of mobs shouting for the rights of man,
Tearing down statues of George III,
Then quarreling and complaining about seven years of war,
While one man urges a handful of starving soldiers to victory.

Some of them see Washington sitting on his veranda,
Sipping his julep and looking up the beautiful reach of the Potomac,
Wondering whether, after all, he had, for nothing, risked a noose about his neck.

Some of them see not an executive, not a diplomat, not a military leader, but a man—
Humorous, pathetic, loving a woman he did not marry.
Red haired and big—no glamour there!
But a character—a man.

Some murmur vaguely to themselves,
Repeating what the history teacher said,
"In the intangible realm of character,
Where is a man of greater nobility than Washington?"

Some of them stare carelessly, casually,
And then they feel responsibility,
And then they feel a desire to serve.
They feel a torch thrust in their hand.
And hear a cry, "Carry on!"

A thousand students walk by,
Thinking their thoughts about him,
But two dark-blue eyes look proudly down—
Protectingly and lovingly.

—MARGUERITE GRIFFITH,
Tulsa Central High School,
Tulsa, Oklahoma.

MARGUERITE GRIFFITH, dabbling first in free verse, turning to crisp little poems in the Dorothy Parker manner, then attempting a sonnet or two, has written poetry since she was eleven.

In high school she was one of the editors of the student newspaper and president of the local chapter of Quill and Scroll. Poetry, essays, and newspaper articles written by her have appeared in numerous publications, such as the *Scholastic*, *Saplings*, the *American Highschool Journal*, *Younger Poets*, the *Oklahoma English Teachers' Bulletin*, and *Quill and Scroll Magazine*.

She has received various prizes in writing, including first prize in feature story, Scholastic Awards, 1932, third in essay in the same contest of the previous year, honorable mention in book review, Scholastic Awards, 1932, a scholarship to Drake University, and several medals.

She intends to become a journalist, but her ambition is to be a poet or playwright. Marguerite also enjoys dancing and sketching. This year she is attending the University of Tulsa on a scholarship. Selected for SCHOOL LIFE by Nellie Sergent.

Negro Education in the Depression

By AMBROSE CALIVER *

ON A RECENT TOUR of six Southern States I happened to be engaged in conversation with a former State Rosenwald worker. Because of the economic situation the Rosenwald Fund found it impossible to continue to support the work of school promotion among Negroes which this worker had carried on. The State, which had financed the work for a few months, had now reached a financial *impasse*: He was to be dropped. This man said that his concern was not so much for himself, but rather for the thousands of Negro boys and girls who, through his activities, had been given some measure of educational opportunity, which now would be seriously curtailed or completely lost.

In a voice that trembled with emotion he described how, through hard work, sacrifice, and frequent humiliation he had succeeded in organizing and building schools for the colored children in various counties; securing additional teachers for other counties; extending the school terms in still others; and raising the salaries of teachers who had previously received pitifully little compensation.

This man had spent years building, step by step, and now he saw the work of his hands gradually being demolished by the "demon" depression. It made his heart sick.

Losing ground gained

Almost all the progress that has been made in the public education of Negroes in States maintaining separate school systems has taken place since the World War. Yet, despite the progress made in Negro schools, the disparities existing between the educational facilities and the achievements of colored and white children were in most cases still enormous. Retrenchments now, therefore, in the educational program for Negroes mean reversion to conditions prior to the World War. It is this probability which the Citizens' Conference on the Crisis in Education had in mind when it adopted the two resolutions here reprinted.

The conference, called by the President of the United States met in Washington on January 5–6, and adopted the following resolutions as a part of the report of committee "B" on organization and operation of instruction:

There are certain disadvantaged groups in our country, who before the depression already experienced an educational situation which was far below the average of the country. Among these the Negro is the most outstanding example. Acknowledgment is made of courageous attempts of white and colored leaders in all parts of the country to remedy the inequality of educational opportunity now mentioned. But in most States where the separate school system obtains, the educational facilities for Negroes are still not only below the average of the country as a whole, but are as a rule below the normal situation existing in a given community.

For example, the illiteracy among whites is 1.5 per cent while among Negroes it is 16.3 per cent. The average annual salary among rural white teachers is $945, while among colored rural teachers the average annual salary is $388. It may further be noted that some rural Negro teachers receive as low as $200 per year.

It is perfectly obvious that a further diminution of educational facilities of this group would handicap them far in excess of the handicaps placed upon other children, and would hazard the possibilities of Negroes participating in our future society with a degree of efficiency commensurate with the demands. The attention of the country, therefore, is called the fact that serious consideration should be given the past and present unequal educational opportunities before attempting any further retrenchments.

TABLE I.—*Negro schools closing earlier than term planned, 1931–32*

State	Elementary		Secondary	
	Number of counties	Number of schools	Number of counties	Number of schools
Alabama	2	40	2	2
Arkansas	8	140	4	7
Florida	2	70	0	0
Georgia	1	27	0	0
Kentucky	4	46	0	0
Louisiana	4	58	2	4
Maryland	0	0	0	0
Mississippi	8	304	3	3
Missouri	3	10	0	0
North Carolina	0	0	0	0
Oklahoma	3	11	0	0
South Carolina	0	0	0	0
Tennessee	2	4	0	0
Texas	8	34	2	19
Virginia	5	79	5	5
West Virginia	2	2	0	0
Total	52	825	18	40

Committee "E" on relation of schools and other social agencies submitted the following resolution, which was accepted by the conference:

The Conference notes the critical condition of certain underprivileged groups, particularly the Negroes, and the necessity for special solicitude with regard to them.

Severe as retrenchments have been among schools in general, those applied to schools for Negroes have been more serious and far reaching. The Negroes' educational margin which existed, before the depression, between the minimum essential and the optimum program was much narrower than that of the country as a whole. In fact, in many places there was no margin. In many others only the minimum essentials had been provided. Facilities on a high school level were not and are not now provided in numerous localities.

A colored man with whom I was talking on the train told me why he had left the country and gone to the city. "The thing I craved most was an education for my children," he said. "The community where I lived had only a one-teacher school which operated four months of the year and was cut last year to three months. I realized that such limited training as they might get in that school would not be sufficient in this enlightened age, so I took a chance and moved to town. Conditions ain't any too good there," he continued, "but they're a long sight better."

A principal of a city elementary school told me of a conversation she had with a boy of her school that morning. She learned to her surprise that the boy had had no breakfast. The boy told her that he had lost his job and thought he might as well be in school; that he had not eaten since the early afternoon before. He further told her that the clothes he was wearing were his brother's, as he had worn out his own. He said with a sense of despair, "I don't know what I'll do when these are gone because they are all Jim has."

Overcrowding

Because of the closing of some schools, the migration of families from rural sections and small towns to urban centers in search of employment, relief, and better educational facilities, and the return to school of many children who had been working, most schools for Negroes are experiencing overcrowding. In one city 1,700 junior and senior high school pupils were crowded into a structure built for 1,200. This year's enrollment increased 30 per cent over that of last year without a single addition to the staff, which was already overloaded. The pupil-teacher ratio of this school was approximately 45. Another city was attempting to provide high schools for 3,000 children, without staggered programs, in a building constructed to house only 1,700. This school was laboring under the additional disadvantage of having no auditorium or gymnasium where all or any considerable portion of the student body might be assembled.

Serious as the conditions just described are, they are almost insignificant when compared with the handicaps faced by Negro children in rural communities. Three of the means of effecting major economies in school expenditures for Negroes reported by 267 county superintendents which seriously affect the educational opportunities afforded children are: (*1*) Shortening of term; (*2*) increase in class size; (*3*) abandoning of schools.

Table I shows that last year 825 Negro elementary schools in 52 counties closed earlier than was planned, that 40 high

*Specialist in the Education of Negroes, Office of Education, U. S. Department of the Interior.

TABLE II.—*General facts on Negro education, 1929–30. (Colored and white compared in 17 States and District of Columbia)*

Item	White	Colored
Illiteracy	1.5	16.3
Public school enrollment	7,444,731	2,282,578
Ratio of enrollment to school population	89	78
Pupil-teacher ratio—elementary and high school	34	44
Length of school term in days	162	132
High school educables per teacher	62	211
Per cent of pupils in first four grades	54	74
Per cent of pupils in high school	16	5
Per cent of children living 3 miles or more from school	4.3	15.1
Per cent of children transported at public expense	18.8	1.0
Ratio of high-school enrollment to high-school educables	34	10
Number of 4-year public high schools		506 (244 accr.)
Number of 4-year private high schools		112 (94 accr.)
Salaries of rural teachers	$945	$388
Salaries of junior and senior high school teachers	$1,479	$926
Expenditure for high-school transportation (6 States)	$5,594,942	$30,189
Years of training of rural teachers beyond elementary grades	4 yrs. 8 mos.	3 yrs. 2 mos.

schools closed earlier. Days lost ranged from one week to two months. This reduction was made from a term already one to two months shorter than the county averages. Terms of Negro one-teacher schools in 1929–30 were 123 days; for two-teacher schools 128 days. In one State the averages were only 95 and 91 days. In a county of another State the Negro school term was reduced from 7 months to 6 months in 1930–31, then to 5 months in 1931–32, and to 4 months in 1932–33.

Larger classes

Classes have grown to monstrous proportions due to growth in enrollment and reduction of teaching staff. Superintendents in 125 counties reported larger classes in the Negro schools; 29 a great increase; 96 a slight increase.

I visited a class in high school chemistry recently where the enrollment was 25 per cent greater than provided for by the equipment and facilities. This condition not only encouraged loitering and indifference on the part of the students who were forced to wait their turn (which often did not come) but also induced a sense of excited hurriedness and carelessness among those at work.

Thirty-four schools were reported abandoned last year because of lack of funds. It is not known whether or not provision was made for the children affected to attend school. With the already existing lack of schools and the absence of means of transportation as shown in Table II, the problem of lack of facilities becomes grave if this trend is continuing, as it doubtless is.

Among the many problems faced in Negro education none is more acute than retardation. In 1930 a study of 40,000 Negro pupils in rural communities revealed that two out of three were over age for their grades. Recent studies in three States yield the following comparative facts regarding the percentage of retardation among white and colored pupils: Mississippi, white 22, colored 62; Tennessee, white 41, colored 62; Texas, white 34, colored 53. If this enormous amount of over-ageness presented a problem of serious proportions before the depression it will be even more acute now.

Teachers dismissed

The superintendents of 75 counties reported that a total of 420 fewer Negro elementary teachers were appointed in 1933 than were employed in 1929. Tennessee seemed to be the hardest hit with a decrease of 121. Seven counties of Arkansas lost 86 teachers between these two periods. Nine counties lost a total of 35 high school teachers.

Negro education is not suffering from an oversupply of teachers. (*1*) There were approximately 1,000,000 Negro children who did not attend school in 1929–30; (*2*) only 9.5 per cent of Negroes of high-school age in 15 Southern States were enrolled in public high schools in 1929–30; (*3*) only one-twentieth of the total Negro school enrollment is enrolled in the high-school grades. (See Table II.)

In view of the lack of schools cited above, the number of children out of school, the very large classes, and the fact that the Negroes eagerly accept educational opportunities as fast as they are provided—which is proved by practically every investigation made concerning the availability of educational facilities for Negroes—it follows that they are far from reaching the saturation point in education and consequently are already undersupplied with teachers.

Although there were 38 superintendents who reported additions of Negro high-school teachers, the high-school situation among Negroes is still grave. In 1929–30 in 15 States having separate schools, there were 230 counties with no high schools for Negroes, and 195 counties with no four-year high school. In order to raise the ratio of Negro teachers and Negro high-school educables to that of white teachers and white educables in these 15 States, it would require 12,184 additional Negro teachers. Table II shows the pupil-teacher ratio and educable-teacher ratio for colored and white.

While recognizing the need of greater economies in the operation of schools and a better distribution of teachers the foregoing facts make it obvious that any considerable reduction in the number of Negro teachers will result in irreparable loss.

Deep salary cuts

The per cent by which the average monthly salaries of Negro elementary teachers were reduced between 1929–30 and 1932–33 varied widely in the different States.

The reduction in average monthly salaries in certain counties in Arkansas was 40 per cent; in Mississippi, 31; in Oklahoma and Missouri, 28 and 21, respectively. These reductions do not represent the total loss sustained by the teachers, since they are based on monthly averages and do not take into account the total losses due to the reduction of term length.

One county in Arkansas reduced the number of Negro teachers from 30 to 17 and then reduced the average monthly salary of those retained from $62.14 to $37.67. Another county reduced the length of high-school term by 67 days, or 46 per cent, and the salary of teachers by 40 per cent.

A county in Mississippi reduced the term by two months (120 to 80 days) and teachers' average monthly salaries from $50 to $25.

One county in Georgia promises, *when times get better*, to pay its Negro teachers $28.50 a month for an 8-month term.

According to replies received from 12 institutions of higher learning for Negroes, 10 estimated that reductions in their incomes from all sources for 1932–33 would range from 5 to 42 per cent. Two estimated no reductions. In expenditures for this year, 11 colleges estimated reductions ranging from 5 to 43 per cent, and 1 college indicated no change. Ten colleges reduced teachers' and officers' salaries from 5 to 18 per cent; 2 made no changes.

How colleges help

The following are some of the means being used by Negro colleges to keep up the morale of the people in their communities and meeting problems of the depression: Furnishing employment to the unemployed; operating evening and part-time classes; providing Sunday programs and entertainment; conducting winter gardens; State and county conferences in connection with a "live-at-home and raise-your-own-food" program; finding employment; and furnishing clothes and food.

The most serious problem faced by the Negro college is that of helping to find ways and means for students to maintain themselves in school. Most colleges have already reached the limit of providing

(Continued on p. 118)

One Dollar or Less

By EDITH A. LATHROP *

A few of the many children's books now available at 10 cents each

AS ONE MEANS of meeting the emergency arising from reduced budgets for school library books, the variety of worth-while books selling for one dollar or less offers unusual opportunities. Reputable series of fiction, essays, biography, and travel books are available for one dollar in book, drug, and department stores and on news stands, thus bringing standard literature within the reach of individuals and librarians whose incomes have been curtailed.

Standard book shelf

For less than a dollar—frequently 10 or 15 cents—there is an increasing number of titles suited to the ages and tastes of all types of readers. Books at these prices are now meeting a need in the family as well as in the school. To illustrate the variety of books now being offered some examples were recently collected in the United States Office of Education.

For some time it has been possible to build up a standard book shelf of the world's best literature by taking advantage of inexpensive series such as Everyman's library, Macmillan's pocket classics, Modern students library, Popular copyright, Riverside literature series, the World's classics, and others.

A new series of classics known as the Jacket Library contains such well-known titles as Alice in Wonderland, The Adventures of Tom Sawyer, Emerson's Essays, The Merchant of Venice, Palgrave's Golden Treasury of Song and Verse, Treasure Island, and others. This series is published by the National Home Library Foundation of Washington, D. C., and is sponsored by an advisory board composed of well-known American educators, librarians, authors, and lecturers. The aim of the organization, which is non-profit making, is to see that all sections of the Nation are provided at low cost with books that give recreation, inspiration, and information. More than a million and a half books have been sold during the year of the Jacket Library's existence. More titles are in preparation.

The books retail at drug, department, and other stores throughout the country at 15 cents each, but the price to schools and libraries when purchased in quantities direct from the foundation is 10 cents each.

Children's books

A considerable number of books of nature, science, poetry, pictures, stories, foreign and English language teaching and other subjects are available for 10 cents each. Some of these are frequently included in the picture collection of children's rooms in some of the larger public libraries.

Books of this character manufactured by the Harter, Saalfield and Whitman publishing companies are generally marketed through such syndicated stores as the F. W. Woolworth Co., S. S. Kresge Co., McCrory stores, S. H. Kress & Co., W. T. Grant Co., J. J. Newberry Co., The F. & W. Grand 5–10–25 cent stores, Neisner Brothers, and others. Some of these books are described in the following paragraphs:

Among the books of natural science are bird and flower books by Thornton W. Burgess; "Birds," "Furry Friends" and a series of pocket-size guide books useful as aids in identifying birds, by Frank G. Ashbrook. The guide books to birds contain 192 colored illustrations; their popularity is attested by the fact that 1,250,000 were sold in a little more than six months. There is also a pocket-size guide book for flowers by Jane Harvey.

"One Hundred Best Poems for Boys and Girls," an anthology compiled by Marjorie Barrows, editor of Child Life Magazine, has the endorsement of leading children's librarians. During a period of a little more than a year more than 1,000,000 copies of this book were sold. Another anthology by Miss Barrows is called a "Book of Famous Poems," Other books of poems are Stevenson's, "A Child's Garden of Verses," and Edward Lear's, "The Duck and the Kangaroo and Other Nonsense Rhymes."

Subjects of some of the picture books include "Baby's First Book," "On Our Farm," "Ten Famous Paintings" and other books of animals, transportation, and industry. Books on airplanes and ships, like the bird and flower books just mentioned, are adaptable as picture books.

Among the story books are such old time favorites as "Peter Rabbit," "Gingerbread Boy," "The Little Red Hen," "Little Red Riding Hood," and "Cinderella;" also "Hansel and Gretel" by Marjorie Hardy an authority on children's literature and reading.

* Specialist in school libraries, Office of Education, U. S. Department of the Interior.

Another type of books, as useful for adults as for children, are language books designed as aids in learning how to speak good English and in acquiring a conversational use of such foreign languages as French, German, Italian, and Spanish. The subject matter of the foreign language books is presented with two purposes; first, for use by students of the languages and second, as guides for travelers in foreign countries.

Library lists

In order that children's reading shall not suffer during this period of economic stress, library and educational journals are publishing lists of good books that may be purchased at low cost.

The New Jersey Public Library Commission has published a list of good books for children costing a dollar or less. Some of the books in this list, their publishers, and prices are:

Alcott. Little Women. A. L. Burt Co., New York. 50 cents.

Anderson's Fairy Tales and Stories. The Macmillan Co., New York. $1.00.

Bannerman. Story of Little Black Sambo. Frederick A. Stokes Co., New York. 50 cents.

Dickens. Christmas Carol. (King's Treasures of Literature series) E. P. Dutton & Co., New York. 60 cents.

O. Henry. Ransom of Red Chief and other stories for boys. Grosset & Dunlap, New York. $1.00.

Irving. Legend of Sleepy Hollow. J. B. Lippincott Co., New York. 75 cents.

Perkins. American Twins of the Revolution (and other of the author's Twin series) Houghton, Mifflin Co., New York. 88 cents.

Spyri. Heidi. Ginn & Co., Boston. 68 cents.

"Books in Inexpensive Editions" is the title of a mimeographed circular recently issued by the Division of Public Libraries of the Massachusetts State Department of Education. Some titles in this circular, with publishers and prices, follow:

Caldecott, Picture Books, House that Jack Built and others. Frederick Warne & Co., New York. 60 cents each.

Read, H. S. Social Science Readers, Airplane Ride and others. Charles Scribner & Sons, New York. 60 cents each.

Baldwin, Fifty Famous Stories Retold. American Book Co., New York. 58 cents.

Defoe. Robinson Crusoe. Blue Ribbon Books. New York. $1.00.

Kipling. Jungle Book. Doubleday, Doran & Co., Garden City, New York. $1.00.

The December, 1932, issue of School Library Bulletin published by the Bureau of Libraries, Board of Education, New York City, lists "series" of books for $1.00 or less. Among the series cited and prices of books are:

Appleton Dollar Library. Appleton & Co., New York. $1.00.

Blue Ribbon Books. Blue Ribbon Books, $1.00.

Macmillan's pocket classics. Macmillan, 48 cents.

Riverside literature series. Houghton, Mifflin Co., 27 cents to $1.50.

Companion Classics. Winston & Co. 75 cents.

Evaluation of series

At least two important publications relating to inexpensive series are available for those interested in investigating and evaluating series.

One is a study of inexpensive series suitable for school libraries, compiled for the study subcommittee of the professional committee of the California School Library Association by the class in book selection for school libraries of the department of librarianship, San Jose State Teachers College, and the class in high school library administration, School of librarianship, University of California. The publisher and price, with a description and evaluation of the format and content, are given for each series.

In the August 1931 Booklist, published by the American Library Association, 520 North Michigan Ave., Chicago, Ill., there is a Guide to Inexpensive Editions. This list of series of books not to exceed $1.00 in price is the recommendation of the committee on reprints and inexpensive editions of the American Library Association. The publishers and prices are given; also annotations, which are valuable to those wishing information on series, giving, for example, descriptions regarding the literary content and format of the books, recommendations that are helpful to prospective purchasers, such as: "Small for general library use but may be used to meet certain needs"; "useful for supplementary purchases"; "durable, practical and popular"; "pocket-size"; "will rebind well"; "not good for rebinding," and "reprinted from original plates."

SCHOOLS *MUST* BE CARRIED ON!

—President Hoover.

"OUR NATION faces the acute responsibility of providing a right-of-way for the American child. In spite of our economic, social, and governmental difficulties, our future citizens must be built up now. We may delay other problems but we can not delay the day-to-day care and instruction of our children.

"This conference is unusual, in that it invites the cooperation of men of widely different points of view in the consideration of our school and tax system from the standpoint of maintaining the welfare of the children of to-day.

"Our governmental forces have grown unevenly and along with our astounding national development. We are now forced to make decisions on the merits of the various expenditures. But in the rigid governmental economies that are requisite everywhere, we must not encroach upon the schools or reduce the opportunity of the child, through the school, to develop adequate citizenship. There is no safety for our Republic without the education of our youth. That is the first charge upon all citizens and local governments.

"I have confidence that with adequate reduction of expenditures there can be ample amounts obtained from reasonable taxation to keep our school system intact and functioning satisfactorily. Those in charge of the schools must be willing to face conditions as they are, to cooperate in discarding all unnecessary expenditures, to analyze all procedures, and to carry forward on a solid basis of economy. But the schools must be carried on!

"I wish to thank you for giving of your time and coming here to Washington for this meeting. I trust that out of it will come recommendations that will be of national significance.

"Above all, may I ask that throughout your deliberations you bear in mind that the proper care and training of our children is more important than any other process that is carried on by our Government? If we are to continue to educate our children, we must keep and sustain our teachers and our schools."

Better Ways To Pay For Schools

HOW can funds be found to maintain public schools?

This is the question of the hour in education.

"Breakdown of traditional methods of financing public schools is depriving approximately 10,000,000 American children of *minimum* essentials of schooling," declares Dr. Paul R. Mort, Teachers College, Columbia University, authority on school finance.

"The closing down of schools," he adds, "is undermining the health and morals of American children to an unprecedented extent and is making vagabonds of tens of thousands of them."

To this question of the hour one comprehensive and expert answer is now ready. It is the report of the National Survey of School Finance.

The situation

This survey does three things. It reports the situation in every State and, to a degree, in every county in the United States. It suggests practical experience-tested remedies for the school finance needs of each State. It estimates the bill of expense which each State would need to pay to bring the impoverished education offered in the poorer cities and rural communities up to the level of education in communities of average wealth in each State.

In the first chapter of the report on "State Support of Public Education" appear three charts. These charts compare training and salaries of teachers county by county for the 3,100 counties in the United States. The charts give a practical index of the differences in educational programs. They reveal astounding variations in every State. They show that low level of training goes hand in hand with meager expenditures for schools. While one county is engaging insufficiently trained teachers at $621 per year or less, its next-door neighbor is engaging well-trained teachers at $1,167 or more.

"What is needed," declares Doctor Mort, "is not so much increased expenditures of public money for public education, but rather a wiser distribution of present expenditures."

The survey reveals that education, as a rule, depends upon the wealth present in the individual community, regardless of the power or prestige of the State as a whole. When areas in which children are deprived of reasonable educational opportunity exist in a State together with areas of high expenditures for education, it is an indication that educational opportunities are determined by economic conditions in localities within States to a degree that present-day educational ideas do not justify.

The National Survey of School Finance was authorized by Congress as a four-year study beginning July 1, 1931. Commissioner of Education, William John Cooper, requested the survey after numerous organizations had expressed need for such a study.

Government economy forced curtailment of the survey July 1, 1932. Completion of one central investigation was made possible, however, by a General Education Board grant of $25,000. Results of the Survey will be found in three volumes: "Bibliography on Educational Finance 1923–1931," Office of Education Bulletin 1932, No. 15 (20 cents), and "State Support for Public Education," and "Research Problems in School Finance," issued by Teachers College, Columbia University. Commissioner Cooper was director of the Survey; Paul R. Mort, Teachers College, Columbia University, associate director in active charge. The research staff included: Eugene S. Lawler, Timon Covert, Arnold E. Joyal, David H. Sutton, Gordon McCloskey; part-time specialists, Carter Alexander, Mabel Newcomer, Ward G. Reeder, and Harlan Updegraff. A distinguished board of consultants and a group of special educational consultants served as advisors.

Need for completing the Survey of School Finance was voiced by the Citizens Conference on the Crisis in Education.

Practical remedies

The survey report states that it has tested the remedies it proposes with two principles which govern American ideas on education. Doctor Mort defines principles as ideals which have been woven into the creed of a people. One such principle accepted in the United States is that of equalization of educational opportunity; the other is the principle of reliance on local initiative. The report calls it the efficiency principle. Massachusetts adopted in 1874 the principle of equalizing the burden of supporting education. By 1920 it had spread throughout the Nation. Responsibility for local community initiative in providing schooling for children began to be accepted about 100 years ago.

These two principles have been badly tangled up until recently. Delaware's practical experiment at the beginning of the last decade cleared the air and proved that it was possible to separate control and financial support. Delaware's far-reaching equalization law, by which the State takes over 87 per cent of the school financing problem, clearly shows a successful method of wedding both principles. The State fulfills its obligation. The local community is enabled to serve its children to the full extent of its initiative.

Having charted the growth and flowering of these two fundamental principles, the survey applies them in the 48 States. With "equalization" and "efficiency" as base lines, it appraises each State's provisions for education; the minimum program, tuition of non-resident pupils, transportation of pupils, instructional program, capital outlay, equalization, taxation, auditing school accounts, etc. With accepted research standards as a yardstick, it measures and reports whether the State provisions in various particulars are excellent, good, fair, inferior, low, or lacking. Anyone who wants to find where his State is strong and where it is weak educationally, need only consult this report. The appraisal made in the light of accepted principles and accepted standards is plainly stated.

The survey finds that when the provisions of all the States are measured by accepted standards, every State has much to strive for.

The cost

Indeed, the survey has set up marks at which every State may shoot. They are not bull's-eyes of the surveyors' own creation. They are targets that any State can adjust to its own ambitions and ability. One target is that of raising the educational program of the poorer school systems of a State to the level of those communities of only *average* wealth within the State. Such a goal is a modest one and certainly a "defensible minimum" that is automatically set up by the principles of the democratic society in which we live.

The survey estimates the cost of accomplishing this task in each State.

If any State considers the expense of providing the "defensible minimum" too heavy a burden, the survey further points out, the State can set the minimum goal at any point and build up toward any minimum level of educational offering to which its people aspire.

"Viewed as an educational problem, it is obvious that the doubling of an expenditure level in a number of districts can not be effected merely by making funds available. A higher level of expenditures is of no value except as it is reflected in a type of educational program which the increased expenditures should buy.

"The higher levels of expenditure should, therefore, be reflected in more highly trained teachers, more adequate organization, more effective educational leadership, more efficient educational services, better administration of the classroom situation, and a variety of other improvements which can not be brought about immediately."

Findings and recommendations

In most States the economic ability of the local school district determines the program of child welfare in the district; and in thousands of localities this ability is too low to provide proper care and education for children. There are vast areas, therefore, where schools are distinctly inferior and other areas where schools are ceasing to exist.

In most States there existed, even at the peak of prosperity, areas in which educational opportunities were of the most meager type.

A fundamental change required to-day is the transfer of the burden of support of education from local communities to the entire State.

The property tax is overburdened. More equitable forms of taxation must be provided.

It is possible to have education financed by the individual State without removing control of teaching and the curriculum from the local community. It is recommended that the States set up satisfactory minimum programs of education which can be financed without throwing larger burdens upon any one local community than upon any other.

Increased local efficiency in education will come through the further grouping of small, inadequate school districts.

No State in the Union to-day equalizes the educational tax burden satisfactorily.

New York, Delaware, North Carolina, and Missouri are examples of States that approach the ideal more closely than the majority of the States.

—WILLIAM DOW BOUTWELL.

A TEACHING RECORD?

"MY MOTHER, Mrs. Margaret T. Gardner nee Hutchinson, now living in Milwaukee, began teaching in Dodge County, Wisconsin, in 1857. Her two sisters were also teachers. Her four daughters and one son also taught school. At present two granddaughters and one daughter are teaching. Her mother and two aunts taught school in England. The four generations have devoted 176 years to teaching; 126 years of which have been in Wisconsin. Continuously, since 1842, at least one member of these four generations has been actively engaged in teaching. Among the men of the family, my mother's brother, her husband, and one son have served on school boards."—Miss EMMA J. GARDNER, *Principal of Bartlett Avenue School, Milwaukee, Wisconsin. From Wisconsin Journal of Education.*

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Nine tons of band music are the legacy of John Philip Sousa to the University of Illinois, though the great bandmaster was honorary conductor, only, of the university band.—*Current Events.*

On the Minneapolis Frontier

"HEAR YE! HEAR YE!" calls the Department of Superintendence, N. E. A., announcing its wares for the Minneapolis convention, February 25–March 2, 1933.

Counselors and contenders, prophets of hope and prophets of doom, many old friends, a few new faces, six college presidents, a choir, and a symphony orchestra—these await the convention goer.

"New Frontiers for American Life," Superintendent Potter calls his convention. Names in the roster of frontiersmen he has summoned: Glenn Frank, Hutchins, Judd, Briggs, Bagley, Bode, Freeman, and Coffman, make it possible to predict a lively battle of words and ideas in Minneapolis. Indeed, the program together one of the largest bands of brings thinkers now operating on the 1933 pioneer frontier.

Those who heard the St. Olaf's choir at the Seattle meeting of the N. E. A., know that this group's singing is alone sufficient reason for journeying to Minneapolis.

Among many other points of interest on the program will be addresses by Dr. Charles H. Mayo; Commissioner of Education, William John Cooper; Louis Brownlow, spokesman of civic planning; Dean E. P. Cubberley; Professor Harley D. Lutz, of Princeton, who took a very active part in the recent Citizens' Conference on the Crisis in Education; and David Lawrence, well-known newspaper correspondent.

Numerous other educational associations and groups will convene in Minneapolis. The convention will be reported in April SCHOOL LIFE.

THE FUTURE OF RESEARCH

"THE FUTURE OF EDUCATION in America is secure, but the future of research on which education is based is a matter of grave concern. . . . It is not the future of education that must give us grave concern, but the future of research. The two are more intimately connected than we ordinarily suppose. Without research, education dies."—PRESIDENT ROBERT MAYNARD HUTCHINS, *University of Chicago.*

★ Recent Theses In Education ★

THE Library of the Office of Education is collecting doctor's and outstanding master's theses in education, which will be available for consultation, and may be borrowed on interlibrary loan. A list of the most recently received theses will be given each month.

Compiled by RUTH A. GRAY

Library Division, Office of Education

BROOKS, RALPH GILMOUR. A proposed codification of the Nebraska school laws. Master's, 1932. University of Nebraska, Lincoln. 178 p. ms.

BUTLER, WARREN N. Mechanical ability as a factor which influences achivement in general science. Master's, 1932. Pennsylvania State College, State College, Pa. 47 p. ms.

CASE, GILBERT E. Student participation in school government in teachers colleges and normal schools. Doctor's, 1932. New York University, New York, N. Y. 155 p. ms.

CLANCY, ANNE CATHERINE. The evolution of shorthand as a school subject. Master's, 1932. Boston University, Boston, Mass. 86 p. ms.

CROSSER, DESSA EVELYN. Factors conditioning comprehension of literature in the senior high schools. Master's, 1932. Pennsylvania State College, State College, Pa. 34 p. ms.

DAVIS, ELWOOD C. Methods and techniques used in surveying health and physical education in city schools. Doctor's, 1931. Teachers College, Columbia University, New York, N. Y. New York City, Teachers College, Columbia University, 1932. 162 p. (Contributions to education, no. 515.)

DIEHL, HARRY E. High school building survey for Hollidaysburg, Pa. Master's, 1932. Pennsylvania State College, Stato College, Pa. 64 p. ms.

FEATHERSTONE, WILLIAM B. The curriculum of the special class, its underlying principies. Doctor's, 1932. Teachers College, Columhia University, New York, N. Y. New York City, Teachers College, Columbia University, 1932. 157 p. (Contributions to education, no. 544.)

FELLOWS, JOHN ERNEST. The influence of theme reading and theme correction on eliminating technical errors in the written compositions of ninth grade pupils. Doctor's, 1931. University of Iowa, Iowa City, Iowa. Iowa City, University of Iowa, 1932. 56 p. (University of Iowa studies. Studies in education, vol. 7, no. 1. Now series no. 222.)

FIDELIS, SISTER M A study of the vocabulary of some religion texts for the elementary school. Master's 1932. Catholic University of America, Washington, D. C. Washington, D. C., Catholic education press 1932. 42 p. (Catholic University of America. Educational research monographs, vol. 7, no. 3, June 15, 1932.)

GREENE, JAMES EDWARD. The relative reliability and validity of rational learning tests as affected by length of test and order of administration. Doctor's, 1931. George Peabody College for Teachers, Nashville, Tenn. Nashville, Tenn., George Peabody College for Teachers, 1932. 36 p. (Contribution to education, no. 95.)

GRIFFIN, GRACE ALICE. The tcacher's load in the public high schools of Massachusetts. Master's, 1931. Boston University, Boston, Mass. 54 p. ms.

MACNEIL, JOHN P. The organization and administration of laboratory experience in teaching physical education. Doctor's, 1932. New York University, New York, N. Y. 160 p. ms.

PHILLIPS, EVELYN BUTLER. An analysis of the curricula of the small high schools of Maine. Master's, 1932. University of Maine, Orono. Orono, University of Maine press, 1932. 89 p. (University of Maine studies, second scries, no. 23.)

Chinese Education Surveyed

By JAMES F. ABEL *

SINCE the auxiliary committee of the Indian statutory commission in 1929 surveyed education in India and reported in September of that year, no other educational survey and accompanying report of equal scope and probable importance have eventuated until the League of Nations' Mission of Educational Experts surveyed education in China and issued its findings late in 1932. In population and areas involved, fundamental principles considered, progress recorded, and changes recommended, these two surveys are among the largest and boldest attempts in the history of education to assess school systems and suggest ways of increasing their worth. They deal with the human training activities of some 750,000,000 people, about two-fifths of the world's population. Each is in essence a study of the influence of the Occident on the Orient; and, perhaps unfortunately, each was made largely by Occidentals. The Indian survey has been reviewed in these columns.[1] We shall turn to the report for China. (*See* New Books.)

Government Study

The survey was made at the request of the Chinese Government. The League of Nations through the International Institute of Intellectual Cooperation selected the surveyors, one each from Germany, France, England, and Poland. The mission was in China about three months working mainly with the National Ministry of Education, several provincial education departments, and city and institution officials. Its conclusions are, it states, unanimous in all essential points.

First in presentation and most important of these is the sharp warning to the Chinese that they are importing and imitating too much the systems of other countries, especially the United States. "New China," writes the mission, "must mobilize its forces, and, from its own history, from its own literature, from all that is truly indigenous, extract the materials for a new civilization that will be neither American nor European but Chinese."

As for language and the system of writing, a basic matter in the development of education in China, the mission declines to offer an opinion other than to propose that the Ministry of Education create a commission to deal with questions of the official language and the reorganization of Chinese writing. It looks upon attempts to select and teach a limited number of ideograms for daily use as doubtful in result and extremely dangerous from the point of view of general progress and in social relations.

Lack of Schools

With surprise one learns from the report that though the lack of schools is very great and immense numbers of children are annually turned away from those existing, the accommodation and teaching staff are so inefficiently used that it would be possible to teach not the 8,750,000 enrolled but from 17,500,000 to 22,000,000 if both space and personnel were better handled. This could be accomplished by turning space now used for nonessential things into classrooms, increasing the number of pupils to the teacher, uniting small schools in larger central units, adopting coeducation, and regulating the hours of attendance so that each building could be made available to two attendance groups daily. .

Secondary education, six years in duration, based on a 6-year primary school and divided into a junior and a senior middle school of three years each, is the weak point in Chinese education. The mission would not immediately increase its quantity but improve its quality, remove it from the domination of the university-admission requirements, introduce curricula in industry, agriculture, and commerce, change from the lecture type of teaching so commonly used in the schools, place less emphasis on foreign language, and distribute the secondary schools more equitably throughout the country.

Universities

Recognizing in the summary sentence, "It is not an exaggeration to say that modern China is, to a large and increasing extent, the creation of her universities," the extraordinary rapidity with which university education has grown in China, the mission advises among other things that the present haphazard geographical distribution of higher institutions be changed to one of logical, purposeful location, that the "credit system" borrowed from the United States be abolished, that the financial relations between the institutions and the National Government be better arranged, and that teaching be based more on Chinese life and culture.

The mission finds adult education one of the most satisfactory features of education in China but, after having examined carefully the large experiment in the mass-education movement being carried on in Ting-Hsien, it records the impression that here "much money, labour, and good will is being expended on a work of limited scope, incapable of producing a general economic or social plan."

New books

League of Nations' Mission of Educational Experts. The reorganization of education in China, Paris. League of Nations' Institute of Intellectual Cooperation. 1932. 200 p.

One of the most important books on education issued during the year.

India in 1930–31. A statement prepared for presentation to Parliament in accordance with the requirements of the twenty-sixth section of the Government of India Act (5 & 6 Geo. V, ch. 61). Calcutta. Government of India Central Publication Branch. 1932. 752 p.

India is a well-documented country. No one need be in ignorance about it because of lack of authentic, official information published regularly. The volumh cited is the annual report on the progress and condition of the country. It includes good chapters on health and education, and the advancement of science, and in addition furnishes the background for understanding them.

Northern Ireland. Report of the Ministry of Education for the Year 1931–32. Belfast. H. M. Stat. Office. 1932. 120 p.

The creation of the Irish Free State brought about the establishment of a separate educational system for Northern Ireland. The transfer of services to the new ministry of education was made in 1922. In this annual report the ministry takes occasion to review the important changes and developments in the schools during the decade.

Société des Amis de l'École. L'École Polytechnique. Paris. Gauthier-Villars et Cie. 1932. 479 p.

The École Polytechnique of France is one of the great schools of the world. This latest account of it includes a brief history of the institution and sketches of the lives of many of its famous pupils, among them being Henri Poincaré, Sadi Carnot, Arago, Gay-Lussac, Auguste Comte, Foch, and Joffre.

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An attempt to make the motion picture a major medium for education is announced by Sir James Marchant, who, in collaboration with Sir Oswald Stoll, plans to establish in London a university in which teaching will be done entirely by film. "Such a venture," states a preliminary report, "can be made financially successful."

[1] See School Life, February, 1930, p. 118.

* Chief, Foreign School Systems Division, Office of Education, U. S. Department of the Interior.

Our Changing Report Cards

DIAGNOSTIC KINDERGARTEN CARD, MONTCLAIR, N. J.

Birth Date_____ Age_____ on Sept. 1, 19____
Last Name First Name Mo. Day Yr. Yrs. Mos.

Attendance: Reg. ..... Irreg.....No. days absent during yr.....No. yrs. in Kgn.....Teacher.....School.....

TEACHER'S ANALYSIS Check only items for which you have sufficient evidence. Check to right of word that represents your judgment. Use red ink in Nov.; black in May.

BEHAVIOR IN RELATION TO ACTIVITIES

Has purposes: Many Few Varied Good
Purposes are stimulated by: Materials Teacher Self Another child
Persists in the face of difficulties: Usually Seldom Never
Finds his satisfaction: In his own achievement / Chiefly in adult approval } In both
Works alone: Usually Seldom Never
Is fearful of trying something new: Usually Seldom Never
Attention span during the work period is: Short Long Intermittent
Works with different kinds of materials: Yes No
Special interests are:

Has rhythmic sense Yes No Carries simple melodies Yes No
Can match tones Yes No Creates melodies Yes
Reproduces short stories Yes No Creates stories Yes
Learns rhymes easily Yes No Creates verse Yes
Engages in dramatic play Frequently Seldom Never
Counts by 1's (by rote) to 10 20 50 100

Signs of Reading Readiness (Check in May)

Has had a rich experience at home	Yes	No
Has a fairly large speaking vocabulary (English)	Yes	No
Keeps to the point when talking	Yes	No
Expresses ideas so others understand	Yes	No
Enunciates clearly	Yes	No
Is interested in words in signs or books	Yes	No

BEHAVIOR IN RELATION TO THE GROUP

Is sensitive and shy With children With adults At home
Is friendly With children With adults
Is growing in self-dependence Yes No
Uses simple forms of courteous speech Frequently Occasionally
Shows some consideration of others Frequently Occasionally
Follows directions intelligently Yes No
Shows qualities of leadership Yes No
Cooperates Yes No
Accepts directions too passively Yes
Deliberately tries to attract attention Yes
Annoys others Yes
Outstanding characteristics are:

HOME

Language spoken at home: Parent.....Child.....
Degree of cooperation by home: Good Fair Negligible

Kindergartner desires conference with next year's teacher Yes
PHYSICAL CONDITION (See other side of card)

One side of a diagnostic kindergarten card used in Montclair, N. J.

NEW REPORT CARDS for kindergarten and elementary grades continue to be developed and the Office of Education welcomes copies to add to its loose leaf sample books. These books contain from 40 to 50 cards now in use in city school systems throughout the country. They may be borrowed upon application.

Two cards recently received from Superintendent MacKay of Raton, N. Mex., are used to report children's progress to the parents of kindergarten children and of elementary grade children. The kindergarten report is still in tentative, mimeographed form. Under headings of Free Activities, Social Activities, Music, Art, and Language Activities, Attendance, Health and Citizenship, an average of five characteristics are rated as satisfactory, acceptable, and superior. Citizenship characteristics include the following: "Keeps off lawns," "Goes directly home," "Attends to own affairs," and "Neatness in building and playground." This report is issued four times a year. For the elementary grades it is interesting to note that behavior characteristics are given first place and that the old terms *attendance* and *promptness* are defined. The time may come when more details of the learning processes involved in mastering the school subjects will be rated.

Two other cards for the use of the teaching and supervisory staff have been received from Montclair, N. J.

—MARY DABNEY DAVIS.

OLDEST UNIVERSITY GRADUATE?

THE OLDEST LIVING ALUMNUS of the University of Pennsylvania, and possibly the oldest living graduate of any university in the United States, is Dr. William M. Guilford, of Lebanon, Pa., who attained the age of 100 years November 26, 1932. Doctor Guilford, after graduation from Lebanon Valley College, began studying medicine 84 years ago at the Berkshire Medical College, Pittsfield, Mass. He was then only 16 years old. His practice dates from 1854, two years after he was graduated from the University of Pennsylvania Medical School. Officials of the American Medical Association, the Pennsylvania State Medical Society, and noted physicians and surgeons throughout the country paid respect to the venerable dean of American physicians on his one-hundredth birthday anniversary.

Our 127,000 School Districts

(Continued from p. 107)

TABLE 2.—*Average number per State of administrative units, school board members, and teaching positions according to type of unit*

	District unit States	Town or township unit States	County unit States	All States
1	2	3	4	5
Average number of administrative units	4,590	629	144	2,651
Average area in square miles	18	28	377	23
Average number of school board members	15,094	2,810	760	8,937
Average number of teaching positions	19,931	17,243	13,412	17,497
Average number of teaching positions per unit	5	27	93	7

For a State to change from one form of administration to another without considering the traditions that have grown up in connection with the little neighborhood school and without educating the people regarding the advantages of a different unit of administration, would probably result in failure.

Problems arise by the score. Some of them are: If the county is to be made the administrative unit, should all the cities be included or only those below a certain population? If what corresponds to a natural geographic or trade area be made the unit for school administration, should it include only the smaller cities? Should it cut across township and county lines? If the county is the desirable unit, should the formation of county school districts be mandatory or optional? If the community district is desirable, should its formation be mandatory or optional? Before any State department can answer these and other questions satisfactorily careful study of every factor involved will be necessary.

Negro Education

(Continued from p. 112)

campus employment. Many jobs formerly held by Negro students are being taken by white students. This fact presents a serious problem in light of the large percentage of Negro students, especially young men, who find it necessary to earn a part of or all their support. It was found in 1930 that 83 per cent of the freshman men entering 35 Negro colleges expected to earn some of their support; of these, 30 per cent expected to earn all, while 27 per cent expected to earn one-half or more. These percentages have undoubtedly become higher during the depression. The most unfortunate phase of this whole question is the fact that many of the young men whose education must be terminated because work and aid are not available are among the most promising. The race and Nation can ill afford to fail to provide higher training for these young men while there is such a dearth of leadership.

Most of the conditions described in this article, especially as relate to public education in rural communities, pertain to last year. What the conditions are now may be imagined from the fact that the schools in more than a third of the counties in Alabama have already closed. In some places schools are being kept open through public subscription, or by teachers giving their services *gratis*. Where schools are not closing or drastically shortening their terms, other curtailments are taking place. The subnormal condition of Negro education before the depression should call to our attention the seriousness of some of the present measures of economy in relation to their effect on the future Negro citizens.

New Government Aids for Teachers

THE PUBLICATIONS LISTED *may be purchased from the Superintendent of Documents, Government Printing Office, Washington, D. C., at the prices stated. Remittances should be made by postal money order, express order, coupons, or check. Currency may be sent at sender's risk. If more convenient, order through your local bookstore.*

Compiled by MARGARET F. RYAN
Editorial Division, Office of Education

Publications

*The Department of State of the United States. 1931. 97 p. (Department of State, Publication No. 232) 25c.

Lists the names of the Presidents of the United States and Secretaries of State, 1789–1931; of the counselors for the Department of State, 1909–1919; of the Under Secretaries of State, 1919–1931; of the Assistant Secretaries of State, 1853–1931; of the Chief Clerks, 1789–1931; of the diplomatic and other agencies of the Continental Congress, 1775–1789; and the principal diplomatic agencies of the United States, 1789–1931. Also contains information regarding the functions, antecedents, origin, development, and present organization of the Department of State. (Civics; History; Geography)

Official Gazetteer of Rhode Island. 1932. 95 p. (United States Geographic Board.) 10c.

The first of similar volumes to be prepared by the various State geographic boards in cooperation with the United States Geographic Board to insure uniformity in the use of geographic names and their spellings on maps and in publications issued by the various States and by all the departments of the Federal Government. (Geography; Spelling.)

Gold Mining and Milling in the United States and Canada. 1932. 151 p., illus. (Bureau of Mines, Bulletin 363.) 15c.

Covers prospecting, development, mining, and milling of lode-gold ores in the United States and Canada, and contains a brief discussion of placer mining. This is the first of a series of summary bulletins which will deal particularly with production methods as well as costs per ton of the different metallic ores mined, and per unit of metal recovered. (Geology; Mining engineering; Metallurgy; Geography.)

Timber Growing and Logging Practice in the Coast Redwood Region of California. 1932. 22 p., illus. (U. S. Department of Agriculture, Technical Bulletin No. 283.) 5c.

Contents: Status of timber growing in the redwood region; characteristics of the region and forests; effects of past and current treatment of forest land; and measures necessary to produce full timber crops. (Forestry.)

Regulation of Tariffs in Foreign Countries by Administrative Action. 1932. 33 p. (United States Tariff Commission, Miscellaneous Series.) 5c.

The power to change tariff rates and to regulate foreign trade, which 50 foreign legislatures have delegated to various administrative bodies, is considered in this study under three general heads: General discretionary powers, countervailing duties, and antidumping provisions. (Geography; Foreign trade; Economics.)

*** This publication is one of those called for most by teachers, according to information received from the issuing office.**

Courtesy of Department of State
See "The History of the Seal" reference

Price Lists: No. 37, Tariff and Taxation; No. 39, Birds and Wild Animals; Monthly Catalogue of United States Public Documents with Prices. (Government Printing Office) Free.

The Pact of Paris—Three Years of Development. 12 p. 1932. (Department of State) Free.

*The History of the Seal of the United States. 1909. 72 p., illus. (Department of State)

Story of the development and adoption of the seal of the United States. (History)

*The American Foreign Service. 71 p. (Department of State)

General information for applicants and sample entrance examination questions. (Foreign service)

The following illustrated publications have recently been issued by the Pan American Union and are available at 5c per copy. Orders should be sent to the Pan American Union, Washington, D. C.

American Nation Series. Brazil, No. 3, 31 p.; Haiti, No. 11, 29 p.; El Salvador, No. 18, 31 p.

Commodities of Commerce Series. Rubber, No. 15, 28 p.

A price list of all the publications issued by the Pan American Union may be had by addressing the Pan American Union, Washington, D. C.

The Post Office Department has the following mimeographed material available which it distributes free:

Postal Service Paints Picture of Nation.
American Mails in 1773.
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Lantern slides

The following Government bureaus lend lantern slides free or for a nominal charge. Transportation from and to Washington, D. C., must be paid by the borrower.

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Maps

Series No. 2. Map of Manchuria and adjacent regions, showing railways and principal motor routes. (Compiled from Chinese, Japanese, and Russian maps and from textual sources, with alphabetical index of approximately 600 geographic names.) Department of State, Publication No. 276. Size, 26 by 20 inches. 20c.

Foreign Service Posts, Passport and Despatch Agencies of January 1, 1932. (A map of the world showing all embassies, legations, and consular offices of the United States in foreign countries.) Department of State, Series No. 3, Publication No. 277. 21 by 40 inches. 15c.

Airway Strip Map No. 40. San Francisco to Los Angeles, Calif. Scale, 1 inch=8 miles. Size, 10 by 48 inches. (Coast and Geodetic Survey.) 35c.

This map lithographed in 13 colors covers an area 80 miles wide by 370 miles long. Shows airports, beacons, prominent transmission lines, highways, streams, railroads, towns, elevations, and other important features for air navigation. Bearings for magnetic courses, radio range station identifications, signal zones, and time of weather broadcasting are also given.

Pictures

The Department of Agriculture, Forest Service, and the Department of War, Army Pictorial Service, have photographs and lending collections which are available at little cost.

THESE MEN AND WOMEN ARE AT YOUR SERVICE—

More than 100 men and women make up the staff of the Office of Education in the United States Department of the Interior. They are constantly engaged in collecting, analyzing, and diffusing information about all phases of education in the United States, its outlying parts, and in foreign countries.

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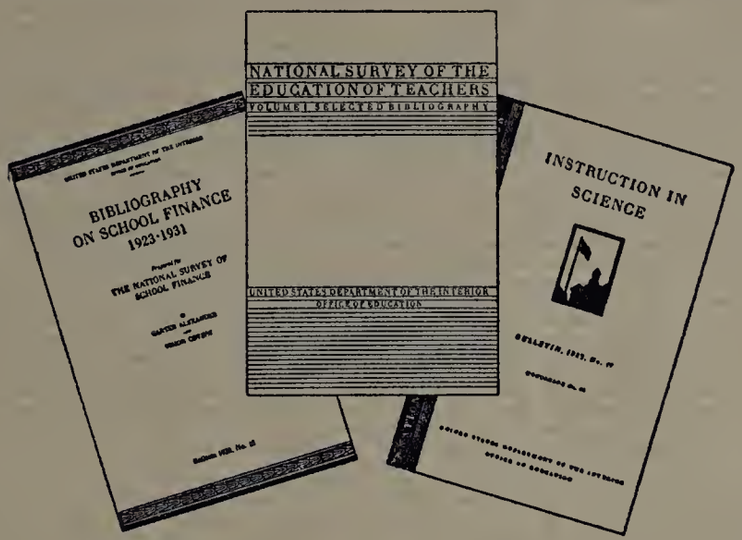

THREE NATIONAL SURVEYS

First reports of the three nation-wide educational surveys directed by the Office of Education are now off the press. They are: Instruction in Science, Bulletin, 1932, No. 17, Monograph No. 22, of the National Survey of Secondary Education, price 10 cents; Vol. 1, Selected Bibliography of the National Survey of the Education of Teachers, Bulletin, 1933, No. 10, price 15 cents; and Bibliography on School Finance, 1923–1931, prepared for the National Survey of School Finance, Bulletin, 1932, No. 15, price 20 cents. Order from the Superintendent of Documents, Government Printing Office, Washington, D. C.

THE NATIONAL SURVEY OF SECONDARY EDUCATION.—Reports of this 3-year study of high schools will be issued in 28 monographs. (See December SCHOOL LIFE for complete list.) Each monograph will be bound separately. No provision has been made for issuance of survey findings in one complete volume.

THE NATIONAL SURVEY OF THE EDUCATION OF TEACHERS.—Findings of this investigation will be published in four or five volumes covering, in addition to the Bibliography listed above, such subjects as curriculum, personnel, general recommendations, and miscellaneous teacher-education problems.

THE NATIONAL SURVEY OF SCHOOL FINANCE.—Two publications in addition to the one listed above, will report the one year's work of this survey. These publications, available from Bureau of Publications, Teachers College, Columbia University, are: "State Support for Public Education" and "Research Problems in School Finance."

OFFICE OF EDUCATION

United States Department of the Interior

Rain or Shine?

The United States Weather Bureau reports atmospheric conditions. The United States Office of Education reports the *educational* weather. "Cloudy, clear, or unsettled."—Isn't it just as important to you to know the conditions of education as of weather? Publications of the Office of Education present you with "Educational weather bulletins." Following is a list of recent reports. Order any that you wish from the Superintendent of Documents, Government Printing Office, Washington, D. C.

BULLETINS

1932

No. 1. Educational Directory, 1932. 15 cents.

No. 2. The History of the Municipal University in the United States. R. H. Eckelberry. 20 cents.

No. 3. Status of Teachers and Principals Employed in the Rural Schools of the United States. W. H. Gaumnitz. 10 cents.

No. 4. Record of Current Educational Publications, Oct.–Dec., 1931. Martha R. McCabe. 10 cents.

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No. 9. Nursery Schools: Their Development and Current Practices in the United States. Mary Dabney Davis. 15 cents.

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No. 12. The American Lyceum. Cecil B. Hayes. 15 cents.

No. 13. Record of Current Educational Publications, Jan.–Mar., 1932. 10 cents.

No. 14. Parents' Problems with Exceptional Children. Elise H. Martens. 10 cents.

No. 15. Bibliography on Educational Finance, 1923–1931. For National Survey of School Finance. Carter Alexander and Timon Covert. 20 cents.

No. 16. Bibliography of Research Studies in Education, 1930–1931. Edith A. Wright. 50 cents.

No. 17. National Survey of Secondary Education (28 Monographs) (See School Life, Dec., 1932.) Cost of complete set, $3.80.

No. 18. Adjustment of Behavior Problems of School Children. Elise H. Martens. (In press.)

No. 19. Pending.

No. 20. Preparation of Junior High School Teachers. Oliver R. Floyd. (In press.)

No. 21. Land-Grant Colleges and Universities, 1931. W. J. Greenleaf. 5 cents.

PAMPHLETS

No. 24. Salaries in Land-Grant Universities and Colleges. J. H. McNeely. 5 cents.

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U. S. GOVERNMENT PRINTING OFFICE: 1933

SCHOOL LIFE

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March
1933

Vol. XVIII • No. 7

IN THIS ISSUE

▼

Official Organ of the Office of Education
UNITED STATES DEPARTMENT OF THE INTERIOR • WASHINGTON

WRITE TO:

The Office of Education, U. S. Department of the Interior, Washington, D. C., for published information on—

Nursery-Kindergarten-Primary Education

Elementary Education

Secondary Education

Colleges and Professional Schools

School Finance

School Legislation

Exceptional Child Education

Rural School Problems

School Supervision

School Statistics

School Libraries

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William Thompson, Washington, D. C., drew the cover picture, an Arbor Day scene, especially for this issue of SCHOOL LIFE. See page 3 of cover for Arbor Day "helps"

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State and Private Schools for the Deaf. Circular No. 75.
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Some Effects of the Economic Situation on City Schools. Circular No. 79.
Some Effects of the Economic Situation on Rural Schools. Circular No. 80.

OFFICE OF EDUCATION
United States Department of the Interior

SCHOOL LIFE

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 to promote the cause of education throughout the country." To diffuse expeditiously information and facts collected, the Office of Education publishes SCHOOL LIFE, a monthly service, September through June. SCHOOL LIFE provides a national perspective of education in the United States. Order its service for one year by sending 50 cents to the Superintendent of Documents, Government Printing Office, Washington, D. C. To foreign countries, 85 cents 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 per cent. Enter subscriptions also through magazine dealers. Send all editorial communications pertaining to SCHOOL LIFE to Editorial Division, Office of Education, U. S. Department of the Interior, Washington, D. C.

SCHOOL LIFE

Issued Monthly, *except July and August*, by the United States Department of the Interior, *Office of Education*

Secretary of the Interior : *Harold L. Ickes* · Commissioner of Education : *William John Cooper*

VOLUME XVIII *WASHINGTON, D. C. - MARCH, 1933* NUMBER 7

Children of School Age

By MRS. FRANKLIN D. ROOSEVELT *

ONCE children begin to go to school, the attitude of the parents must be, if possible, that they are engaged in their first responsible piece of work. School is for them what work is for their fathers and mothers. For the time being it is their task in the world. If possible, there should be close cooperation between the home and the school so that parents will know what the teachers are trying to do for their children and cooperate with them in order that the children may get the best there is out of their school years.

For this reason I have always felt that the parent-teacher associations are a very valuable asset to the life of the children during their school years. If it is possible for the parents and teachers to get together and agree on certain things for the children at this time, such, for instance, as regular hours for going to bed, school luncheons, no movies except over the week ends, and the type of books that the children shall read, I think we will find the early school years of greatly increased value to all children.

I would also like to put in a plea that parents when children come home with weird and wild tales of what terrible things had been done to them in school, will at least give the teachers the benefit of the doubt and go and talk the situation over with them before they tell the children that they feel sure the children have been unjustly treated. There are often times when parents need to interpret their children to teachers, but there are some times occasionally when teachers can find faults and good qualities which may not show up at home. Therefore, I would beg all parents, before they make any rash statements to the children, to go and talk things over with the teachers.

Wide World Photos

One of the few photographs of Mrs. Roosevelt at her desk in Todhunter School. The same week that Mr. Roosevelt became President of the United States, Mrs. Roosevelt bid farewell to her Todhunter School friends

The health of children should, of course, be carefully guarded and watched both in school and at home. These are the years when bad habits may be formed and when it is most important that good food, a sufficient amount of air, exercise, and sleep should be building up strong constitutions to meet the life work of the years to come.

In many communities there is a great lack of knowledge particularly among the young mothers as to child hygiene and the care and feeding of children. It seems to me that if it is possible for the home and the school to cooperate so that young mothers may be educated as to their children's physical needs, and follow that education up with an understanding of their mental and emotional needs, it will mean a great deal to the success of school life and the solving of many of the problems of youth which cause a great many people to worry to-day.

*An address by Mrs. Roosevelt, Jan. 13, over NBC network. Used by special permission of Mrs. Roosevelt.

160765—33——1

A very wise man told me the other night that he was glad that he had been trained in his youth to be a biologist and he thinks that a great many of our young families would do better to learn a certain amount of biology in order that they may be more helpful to their children.

Try to understand young people, particularly your adolescent young people and not to be shocked or irritated by them. They are at an age where they do not understand themselves or the emotions which sweep over them and it is a time above all times, when wise parents may be useful.

We should try above everything else to keep away from all children in these early years, any sense of fear. Fear of their teachers, fear of the ridicule of their contemporaries, fear of their own inability to meet whatever situation they may have to face in life. I have always found that children were happier if they were allowed to have something which made them distinctly like all other children, than when they were obliged to express the individuality of their elders. Children, on the whole, are too young to be individual. They like to fit into the landscape and it is better to let them do so. Remember that these years are preparing them for the work of the future, that the habits which they are forming, the dispositions that are developing, will ultimately mean men and women unhappy, inadequate, afraid, or men and women happy in their work and able to meet life serenely and courageously.

FOR PAN AMERICAN DAY

TO ASSIST SCHOOLS preparing programs for this year's observance of Pan American Day, April 14, the Pan American Union in Washington, D. C., has, for distribution to elementary schools requesting it, a collection of material, including some simple pageants or playlets, incidents of inter-American friendship, etc., and for high schools lists of source material and memoranda on the following topics: 1. Pan American Day—Its Origin and Significance; 2. Cultural Ties Between the American Republics; 3. International Cooperation on the American Continent; 4. Contributions of American Republics to International Law; 5. Pan Americanism—Its Meaning and Significance; 6. Commercial Inter-Dependence of the American Republics; and 7. Latin American Attractions for the Tourists. Write direct to the Pan American Union, Washington, D. C., specifying whether the material is wanted for elementary or high school.

★

HARVARD COLLEGE Department of Classics offers a $525 George Emerson Lowell scholarship to students who wish to enter Harvard College in 1933. For further information apply to Secretary of the Committee on Scholarships, University Hall 4, Cambridge, Mass.

Keep "Frills"—Save Money

To exclude art, health, and music instruction would actually increase the cost of schools in Detroit, according to a statement made by Supt. Frank Cody before a subcommittee of the Conference on the Crisis in Education. It would require 900 more teachers, he declared, if Detroit returned to the traditional curriculum and organization

Other communities faced with demands for cutting out school services would undoubtedly like to know why and how Detroit's modernized school program costs less. Does Detroit show a way to rescue school progress from the grasp of depression?

Deputy Supt. Charles L. Spain answers in the following letter to SCHOOL LIFE.

—Editor.

THE TRADITIONAL type of school buildings containing nothing but regular classrooms, of which there are a few still in Detroit, are organized on the single-teacher, single-room plan. A building of this type containing 24 rooms requires 24 regular classroom teachers or one teacher to each room. A classroom teacher not only teaches the arithmetic, spelling, penmanship, and reading, but also the art, music, and health education.

In contrast to this type of organization, which has largely passed out in Detroit, 150 of our schools are organized on the platoon or duplicate plan, which instead of requiring 24 classrooms for 24 classes provides for the 24 classes in the following way:

Twelve classes are housed in the 12 home rooms where the children receive instructions in reading, writing, spelling, and arithmetic. Two classes are housed in two English rooms where children receive instruction in the literary side of English, together with some work in composition. Two classes are housed in the two geography rooms where nature study and geography are taught by special teachers. One group is housed in a music room where all of the music instruction of the school is given. One group is housed in the art studio where all of the art instruction is given.

The remaining six groups are housed as follows:

Three groups in the gymnasium and playroom, two groups in the auditorium, and one group in the library.

In this way the 24 groups of children are housed during each hour of the day.

The number of teachers required to give this varied program has been up to the present time 24—the same number required for the old type of school of equal size. However, due to the urgent need for retrenchment, we are now able to handle the 24 groups in the platoon school with 22 teachers which represents a reduction in the cost of salaries of two teachers.

Closing result

If we were required to close the gymnasium and auditoriums, and abandon these units for housing capacity, the result would be:

1. That the 5 classes now housed in the auditorium, gymnasium, and playroom would have to be taken care of elsewhere in the building, necessitating the placing of 10 classes on half-day sessions.

2. The abandonment of the auditorium, gymnasium, and playroom as housing capacity will reduce the capacity of the building by 5 classes. I estimate that in the 150 schools involved in this plan, the reduction in capacity through the abandonment of this organization would be over 25,000 seats.

3. If the building contained enough vacant rooms so that after the gymnasium, auditorium, and playroom had been abandoned as housing space, the children at present in those classes could be given nothing but the 3 R's in regular class rooms. It would not save money, but would cost more money because it would require 24 teachers to teach the 24 classes in these subjects. The organization we now have requires only 22 teachers because gymnasium and auditorium teachers can handle from 80 to 90 children at one time.

I have stated in a general way the arguments we are making to those who suggest that by eliminating music, art, health education, and auditorium we coud save money. We would not save money, but would actually increase the cost, put children on half-day sessions, and have a program which is far inferior to the one which we now have. I think these facts are incontrovertible.—CHARLES L. SPAIN, deputy superintendent of schools, Detroit, Mich.

IF YOU THINK

. . . a friend in education would be interested in one or more specific articles in this issue of *School Life*, kindly send his name, and address, to the Office of Education, Washington, D. C. We will gladly send him a marked copy.

School Crisis News Flashes

TWENTY-FIVE prominent business, industrial and professional leaders of Pittsburgh recommended to the board of education, according to the Pittsburgh Press, substantial reductions in school taxes for 1934, curtailing some school activities, economies in supplies, consideration of reducing school year. Mr. Marcus Aaron, president of the school board, declared that curtailment of school activities had gone as far as possible without endangering the effectiveness of the system.

Scrip in the South

An Associated Press dispatch from Knoxville, Tenn., in the Baltimore Sun, February 6, reports that "some Louisiana parishes have issued scrip to care for school teachers' salaries. . . . So far as is known no scrip is being used in Mississippi, but in several counties school teachers receive no pay but are sheltered and fed at homes of patrons."

Half cash, half scrip

Fifteen hundred dollars worth of "local money" went into circulation in Mt. Clemens, Mich., on January 27, according to news reports. Seventy business and professional firms agreed to accept the new "money," which represents approximately 10 per cent of a total pay roll for Mt. Clemens school teachers. The plan, designed to stimulate trade, is sponsored by the board of education. Instead of receiving their full pay in cash. the teachers will get 50 per cent in cash and 50 per cent in scrip, bearing interest at 6 per cent. The teachers will be permitted to exchange part of their scrip for the "local money" or trade certificates.

New Jersey turns to scrip

Camden, N. J., January 31. Special to the New York Times. Merchants in the lower end of New Jersey are becoming acquainted with scrip. A survey revealed to-day that about 72 per cent of the 285 school teachers in Cape May County either were receiving scrip in lieu of cash salaries or were getting nothing. Ten school districts in Atlantic County now are paying their employees with scrip, and one Gloucester County district, Deptford Township, with 33 teachers, has adopted this emergency financing method. . . . Wildwood, West Cape May, Lower Township and Middle Township are other Cape May County communities issuing scrip to teachers, while Ocean City, North Wildwood and Wildwood Crest are months behind in the payment of salaries. The payment of school taxes in seashore communities of Cape May County has lagged since 1931, when only $60,000 of the $285,000 due from the county had been paid.

Parents say "No"

"Budget economy in Needham, Mass.," according to the bulletin from the Massachusetts Parent-Teacher Association, Inc., "will have to take some other form than curtailment of classes in the public schools." By a vote of parents on 1,230 questionnaires, the parents have put themselves on record for kindergartens, drawing, music, physical education, sewing and cooking, manual training, and not for "discontinuing some of the transportation by increasing the distance children will be required to walk to school or furnish their own transportation."

The score is as follows:

	Yes	No	Blank
1. Do you favor abolishment of the sub-primary classes commonly called kindergartens?	232	973	25
2. Do you favor discontinuing instruction in drawing in schools?	161	1, 052	17
3. Music in the schools?	156	1, 059	15
4. Physical education in the schools?	87	1, 125	18
5. Sewing and cooking in the junior high schools?	179	1, 031	20
6. Manual training in the junior and senior high schools?	122	1, 086	22
7. Discontinuing some of the transportation by increasing the distance children will be required to walk to school or furnish their own transportation?	132	1, 060	38

College on $5 per week

A letter to Time magazine, February 6. Sirs: You mention a number of colleges in which the cooperative scheme of student housing and eating has been or is being developed. Iowa State College at Ames is probably one of the pioneers in this work. In 1924, the first experiment was made in a house caring for 16 girls. The scheme worked so well . . . that one of the regular dormitories housing 65 women was opened on a cooperative basis. The girls did all the work in the hall under the supervision of a housemother. By the fall of 1931 it seemed expedient to open another cooperative hall housing 100 women. The total cost per week for both board and room does not exceed $5.40. This means a splendid, fireproof, modern hall and in as good a room as the campus affords. Iowa State College has always been noted for her splendid housing facilities.

During the summer of 1932 the college felt the necessity of opening a cooperative hall for men. It has met with splendid success and enthusiasm from the 63 residents. The cost is but $5 per week for board and room. Although it was necessary to provide a somewhat larger budget for the food for the men, it was possible to reduce the price of room rent for them on account of the type of hall used. A woman does the cooking while all other work in the hall is done by the men.

6-month term in prospect

Detroit Free Press, January 28. Curtailment of the Highland Park school year to 6 months, due to restrictions of the 15-mill tax limitation amendment, is in prospect unless the State provides supplementary revenue from a sales tax, I. M. Allen, superintendent, announced Friday.

Urges State support in West Virginia

United States Daily. January 17, Charleston, W. Va. Reorganization of the State school system whereby the State would "definitely assume the cost of the minimum program of education" has been urged upon the legislature by William C. Cook, State superintendent of free schools. He also urged creation of an equalization fund.

Schools run on faith

Columbus, Ohio, January 23. A. P. Financially embarassed Ohio schools were described by the State Education Association to-day as operating on "good faith," with 10,000 teachers unpaid to date and 58 per cent of all school districts showing deficits.

Which end?

The next most obvious bargain is to discontinue certain types of work completely; for example, the kindergarten. I

believe that the beginning years of the child's life educationally are the most important. Therefore, I believe that a school system might much better drop one year from the high school than to drop the kindergarten. A school board that discontinues the kindergarten in order to save money simply is robbing the 5-year-old children in the community of those educational advantages that every American child is entitled to.—Dr. George W. Frasier in Idaho Journal of Education, January issue. From address, Education in Time of Crisis.

Real estate board suggestion

Christian Science Monitor, *Philadelphia, Pa.*, January 11. State assumption of the cost of the public school system, with administrative control left in the hands of local boards, is one of four suggestions made by the Philadelphia Real Estate Board to relieve property owners from "excessive, unfair, and inequitable taxes." By a Federal sales tax, one-half of which should be distributed to the States on a basis of school attendance, owners of real property should be relieved, proportionately, of school taxes, according to the proposal.

Montgomery schools close

Montgomery's county and city public schools were ordered closed to-day by W. R. Harrison, superintendent of schools, after teachers had rejected a proposal by the board of education that they teach during the second semester on a guarantee of 66⅔ per cent of their present salary in cash and interest-bearing certificates. —A. P. from Montgomery, Ala., January 21.

Urge sales tax

The Indianapolis Federation of Community Civic Clubs adopted resolutions asking enactment of State sales and income taxes, and retention of the $1.50 tax limit on property.

Teachers' salaries

A Columbus, Ohio, newspaper dispatch reports a controversy about Columbus schools and paying teachers' salaries ($210,000 in unpaid January salaries loaned by the Ohio National Bank to pay Columbus teachers on February 10). "Do older teachers receive larger salaries than younger ones?", a representative of the Property Owners' Protective Association asked the superintendent of schools in Columbus. "Do you hire a young doctor who is inexperienced when you are ill?" he queried.

Morale or—

"As the curve of business goes down, the curve of reading goes up," according to a bulletin from the American Library Association. To those cities tempted to chop off the budgetary appropriation for libraries as the first move in a program of economy, this report may be interesting: "More than 1,000,000 new readers have found their way into libraries in cities of over 200,000 population in the last two years, and the number of books borrowed from them has reached the unprecedented high of 157,000,000—more than 26,000,000 over figures for 1929. Schools, libraries, recreation centers—these keep up morale—and the unemployed are using them! Take them away and what then? Be selfish and be afraid. Watch the cost of crime go up. When buildings decay, we can rebuild them. When bridges collapse, we can rebuild them. When material things disintegrate, they can be reconstructed. But once the morale of an individual has broken down, it is gone forever.—Editorial, National Municipal Review, November, 1932.

"Soldiers" of the crisis

The past few years it has seemed as if in some sections of the country our public schools have been under siege. Take as an example, the city of Chicago, where the teachers have not been paid their regular salaries for more than two years, and for the past months the Chicago banks have refused to cash the city warrants which the teachers have been forced to accept in lieu of real money. Many of the teachers are actually hungry from lack of food, having no money with which to buy, and their clothes are shabby, but they stick by their posts like an army holding a fort. They realize the importance of keeping the children off the streets, and of their need of the orderly routine of school life, which trains them in the fundamentals of good citizenship. If an army of men held a besieged fort for two years, great would be the people's praise of their patriotic service to the country; no honor would be withheld from them. But of this army of teachers who have gone patiently on, giving their best service day after day, week after week, and month after month, not knowing when or how they will be paid, what do we hear? There is no beating of drums or waving of flags for them. Their recompense has been the humiliation of having to make promises to their landladies that they will pay their room rent as soon as they have some means of payment. School teachers are a self-respecting, independent body of workers, and it is no easy matter for them to have to borrow money from their friends or go hungry. Yet, they continue to give to their country the most priceless of gifts—enlightenment to thousands and thousands of children, who but for their unparalleled patriotism, would be wasting their most impressionable years out of school. Had they been out of school, who can estimate the cost it might have been to the country to have had them untrained and idle, many of them led into ways of crime? All honor to the practical idealism and deep-seated patriotism of these teachers.—Wisconsin Journal of Education, January issue.

$100,000,000 short

There is every indication from partial studies that the delinquency of the tax levied in 1933 will be approximately $100,000,000. This delinquency would show an approximate State average of 40 per cent. For governmental agencies to attempt to make up the delinquency by levying increased taxes on real estate would be futile.—Michigan Education Journal, January, 1933.

War and peace

With a sense of the presence of some sort of shameful paradox one's mind reverts to 15 years ago when the powerful arm of Government reached out and gathered in several million such youths, and found employment for them killing and destroying. But in the face of a possibility that 200,000 boy wanderers because of idleness may become a social menace, there seems to be no way of fitting them to jobs. It's a funny world.—Detroit News.

Balance what?

"Balance the Budget" is a good slogan for everyone to follow, but the emergency in education may become permanent unless the schools insist upon the adoption of an additional slogan, "Balance the Revenue." Few communities are trying to reform their tax systems, but all communities are cutting expenses right and left with slight regard for ultimate consequences.—William J. Bogan, superintendent of schools, Chicago, Ill.

Shorter term

Headline: Six Months of School Looming for Columbus. *Subhead:* Revenue from Taxes Awaited.

Reported to Office of Education

Teachers of Lewiston, Me., took a salary cut instead of allowing night schools to be closed, and classes for physically handicapped and the blind to be suspended.

There was a threatened strike in Worcester, Mass., when a school committee was supporting the city council in demanding a 30 per cent cut for school purposes.

In most cities there are long lines of applicants for teaching positions.

High schools are generally overcrowded, with basements and window sills now being used by many postgraduates.

A President's Gift to the State of Virginia

Dark Hollow School, recently presented to the State of Virginia by former President Hoover. Skyline Drive can be seen in the upper left-hand corner. Left: Miss Vest and pupils. Right: Virginia, a pupil

HOW WOULD you like to teach school on a mountain top? How would you like to open your school door and look down through the mountain valleys to roads and villages 35 miles beyond and below you?

This is the privilege of Miss Christine Vest, teacher of the school which ex-President Hoover has recently presented to the State of Virginia. When the former President first went to the camp on the upper reaches of the Rapidan, he learned that the log school in the hollow was no longer used so he built a new combination school and home. The furnishings were selected in part on the advice of members of the Office of Education staff.

Dark Hollow school stands almost at the top of the Blue Ridge Mountain range at 3,200 feet above sea level. At its back door runs the fresh gash of the new Skyline Drive of Shenandoah National Park

To the fair

Twenty-two pupils of assorted ages and heights come to the school, climbing up trails that lead around mountain "corners." On sunny days the children lunch under the shade of storm-worn oaks.

Miss Vest made friends quickly with these mountain children and their parents. She was born in the mountains of Tennessee and was educated at Berea College, in Kentucky, which enrolls many ambitious young men and women from the mountain hamlets.

A year ago last fall Miss Vest decided to take her school children "down the mountain" to the fair at Madison Court House. Few of them had ever been nearer to town than a tiny store five miles down the hollow. Former President Hoover gave Miss Vest money and instructions to buy the children "all the red lemonade they wanted." But it was the merry-go-round, not lemonade, that proved the chief attraction of what was for them an historic adventure.

Miss Vest lives alone in the comfortable, neatly furnished "home" half of the school. She has an electric refrigerator, electric lights, telephone, and radio. The worn top of a file case on which the radio stands gives ample evidence of the constant interest which young and old in this mountain hollow have for radio programs.

So far as we can learn, only three Presidents of the United States have established schools: George Washington, the Alexandria Academy; Thomas Jefferson, the University of Virginia; and Herbert Hoover, the Dark Hollow School. Virginia has been the fortunate recipient each time. SCHOOL LIFE will appreciate receiving information on any other presidential educational ventures which it may have overlooked.

Mrs. Franklin D. Roosevelt, whose article on "Children of School Age," appears elsewhere in this issue, left her teaching duties at Todhunter School in New York to assume the duties of First Lady of the Land. Mrs. Calvin Coolidge was also a teacher.

Three Presidents on Education

WE HAVE faith in education as the foundation of democratic government. Our schools need the appreciation and cooperation of all those who depend upon them for the education of our youth—the State's most valuable assets. Our schools are to-day enabling America to achieve great results, and they can help her to even greater accomplishments.

FRANKLIN D. ROOSEVELT

IF WE are to have an advancing civilization, if we are to have a united social State, if we are to have an equality of opportunity in the United States, we must have universal education.

HERBERT HOOVER

EDUCATION is becoming well-nigh universal in America. The rapidity of its expansion within the past half century has no precedent. Our system of public instruction, administered by State and local officers, is peculiarly suited to our habits of life and to our plan of Government, and it has brought forth abundant fruit.

CALVIN COOLIDGE

A Way Out for Education

By WILLIAM JOHN COOPER *

THERE are three distinct periods in the financing of our schools.

We have passed through the first period, which may be said to end with the Civil War. In this early period each family was supposed to pay for the education of its members. They did where they were able. The term of school, however, was short and the subjects few in number. Reading, writing, arithmetic, and some Bible study constituted the curriculum in most schools.

"Regardless of the national land grants for education made to the new States," says Cubberley, "the provisions of the different State constitutions, the beginnings made here and there in the few cities of the time, and the early State laws, we can hardly be said, as a people, to have developed an educational consciousness, outside of New England and New York, before about 1820, and in some of the States, especially in the South, a State educational consciousness was not awakened until very much later."

Second period

The second period of our educational history really begins with the work of Horace Mann. In June, 1837, he entered on the duties of secretary of the State board of education in Massachusetts—an office created through his enthusiasm, courage, vision, lofty ideals, and practical legislative experience. He gave up a promising career in law and politics to accept this school office at a salary which did not always furnish him his dinner. As secretary he began at once on a campaign to transfer the cost of educating a child from his parents to the community, and it has remained a charge against the general property of the community ever since.

Exceptions to this general practice are few. Mann's controversy with the Boston schoolmasters growing out of his praise of European schools and his battle with the religious societies marked him as the exponent of tax-supported schools. For the next 12 years he preached the doctrine of taxation for public education, with the result that appropriations for public education were more than doubled. A full month was added to the term of school, and teachers' salaries were greatly increased.

Two years later Henry Barnard joined him in doing a similar work in Connecticut. Later Barnard transferred to Rhode Island, where he became the first State commissioner of education. In that small State he is reported to have held 1,100 public meetings in the 4-year period. But this period of work paid in arousing people to conditions. Others who joined in this battle for free public schools were Calvin Stowe, Samuel Lewis, and Samuel Galloway in Ohio, Caleb Mills in Indiana, Ninian W. Edwards in Illinois, John D. Pierce and Isaac E. Crary in Michigan, Robert J. Breckinridge in Kentucky Calvin H. Wiley in North Carolina, and John Swett in California. Through Mann and his followers the cost of schools was eventually transferred from the family to the community and the second period was begun.

Third period

We are now entering on the third period—the period in which every community can no longer afford a decent term of school. For no longer is general property a fair index of ability to pay taxes. It now seems necessary to transfer the cost of schools from the community to the State and Nation. Not in the form of State aid, nor in any form which partakes of charity but as a matter of legal right the cost of schools must be carried by these larger units, for we have grown in a hundred years.

To-day there are whole counties in this country where a tax on general property will not support a school term of decent length. There are as a matter of fact more than 511 counties where the census of 1930 showed that illiteracy had actually increased, and 111 more where no decrease in illiteracy took place. From these figures we see that in about one-sixth of the counties of the United States no decrease in illiteracy was made from 1920 to 1930.

At the recent meeting of State superintendents and commissioners of education held at Hot Springs, Ark., there seemed to be complete agreement that the time had now arrived for us to change our method of supporting schools. All were agreed that a tax on general property such as is used for more than 95 per cent of all school support in Iowa is out of date. Fluctuations in the price of real estate make it unreliable. When there is prosperity there is a tendency to increase assessments on this property. When a depression comes these assessments work a hardship on the title holders. When farm products are low in price it is impossible to pay the taxes. A sales tax, they say, would be better. If the necessary articles of food were exempted from it, and clothing below a certain price were tax free, the sales tax would be a tax on the comforts and luxuries of life. It would apply to a great many more people than the real property tax now applies. Therefore, it would be a fairer tax than the present.

More equality

If this tax were levied by the United States Government and a certain part of it were left in the State where it was collected there could be no charge of unfairness If the rest of it were put into a common fund and distributed to those States which could not maintain good schools with the funds in hand, it would give equality of educational opportunity throughout the United States. This is really what we wish. There would no longer be, as there are this year, more than 200 districts in the State of Arkansas where schools would be kept open less than two months nor would there be as is predicted for the State of Alabama, many schools closing with short terms putting more than 5,000 teachers on the list of the unemployed in the middle of the year and turning out into the streets and roads of the country 200,000 children. The northern counties of Maine would no longer be threatened with closing school in a depression nor would the farm areas in any section of the Nation be in danger of short terms or little schooling for their children at a time when they most need a full term. In Oklahoma we are told that in hundreds of districts teachers have been able to cash only one or two of their first salary warrants.

This condition afflicts rural schools in those States that are primarily agricultural. Why should the children of good American farmers curse the spot where they were born? If we had such a device as this manufacturers' sales tax we would have, as a matter of fact, the Nation largely supporting the educational opportunity of every child. There would be no place in the United States where it would be a disadvantage educationally to be born. If education is to render its full service to democracy it must be supported by the State and Nation in some way.

* U. S. Commissioner of Education, Washington, D. C., on "Our American Schools" radio program, Feb. 5, over NBC network.

6.30 p. m. Sunday

When Education "Goes on the Air"

"WE GREET YOU again from the headquarters building of the National Education Association, Sixteenth and M Streets NW., in Washington, D. C., where we are about to present another program in the third series on Our American Schools."

These words and Florence Hale's cordial, down East, "Good evening, friends," are becoming familiar sounds in hundreds of thousands of American homes every Sunday evening at 6.30 p. m., E. S. T., when education "goes on the air."

Perhaps listeners to the weekly American Schools program might like to *see* one of these programs as well as *hear* it. Using words for paint we offer an eye view of a broadcast.

There is a real thrill in watching Education start its weekly journey on the N. B. C. air lanes. It is like seeing a friend depart on the Twentieth Century Limited. Broadcasts, like time, tide, and railroad trains, wait for no man. And like railroad trains, broadcasts require long hours of preparation before the magic moment of departure.

The N. E. A. broadcast you hear at 6.30 o'clock Sunday evening actually began weeks and even months before. What you hear condensed in 30 minutes took days of work—selecting topics, selecting speakers, invitations, setting of time limits, selecting of songs and poems, reading of letters and selecting of questions to be answered, preparation of answers, preparation of the "continuity" or schedule, adjusted to fractions of minutes, and innumerable other details.

I LOVE A LITTLE COTTAGE*

I love a little church house
On a friendly little hill;
I love a little school house,
With a flowering window sill;
I love a little cottage
As it stands nearby a wood;
I love them all so dearly,
And I'll tell you why I should:

Because the little church house
Is a beacon on the hill;
Because the little school house
Is a guidepost, if you will;
Because the little cottage,
Where the toilers homeward plod,
Is another of the builders,
That keep building men for God!

I love a little cottage,
As it stands nearby a wood,
I love it, oh, so dearly
And I'll tell you why I should:
Because the little cottage,
Where the toilers homeward plod,
Is another of the builders,
That keep building men for God!

—ROSCOE GILMORE STOTT.

*N. E. A. Program Theme Song.

Activity

At 5 p. m. the quiet N. E. A. red brick headquarters five blocks up patrician Sixteenth Street from the White House begins to wake up from its Sunday nap. Miss Hale, in green boucle, steps out of a taxi and greets the N. E. A. janitor, Mr. R. L. Davie, who faithfully attends every broadcast. Franklin Dunham, N. B. C.'s jolly educational director, arrives from New York. Belmont Farley, N. E. A. publicity director, who asks and answers questions, turns up. Radio technicians, William Chew and Stanford Lose, come in and drape themselves with various wires and headpieces. Carleton Smith and Herluf Provensen, announcers (Provensen announced for ex-President Hoover) appear; also "Jimmy" Wilkinson of the ambrosial voice, Rudolph Schramm, pianist, and Sidney Hammer, carrying his bulky cello. Visitors, well-wishers, onlookers, drift in, settling themselves in the overstuffed chairs to watch the proceedings. Mr. Crabtree is on hand to greet the guests.

A typical Sunday evening N. E. A. radio party. Seated, left to right: Franklin Dunham, NBC., Belmont Farley, William John Cooper, Augustus O. Thomas, Sidney Hammer, Florence Hale, Carleton Smith. Standing: James Wilkinson

It is Sunday night, February 5. The two speakers are United States Commissioner of Education William John Cooper, and Dr. Augustus O. Thomas, secretary-general of the World Federation of Education Associations. About 20 persons are gathered in the long comfortably furnished reception room. At the north end is a huge table on which stand two cube-shaped microphones. Beyond the large table on one side is a control box about the size of an old organ, at which technicians capped with head phones sit amid their wires. At the right of the table is a grand piano and another microphone on a tall standard for the musicians.

Program on

6.20: Smith tries out the microphones—"Ladies and gentlemen, ladies, ladies, gentlemen,"—Wilkinson beating time with his arms, sings a few bars with the piano accompaniment for a "balance on the music."

6.25: Miss Hale calls her troupe around the big table—Smith, Farley, Cooper, Thomas, Dunham. The speakers run through their papers.

6.29: Silence——a nervous, tense silence settles over the room. All eyes on Carleton Smith who raises his finger for attention——"stand by"——"O. K."——his finger drops. Forty radio stations from Boston to San Diego, from Clearwater, Fla., to Seattle, stand ready to spread the words uttered in this room like a blanket over the continent of North America. More than 400 technicians and control men watch at their posts throughout the Nation to make certain that radio and telephone circuits are carrying the words and music flying to thousands of listeners.

6.30: "I Love a Little Cottage," cello and piano.

6.32: Smith: "We greet you from the headquarters——program devoted to a

(Turn to page 136)

Adult Education in Public Schools 1930-1932

By L. R. ALDERMAN *

IT HAS BEEN nearly 20 years since the movement for public adult education began in this country. It started at the outbreak of the World War. At that time large numbers of alien residents desired to become citizens of the United States, and to fulfill the requirements for citizenship it was necessary that they pass an examination before the naturalization courts. These examinations, in many cases, called for the ability to read and write English and some knowledge of the American form of government. The most expeditious way to meet these requirements was for the aliens to meet in groups under the guidance of a teacher. Councils of defense in the various States became interested in the matter of training these aliens and requested State and city school systems to establish Americanization schools for this purpose. Classes were organized with the cooperation of State and city school officials.

Definition

These classes usually were held in the evenings in school buildings, and the teachers were paid from school funds. State laws were passed which, in some cases, permitted the State to reimburse the city or local district for at least a part of the cost of such classes. In some States laws were passed which made it possible for the State departments of education to add to their staffs one or more men or women whose duties were to promote the organization of Americanization classes and to help supervise them. The Bureau of Naturalization, of the United States Department of Labor, also cooperated with State and city school officials in the organization of Americanization classes and, in many cases, furnished textbooks for them.

These Americanization classes were organized in most of the larger cities and in some of the smaller ones and were attended by very large numbers of aliens. To these classes came also native-born citizens that they might learn to read and write. They came in such numbers that special classes were provided for them. It became evident that the word "Americanization" did not fit the situation, and gradually the term "adult education," which had a wider significance, was substituted for "Americanization." The term "adult education" has been used in England for many years to designate the kind of education which was provided for workers and youths whose early education had been neglected. It must not be inferred from this account that there had been no schools in this country for the foreign-born and the native-born prior to the beginning of the World War. There had been evening schools in the larger cities for many years, but these, for the most part, had been conducted with the permission of the school authorities rather than by them, and, so far as we can ascertain, State departments of education had no part in the support or the promotion of these schools.

The popularity of the term "adult education" was greatly aided by the organization of two national societies for the promotion of this type of education. In 1921 the teachers and supervisors, who had organized themselves as Americanization teachers and supervisors, affiliated themselves with the National Education Association under the name of Department of Adult Education of the National Education Association, and began holding meetings in connection with the annual meetings of the National Education Association. In 1926 the American Association for Adult Education was organized. This organization fostered many studies which attracted wide attention. Among these was the study by Dr. E. L. Thorndike, of Columbia University, on the ability of adults to learn. He and his associate psychologists brought out a book entitled "Adult Learning." In this book it is claimed that the ability to learn is persistent, that nobody under 45 years of age need let his age deter him from undertaking any task of learning. These studies and the publicity that followed made the term "adult education" increasingly popular.

Demand

The university extension movement, which began about 1900 and whose leaders organized the National University Extension Association, also had much to do with turning the spotlight on education of adults. This university extension movement is regarded by some as the logical outcome of the lyceum and Chautauqua movements which have played a large part in the continued learning of adults through many years of our history.

There gradually has developed a general idea that adult education stands for lifelong development of the individual by any plan or process. It is not by any concept limited to that type of education that aims to supply schooling to adults who were unable to attend school during their early years. The term now stands for the idea of the continuing development of all of man's talents until the very end of life.

The increase in the amount of leisure has increased greatly the demand for educational opportunities for adults. At the present time there is an unusual demand on the part of the unemployed for educational opportunities, that they may better fit themselves for employment; on the part of those who are employed, that they may make their employment more secure; and on the part of an increasing number of others who desire to find solutions of some of the perplexing problems which confront them and the country in these unsettled times.

The very large increase in the number of young people who attend high school, no doubt, has had much influence upon the desire for increased learning on the part of adults, as the high schools have raised the general level of education. This increase in high school attendance started about the beginning of the century, increased rather rapidly until 1910 and very rapidly from 1910 to 1930.

Contributions

Still another movement, national in character, which has had powerful influence on public consciousness is that of the United States Department of Agriculture which offers short courses through county agents and 52 land-grant colleges. The vocational education program, with Federal and State funds, as sponsored by the Federal Board for Vocational Education, has been a potent factor in the field of adult education. Such organizations as the Young Men's Christian Association, the Young Women's Christian Association, the Knights of Columbus, the Young Men's and Young Women's Hebrew Association, the various women's clubs (which in some respects may be said to be the pioneers in adult education in this country) also have made marked contributions to the adult education movement.

To show what is now happening in the various States the following table was compiled from reports received from State departments of education. Columns 8, 9, and 10 were taken from Office of Education Bulletin 1931, No. 20, Volume II, Chapter II, as later figures are not yet available. The types of educational work

* Chief, Service Division, Office of Education, U. S. Department of the Interior.

promoted by the Federal Board for Vocational Education and the United States Department of Agriculture are not represented in the table as this work is quite uniform in nature throughout all of the States, and information concerning it is readily available from those departments.

A glance at the table will show that 19 States and the District of Columbia provide funds for the education of adults. The States of Delaware, Nebraska, and South Carolina, and the District of Columbia expend this money directly as administrative agencies. In the other States the funds are used to reimburse local school districts which provide education for adults in accordance with State laws or rules of boards of education.

In some States the funds provided for adult education are used largely for the education of the foreign-born and for illiterate and near-illiterate native-born citizens. Other States provide education for adults in academic and vocational subjects covered by the elementary and secondary public day schools.

Fifty-fifty

It will be noted from the table that 29 States report that no State funds are provided for adult education except those which are provided to match Federal funds distributed by the United States Department of Agriculture and the Federal Board for Vocational Education. The basis of distribution of State funds to districts for adult education is usually on the "fifty-fifty" or the "matched funds" basis. The amount of funds provided by States for adult education in some cases is very small, while in other States it is more liberal.

Although reports indicate that fewer communities offered adult education in 1931–32 than in 1930–31, partial reports indicate that as a result of much larger attendance in some centers the total evening school attendance will not show a material decrease.

Aside from supervisors whose salaries were paid, at least in part, by Smith-Hughes funds, there were reported the equivalent of 25⅜ State supervisors giving full time to adult classes. It should be noted here that most of the supervision is provided by the local school districts.

It is reported that 34 institutions of higher learning are giving courses for teachers of adult classes. Most of these courses are given during summer sessions, and they are promoted by State departments of education.

As yet, except in a few States, no special requirements are set up for teachers of adult classes, and the great majority of teachers in afternoon, evening, and Saturday schools are teachers who are regularly employed in the day schools.

Adult education as reported by State departments of education, 1932

States	State provides financial aid	Basis on which financial aid is granted	Number of communities providing adult classes		Americanization enrollment	Parent education enrollment	Public night schools [1]			Number of State supervisors in terms of full-time supervisors	Number of institutions giving teacher training for adult teachers
			1930–31	1931–32			Teachers	Students	Total cost of instruction		
1	2	3	4	5	6	7	8	9	10	11	12
Continental United States			2,160	1,901	178,449	32,712	30,043	1,245,124	[2] $11,619,760	25⅜	34
Alabama	Yes	50–50	762	491			163	4,274	121,842	1	
Arizona	Yes	[3]	17	27			92	2,118	19,023		
Arkansas	No						68	2,255	872		
California	Yes	[9] Quota.	321	312	40,000	13,000	3,782	286,602	1,632,815	3¼	2
Colorado	No		2				111	12,543	37,728		
Connecticut	Yes	50–50	55	54	9,843		646	21,830	345,563	2	1
Delaware	Yes	All.	72	82	1,363	140	144	4,552	36,829	1	
District of Columbia	Yes	All.	1	1	969		249	11,019	98,430	2	
Florida	No						16	303	5,875		
Georgia	No						268	9,715	95,626		
Idaho	No						27	653	471		
Illinois	No						1,182	58,340	824,102		
Indiana	No						637	24,349	190,588		
Iowa	No			14			70	1,652	12,559		2
Kansas	No						222	6,427	40,926		
Kentucky	No		12	8			84	3,186	23,909		
Louisiana	No		1	1			255	12,400	138,227		
Maine	Yes	[4] 66⅔	12	11	608		163	3,412	34,814	⅛	
Maryland	No		2	1	795		412	14,480	144,114		1
Massachusetts	Yes	[5] 50–50	99	100	23,698	235	2,973	102,959	709,377	3	4
Michigan	No						902	70,069	544,732		
Minnesota	Yes	[5] 50–50	30	30			480	14,647	156,528	½	1
Mississippi	No						17	340	2,956		
Missouri	No						710	19,230	298,253		
Montana	Yes	[6]	12	15	150	600	8	133	200		1
Nebraska	Yes	[7] All.	15	15	75		91	3,040	19,552	1	1
Nevada	Yes	[8]	5	3			5	92			
New Hampshire	No						111	2,212	16,237		
New Jersey	Yes	[5] 50–50	61	61	7,558		1,480	45,825	867,337	½	
New Mexico	No		4	3	50		32	860	5,606		
New York	Yes	[9] Quota.	119	119	50,729	15,234	4,248	194,915	2,884,103	5	8
North Carolina	No			17			127	3,887	23,033		1
North Dakota	No		4	4			31	809	6,235		
Ohio	No			35	3,540		1,556	56,220	462,032		3
Oklahoma	No						160	5,991	15,042		
Oregon	No						120	3,127	41,630		
Pennsylvania	Yes	50–50	60	64	37,000	2,200	2,027	69,646	717,266	2	2
Rhode Island	Yes	50–50	27	23	1,447	1,267	501	13,100	111,769	2	2
South Carolina	Yes	100	360	307			2,874	58,110	130,546	1	
South Dakota	No		2	1	215		35	1,017	6,396		
Tennessee	No						135	4,875	37,497		
Texas	No		8	8			636	19,625	135,137		
Utah	No						27	1,294	36,729		
Vermont	No						10	248	3,000		
Virginia	No						259	6,945	142,215		
Washington	Yes	[10]	35	30			333	13,721	72,113		
West Virginia	No						94	1,440	15,673		
Wisconsin	Yes	50–50	43	43			1,344	48,490	347,456	1	5
Wyoming	Yes	[11] 66⅔	19	21	409	36	126	2,147	6,797		

[1] 1929–30 data latest available.
[2] $3,395,907 of this amount is included in day-school costs.
[3] 50 per cent of cost under certain conditions.
[4] Paid by State under certain conditions.
[5] 50 per cent of cost of every school teacher's salary under certain conditions.
[6] Local school districts may use general school funds for evening schools.
[7] State makes certain appropriations for Americanization classes.
[8] Biennial appropriation for evening schools.
[9] State funds may be used for evening schools as for day schools.
[10] State funds may be used for evening schools as for day schools in certain districts.
[11] School districts authorized to establish schools and pay out of district general school funds.

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SCHOOL LIFE

ISSUED MONTHLY, EXCEPT JULY AND AUGUST
By the UNITED STATES DEPARTMENT OF THE INTERIOR, OFFICE OF EDUCATION

Editor - - - - WILLIAM DOW BOUTWELL
Assistant Editors - - - MARGARET F. RYAN, JOHN H. LLOYD

Terms: Subscription, 50 cents per year, in advance; to foreign countries in which the mailing frank of the United States is not recognized, 85 cents. *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 per cent.

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

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

MARCH, 1933

LACK OF EDUCATION A CAUSE OF BANKRUPTCY

TWO YEARS AGO United States Commissioner of Education William John Cooper said, "One of the difficulties with American business to-day is that in it are too many who dropped out of school before they had sufficient education to meet life's problems intelligently and to be able to think straight in relating brain success to permanent economic security."

Now the Commerce Department has documented his observation. The Commerce Department has made a study of the causes of 570 commercial bankruptcies.

This is what it found: "Over 40 per cent of the total group of 570 bankrupts did not finish grade school. Approximately 70 per cent were not high-school graduates, although there were 145 high-school graduates in the group. Less than 10 per cent were college graduates."

We will not let any man serve us as a doctor until he has had a minimum of 18 years of education. But we set up no educational requirements for our bankers. We require 16 years of education for the pharmacist who prepares our prescriptions but we never ask the man who runs the drug store if he spent a day in school. A girl must have 15 years of education to be a nurse but a boy can be a business man without having passed fifth grade.

Another study [1] recently completed shows that one-fourth of the *leading* business men of America had only eighth-grade education. One per cent, in fact, had no schooling at all.

It appears that we have set up no educational qualifications for some of the most vital positions in American life. When businesses fail, when business men make poor judgments, we all suffer. Yet we intrust some of the crucial tasks of business management to persons whose educational equipment is so meager that they could not enter any of the professions. Some of them could not even be candidates for a skilled trade like plumbing.

Commenting on the relation of education to bankruptcies the Commerce Department says: "It may be inferred from the above facts that lack of education in many cases was a contributing cause of failure. Knowledge and training can be acquired both in school and through experience, but the disproportionate use of either method, except in unusual cases, is not conducive to success. The majority of the bankrupts did not secure the necessary knowledge and training in school."

[1] American Business Leaders, F. W. Taussig, Harvard University.

Albert E. Winship

1845 · 1933

HE IS GONE FROM AMONG US, yet his personality lingers. He was a most unusual man, one who crossed and recrossed this continent many times, almost as many times as he had years to his credit. Consequently he knew the schools and the school people as no other man knew them. From coast to coast he was personally acquainted with what went on in schools. He came in years that were prosperous and happy and he came also in years that were lean and sad. But he always saw the good, the constructive, the upbuilding aspects of education. When he could say nothing that was good he refused to talk at all. His messages delivered from the platform and through the Journal of Education were likewise always helpful. In his later years as his body grew feeble his mind remained alert. With people who saw him within the last two weeks he talked freely and differed only in the excusable tendency to reminisce. Other than this, he was the same prophet that he had always been.

There was a man in practically every city in this country who corresponded with him regularly and who kept him well posted upon the progress of the schools and upon the changes in personnel. On many occasions he was consulted with regard to these changes. It was not ordinarily his practice to recommend candidates. Perhaps he knew too many to recommend, but frequently his critical analysis of the situation pointed conclusively to a single person. In one case where a superintendency had been vacated by order of the board he analyzed the situation in this way. If the board should now get a superintendent from outside the State it will be said that no responsible man who knew the situation would take the place. If, on the other hand, they took a man from within the State who did not already have a first-class reputation, it would be said that no able man in the State would have anything to do with the board. This situation pointed so definitely to two or three men that the board elected one of these men superintendent.

He who knew every commissioner of education personally and intimately, and who knew Horace Mann, the founder of the American ideal of education, well, is gone and there is no one to take his place!

—WILLIAM JOHN COOPER.

ATTACKING THE TAX PROBLEM

CONFLICTING STATE and Federal taxing systems were the main topics of discussion at the first Interstate Legislative Assembly held recently in Washington, D. C. A picture of the existing tax situation was developed and a plan of action was worked out to meet the situation during the 2-day session attended by State governors, legislators, State tax commissioners, and Members of Congress. Hon. Henry W. Toll, Chicago, was chairman of arrangements.

Since funds for public education come directly from either local, State, or Federal revenue, school people are vitally interested, especially at this time, in any discussion of duplicate or overlapping taxes, or suggested new revenues, and their effect on schools.

State Government, official publication of the American Legislators Association, will review the Washington meeting, and progress made toward a better synchronization of Federal, State, and local taxing systems.

The same problem of duplicate taxing systems was discussed at the meeting of State governors called immediately after inauguration by President Roosevelt.

The Case of Willard

BY HELEN RUSS * and ELISE H. MARTENS **

"WILLARD is just impossible," said the teacher. Here he is, an 11-year-old boy in the fifth grade, with a perfectly normal intelligence. Yet his IQ of 109 doesn't seem to help him one bit to do his school work. He takes no interest whatever. His attendance is irregular. He is disobedient even to the point of incorrigibility. He is selfish and cruel toward the other children. He accuses them of wanting to hurt him. He has been guilty of petty thievery and has frequently been threatened with police action."

What the visiting counselor found out

The visiting counselor called on Willard's mother and found out many things about his home life. He seemed to be a lonely youngster—no brothers or sisters and little real companionship with his parents. His mother was a person of good education, was active in parent-teacher association work, and had been the president of several clubs. She was a very busy person. But she was highly emotional and apparently did not understand the boy. Consequently there were frequent difficulties between them. She said she thought he was very highly sexed but she "could not think of discussing the subject with him"; she "just sensed his interest in girls and women."

Willard and his father seemed to be on the whole very good friends. But the father's health had not been very good since he was discharged from the Army with shell shock. He was, too, a very busy man and at this time he was not only carrying on his own work as an engineer for one of the large public utility companies, but was also writing for certain scientific magazines. Consequently he had very little time to give Willard. With the exception of occasional hikes together and some help with school work which his father gave him when it was needed, they had little opportunity for close companionship.

What the physician found out

A medical examination showed that Willard's general physical condition was fairly good with the exception of a chronic sinus infection. The doctor recommended that his tonsils and adenoids be removed, but he said that ill health could not be considered an important factor in the case.

What the psychiatrist said

"The boy is a likable youngster. It is interesting how frank he can be when he relaxes. He says he likes school, enjoys the social contacts, and does not dislike his studies. His teacher should make an effort to get his confidence and boost him rather than try to force him. Undoubtedly there is a decided emotional background to his conduct. There are difficulties connected with puberty which he is not yet able to discuss frankly. People dealing with this young man should give him time to use his mind instead of forcing him to act too quickly, for then he is likely to follow his emotions. A good personal feeling between the boy and his teacher will do more to establish satisfactory relations than any scoldings or compulsions."

What happened at school

Shortly after his first visit to the psychiatrist, Willard was promoted on trial to a class the teacher of which was a most understanding woman. Everything was done to give him as many outlets as possible in his special interests and abilities. He liked to draw and achieved very creditable results in this direction. He was asked to contribute illustrations for the stories which the class read, for the work in geography and in nature study, and for other classroom activities. His school work improved somewhat, though there were still frequent emotional difficulties and troubles with the other children in the class.

At the end of the year he was transferred to the junior high school. Here he began to make more or less regular visits to the counselor's office and to talk about his girl friends. He bragged a great deal and strutted considerably. His rebellious, cocksure attitude grew beyond the toleration of many of his teachers. He was impertinent, quarreled with anyone who tried to dictate to him, and deliberately refused to participate in many of the classroom exercises. Finally, it was discovered that he had been guilty of a sex offense with one of the school girls. The principal and the visiting counselor investigated. The boy admitted his delinquency. He seemed relieved to be able to discuss his problems and asked if he might talk with the doctor soon. A conference was arranged.

What happened at the clinic

Tonsils and adenoids were removed soon after the doctor had recommended it, and Willard saw the psychiatrist frequently during the year following his first visit. But never did the boy become utterly frank with him until the sex difficulty at the junior high school developed and a special conference was arranged for him. At this conference he opened up, anxious to learn the significance and implications of his recent conduct. The psychiatrist met his questions frankly and suggested that Willard help other boys who were confused about the same sex questions concerning which he had now received information. He thus hoped to build up an attitude of strength and leadership in the boy.

The psychiatrist saw also the mother and explained to her Willard's difficulty. He suggested specific ways in which she and her husband might help the boy in his growing-up process.

What developed at school

The counselor took Willard into her own office during his spare time as a volunteer worker. She also kept in touch with the mother in order to help her to carry out the doctor's suggestions in the home situation and to cement the relationship between the home and the school. The teachers noticed a slight change for the better in the boy's conduct. He seemed to be more serious and manly.

During the next term he began to receive excellent grades in various school subjects. Comments such as the following were heard from his teachers: "His attitude is splendid." "Last term he seemed struggling to do better, but this term he certainly has made good." "He is so reserved and quiet and gentlemanly." "He seems to love to do good work."

(Turn to page 136)

* Visiting counselor, Berkeley, Calif., public schools.

** Specialist in education of exceptional children, Office of Education, U. S. Department of the Interior.

This article and "The Case of Ruby," which appeared in January SCHOOL LIFE, stress how specialists, the schools and other social services can solve serious problem cases by joint attack. The case study reviewed here is based upon material presented in "The Adjustment of Behavior Problems of School Children," Office of Education bulletin, 1932 No. 18, price 10 cents, which describes and evaluates the clinical program in effect in Berkeley, Calif., for guidance of children who show social maladjustment. Order from Superintendent of Documents, Washington, D. C.

The Herald's Horn

By CLINE M. KOON*

THE WFAS Air School at White Plains, N. Y., embraces the following activities: A general forum on educational problems, as they affect the child of school age, conducted each Wednesday afternoon by Dr. H. Claude Hardy, superintendent of schools in White Plains, during the course of which he presents guest speakers from various municipal education departments of Westchester County. On Thursday afternoons a simplified French course is presented by Mlle. Octavie Martial. A current literature review is featured every Tuesday morning, and a series of lectures on Arctic exploration is presented each Saturday afternoon by Capt. Paul Schaefer, well-known explorer and lecturer.

DR. TRACY F. TYLER, Research Director of the National Committee on Education by Radio, has recently completed a study of the "Radio Activities of State Departments of Education" and another on "Radio Activities of State Teachers' Associations." Mimeographed reports of these studies may be obtained free by writing to the National Committee on Education by Radio, 1201 Sixteenth Street N. W., Washington, D. C.

THE WNYC Air College, which is broadcast over radio station WNYC, New York City, includes series on everyday English, better speech, survey of knowledge, and current events. Long Island University and the College of the City of New York cooperate in the presentation of these broadcasts.

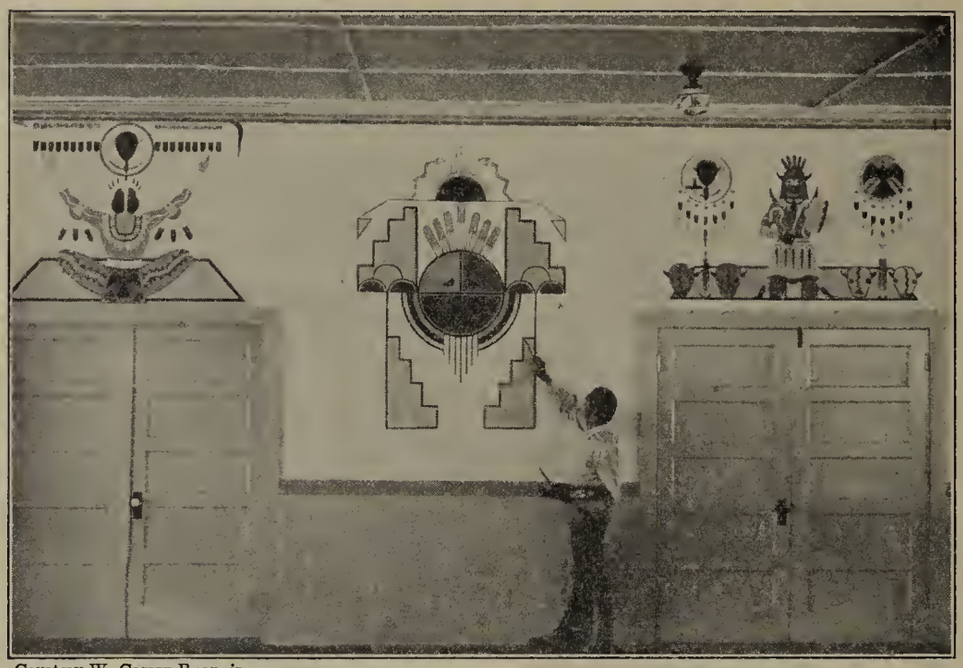
BY hooking up radio stations WHA and WLBL to broadcast simultaneously, the Wisconsin School of the Air may now be heard by more than 90 per cent of the people of the State.

BY using station WKAQ, the Department of Education of Puerto Rico plans to conduct an educational broadcast series of programs designed especially for adults.

THE Fourth Annual Institute for Education by Radio will be held at Columbus, Ohio, May 3–6, inclusive. Write to Dr. Hillis Lumley, Bureau of Educational Research, the Ohio State University, for further information.

A RECENT report indicates that Dr. Joseph Maddy has approximately 18,000 students enrolled in his radio music classes, conducted by the Michigan University of the Air and broadcast from radio station WJR, Detroit.

*Specialist in education by radio, Office of Education, U. S. Department of the Interior.



Courtesy W. Carson Ryan, jr.

Indian School Paintings

MURALS by students of the Santa Fe Indian School, Santa Fe, N. Mex., portraying Indian ceremonials and rituals copied after what are commonly called "sand paintings" attracted wide attention during the annual Exposition of Indian Tribal Arts, held this year at the Corcoran Gallery of Art, Washington, D. C., during February and early March.

Surrounding these brilliant canvases were collections of prehistoric and modern Indian pottery, shawls, blankets, rugs, painted skins, baskets, water colors, dance masks, and Indian jewelry—one collection of Navajo silver jewelry loaned by Mr. Witter Bynner, of Santa Fe, N. Mex., contained 328 pieces.

Most of the pieces in the exhibition were loaned by private collectors and institutions. Mrs. Hoover, wife of the ex-President, contributed two pieces from her collection. The University of Arizona, at Tucson, the University of Tulsa, Williams College, Williamstown, Mass., and the University of Pennsylvania Museum, Philadelphia, also loaned pieces.

Although it was not the intention of those planning the exhibit to cover the art of all the Indian tribes, work from some of the better-known tribes, including the Zuni, Navajo, Iroquois, Sioux, Kiowa, Hopi, Cherokee, Eskimo (Alaska), and Haida (Queen Charlotte Islands, B. C.), was fairly well represented. Nor was the exhibit confined to the tribes in any particular section of the United States, for work of tribes in more than 16 States was included as well as from Alaska, Nova Scotia, British Columbia, Mexico, and Santo Domingo.

But to get back to the "sand paintings" which inspired the murals. The Navajos, as part of their religious ceremonials, paint pictures on the sand as they dance by sifting the colored desert sands into desired patterns. These sand paintings remain but one day, for they must be destroyed by sundown. The patterns, however, are frequently preserved in some of the more colorful rugs. Designs of these sand paintings have been reproduced in oils by the students of the Santa Fe school—oil paint being a new medium for the Indian.

These students, from a number of different tribes, soon after enrolling in the Santa Fe school, finding the walls of their dining room dull and unattractive, covered them with life-sized paintings in oil, reproducing many of these sand paintings. Thousands of visitors came to the school especially to see the paintings and went away so enthusiastic that the boys were invited to do the murals for the Maya Building at the forthcoming Century of Progress International Exposition to be held in Chicago this year. As a result visitors to the Century of Progress Exposition will have an opportunity to view murals by the same students whose work attracted so much attention in Washington.

Arrangements for sending the exposition on tour are being made. From Washington, according to present plans, the exhibition will go to Los Angeles. Further information may be had by addressing Mr. John Sloan, 578 Madison Avenue, New York City.

—MARGARET F. RYAN.

Outside Looking In

Farm, labor, and industry on education

WHAT ATTITUDE strong local organizations like labor groups, the chamber of commerce, fraternal organizations, and women's clubs take toward education usually has an important effect on school support. Therefore educators will probably be interested in comparing policies in their own communities with the positions taken by national leaders of civic organizations.

SCHOOL LIFE presents in this issue declarations by national leaders of industry, labor, and agriculture. In subsequent issues we hope to present declarations on education policies by titular leaders of other great civic groups. All of the following statements were presented at the Citizens' Conference on the Crisis in Education called by the President.

American Farm Bureau Federation

The American Farm Bureau Federation is vitally interested in providing and maintaining adequate education for our rural children. Even in times of national prosperity the rural children in general have not had the advantage of as good educational opportunity as children in the urban centers. We are now particularly concerned in these days of economic stress that the education of children in the rural communities shall not suffer. To prevent the loss of educational advantages, we suggest economies may be introduced that will still permit the use of funds necessary to provide this training.

First, we believe that in the present emergency we must reevaluate and scrutinize our entire educational system in order to determine what things are fundamental and essential and what are not.

Second, we are in entire agreement with the suggestion offered to this conference for the elimination of any wastes or inefficiency in the educational system, some of which result from political interferences. Every reasonable economy must be applied to the educational system so that it can render its proper services at the least possible cost.

Third, we believe that there must be a readjustment of the tax burden on a more equitable basis. In many States too much dependence is put on the general property tax as a source of revenue. In such times as these, property taxes have become excessive and no longer yield sufficient revenue because there is not sufficient income from the property to pay the taxes. This is particularly true in the agricultural States. Taxation on the basis of ability to pay rather than on the possession of tangible property is a fairer and sounder basis of taxation.

Fourth, we believe that there should be provided State and Federal aid in the form of State and Federal appropriations for the maintenance of elementary education. We do not believe it will be possible to maintain rural schools on an adequate basis without such a policy. We believe this principle of State and Federal aid is fair to all, particularly now, when industries which draw their income from all parts of the Nation are concentrated in relatively small areas. It is only just that these industries and individuals who draw their income from wider areas should contribute their fair share toward public education in those areas.

Fifth, we believe that public building programs should be curtailed in preference to curtailing our educational facilities. Within the educational system itself, the erection of new buildings should be delayed wherever possible in order to prevent the curtailment of actual instruction. In other words, the building program should be curtailed before the school term is shortened or the number of teachers unduly reduced.

Sixth, we favor consolidation of schools wherever such a program would result in economy and greater efficiency. Obviously, however, it would be foolish in such times as these to project consolidation plans which would require expensive buildings and elaborate new equipment, which in the long run would add additional expense to the citizenship without commensurate returns.—Statement by CHARLES E. HEARST, vice president American Farm Bureau Federation, before Citizens' Conference.

American Federation of Labor

The American Federation of Labor believes our public school system is a national institution of permanent importance in achieving those purposes for which society is organized.

The whole of national progress is conditioned by the intellectual and moral development of its citizens.

To keep progress sustained we must constantly guard the welfare of our children. Development of each succeeding generation must take precedence over other responsibilities.

While this emergency calls for economies everywhere and retrenchments in many fields, we must guard against retrenchment which reduces the educationa opportunities of children.

Any curtailment in educational opportunities reduces our chances of having a trained citizenry, conscious of their capacities and able to use their human resources to greatest advantage.

We believe that educational services must develop progressively with the increasing complexity and interrelationship in social life. We can not curtail essential governmental services even in a depression.

We believe that public welfare demands there should be no lowering of standards of education or curtailment of services or activities. Salary cuts, employment of teachers with lower standards, curtailment of the school year, or unduly increasing the standard teacher load are incompatible with this social policy.

We recognize that the decline in national income makes economies essential and forces inquiries into methods of financing.

We believe that the unit costs of education can be lowered by wise economies.

This should be done by economies and not cuts in salary scales. The morale of the teaching force is essential to maintenance of educational standards.

Economies come from elimination of wastes and better administrative methods. Services essential to social progress must not fluctuate with the business cycles, but must be assured a permanent basis.

While emergency conditions do not form the basis for developing permanent governmental policies, yet we can not develop emergency policies without reference to our permanent social and political philosophy.

Nor can we plan our educational financial program without reference to expenditures for other services. Approximately 25 per cent of local tax collections are expended for education.

Local tax provisions have had to face the problem of declining national income and rapidly mounting demands for relief for the unemployed. Although responsibility for unemployment relief is a fundamental governmental responsibility to be shared by all units—national, State and local—major responsibility has been shifted to the local unit.

When the State and National Governments assume their proportional responsibilities, there will not be such a heavy drain on local resources and the school emergency will be somewhat relieved. We urge the formulation of a national unemployment relief program together with necessary appropriations.

The immediate enactment of such legislation would make it possible for local governments to carry on their essential services and assume their share of the emergency load.

Provisions to meet the depression needs must be borne by the Federal Government. This should be done before local resources are further diverted from their proper purposes. The present policy of loans from the Reconstruction Finance Corporation only after all resources are exhausted is unwise.

We urge further that the Reconstruction Finance Corporation be empowered to make loans at a low rate to States for educational purposes, including loans, equal to that part of delinquent taxes that would be allocated to educational purposes. Such loans would be amply secured by the property upon which the taxes were assessed. The loan would provide a tax moratorium for our own citizens.

We suggest as an additional source that a percentage of gasoline taxes collected in the various States be allocated to educational purposes.

We recommend the principle of State aid, so that State revenues may assist the weaker sections within several States.

We recognize this is not a time to recommend new taxes, but we believe that judicious use of resources available and use of Federal credit will enable us to weather the emergency without such injury to our children as would result from lowered educational standards. The ultimate purpose in education and in all other public services is development and conservation of social values.

In this great emergency the banking institutions should do their work for our public schools. They can do this by supplying funds adequately secured at rates of interest which represent a patriotic sacrifice during this period of the Nation's greatest need, and perhaps emergency.—Statement signed by President WILLIAM GREEN, A. F. of L., presented to Citizens' Conference.

National Association of Manufacturers

When a father with a very much reduced income is facing a crisis in his family life, how does he approach that crisis? First, obviously, he makes all of the physical economies that are within his reach—the purchase of his supplies, conduct of his heating plant, the purchase of his clothes and food, and most of all, economies in his rent become his immediate concern.

It so happened in our community that we were dealing with one of those antiquated district school systems, and under the impetus of the crisis we were able to abolish that district system and come together under a consolidated school system, and thereby to effect an economy of over 12½ per cent in the number of schoolrooms that were necessary to carry on the system.

Having attacked the physical economies, a father next attacks those services which contribute to his family's well being, and unfortunately you there come immediately against the question of salaries. How much does our family budget allow for services? And you cut your expenditures for services accordingly. I do not see why a community may not approach its expenditures for services in the same careful and humanitarian spirit in which a father approaches his obligations in that respect. In so doing, let us bear this in mind: We are coming more and more to accept the point of view that we are not now at the crisis of a depression; we recognize that we are going through a transitional period, through which we are approaching to a different relationship between the value of goods and services, and we are coming down permanently upon a lower measure or unit of value of goods and services.

Whether that lower level be the difference in the standard of living between 1914 and the present date, no one may say.

I would urge that we approach the salary problem from the point of view of frank acceptance of our being now permanently upon a lower scale of values, and that in asking the school force to accept that position we are not asking them to accept anything that the whole community has not undergone and must continue to undergo; that when that transition period is completed and the adjustments are made, we will all be quite as happy; in fact, it is my own conviction that we would be rather more happy in living upon a simpler plane than we did upon the old basis.

The father next has to call upon his family for their common contribution in loyalty and in devotion to the family's interest in solving the problems to which this crisis has given measure. The earnestness with which the family as a whole enters into that problem makes it a comparatively easy or a very difficult problem; and I would make the most earnest plea possible that the school people as a whole accept the fact that they are a member, to be sure a vitally interested member, in the community life, and if they come forward in the spirit of making their common contribution to that community life in its effort to pass through this transitional period they will get, in their turn, the whole-hearted cooperation and backing of the community. But if they surround themselves with a sacred circle and say within this circle, "You must not approach; we are performing a service of the highest character, which you have underpaid in the past, and you must not touch that service further," you will find a pressure rising up against you that will sweep away some of the values that are of the utmost worth in the present system.

Isn't it infinitely better for you experts who know this school situation to come forward with your own constructive measures of the sacrifice which the crisis demands of you than to allow us bungling industrialists or politicians to do it for you?

We all of us have a hunch, a very sincere hunch, that in doing our job, and in doing it thoroughly, earnestly, honestly, and effectively, we are serving the public well. Let us share that spirit with you, and you will find us much more effectively behind you than if you put yourself off as an exempt group by yourself.

Finally, having adjusted your measure of services to your resources, you come in your own family life to measure the relative values of the opportunities for recreation and education which are open to your children and you personally, and you cut them off here or there as you measure their relative worth. The community is going to do practically that same thing, whether you will or not.

I can only suggest this—that, within a State, communities of the same size get together and measure their relative expenditures, and, through a dispassionate and, if you will, an expert measure of the results, determine whether it is necessary to expend, for instance, the disparity in expenses that we have had illustrated here to-day. Is it necessary, for instance, for one community in the same State to spend $203 per pupil in secondary schools where another community only spends $70 per pupil? Both of those situations can't be right. There must be some error somewhere in the expenditure; and I am sure that, if communities of the same size facing similar conditions by measuring of their experts could come together and determine what did represent the truest values as between these communities, they could arrive at some just distribution.

In closing I can only say that what experience I have had in this crisis has come from a situation in which a community, over the recommendation of its school board, cut its school budget 25 per cent and the schools were able to meet that cut to the extent of 22 per cent. They didn't do it without effecting some damage to the system, and I very much regretted that damage. But the spirit of that community and its determination to protect the future well-being of its schools, on the whole, has been immensely benefited, and it has been immensely benefited by the attitude of the teachers who have come in and said, "Yes, we are going to accept the lot of the rest of the community and cordially get behind its necessities and

further its highest interests."—Statement by Howell Cheney, American Manufacturers Association, before Citizens' Conference on the Crisis in Education.

PUBLIC SCHOOL CHECKS TAX FREE

All Salary or general expenditure checks issued by public schools throughout the United States are exempt from Federal tax, the Office of Education has been informed by the Bureau of Internal Revenue, U. S. Treasury Department. Drafts on public school funds escape the 2-cent fee recently imposed on checks upon private or personal funds. Checks issued by private schools are not exempt from the Federal tax, however.

In Pittsburgh alone it has been estimated that this ruling will save the city approximately $1,200 yearly.

Drawing by Erwin H. Austin, Pratt Institute, Brooklyn, N. Y.

By SABRA W. VOUGHT
Librarian, Office of Education

THAT the fundamentals of guidance are "friendship, intelligence, and simplicity" is ably set forth in a short essay "The Four Joes" by Henry Craig Seasholes of Cleveland, in Vocational Guidance Magazine for January.

In Antiques for February is the first installment of a most interesting article on Early American sheet-music lithographs. The writers are Edith A. Wright, of the United States Office of Education, and Josephine A. McDevitt. Numerous reproductions of the lithographs add much to the interest and value of the article.

A check list of the publications of the United States Office of Education appears in Teachers College Record for January. Compiled by Eleanor M. Witmer and Margaret C. Miller, librarian and assistant in charge of periodicals of the Teachers College Library, the list is made particularly valuable by the descriptive notes given for each entry.

Understanding the Child for January is devoted to the subject of adolescence. The articles written by specialists deal with the subject from the point of view of the parent, the teacher, the mental hygienist, and the adolescent himself.

"Bunk in education" is the general subject of the Junior-Senior High School Clearing House for January. Under the chairmanship of Arthur D. Whitman, Professor of Education at New York University, a series of short articles appears bearing such titles as "The research racket," "Delusions of grandeur," "Education that makes a difference," "Quantity or quality," "Bunk in higher education."

The department of secondary education of the N. E. A. began in November the publication of a bulletin. The general purpose is stated as the "improvement of secondary instruction in its various fields, and the consideration of problems affecting secondary education."

Edwin C. Broome, superintendent of schools in Philadelphia, writing in School for January 26, discusses the question "After the depression, what?" He declares that it is the duty of the school to so train the future generations of adults that another economic and social crisis such as the present one, may not happen.

An account of "A new school in Samoa" appears in February Survey Graphic. The writer, Edwin R. Embree, is president of the Julius Rosenwald Fund, and was special advisor to the commission which

(Turn to page 126)

★ Recent Theses in Education ★

THE Library of the Office of Education is collecting doctor's and outstanding master's theses in education, which will be available for consultation, and may be borrowed on interlibrary loan. A list of the most recently received theses will be given each month.

Compiled by RUTH A. GRAY
Library Division, Office of Education

Adams, Birdie F. A selected annotated bibliography of adult and parental education. Master's, 1932. New Mexico State Teachers College, Silver City. 103 p. ms.

Aldrich, Benjamin McCall. A critical study of certain factors determinative of school organization with special reference to secondary school divisions. Doctor's, 1931. University of California, Berkeley. McGill, Nev., Public schools, 1931. 5 p.

Breitenbach, Ruth A. A study of music in the public schools for physically handicapped children. Master's, 1932. New York University, New York, N. Y. 61 p. ms.

Brody, Alexander. The relation of government to higher education. A study of the legal, political, and constitutional status of American state universities. Doctor's, 1932. New York University, New York, N. Y. 301 p. ms.

Chamberlain, Lucy J. Organizing community forces to meet social needs. A descriptive study of the methods employed by social groups in two rural counties in organizing community forces to meet social needs, together with an analysis of the methods used in collecting and recording the material. Doctor's, 1932. New York University, New York, N. Y. 304 p. ms.

Clough, Madeline. The place of Latin in the secondary curriculum. Master's, 1932. Boston University, Boston, Mass. 45 p. ms.

DuBois, Philip Hunter. A speed factor in mental tests. Doctor's, 1932. Columbia University, New York, N. Y. New York City, Columbia University, 1932. 39 p. (Archives of psychology, no. 141.)

Elliott, Arthur Elwood. Paraguay, its cultural heritage, social conditions, and educational problems. Doctor's, 1931. Teachers College, Columbia University, New York, N. Y. New York City, Teachers College, Columbia University, 1931. 210 p. (Contributions to education, no. 473.)

Essex, Don L. Bonding versus pay-as-you-go in the financing of school buildings. Doctor's, 1931. Teachers College, Columbia University, New York, N. Y. New York City, Teachers College, Columbia University, 1931. 102 p. (Contributions to education, no. 496.)

Foreman, Clark. Environmental factors in Negro elementary education. Doctor's, 1932. Columbia University, New York, N. Y. New York City, W. W. Norton and company, 1932. 96 p.

Greeley, Louisa May. A study of the leisure time use of the games taught in the physical education program to fifth and sixth grade children. Master's, 1931. New York University, New York, N. Y. 103 p. ms.

Heinrich, Desdemona L. Dietary habits of elementary school children. An evaluation of the quantitative and qualitative adequacy of the daily food intake of 463 elementary school children of American, Jewish, and Italian parents living in urban and suburban New York City. Doctor's, 1932. New York University, New York, N. Y. 144 p. ms.

Lawler, Eugene Stallcup. A technique for computing the amount of new aid required for State equalization programs. Doctor's, 1932. Teachers College, Columbia University, New York, N. Y. New York City, Teachers College, Columbia University, 1932. 46 p.

Leech, Carl Graydon. The constitutional and legal basis of education in New Jersey. Doctor's, 1932. University of Pennsylvania, Philadelphia. Philadelphia, University of Pennsylvania, 1932. 462 p.

McClelland, Clark R. Theories and practices relative to the administration of extracurricular activities in public schools with some suggestions for improvement. Doctor's, 1932. New York University, New York, N. Y. 180 p. ms.

Odell, William R. Gifts to the public schools. Doctor's, 1932. Columbia University, New York, N. Y. New York City, William R. Odell, publisher, 1932. 133 p.

Rhoton, Paul. Health misconceptions of prospective teachers. Doctor's, 1932. Pennsylvania State College, State College, Pa. State College, Pennsylvania State College, 1932. 80 p. (Penn State studies in education, no. 5.)

Van Kleeck, E. R. Local school news in weekly newspapers in certain incorporated villages in New York State. Master's, 1932. Cornell University, Ithaca, N. Y. 186 p. ms.

6:30 p. m. Sunday

(Continued from p. 127)

presentation of New Education for the New World——interpret the schools to the American public. This evening Miss Hale will introduce as her guests Dr. William John Cooper, United States Commissioner of Education, and Dr. Augustus O. Thomas——I take pleasure in turning the microphone over to Miss Hale."

6.33: "Many letters from radio clubs have come to me in the last week——no dues——no hard and fast rules.——Have we any questions, Mr. Farley."

6.34: "Yes, Miss Hale, this week—criticism."

6.38: "No school person is more trusted and loved——Doctor Cooper."

6.39: Cooper: "There are three distinct periods in the financing of our schools, family, community, State and Nation——manufacturers sales tax." *(For complete address see page 126.)*

6.46: Miss Hale: "No one is better qualified to speak on legislation for teachers' welfare than Doctor Thomas——Maine."

6.47: Thomas: "I once knew a community where the most prominent personage was a racehorse——minimum qualification——tenure——retirement——the human side." (Smith and the technicians are signaling something with radio finger signals.)

6.54: Miss Hale: "Thank you, Dr. Thomas. Copies of both the addresses——"

6.55½: Wilkinson sings with orchestra, "Garden of To-morrow."

6.57: Smith: "You have been listening to another in the series of broadcasts on American schools——what is happening in schools——Next Sunday at this time——Robert Hutchins."

6.59: Orchestra: "I Love a Little Cottage."

The end

Smith glues his ear to the receiver and glances at his watch. The program like a crack railroad train is coming in on time to a second. "This program has come to you——." Smith signals the technicians to fade the music.

And another of the N. E. A. Sunday broadcasts comes to an end.

With the relaxing of the strain everybody leaps up. Miss Hale congratulates and thanks the speakers. Everyone is talking. The technicians unscramble themselves and pack up.

Gradually the radio party filters out through the hall where Horace Mann stands full length in bronze his hand upraised in forceful gesture. How Horace Mann would have enjoyed broadcasting!

Schooling Costs Drop 22 Per Cent

HOW SCHOOLS are cooperating in reducing costs of public education is disclosed in reports reaching the Office of Education, United States Department of the Interior.

Estimates based on data supplied for a special 1932–33 study indicate that the cost of education per child per day in school has been cut 14 cents since 1929–30. This means a decrease in cost per child of 22 per cent in three years.

In 1930 the average cost per day of educating a child in the public elementary and high schools was 62.8 cents. In 1933 it is estimated the figure will be 48.7 cents or less.

Of the 62.8 cents spent daily in 1930 on each child, 12.6 cents went into new buildings and equipment and other improvements. Only 50.2 cents went into current expense, that is, teachers' salaries, books, coal, repairs, etc.

Of the 48.7 cents being spent each day this year, 4 cents go into buildings and improvements; 44.7 cents into salaries, supplies and other current expenses.

Comparison of data for other years shows that the decrease in 1933 is carrying daily cost per child for public education to a level lower than any year since 1922. The average daily cost of educating a child in 1922 was 51.1; cents in 1920 it was 38.9 cents per child.

The comparative figures do not disclose the full extent of public education's reduction in costs. The figures do not take into consideration the increased proportion of high school pupils in the public school population. Since high school pupils cost about twice as much to educate as elementary school children, any change in the proportion has a profound effect on the expense of the school's undertaking.

In 1920, when the average cost of public education per day per child was 38.9 cents, only 10 per cent of the school enrollments were high school pupils. In 1930 this proportion had risen to 17 per cent, and it is undoubtedly higher now—perhaps twice as high as it was in 1920.

This means that while the figure for 1933 (48.7 cents) is 10 cents more than for 1920 (38.9) part of this increase is due to the greater percentage of high school pupils in the schools.

Cost in cents per day in school per pupil in average daily attendance (for public elementary and secondary education)

Item	1920	1930	Estimate, 1933
Current expense	33.0	50.2	44.7
Capital outlay	5.9	12.6	4.0
Total	38.9	62.8	48.7

Have You Read?

(Continued from p. 135)

studied conditions in Samoa. This commission was sent out by the newly established Frederic Duclos Barstow Foundation, which will cooperate with the native chiefs in building up a suitable school system for Samoa.

The theme of the February issue of New York State Education is "Our schools and world understanding." Various projects are outlined and besides several articles on the subject of world friendship, there is a symposium which furnishes accounts of activities in the interest of world friendship which have been carried on in some New York State schools.

A brief account of a "National survey of aeronautical education" appears in Social Science for January. The writer James E. Mooney, describes the investigation in which "the leading school systems, higher institutions of learning, commercial aviation schools, the Government at Washington, as well as industry, were examined." He briefly summarizes the findings.

The Case of Willard

(Continued from p. 131)

"Sometimes he becomes impatient and sometimes he is moody, but he usually can do and does good work."

Willard's relationship with other children improved also. He grew proud of his leadership with the boys in his group and asked that appointments with the doctor be "fixed up" for several of his friends. His whole social adjustment became quite satisfactory. "I'm up at 4:30 to deliver my paper route before school," he said, "and I'm mowing lawns most every afternoon. I'm too busy to get into trouble."

What helped Willard

After Willard was able to ask questions about sex and find out from reliable sources the meaning of things that had been mysterious to him, his conduct immediately changed for the better. He was no longer rebellious and suspicious. And the cooperation of all those who worked with him and for him brought about an understanding of his problem which made possible its solution.

School Thrift—The Scotch View

By JAMES F. ABEL *

"TO CONSIDER the whole field of local expenditure and make recommendations at the earliest possible date for securing reductions in such expenditure, whether defrayed from exchequer grant,[1] rates [2] or other sources, and whether or not imposed on local authorities as a duty by statute, order, or regulations" the Chancellor of the Exchequer of the British Empire on July 1, 1932, appointed two committees on local expenditure, one each for England and Wales, and Scotland. The committees worked rapidly; their reports were published the following November. Since both, in part, deal with education, and the question of local public expenses is to-day extremely important in the United States, we shall review one of the reports to see what suggestions are offered for protecting education in an economic storm.

What the Scotch committee writes about savings in education is worth noting not because of the proverbial Scotch thrift but for the reason that Scotland has long had an excellent school system in which the people take much pride. They are experienced in keeping it intact and functioning even in stressful times. The committee worked from a principle which it advances as an axiom "that economy can not be practiced at the expense of the child, nor by impairing the efficiency of education."

Urge school building

The compulsory education ages in Scotland are 5 to 14 and one of the larger economies suggested to the committee was a proposal to raise the entrance age from 5 to 6. Compulsory exclusion below the age of 6 could reduce the school attendance by about 90,000 children, and this, it was assumed, would result in an immediate reduction of teaching staff. The committee emphatically rejected the suggestion on the grounds that public opinion would not support compulsory exclusion; a change of such outstanding character would probably not be accepted willingly—it would disturb without satisfactory cause the domestic habit and outlook of three generations; it would start through the eight school years a wave of attenuated classes, followed by normal size classes thercafter which would mean difficult adjustments of teaching staffs; it would give an impetus to and an excuse for nursery schools; and strengthen the demand for an extension of the school-leaving age to 15.

The committee refused also a suggestion that school-building programs be suspended; indeed it rather encouraged new projects.

> The mere postponement of the erection of new schools that are necessary is not in itself an economy, especially for the present time. It seems to us that if costs could be reduced, a considerable impetus might be given to building construction, and we would recommend that, if this policy were adopted, no restriction other than that dictated by prudence and the necessities of the case, should be placed on the construction of schools, or the reconstruction, advised to be necessary. An abstention from building for five years, recommended in some quarters, would be neither an economic nor a sound social proposition.

As regards fees in secondary schools, it interpreted the education law of Scotland to mean that every secondary school shall be free, but that if the opportunity for free secondary education is available to all, fee-paying may be the rule in a limited number of schools. In effect, fees are not to be imposed as a general means of helping maintain the schools.

Reduce salaries

Holding that in a quarter of a century the State has passed from the extreme of underpaying its teachers to the extreme of overpaying many of them, and that teaching is the profession which is most highly subsidized by the State both nationally and locally, the committee recommends that the existing salary scales be reduced by 12½ per cent, such reductions to be inclusive of and not in addition to any reductions made since January 1, 1929, and that salary increments during the first eight years of service be biennial not annual.

Centralizing education administration in larger areas is so often advocated in the United States that we feel constrained to note the experience in Scotland where two such steps were taken, one in 1920, the other in 1930. Summarized, it is as follows:

> It is noticeable that the cost of administration increased with the formation of larger areas in 1920, and the enlargement of authorities in 1930. The cost of administration in the year ended May 15, 1914, was 3s. 7½d. per pupil. When school boards had been abolished and the county had become the area of administration in 1921, it was 9s. 1d., and in 1931 when town and county councils were in control, it was 10s.

The committee does not recommend a return to smaller units; it insists merely that education administrative staffs accept salary changes neither more nor less than those applied to other branches of the town and county administration.

Larger classes

Of the total enrollment in the Scotch 6-year secondary schools, about 9.5 per cent are in the fourth year, 6.27 per cent in the fifth, and 3.6 per cent in the sixth. This diminution in the more advanced years makes for many small classes expensive to maintain. This the committee feels should be a subject of careful inquiry as to the savings possible by centralization of classes even when accompanied by additional allowances for transportation and dormitory costs.

Among other recommendations are: Smaller attendance staffs because "unwillingness to go to school is now the exception rather than the rule"; payment for building out of current funds as far as possible and not by bond issues; no change of policy in the present practice of giving of free books for primary education; the curtailment of free periods in the secondary schools; and all adult education classes to be self-supporting.

New books

Percy, Lord Eustace, Editor. The Year Book of Education, 1933. London. Evans Brothers, Ltd. 1933. 860 p.

> The first number of the year book, issued for 1932, laid a foundation of good descriptive and factual accounts of the school systems of Great Britain, the British Commonwealth of Nations, and 11 foreign countries. This second number carries out well the policy of publishing a serial "each successive issue of which will open up new ground, as well as consolidate that already traversed." It begins with a survey of educational events in the United Kingdom in 1932. Then follows a series of statistical tables including some unusually good attempts at tabulating compulsory and free education in the British Commonwealth and foreign countries; the number of scholars per 10,000 of population in the countries of Europe; and staffing and management of schools in Europe.
>
> The other 13 sections include live, pertinent articles on the finance of education in the United Kingdom, educational policy and method in relation to modern needs, ideals of religious education, education of the African native, the health services, and other topics of equal importance.
>
> The two books are a fine contribution to educational writings.

Bureau International d'Éducation. L'Instruction publique en Égypte. Geneve. Bureau International d'Éducation. 1932. 24 p.

> A good brochure giving a general outline of education in Egypt.

—— —— L'Instruction publique en Estonie. Geneve. Bureau International d'Éducation. 1932. 15 p.

> A brief descriptive outline, too brief to do justice to the school system.

[1] Aid from the National Treasury.

[2] Moneys raised by local taxation.

*Chief, Foreign School Systems Division, Office of Education, U. S. Department of the Interior.

Radio "Spotlighting" Schools

State education departments use broadcasts

By TRACY F. TYLER *

STATE DEPARTMENTS of education are making increasing use of radio in their activities, it was discovered through a recently completed investigation. During the current year 10 departments, it was found, have been maintaining regular radio programs. An additional 15 have been broadcasting either occasionally, have definite plans to broadcast, or are lending cooperation to other educational agencies in the State maintaining radio programs. None of the departments is being charged for the use of radio facilities, according to statements received.

Questionnaires were sent out December 9, 1932, to the departments of education in each of the several States and the District of Columbia. Replies were received from all but three States. A summary of these replies is shown on the table.

Programs sponsored by State departments of education usually consist of short talks by educational leaders or prominent citizens intended to lead the citizens of the State to a better understanding and appreciation of the schools. The typical program occurs once a week and is 15 minutes in length. However, the New York program is but 10 minutes. Iowa's program, on the other hand. runs 30 minutes; Pennsylvania's, 45.

Three States are either presenting or cooperating in "schools of the air." The Ohio department presents material to supplement the work of classroom teachers each school day from 2 to 3 o'clock, over commercial station WLW, Cincinnati, and at various times over educational station WEAO. The North Carolina department presents similar material each school day except Friday from 11.30 to 12 a. m., over commercial station WPTF, Raleigh, N. C. In Wisconsin a cooperative arrangement exists between the State department of education, the State teachers association and the University in presenting broadcasts similar to those in Ohio and North Carolina. Two education stations carry the Wisconsin programs simultaneously, WHA, Madison, belonging to the University, and WLBL, Stevens Point, to the State department of markets. The programs go on the air school days between 9.35 and 9.50, a. m. and 2.05 and 2.30 p. m.

Morning hours are not very popular for State department broadcasts. Only the North Carolina school program goes on the air before noon. Only three States use evening hours: California, Oregon, and Pennsylvania. The latter two use the facilities of two educational stations. California has an extremely favorable arrangement involving a chain program going over the six stations belonging to the NBC Pacific Coast chain. Oregon uses KOAC of the Oregon State Board of Higher Education. Pennsylvania uses the State police station WBAK at Harrisburg.

Exclusive use

Of the 10 States carrying on regular programs, three make exclusive use of educational stations, and six of commercial stations. The States using educational stations are: Iowa, WOI; Oregon, KOAC; and Pennsylvania, WBAK. States using commercial stations are: Arkansas, KTHS; California, KPO, KJR, KGIR, KECA, KGA, KGHL; Mississippi, WJDX; New York, WGY; North Carolina, WPTF.

Colorado has carried on occasional radio programs using commercial station KOA, Denver. Missouri has used commercial station KMOX, St. Louis, while Minnesota has used commercial station, WCCO, Minneapolis, and plans to use KSTP, St. Paul. Missouri broadcast three recent programs to explain certain new school laws. During American Education Week the State departments in Georgia and Oklahoma presented radio programs.

Several States intend to broadcast this season. Some of them have already started. Those reporting plans are: Maine, Massachusetts, Michigan, and Virginia. Massachusetts is continuing a series entitled "Spotlighting Education," given the past two years over a New England commercial network. Virginia is planning a series of vocational guidance programs.

The Rhode Island department cooperates with the State P. T. A. while the Utah department cooperates with the University of Utah and the Salt Lake City department of education.

Analysis of subjects reported indicates a fairly even distribution over the entire educational field, although in some instances, it is evident that special emphasis is being given to legislation, finance, and the so-called "fads and frills."

State education departments reporting use of radio since September 1, 1932

State	Type of schedule	P. m. hour	Length in minutes	Day of week	Type and number of stations used
1	2	3	4	5	6
Arkansas	a	4:45	15	Fri	f 1
California	a	6:30	15	Sat	f 6
Colorado	b				f 1
Georgia	b				
Iowa	a	1:15	30	Sat	e 1
Kentucky	b				f 3
Maine	c				
Maryland	b				
Massachusetts	c	4:15	15	T., Th.	f 8
Michigan	c	2:10	15	Mon	e 1
Minnesota	b				f 2
Mississippi	a	1:00	15	Wed	f 1
Missouri	b				f 1
Nebraska	a, b	2:30	15	Fri	e 1 f 3
New York	a	12:35	10	do	f 1
North Carolina	a	11:30g	30	M.-Th.	f 1
Ohio	a	2:00	60	M.-F.	e 1 f 1
Oklahoma	b				
Oregon	a	7:30	15	Tues	e 1
Pennsylvania	a	8:45	45	Mon	e 1
Rhode Island	d				
South Dakota	b				
Utah	d				
Virginia	c				
Wisconsin	d				e 1

Key: a, regular; b, occasional; c, definite plan to broadcast; d, cooperate with other educational agencies; e, educational station; f, commercial station; g, morning hour.

* Secretary and Research Director, National Committee on Education by Radio.

New Government Aids for Teachers

THE PUBLICATIONS LISTED *may be purchased from the Superintendent of Documents, Government Printing Office, Washington, D. C., at the prices stated. Remittances should be made by postal money order, express order, coupons, or check. Currency may be sent at sender's risk. If more convenient, order through your local bookstore.*

Compiled by MARGARET F. RYAN

Editorial Division, Office of Education

Publications

United States Frigate *Constitution.* 15 p., illus. (Navy Department, Bureau of Construction and Repair) 30c.

A brief account of her history, together with data for model builders. Frequent references are made to the original log of the *Constitution.* Nine folded line drawings, including plans of the gun deck, spar deck, bower anchors, and span and rigging are to he found in a pocket at the hack of the puhlication. (Drafting; History; Model ship building.)

Causes of Commercial Bankruptcies. 52 p. (Bureau of Foreign and Domestic Commerce, Domestic Commerce Series No. 69.) 10c.

A critical analysis of the causes of 570 commercial bankruptcies made in cooperation with the Institute of Human Relations and the Law School of Yale University. (Economics; Commercial law.)

Farm Sheep Raising for Beginners. 22 p., illus. (Department of Agriculture, Farmers' Bulletin No. 840.) 5c.

Discussion of sectional possibilities for sheep production, requirements of and returns from sheep raising; starting, size, and care of flock, and preparation of lamhs for market. (Animal hushandry; Marketing.)

Do Children Who Drink Raw Milk Thrive Better Than Children Who Drink Heated Milk? 10 p., illus. (Public Health Service, Reprint No. 1549.) 5c.

The conclusion arrived at after a survey of more than 3,700 children was that the growth-promoting capacity of heated milk, plus the supplementary diet received hy the average American child of 10 months to 6 years is not measurably less than the growth-promoting capacity of raw milk plus the supplementary diet received hy the average American child of 10 months to 6 years. (Home economics; Health education.)

The French Iron and Steel Industry and Trade—with a chapter on the Saar. 60 p. (Bureau of Foreign and Domestic Commerce, Trade Information Bulletin No. 800.) 10c. (Geography; Economics; Foreign trade.)

Cooperative Marketing Makes Steady Growth. 62 p., illus. (Federal Farm Board, Bulletin No. 8.) (Agricultural marketing.)

Vocational Training for Airplane Mechanics and Aircraft Engine Mechanics. 45 p. (Federal Board for Vocational Education, Bulletin No. 142, Trade and Industrial Series No. 40.) 10c.

Tentative partial analyses of the trades with suggestions relative to the organization and operation of training courses. (Vocational education; Aviation.)

Motion Pictures of the United States Department of Agriculture. (Department of Agriculture, Miscellaneous Publication No. 111.) Free.

Some Commercial Companies From Which Educational Films May be Obtained. (Office of Education, Department of the Interior.) Mimeog. Free.

Composite List of Nontheatrical Film Sources. (Bureau of Foreign and Domestic Commerce.) Mimeog. 10c.

Suggestions for Studies and Research in Home-Economics Education. 1932. 77 p. (Federal Board for Vocational Education) 10¢.

An outline of projects needing investigation and some hasic considerations in relation to them. (Home economics; Vocational education)

Films

The following films may be borrowed free from the Extension Service, Office of Motion Pictures, Department of Agriculture, Washington, D. C.

4-H Club Work—What it is and does. 3 reels—talkie.

A pictorial cross-section of the movement shown by scenes made in various sections of the country—in Maryland, dairy cluh scenes; in West Virginia, canning cluh scenes; in Iowa, scenes illustrating the work of corn clubs and pig cluhs; and, among others, scenes made in South Dakota and Montana illustrating the work of calf cluhs.

Approved Sheep Management in National Forest. 35 mm—silent.

Filmed in the mountains of Montana and California this movie contains magnificent mountain scenery along with scenes from the everyday life and duties of a sheep herder.

Agricultural Explorations in Ceylon, Sumatra, and Java.

Introduction of new fruits and vegetables brought into this country as a result of the explorations.

Wool Marketing and Manufacture. 3 reels—silent.

Maps

Sectional Airway Maps. Scale, 1 inch=8 miles. (Coast and Geodetic Survey.) 40c each.

Lower I–14, Dallas, Tex., printed in 12 colors, covers an area of approximately 52,000 square miles in southern Oklahoma and north central Texas. Size, 20 by 46 inches.

Lower K–17, Cleveland, printed in 11 colors and covers an area of more than 50,000 square miles in southwestern New York, western Pennsylvania, northern Ohio, southwestern Ontario, and the western part of Lake Erie. Size, 20 by 42 inches.

These two maps are the eleventh and twelfth of a series of 87 sectional maps designed eventually to cover the entire United States. Both show streams, roads, railroads, towns, and elevations, and emphasize features of importance for air navigation, such as airports, radio ranges, heacons with numhers and characteristics, magnetic declination, compass roses, and transmission lines.

Courtesy Bureau of Construction and Repair, Navy Department

"OLD IRONSIDES" NOW ANCHORED OFF THE CALIFORNIA COAST

See reference to puhlication on frigate *Constitution*

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More than 100 men and women make up the staff of the Office of Education in the United States Department of the Interior. They are constantly engaged in collecting, analyzing, and diffusing information about all phases of education in the United States, its outlying parts, and in foreign countries.

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WILBUR R. MATTOON
Forest Service
ERWIN H. SHINN
Extension Service, U. S. Department of Agriculture

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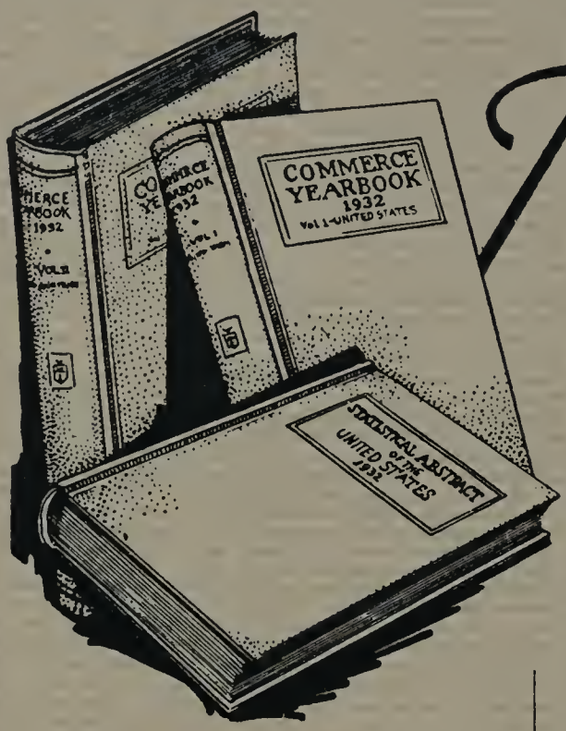

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U. S. GOVERNMENT PRINTING OFFICE: 1933

SCHOOL LIFE

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April, 1933

Vol. XVIII • No. 8

IN THIS ISSUE

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Official Organ of the Office of Education

UNITED STATES DEPARTMENT OF THE INTERIOR • WASHINGTON

WRITE TO:

The Office of Education, U. S. Department of the Interior, Washington, D. C., for published information on—

Nursery-Kindergarten-Primary Education

Elementary Education

Secondary Education

Colleges and Professional Schools

School Finance

School Legislation

Exceptional Child Education

Rural School Problems

School Supervision

School Statistics

School Libraries

Educational Research

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Teacher Education

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Industrial Education

Educational Tests and Measurements

Foreign Education

Adult Education

Contents

The cover picture of Harold L. Ickes, new Secretary of the Department of the Interior, was drawn by Mr. Sturges, staff artist of the Christian Science Monitor, and reproduced in that newspaper March 13. The drawing was furnished the Office of Education for use in SCHOOL LIFE. See biography of Secretary Ickes on Page 150.

SCHOOL LIFE

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 to promote the cause of education throughout the country." To diffuse expeditiously information and facts collected, the Office of Education publishes SCHOOL LIFE, a monthly service, September through June. SCHOOL LIFE provides a national perspective of education in the United States. Order its service for one year by sending 50 cents to the Superintendent of Documents, Government Printing Office, Washington, D. C. To foreign countries, 85 cents 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 per cent. Enter subscriptions also through magazine dealers. Send all editorial communications pertaining to SCHOOL LIFE to Editorial Division, Office of Education, U. S. Department of the Interior, Washington, D. C.

SCHOOL LIFE

Issued Monthly, *except July and August*, by the United States Department of the Interior, *Office of Education*

Secretary of the Interior : *Harold L. Ickes* · Commissioner of Education : *William John Cooper*

VOLUME XVIII *WASHINGTON, D. C. - APRIL, 1933* NUMBER 8

More Pupils—Less Money

By WALTER H. GAUMNITZ*

A NATION-WIDE survey of what is happening in the schools because of the economic depression has now been completed. Data were received by the United States Office of Education from every State in the Union. From only a few did the returns represent fewer than 20 per cent of the school communities of the State. Statistical summaries of the findings of this survey were recently published as Circulars No. 79 and 80 dealing respectively with the present situation in urban and rural schools. Strictly speaking, it is impossible to keep pace with the present avalanche of school adjustments to falling incomes; all that can be done is to give an occasional still picture. The survey represents such a picture.

Nation-wide rural-city survey shows 385,000 more children in school and nearly $150,000,000 drop in current expense budget

Rural and city

These are the facts. Schools are being closed, terms have been cut short, teachers' salaries are being decreased or teachers are entirely dismissed, the pupil-teacher ratios are increasing, and many vital school services such as health education, kindergarten and the like are being curtailed or entirely eliminated. The major causes of these adjustments are the failure of school funds and the constant increase in the burdens placed upon the schools.

For the city schools the average decrease for the United States which has taken place in current expenditures from last year to this is 6.75 per cent or approximately $73,000,000. For rural schools the latest data available are for a year earlier, namely, the period 1930–31 to 1931–32. The average decrease for the Nation for these schools is 5 per cent, or a total of approximately $39,000,000. Indications are that rural-school expenditures were reduced an additional 5 per cent or more during the present year.

The average percentages given above are, of course, not very large but they do not tell the whole story of the crisis now confronting the public schools. These averages naturally involve slight increases in a few localities, no changes in some, and extreme decreases in many others. The schools of such States as New York, New Jersey, and Pennsylvania, have not as yet suffered great cuts in budgets. In fact, if averages are computed for these States they appear as increases, but in no case do such increases exceed 3 per cent. There are, however, 25 States in which the city school budgets have suffered average cuts of more than 10 per cent. In Mississippi these averages reached 29 per cent, in Arizona 25 per cent, in Oklahoma 20 per cent, and in Michigan, New Mexico, and Texas, 18 per cent each.

Cuts

Individual cities such as Douglas, Bisbee, and Jerome, in Arizona, reported budgetary decreases of 27, 35, and 37 per cent, respectively; San Antonio, Tex., shows a decrease of 36 per cent; such Oklahoma cities as Ada, Ponca City, and Oklahoma City show respective cuts in per cents of 31, 27, and 22; in Arkansas, the cities of Warren, Helena, and Marianna show cuts of 29, 30, and 31 per cent, respectively; Wahpeton, N. Dak., reported a cut of 27 per cent; Canton, Ohio, 24 per cent; and Flint and Grand Rapids, Mich., 23 and 22 per cent, respectively. Thus we might go on citing individual cities which have had to make drastic cuts in budgets.

In the county school systems similar reductions are found, but all of them are for a year earlier than those given for city schools. Massachusetts, New Jersey, New York, Pennsylvania, and Rhode Island again show slight increases. Average decreases of as high as 24 per cent are found in Arkansas, 21 per cent in Mississippi, 20 per cent in South Carolina, 18 per cent in North Carolina, and 17 per cent in Utah. Individual counties show reductions in expenditures as high as 58 per cent in Mississippi, 54 per cent in Arkansas, 51 per cent in North Dakota and Michigan, 48 per cent in Indiana, 46 per cent in North Carolina, and 41 per cent in Oregon. From Utah, Minnesota, Illinois, Ohio, South Dakota, South Carolina, Kansas, and Kentucky, certain counties reported reductions exceeding 30 per cent. There are a few

TWO FREE CIRCULARS

No. 79.—Some Effects of the Economic Situation on City Schools, by W. S. Deffenbaugh and E. M. Foster.

No. 80.—Some Effects of the Economic Situation upon Rural Schools, by W. H. Gaumnitz.

Single copies will be supplied free from the Office of Education.

* Specialist in rural-school problems, Office of Education, U. S. Department of the Interior.

165491—33——1

States, particularly in the North Atlantic group, in which certain counties show substantial increases in expenditures. They are, of course, the exception, but they illustrate the point that the crisis with respect to available school funds is as yet a matter of localities rather than nation-wide.

School building is practically at a standstill. Reports show that between last year and this year expenditures for capital outlay have been reduced by about 40 per cent for the Nation as a whole. It is estimated that for the 2-year period since 1931 expenditures for school-construction work have been lowered by about 57 per cent. The wisdom of delaying necessary school building at a time of minimum costs for labor and equipment, especially when such postponements mean additional unemployment and additional public relief, may be seriously questioned.

Salaries

When the problem is approached from the standpoint of the cuts which have taken place in teachers' salaries, State averages are found in city schools of 28 and 24 per cent, respectively, for Mississippi and Arizona. In a total of 11 States these averages exceed 15 per cent. For elementary rural teachers, Mississippi shows a salary cut of 32 per cent, for South Dakota of 26 per cent, for North Dakota of 25 per cent, for Arkansas of 24 per cent, and for Michigan and Nebraska 21 per cent each. In a total of 12 States these rural teachers have been cut an average of 15 per cent or more. Of course, individual cities and counties could be cited in which the cuts effected in teachers' salaries greatly exceed those here given as State averages. In some rural communities where salaries are low even in normal times salary reductions of as much as 50 per cent have been reported. Salary cuts have been more general but as a rule not quite to such extremes as those of other current school expenditures.

It must be borne in mind that all these cuts have been made in the face of growing responsibilities on the part of the schools. For the Nation as a whole school enrollments increased during the year by about 385,000 pupils. Most of this increase has come in the high schools, the most expensive portion of our public-school program. The crisis in education consists, therefore, in the extreme budgetary cuts suffered by many local school communities and certain entire States when at the same time the schools have been called upon by society to render additional and more expensive services.

See poem by Mr. Gaumnitz on Page 148.

Schools Suffer in Quake

The earthquake of March 10 in southern California hit school buildings as well as other structures. An Office of Education inquiry brought the following summary of damage to Los Angeles schools. Newspaper dispatches report that only four Long Beach schools escaped serious damage. Schools of Compton, Huntington Park, and other communities in the quake area suffered severely. Fortunately the loss of life was very low.—Editor.

OF THE 364 schools in the Los Angeles City district only 22 suffered serious damage in the earthquake that shook that section of California on the evening of March 10. The remaining 342 schools, some few of which showed slight damage, will be ready for use within the week set aside for the Easter vacation, which was advanced from April 10 to allow structural engineers and contractors to carry forward investigation and repairs. It is estimated that the damage will approximate $1,000,000.

While the city of Los Angeles suffered only in a minor way, largely through such damage as shattered glass in display windows and cracked plaster, the school district, which extends over an area more than twice that of the city itself, experienced a heavier loss.

In this, as in all other earthquake disturbances, some areas suffered more than others. It was in these sections that school buildings paid the heaviest toll. Freakish in character, as is usual in affected zones, it was some of the most recently built structures that showed the greatest damage. Other buildings of the same materials and type, and less than ten blocks distant, did not reveal even a picture on the walls hanging askew.

Discussing the damage suffered some three days after the disaster, William E. Record, business manager for the board of education, seemed to feel that nothing less than "earthquake-proof" construction, which is almost prohibitive in cost, would have come through the experience undamaged.

Modernizing Rural School Courses

ASK ANY well-trained teacher in one of these better rural schools to-day what her chief problems are and she will probably tell you, "There are too many classes. Besides, I don't have time to use some of the newer methods of organizing material to meet the children's real needs and interests. If I try to combine my classes to make more time, the children can not work together profitably because the subject matter is not equally suitable for the different classes combined."

To these obstacles which confront 148,000 teachers in the United States' 1-teacher schools Fannie W. Dunn and Effie G. Bathurst, Teachers College, Columbia University, addressed themselves. Following 10 years of experimental work in the Quaker Grove school, Warren County, N. J., and in the rural schools of Wilton Township, Conn., they offer "Social Studies for Rural Schools."

Social studies include history, geography, and industrial arts. In this experimental plan they are organized on a 3-year rotation for each of three groups of grades. A common focus of interest in the activities of the children and the social life of the community is preserved for the entire school.

The plan is so flexible that the entire school can work upon a common problem or can divide into groups. It enables each child or groups of children to contribute to the school's work. Younger children can receive assistance from older children. A child who develops slowly may complete the curriculum in 9 years without a failure. A superior child may finish in 7 or 8 years; a highly superior child in 6 years.

Each proposed unit of the curriculum contains (1) suggested statement of objectives, (2) suggested approaches, (3) class, committee and individual activities, and (4) suggested methods for children's summaries.

This experimental curriculum has been prepared in five mimeographed parts:

Guide and General Outline, 66 pp., and Outlined Plan of Course, 12 pp.; *Homes in Early Times and Now*, 67 pp.; Bibliography, 20 pp.; and Outlined Plan of Course, 11 pp.; *How the World Gets Food*, 72 pp.; Bibliography, 20 pp.; and Outlined Plan of Course, 11 pp.; *Agriculture in World Civilization*, pp. 75–230; Bibliography, 23 pp.; and Outlined Plan of Course, 9 pp.; *Our Changing World*, pp. 69–339; Bibliography, 23 pp.; and Outlined Plan of Course, 8 pp.

The course may be obtained from Fannie W. Dunn, Teachers College, Columbia University, New York City.

—MINA M. LANGVICK

What They Said at Minneapolis

Answers to critics

"I PROTEST the current attempt to make socio-educational leadership the scapegoat for the sins of economic leadership! . . . Throughout the Nation we are trying to balance budgets by cutting the very heart out of the only things that make government a creative social agency."—*Pres. Glenn Frank, University of Wisconsin.*

"It has been proposed that the regional agencies should suspend their standards during this period. I have no sympathy with any such proposal unless it is agreed that the standards have possessed no great degree of validity during the past decade. If the regional associations were to declare a moratorium, the secondary schools would be at the mercy of persons who have no interest in providing an adequate program of secondary school instruction."—*Dean J. B. Edmonson, University of Michigan.*

"Economy is nothing new in the schoolmaster's vocabulary. He has been practicing it for years."—*Pres. Lotus D. Coffman, University of Minnesota.*

Self criticism

"A continuance of the present situation (oversupply of teachers) will mean inevitably that salary schedules will be destroyed."—*Paul C. Stetson, superintendent, Indianapolis, Ind.*

"Testing is useful chiefly after discovery and invention have been carried on. In our educational research we have reversed the order and the emphasis. We have perfected measurement to a high degree but we have not had very much to measure."—*Prof. Frank N. Freeman, University of Chicago.*

"When I find that more than three-fourths of the high-school work of 1,000 prospective teachers has been in the fields of English, foreign languages, mathematics, and history, and that approximately a third of their college work is in these fields rather remote from present-day problems, I wonder whether we shall prove also to be without preparation for the leadership which the age demands."—*William John Cooper, United States Commissioner of Education.*

"We have promised more than the school, as it exists, could deliver."—*Clyde R. Miller, Teachers College, Columbia University.*

"The pioneer had mosquitoes but he was free from questionnaires,"—*E. C. Hartwell, superintendent, Buffalo, N. Y.*

Wisdom on the wing

"The people sometimes vote their social interests or their religious interests. Just now they are voting their economic interests."—*O. H. Plenzke, president, Wisconsin State Teachers Association.*

"Our interests as teachers are one with those of other persons. . . . Society could not exist without the farmers, and the workers in factories and shops. All the groups alike are victims of anti-social forces."—*Prof. John Dewey, Teachers College, Columbia University.*

RESOLUTIONS IN BRIEF

Equal educational opportunity.

Wide base for school taxes.

Equitable taxes best way of paying for public works, including education.

Emergency loans from R. F. C.

Greater emphasis on the social studies.

National council on social-economic planning.

Education should be represented on council.

Federal educational agencies should be coordinated.

"We commend most highly the present Office of Education and the recent advancement in its more efficient organization and management."

Open schools to unemployed youth. If Federal Government takes a hand let the Office of Education plan program of activities.

Gratitude to agencies friendly to schools, A. F. of L. in particular.

Pacific settlement of international problems.

Gratitude for Conference on Crisis in Education.

No undiscriminating sacrifices should be imposed on schools in depression.

"Have you heard of many individuals going wrong while at work or while in school? . . . A national survey of arrests showed that 80 per cent listed were made for misdemeanors committed during leisure hours . . . Leisure is a great by-product of the machine . . . Are we going to make it a detriment or a blessing?"—*Dorothy Enderis, director, extension department, Milwaukee, Wis.*

Progressive education

"The present American educational system is a definite handicap to the development of growing, intelligent individuals."—*Frederick L. Redefer, executive secretary, Progressive Education Association, Washington, D. C.*

"The progressive education movement is characterized by three things: First, it is an institutional movement as well as a body of organized doctrine; second, it has become a kind of cult; third, its doctrines have become solidified and have not been subjected to careful examination and evaluation."—*Prof. Frank N. Freeman, University of Chicago.*

Federal participation

Office of Education investigations were reported at the convention by staff and survey workers: W. H. Gaumnitz told the effects of the economic situation on rural and city schools; David Segel, differential prediction of ability on the college level; United States Commissioner of Education, William John Cooper, six speeches at various meetings; Alice Barrows, national council on school building problems; Carl A. Jessen, problems of the secondary school; B. W. Frazier, report on teacher education survey; Bess Goodykoontz, assistant commissioner of education, supervision for elementary principals which will mean a step forward in education; Lewis R. Alderman, adult education under public auspices; Fred J. Kelly, research in higher education and other subjects; Emeline Whitcomb, emergency services of home economics department.

Results of the three national surveys—secondary education, finance, and teacher education—received wide attention. Many survey staff members spoke.

Grayson Kefauver, formerly of the secondary education survey staff, read Dean Cubberley's paper before the general session. Just before the convention it was announced that Doctor Kefauver had been named to succeed Dean Cubberley at Stanford.

50 Chickens for a Piano

STANDISH, MICH.,
November 12, 1932.

DEAR MR. MADDY:

It was at Turner, a year ago, that the school board refused to permit a radio to be installed, but after hearing your broadcasts and your combined last year's radio class play such lovely music at their commencement exercises last June, a change has taken place. They have now an orchestra of 21, a radio in the school, and a piano.

It might be of interest to you to know how they are getting their piano. The youngsters are trading 50 chickens for a second-hand piano in Bay City. Fifty youngsters each brought a chicken from home to get their piano.

Your friend,
CALVIN ENNES, *County Supt.*

The above letter comes from the extensive correspondence between Prof. Joseph E. Maddy and the hundreds of schools throughout Michigan and neighboring States which are receiving radio instruction in instrumental music from Ann Arbor.

SCHOOL LIFE for September, 1931, reported the unusual achievement by which Professor Maddy taught 3,800 pupils to play band music.

Professor Maddy repeated last fall the radio course in the playing of all band instruments. Booklets giving essential information and necessary music were requested by 18,000 pupils. This semester he has given a radio course for string instruments, violin, viola, cello, and string bass. Thousands of pupils have registered for this instruction given at 2 to 2.30 every afternoon.

The accompanying diagram shows the location in Michigan of the classes which

(Turn to p. 152)

Photographs furnished by Prof. Joseph E. Maddy

Looking at Education

The Legion, Grange, and churches give views

OF 17 ARTICLES summarizing the general position taken in a new statement of "Social Ideals of the Churches" unanimously approved by a recent quadrennial meeting of the federal council, two pertain specifically to education. It was reported that churches should stand for: "Abolition of child labor; adequate provision for the protection, education, spiritual nurture and wholesome recreation of every child, as well as 'Protection of the family by the single standard of purity; educational preparation for marriage, home-making and parenthood.'" A full statement of the social ideals is contained in the Federal Council Bulletin, January issue.

National Grange

Our attitude in coming before this group is to assist in preserving our school standards. We are facing an emergency. That emergency can be met in one of two ways; one is through retrenchment, and the other is through replenishing the funds for school purposes from some source other than that source which has failed.

One thing we do know, and that is that, in spite of all the efforts we might make to replenish the sources of income, retrenchment is necessary and retrenchment will come. It is an unpleasant fact, retrenchment is always painful, but if retrenchment is to come on a sound basis it can best be brought about by those experts who have devoted their lives to education and can point out where it can best come; and if we fail in a group of this kind to do that very thing, retrenchment will come through the bungling efforts of legislators throughout the Nation.

One thing that we have found throughout America is a very great discrepancy in the amount of financial support which the various schools and school districts have. In my own State we have one district with an assessed valuation of $162,000 for every school child in the district, and a levy of one-half mill provides sufficient money and more money than is necessary for education within that district, while at the other extreme we have one district with an assessed valuation of but $743 per census child. Obviously, if conditions like that prevail throughout the country, one of the things which can be done at this time is to find ways of centralizing support by county, by State, and, as has been suggested, by the Federal Government so that there may be an equalization of educational opportunities; and we believe that there are many areas in America which are poor in school children that can well afford to contribute their quota to meeting the emergency which now exists throughout the most of America.

I think North Carolina has led the way in taking all the roads of the State under the support of the State government and going out into the rural communities, into the small industrial centers, and taking the burden of property taxation off the property owners there and putting it onto the license fee and the gas tax; and then, by having relieved the property owner directly of taxes which have gone to roads, they have been able to divert a portion of that saving to the support of schools. Again, they have made a very decided advance by taking a very large portion of the support of schools upon the State government through a tax upon property which, if you please, was relieved from a road tax.

We have felt that there should be a greater centralization of support. The education of our people, we have felt, is a duty of government, not of local government alone, not of State government alone, but a duty of the National Government, and we have felt that the little farmer or miner, or whatever his occupation might be, out in the outskirts of civilization is entitled to an education for his children because he is a part of our whole economic structure. If he be raising sheep up in the Blue Mountains of Idaho, or if he be doing something else which takes him away and apart from his fellowmen, he is adding to the welfare and to the wealth of the Nation and we believe that this National Government should do its part in recognizing this man's contribution to the Nation and help in the support of education of his children.

Increasingly the wealth of the Nation is being concentrated in our large industrial centers and our large financial centers. Increasingly the great economic changes in our national life are drawing the wealth from every county, from every hamlet all over the Nation to these great centers, and it is becoming increasingly difficult for the local taxing groups to carry the burden of government and the burden of education by reason of this constant drain. We believe that there is but one way of attacking that problem thoroughly and justly, and that is through Federal taxation of incomes and distributing a portion of that tax money back to the territory from which it came on the basis of the educational requirements. It is constitutional because it is now being done; equitable because each little hamlet and community that is contributing to the wealth of the Nation is then getting back a portion of that contribution; and whether that money comes from an income tax, or whether it comes from tariff, or whether it comes from whatever source the Federal funds are raised, it is a sound and just principle that with the concentration of wealth the Federal Government should offset that evil by distributing the burden of taxation in helping to maintain our schools.—Statement by CHARLES S. GOSS, Chairman, executive committee, National Grange, before President's conference.

American Legion

The creed of the American Legion on education can be summarized in these words: Proper education builds character and ideals which are the first requisites of good citizenship.

The support of our schools, both financially and in spirit, is as important to the future welfare of our Nation as the maintenance and safeguarding of American institutions in other ways. I am especially mindful of the high and purposeful aims that actuate the great body of our teachers in training our young people to become true and loyal American citizens. Every American should deeply appreciate the sacrifices which too often these teachers are called upon to make.

The American Legion is deeply and vitally interested in the making of loyal Americans and is very conscious of the fact that the schools of our country must bear the burden of starting our young people on the right road. It is the ambition of the American Legion, whenever possible, to cooperate in any way to advance the work of our schools and to bring about the appreciation of our citizens for the sincerity of purpose which our teachers give to their work.

In this time of economic distress, it is particularly important that full support be given the education of our children, which in many ways, is as necessary for the future progress of our country as the care of their health, which likewise is a difficult problem in many families and communities at this time. A healthy body is inducive of a healthy mind, but it also is true that a healthy body without an educated mind will be unable to assume its rightful responsibilities of citizenship. —LOUIS A. JOHNSON, national commander, the American Legion, in the Wisconsin Journal of Education, February, 1933.

Education Legislation in Congress

SCHOOL LIFE presents a new service to readers—summaries of Federal legislation pertaining to education, which will be prepared by L. A. Kalbach, Chief Clerk, Office of Education.

H. R. 32.

Authorizing the Secretary of the Navy to appoint a board of three naval officers to investigate sites for the establishment of a Pacific coast branch of the U. S. Naval Academy and to submit recommendations. Introduced March 9, 1933, by Mr. Evans of California and referred to the Committee on Naval Affairs.

H. R. 49.

Authorizing the Reconstruction Finance Corporation to make loans to private colleges, universities, and institutions of higher learning to aid in financing of dormitories and other self-liquidating projects, in refunding of funded debt upon dormitories and other self-liquidating projects, and in refunding student loans. Introduced March 9, 1933, by Mr. Guyer of Kansas and referred to Committee on Banking and Currency.

H. R. 58.

Authorizing the Secretary of Agriculture to permit the occupancy and use of national-forest lands for recreation, educational, and other purposes. Introduced March 9, 1933, by Mr. Martin of Oregon and referred to Committee on Agriculture.

H. R. 85.

Authorizes an appropriation of $140,000 for assistance to three public-school boards in North Dakota upon condition that all Indian children of Fort Berthold Indian Reservation shall be admitted to the schools of the three districts on an equality with white children. Introduced March 9, 1933, by Mr. Sinclair of North Dakota and referred to Committee on Indian Affairs.

H. R. 127.

Corporations created in the District of Columbia for educational and other specified purposes are authorized to hold real and personal property without regard to the amount of the clear annual incomes derived from such property. Introduced March 9, 1933, by Mr. Harlan of Ohio and referred to Committee on the District of Columbia.

H. R. 1524.

Authorizing the Federal Board for Vocational Education to cooperate with the States in the care, treatment, education, vocational guidance and placement, and physical rehabilitation of crippled children. The bill authorizes an appropriation of $2,000,000 for the first year which amount would be increased to $3,000,000 for the second year, $4,000,000 for the third year, and $5,000,000 for the fourth year. Five per cent of the said amounts would be made available for the expenses of the Federal Board for Vocational Education. Introduced March 9, 1933, by Mr. Fulmer of South Carolina and referred to Committee on Education.

H. R. 1576.

Providing a nautical school at New Orleans, La. Would authorize the Secretary of the Navy to furnish a suitable vessel and necessary equipment, and to aid in maintaining such school would authorize an annual appropriation of Federal funds not exceeding $25,000. Introduced March 9, 1933, by Mr. Fernandez of Louisiana and referred to Committee on Naval Affairs.

H. R. 1631.

Provides for the establishment of the University of the United States to be governed by a board of regents and a university council. The board of regents would consist of the President of the United States, Chief Justice of the United States, Commissioner of Education, Secretary of the Smithsonian Institution, the president of the university, and representatives, one each, from the National Academy of Sciences, National Education Association, American Association for the Advancement of Science, American Association of Agricultural Colleges and Experiment Stations, American Social Science Association, American Bar Association, American Medical Association, American Historical Association, Washington Academy of Sciences and the Carnegie Institution, together with five other citizens of the United States to be appointed by the President of the United States, by and with the advice and consent of the Senate.

The university council would consist of the board of regents and of representatives, one each, from all institutions of learning having 100 or more graduate students holding degrees at least equal to that of bachelor of arts and pursuing regular graduate courses of study whose full term is not less than three years, such representatives to be appointed by the governing bodies of the several institutions.

Admission to full membership in the university would be restricted to persons having at least such attainments as are represented by the degree of master of arts or its equivalent, but lectures and other opportunities would be open to all who may be deemed competent to use them.

Would authorize the appropriation of $25,000, the amount of George Washington's bequest for a national university, plus interest thereon at 5 per cent, compounded annually, from July 9, 1799, to the date of the passage of this act, and $1,000,000 annually thereafter. Introduced March 9, 1933, by Mr. Kelly of Pennsylvania and referred to the Committee on Education.

H. R. 1668.

Authorizing loans by the Reconstruction Finance Corporation of funds to States, cities, and other political subdivisions for providing food to underfed and undernourished children in public, private, and parochial schools. Introduced March 9, 1933, by Mr. McLeod of Michigan and referred to Committee on Banking and Currency.

H. R. 2822.

Provides for the establishment of a national seminary for the education of the blind. Introduced March 10, 1933, by Mr. Boylan of New York and referred to Committee on Education.

H. R. 2834.

Authorizes the United States Naval Academy, United States Military Academy, and United States Coast Guard Academy to confer upon their graduates the degree of bachelor of science. Introduced March 10, 1933, by Mr. Knutson of Minnesota and referred to Committee on Military Affairs.

S. 12.

Provides for an annual appropriation of $100,000,000 for a period of two years to be paid to the States for the purpose of cooperating with the States in payment of salaries of teachers, supervisors, and principals, and other current expenses of elementary schools in rural communities on condition that each State provide from its State treasury a sum equal to the amount allotted from the Federal Treasury. The act would be administered by the Department of the Interior. Introduced March 10, 1933, by Mr. Nye of North Dakota and referred to Committee on Education and Labor.

—L. A. Kalbach.

Parents in Search of Education

How various agencies are helping them to find it

By ELLEN C. LOMBARD*

FATHERS AND MOTHERS are casting aside the shackling customs by which other generations bound parents. The modern parent does not bundle up the baby in flannels, or urge James to show-off before the visitors, or threaten Carolyn with the policeman.

On the contrary, modern parents are changing their attitudes and methods of dealing with the problems of childhood. They no longer put as much trust in grandmother's cure-alls. They are substituting tested knowledge for traditional family practices.

The revolution in the attitude of parents toward the work of being a parent has resulted in the demand for parent education. Fathers and mothers are now seeking expert guidance in the solution of their home problems.

Where do they find this guidance? Where are they seeking condensed reliable information?

Within the last 10 years many institutions have responded to these new demands; colleges and universities, State departments of education, nursery schools, public schools, churches, and clubs. In some States all agencies engaged in filling this new demand are cooperating through State councils on parent education.

Let us see what three institutions are doing for the twentieth century father and mother who, for their own sake and their children's sake, are trying to make parenthood both a profession and an art; (1) colleges and universities, (2) State departments of education, (3) State departments of health.

Colleges and Universities

Sixty-four colleges and universities offer parent education courses. These include courses in leadership of groups. Growth of study clubs and of the P. T. A. to a membership of more than 1,000,000 has created a demand for training in skill in handling groups. Courses in home economics, which are turning toward child care and homemaking, also present education opportunities for parents. Institutions which maintain nursery schools use them for parent education.

Columbia University's program for training leaders in parent education work reveals the growth of the movement. It includes in part: Major course in child development and parent education, courses in parent-child relationships, field work in parent education, physical development of children, practice with children, philosophy of education, advanced educational psychology, sociology of family life, mental adjustments, psychology of adolescence, and the relation of household arts to family welfare.

Other campus and extension courses that serve the needs of parents are open to graduate and undergraduate students, teachers in service, leaders, and parents.

In State departments

Forty-five colleges and universities offered full or short courses or held conferences on parent education during the 1932 summer session. During the coming summer the University of Maryland will hold its first conference in this field.

Courtesy Iowa hild Welfare Research Station, State University of Iowa.

A mother learns about her child from one who has studied about children and their activities

California and New York State departments of education have conducted vigorous parent education programs. Other States which have inaugurated this work are Oklahoma, Arkansas, Nebraska, Idaho, and Delaware.

Public expenditures by various States for the development of this field of education have been supplemented by funds from private agencies. Grants made by one foundation in the last eight years total more than $7,000,000.

The Federal Government has also lent its aid. Funds matched by State appropriations support programs of home-making education, of which parent education is now a considerable part. This work has been developed in accordance with the Smith-Hughes and George-Reed Acts.

Preceding the launching of parent-education programs in New York and California there had been a long period of vigorous promotion. Parents were organized in parent-teacher associations and other groups. These groups created the widespread demand for a new type of education which no institution was at the time prepared to satisfy.

For information on the California program see "Parent Education in California" in SCHOOL LIFE, September, 1932.

In the State of New York the objective of the division of child development and parental education has been to carry the state-wide program temporarily under special funds from a grant and eventually by State support. The division's annual budget since 1928 has been $16,000. Other public and private agencies whose parent-education work has also been supported by grants are cooperating. These include Cornell University's College of Home Economics, Vassar College's Institute of Euthenics, University of Rochester, State College for Teachers at Albany, a few boards of education, and the joint committee on lay leadership and parental education. In addition Columbia University and the Child Study Association of America, both operating under funds from grants, cooperate in a major project in parent education in New York City.

The New York State Department of Education has coordinated efforts, given assistance in training teachers in service, trained lay leaders, created groups and courses, and conducted research.

Experimental centers in parent's study groups have been established in public-school systems with the State department's cooperation. Last year 20 cities or towns reported projects in progress either under funds from a grant (Albany and Rochester), or under public-school funds (Amsterdam, Binghamton, Syracuse) or with support of local parent-teacher associations (Freeport, Glens Falls, Jamestown, Medina, Long Island). The State department reports a 370.7 per cent increase during the last two years in the number of all types of parents' groups supported by public money either through taxation or local funds. In 1931–32, 10,626 New York parents were enrolled for parent education.

* Specialist in parent education, Office of Education, U.S. Department of the Interior.

Vital statistics, quarantines, and sanitation are not the only work of State health departments. They are also engaged in practical parent education.

State, county, and city health agencies are helping parents to know how to care for children through health study classes, parent education classes, mothers' correspondence courses, group conferences, adult health clubs, home visits, demonstrations, individual conferences and interviews with parents, and clinics conducted by physicians or nurses.

Health officials also cooperate in summer "round-ups" well-baby conferences, and other community health activities.

While maternity and infancy service conducted under Federal subsidy ceased in 1929, many States continued the work under State funds. Health centers, health conferences, classes in infant and maternal care, and other activities give evidence of the Federal Government's work for the seven years of its existence under the Maternity and Infancy Act.

In Alabama 52 county health departments carried programs which included parent education through home visits, group instruction, and clinic service.

In rural sections of New York State family health conferences reached more than 5,000 parents. Through letters, individual conferences, mothers' classes, prenatal letters, and various types of literature, more than 275,000 mothers were instructed in 1931–32, according to reports.

Two States, West Virginia and Virginia, report correspondence courses for mothers. In West Virginia 12,824 mothers were enrolled in two years and in addition to this, adult-health study classes, home visits, demonstrations, interviews, and literature, aided thousands of parents.

Florida State Board of Health reports parent education classes in which 3,270 parents were enrolled in 115 classes for a total of 501 lessons on the subjects of health, habit formation, emotions, and adolescence during the past two years.

Many State departments of health issue monthly prenatal letters of instruction to mothers and leaflets on diet for the young child, care of the baby, and diet charts for the child at various periods of growth, physical standards, good posture, and dental care. Among the States offering some, if not all, such publications are California, Maryland, New York, Pennsylvania, Rhode Island, Texas, and Kentucky.

Lesson topics or outlines of courses for class work have been issued by a number of State departments. Among them are Mississippi, Arkansas, Florida, Indiana, and Texas. Some of these are outlines in hygiene, maternal and infant care, or other aspects of health education for parents.

School Board's Dilemma*

Which shall it be? Which shall it be?
I looked at the board—they looked at me.
Tired, patient men, they trust me yet,
Through this depression's woe and fret.
"Now tell us plain," the chairman urged,
"We'll see all unessentials purged.
Heroic times are these, my man,
All fads and fancies we shall ban.
Each service we'll review with care,
To every claim be just and fair,
And when we find one overrated
'Twill surely be eliminated.
A balanced budget must be filed,
We'll cut our cloth to fit our child."
The kindergarten first was mentioned,
The board was soon in great dissension.
Then I suggested health instruction,
And louder grew the storm and ruction.
Then supervision claimed our thought,
On this a compromise we sought.
When on its worth I cast a doubt
Some staunch defenders raised a shout.
Then teachers' salaries were reviewed
But watchful lobbies proved too shrewd.
"Indigent children," some one said,
"Should schools afford them milk and bread?
The lame, the deaf, the unendowed,"
And then his head with shame was bowed.
"Dare we withhold from one of these
The school's belated ministries?"
And on and on into the night
The board and I with main and might
Strove valiantly for a solution
To meet the budget's diminution.
The list of "frills" with care was run,
How could we spare a single one?
I looked at them—they looked at me.
Which shall it be? Which shall it be?

* In an attempt to advise with school authorities concerning how and where retrenchments can be made to balance school budgets there came to mind a poem by Ethel Lynn Beers entitled "Which Shall It Be?" It appeared some years ago in Osgood's Reader. It describes fairly well a dilemma similar to the one in which school officers now find themselves. According to the poem the parents of a poverty-stricken family had an offer of a house and an income in return for the complete surrender of one of their children. They found, as they went from one bed to another where lay their seven children that, from the smallest to the largest, each child had characteristics of worth so endearing that they could not bring themselves to make a decision as to which could be spared.

—W. H. GAUMNITZ.

★ Recent Theses in Education ★

THE Library of the Office of Education is collecting doctor's and outstanding master's theses in education, which will be available for consultation, and may be borrowed on interlibrary loan. A list of the most recently received theses will be given each month.

Compiled by RUTH A. GRAY
Library Division, Office of Education

ARNETT, CLAUDE E. Social beliefs and attitudes of American school board members. Doctor's, 1932. Columbia University. Emporia, Kans., Emporia Gazette Press, 1932. 237 p.

BOWIE, ARTHUR. The curricula of the new schools, here and abroad: A comparative study. Master's, 1931. New York University. 52 p. ms.

BURFORD, LORENZO S. The social and economic status of Negro high school students in northeastern North Carolina. Master's, 1932. Hampton Institute. 50 p. ms.

CLARK, CLARENCE C. Sound motion pictures as an aid in classroom teaching: A comparative study of their effectiveness at the junior college level of instruction. Doctor's, 1932. New York University. 135 p. ms.

COMSTOCK, LULA MAE. A comparison of the educational systems of New England and the lower South. Master's, 1932. American University. 164 p. ms.

CRUTTENDEN, EDWIN W. A comparison between the contract and recitation methods of teaching plane geometry. Master's, 1932. Pennsylvania State College. 36 p. ms.

DEAN, COUNCIL. A study of the tenure, training, salary, sex, age, experience, and position of Arkansas teachers and of the wealth of counties, size of towns, and types of schools in that State. Doctor's, 1931. New York University. 107 p. ms.

EGAN, EULA PEARL. The effect of fore-exercises on test reliability. Doctor's, 1931. George Peabody College for Teachers. 1932. 37 p. (Contribution to education, No. 93.)

GLOVER, JOHN GEORGE. Functional organization of purchasing in university administration. Doctor's, 1932. New York University. 205 p. ms.

HENDERSON, CARRIE M. Home economics for boys, a survey of the work in the public schools, colleges, and universities of the United States. Master's, 1932. New York University. 118 p. ms.

HIGGINS, JAMES LEO. A survey of commercial education in public secondary schools in Connecticut. Master's, 1932. Boston University. 128 p. ms.

HOLMSTEDT, RALEIGH W. A study of the effects of the teacher tenure law in New Jersey. Doctor's, 1932. Teachers College, Columbia University. 1932. 111 p. (Contributions to education, No. 526.)

HUBBARD, FRANK WILLIAM. Teacher demand and supply in the public elementary and secondary schools of the United States. Doctor's, 1931. Teachers College, Columbia University. Washington, D. C., National Education Association, 1931. 100 p.

HUGHES, DOROTHY T. A study of the musical taste of junior high school students in relation to environmental influences. A study of the musical tastes of 762 junior high school students, with emphasis on the significance of music in the worthy use of leisure. Master's, 1932. New York University. 137 p. ms.

MATZEN, JOHN M. State constitutional provisions for education, fundamental attitude of the American people regarding education as revealed by State constitutional provisions, 1776–1929. Doctor's, 1931. Teachers College, Columbia University. 1931. 160 p. (Contributions to education, No. 462.)

Education Abroad

By JAMES F. ABEL*

OF ALL the education projects in the world that of India ranks in magnitude second only to that of China; in difficulty and complexity it is first. India is a sub-continent as large as Europe excluding Russia. Its population in 1931 was 352,837,778—much over a hundred millions more than the population of North and South America combined. From 1921 to 1931 the increase was 10.6 per cent, or 33,895,298, almost equal to a nation as large as France. Nine major and several minor religious groups espouse their different beliefs; 225 classified languages are spoken; literacy among men over 10 years of age is some 16 per cent; among women it is about 2.5 per cent. The peoples range from those of highest intelligence and tradition to still primitive savages who live by hunting and gathering forest produce.

India's progress

The present education system has been in the making for 80 years. Statistically in 1930–31 it reached the following proportions:

Kind of institution	Number	Students
Universities	16	8,189
Arts colleges	244	66,837
Professional colleges	73	17,002
High schools	3,036	930,186
Middle schools	10,545	1,356,225
Primary schools	204,384	9,362,748
Special schools	8,891	315,650
Total	227,189	12,056,837
Unrecognized schools [1]	34,879	632,249
Total	262,068	12,689,086

[1] Give only elementary religious instruction.

The expenditure was 283,161,446 *rupees* or, counting the *rupee* at par, $103,353,928.

Twelve and one-half millions of students represent 5 per cent of the population of British India. To be proportionally on a par with several others of the larger countries British India and the Indian States together should have at least 50 millions under some kind of organized instruction.

Inadequate as the present provision for education really is, nevertheless since 1900 it has been advancing with remarkable rapidity. If the rate of progress can be renewed and maintained—it has slackened somewhat because of the depression—India's human training project can reach a point of real magnificence. To illustrate this growth we offer data for the last year of each decade beginning with 1901–2.

	1901–2	1911–12	1921–22	1930–31
Institutions	147,703	176,225	208,106	262,068
Students	4,521,900	6,780,721	8,381,350	12,689,086
Expenditure	40,121,462	78,592,605	183,752,969	283,161,446

In 30 years the number of institutions has almost doubled, the number of students trebled, and the expenditure more than multiplied by seven.

Education in the Spanish constitution

The nation will give aid to the infirm and the aged, and to the protection of maternity and of infancy, having in view the Declaration of Geneva or charter of rights of the child.

With this paragraph, the constitution of the new Spanish Republic turns into law the Declaration of Geneva on the rights of the child, indorsed by the League of Nations, September 26, 1924. Most of the constitutions, especially in Europe, adopted since the World War have laid much emphasis on education, the care of mothers and children, the protection of language and religious minorities, and the preservation of the historic and artistic wealth of the country. The Spanish constitution of December 9, 1931, is no exception; rather it does more than the others in its adoption of the children's charter, its curt declaration that "Spain renounces war as an instrument of national policy," and its special provisions for the care of rural folk and fishermen.

The service of culture becomes an essential attribute of the nation to be guarded by a unified lay school system. Churches have the right, subject to national inspection, to teach their respective doctrines in their own establishments. Primary instruction must be free (without tuition charges) and obligatory. The republic will pass such laws as will open every level of instruction to poor but capable young people. All teachers and professors become public officials.

Evidently the Spanish Government has in mind a strongly centralized and nationally controlled public-school system, for article 49 reads:

The granting of academic and professional titles belongs exclusively to the nation, which will establish the examinations and requisites necessary to attain them even in those cases in which the certificates of studies come from centers of instruction in autonomous regions. A law of public instruction will determine the pupil age for each grade, the duration of the terms of study, the content of the pedagogical plans and the conditions in which instruction may be authorized in private establishments.

The situation in Catalonia called for some minority language guarantees. Castilian is the official language but "autonomous regions may organize instruction in their respective languages in accordance with rights that may be conceded to them in the statutes." Nevertheless the study of the Castilian tongue is obligatory and it will be used as a medium of instruction in all the centers of primary and secondary instruction in the autonomous regions. Into these regions the national authority may enter and maintain or create teaching institutions of all grades in which the official language is used.

To assure the carrying out of the educational plans, the constitution provides that the national government shall set up a supreme inspection of education throughout all the national area. Finally, there is the unusual provision that—

The nation will attend to the cultural expansion of Spain by establishing delegations and centers of study and teaching in foreign countries and especially in those of Spanish America.

But these mere figures do not at all indicate the many ways in which the schools have broadened and strengthened their work and increased their influence and service. Education for girls and women though still pitifully inadequate is making headway and the determined opposition to it is gradually weakening. The attitude toward the depressed classes is much improved. Compulsory attendance is being adopted in some areas where the accommodation is approximately enough for the children of school age. Agricultural, vocational, and technical education are becoming strong integral parts of the system. The universities were reorganized following a careful survey of the University of Calcutta and the levels of higher education have been raised. The situation with regard to the use of the vernaculars and English as languages of instruction is becoming more settled and knowledge of the psychology of teaching and learning languages is being built up by research and experiment.

The tenth quinquennial review (1927–1932) of education in India should soon be off the press. We await it with interest.

* Chief, Foreign School Systems Division, Office of Education, U.S. Department of the Interior.

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SCHOOL LIFE

ISSUED MONTHLY, EXCEPT JULY AND AUGUST
By the UNITED STATES DEPARTMENT OF THE INTERIOR, OFFICE OF EDUCATION

Editor - - - - WILLIAM DOW BOUTWELL
Assistant Editors - - - MARGARET F. RYAN, JOHN H. LLOYD

Terms: Subscription, 50 cents per year, in advance; to foreign countries in which the mailing frank of the United States is not recognized, 85 cents. *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 per cent.

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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, 1933

WHATEVER ELSE these days may mean or bring, surely they call us to provide more adequate training for childhood and youth if we may hope for the dawn of a brighter and braver to-morrow. The future of the Nation rests with the children. If we fail in providing for them an adequate intellectual, moral, and spiritual training, we shall fail the Nation for the days to come. Whatever curtailment may come in our Federal and State enterprises, let it not be in the schools. If we fail, the future of the Nation is utterly hopeless. To curtail the service of public education, to eliminate any portion of its program, or to close any of its activities is as nearsighted as it is tragic. God forbid we should trail in dust the hopes of to-morrow by failing the childhood of the Nation to-day! REV. ~~JAMES~~ R. SIZOO, *Washington, D. C., in American Education Week address over NBC network.*

SECRETARY ICKES

HAROLD L. ICKES, who now presides over the United States Department of the Interior and therefore directs activities of the Federal Office of Education through the commissioner of education, was at one time a public-school teacher. After completing a 4-year course at Englewood High School, Chicago, in three years, he worked his way through the University of Chicago, mainly by teaching in the public night schools, graduating in 1897 with an A. B. degree.

Born near Hollidaysburg, Pa., March 15, 1874, Harold Ickes lived in Blair County until he was 16 years old. Upon the death of his mother he went to Chicago to live with an aunt. After college, Mr. Ickes worked as reporter and editor on the Chicago Record, Chicago Tribune and Chronicle, and the Philadelphia Record. Wishing to become a lawyer he returned to the University of Chicago and was graduated from the law school *cum laude* with the degree of J. D., in 1907.

Since his senior college year, Mr. Ickes has been very actively engaged in national, State, and local political activities. During the World War he served with the 35th Division Y. M. C. A., in Alsace-Lorraine and in the Argonne drive. He returned to Chicago after the armistice.

Secretary Ickes has many affiliations, including those with the American Bar Association, Phi Delta Theta and Phi Delta Phi fraternities, and the University Club of Chicago. He likes tennis and is extremely fond of gardening, specializing in the cultivation of dahlias. He originated and patented the Anna W. Ickes dahlia. Another of his hobbies is stamp collecting.

Mrs. Ickes is a member of the Illinois State Legislature, serving a third term. They have four children, three sons and a daughter. The two younger sons are Raymond, a sophomore at the University of Chicago, and Robert, a freshman at Lake Forest College.

MAY DAY—CHILD HEALTH DAY

ONE DAY OF THE YEAR the United States flag is unfurled on all Government buildings and in other public places as a mark of tribute to America's children, and to awaken the Nation's people to the necessity of a year-round program in the interest of child protection and development of physical and mental health for our boys and girls. This day is May 1, set aside by resolution of the United States Senate and House of Representatives in 1928 as Child Health Day. By Presidential proclamation Government officials and the people of the United States generally have been requested to observe May Day again this year, State health officers, superintendents, and teachers are making plans to make this year's observance a most impressive one. An appropriate slogan, "Mothers and Babies First" has been adopted for the 1933 celebration. Further information may be obtained from the American Child Health Association, 450 Seventh Avenue, New York City.

MUCH TO BE THANKFUL FOR

EDUCATION recently had two things to be thankful for: First, that the earthquake is southern California occurred after school had been dismissed. Second, that the national bank holiday occurred the week after the department of superintendence convention.

Day Dreams

THIS very day—all by myself,
I went to shop downtown,
And vague and pleasant were my thoughts
Upon a grey-green gown.

"Yes, greenish-grey, to match my eyes,"
I said, " 'twill have to be,
So people seeing it will think
Of April, and the sea.

"And bits of turquoise set in sparkling
Silver for my ears,
I'll wear on misty nights when glistening
Rain-drops fall—like tears.

"And etched against the cloudy light
I scarce will seem to live,
And finding me thus, you will weep
And beg me to forgive."

AGNES GILL

Agnes Gill, of Washington, D. C., studied for two years at St. Mary's Seminary before going to Central High School. She was graduated in February, 1932, and is now studying at the Corcoran Art School. Her other interests besides poetry are music, art, and drama. Her father, De Lancey Gill, is an ethnologist and head of the illustration department of the Smithsonian Institution. He is also a professional artist.

College on $5 Per Week

Iowa State lowers the cost of higher education

By MADGE I. McGLADE*

HUNDREDS of our Iowa State College students are earning their entire way through college. One son of a former graduate to-day is living in a home-made house on wheels, eating home grown foods. Another is meeting his expenses by peddling his father's sorghum. Another has but 60 hard-earned dollars to get through two quarters, but he is in the upper section of his class scholastically. A freshman, with no money at all, has a few butchered hogs to sell, and a plucky cowboy from South Dakota raised and drove a herd of steers to market to get funds for his education.

What of the cooperative living scheme in our institution? At the present time about 40 small groups of men are living in simply-furnished inexpensive apartments where the actual cash cost of living is reduced to a minimum. Supplies of food that would bring a mere pittance on the market and are not missed in the home larder are brought or sent to these men who have "gone domestic" while preparing for future living.

Ten cents per meal

From the earliest days all Iowa State women have lived in college residence halls, in sorority houses, in their own homes, or in faculty homes. In the latter they earn their board and room by giving in exchange 25 hours of work per week. One hundred women are now supporting themselves, for the major part, in this way.

One hundred and sixty-eight women are living in cooperative halls. The first experiment was made in a campus residence caring for 21 girls. The scheme worked so well that one of the larger halls housing 65 women was opened on the cooperative basis. For the first two years the girls did all the work in the hall under the supervision of a housemother who was familiar with large quantity food buying and preparation. By the fall of 1931 it seemed expedient to open another cooperative hall housing 100 women. A trained dietitian was then employed to supervise the girls' work in committee appointments, food selections, meal planning and keeping within the budget. The cost of board in the girls' cooperative halls has varied with the cost of raw foods. At the present time it is $2.15 per week for 20 meals. Sunday night supper is not served.

Iowa State's cooperative halls are of the best. They are splendid fireproof buildings. The majority of them rent for $32 per girl per quarter. Some few rooms are $25 per quarter. This low cost of living is possible because everyone works. The scheme grew out of the need to furnish pleasant, dignified employment to girls who were not able to meet the regular college expenses.

One hour per day

A group of approximately 65 girls seems to work out to the best advantage in this cooperative living scheme. From this number eight working groups are organized. Two committees have charge of the cleaning and dusting of the halls, stairways, bathrooms and living rooms; 2 groups prepare breakfast and luncheon; 2 have charge of dinner, and 2 groups are on "leisure duty." Each group is responsible for one duty for a period of a week. Chairmen are chosen from the older girls who serve for six weeks. They are held responsible for the efficiency of their committees.

Breakfast is served at 6.45, so that the girls who must prepare breakfast should be stirring by 6 o'clock. Morning classes are from 8 to 11.50. Usually two or three members of the cooking committee are free at 11 o'clock to prepare luncheon which is served at 12.05. Dishes must be washed, but the girls are off to classes again at 1 o'clock. Dinner committees start work about 4.30. Dinner is served at 6 o'clock and the "cooks" are usually in the recreation room by 7 o'clock. Time spent on household duties averages about one hour a day.

In 1932 a cooperative hall for men was opened. It has met with splendid success, with 63 residents. The cost is but $3 per week for foods. Room rent was reduced $2 per week on account of the type of hall used. A woman cook is employed for the men, but all other work is performed by them on the committee plan. The same dietitian serves three halls. Budgets include her salary as well as that of the cook in the men's cooperative hall.

Cooperative hall residents have the same social life as that enjoyed in other halls—dances, teas, guests for dinner, and extra-curricular activities. At the end of the past fall quarter, out of the first four places in hall scholarship rankings, the cooperative group held first, second, and fourth places.

During the past winter one of the college sororities undertook cooperative living. House expenses were thus greatly reduced, and fewer members will be forced to leave the sorority because of high living costs. Members feel a closer fellowship. This same splendid feeling predominates in our four cooperative homes.

Poor as the proverbial church mouse are many college students to-day. How one institution, Iowa State College, fosters the student self-help plan, and how the college's cooperative living system is helping needy students keep down expenses, is told in the following article requested for SCHOOL LIFE readers.—Editor.

* Director of Housing, Iowa State College.

$1 OR LESS

ONE HUNDRED $1 BOOKS which librarians can secure at discounts ranging from one-fourth to one-third of the total price have been selected by the Massachusetts Division of Public Libraries. To order books in quantity, librarians wishing to avail themselves of discounts indicated are advised to get the names of jobbers from their own State library agencies. Those buying in small quantities can purchase either direct from the publishers or through their local dealers. The lists of dollar books and 75-cent copyrights available may be obtained from these publishers: Garden City Publishing Co., Garden City, Long Island, N. Y.; Century Company, 353 Fourth Avenue, New York City; Robert M. McBride and Co., 7 West Sixteenth Street., New York City; Houghton Mifflin Co., 386 Fourth Avenue., New York City; Grosset and Dunlap, 1140 Broadway, New York City; A. L. Burt, 114–120 E. Twenty-third Street., New York City.

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A CONFERENCE of the educational status of the 4 and 5 year-old child will be held at Teachers College, Columbia University, April 21 and 22, under the auspices of the department of nursery school, kindergarten, and first grade education.

On the School Crisis

THE OFFICE of Education has been making every effort during the past few months to give school people facts useful to them in this time of emergency—information to help them maintain their schools. These crisis facts have been disseminated in many ways, but mainly through SCHOOL LIFE, and bulletins, circulars, news releases, and miscellaneous mimeographed announcements. For the convenience of our readers we list below practically all of the material issued by the Office of Education on the crisis in education, or pertinent thereto. SCHOOL LIFE will continue to report school-crisis facts and publications.

Circulars (single copies free):

No. 58. The Economic Outlook in Higher Education for 1932–1933. 18 pp.
No. 59. Selected and Annotated Bibliography on School Attendance, School Census and Related Topics, 1900–1932. 38 pp.
No. 60. Textbooks for Public-School Children. 15 pp.
No. 61. The Social-Economic Survey as a Basis for an Educational Survey. 10 pp.
No. 65. Safety and Health of the School Child: A Self Survey of School Conditions. 29 pp.
No. 73. Per Capita Costs in City Schools, 1931–1932. 10 pp.
No. 79. Some Effects of the Economic Situation on City Schools. 16 pp.
No. 80. Some Effects of the Economic Situation on Rural Schools. 18 pp.

SCHOOL LIFE articles:

October, 1932

Tell the People Significant Facts About Their Schools.
Status of the States (Kindergartens).
"Rain Checks" on Diplomas.
Schools and the Social Upheaval.

November, 1932

Status of the States (School Term Length).

December, 1932

Education's Losses and Gains.
How Rural Schools Have Been Hit.
Long or Short Terms?
Colleges: Samaritans in a Crisis.
Three Taxpayers.
R. F. C. and the Schools.
Status of the States (Free Textbooks).

January, 1933

Labor Supports Schools.
When State Superintendents Met.
Machines Without Men.
Status of the States (One-Room Schools).
Schools Abroad: How They Fare in the Depression.
President Calls Citizens to Confer on Crisis in Education.

February, 1933

Conference on Crisis in Education.
The Forty Recommendations.
Delegates to the Conference.
School Crisis Facts.
Our 127,000 School Districts.
Why Business Needs Education.
Color of the Conference.
Junior Red Cross in the Emergency.
Negro Education in the Depression.
Schools Must Be Carried On.
Better Ways to Pay for Schools.

News Releases: Mimeographed—Free

The Current Situation in Education: Increased Responsibilities—Decreased Revenues. 28 pp. Free.
The Current Situation in the Public Schools. 2 pp. Mimeographed—Free.
College Salaries, 1932–33, 7 pp. Rotoprint Circular No. 67971. Single copies free.
Statistics of Colleges, 1931–32 (Preliminary) 20 pp. Rotoprint Circular No. 68294. Single copies free.
What Our Colleges and Universities are Doing to Maintain the Morale of the Unemployed. Mimeographed. No. 68203. Free.
National Survey of School Finance, January 23 and January 30.
Citizens' Conference Asks Priority for Education.
Higher Education's 1932–33 Budget.
100,000 Jobless Graduates Use "Rain Checks" on High School Diplomas.
City and Rural Schools Hit by Depression.
Many Colleges Samaritans in a Crisis.
Per Capita Cost of Public Education Drops 22 Per Cent.
School Crisis More Severe in U. S. Than in Foreign Countries.
10,000,000 More Pupils—Same Number Schools.

Bulletins

1932 No. 3, Status of Teachers and Principals Employed in Rural Schools of the United States. 10c.
1932 No. 15, Bibliography on School Finance, 1923–1931. (For National Survey of School Finance.) 20c.
1932 No. 16, Bibliography of Research Studies in Education, 1930–31. 50c.
1931 No. 20, Biennial Survey of Education in the United States, 1928–1930. Vol. 1, Paper Bound. 80c.
1933 No. 10, Vol. 1, Selected Bibliography (National Survey of the Education of Teachers). 15c.

"INTERPRETING EDUCATION"

WHAT ARE THE SCHOOLS DOING, and why? Are schools meeting the demands imposed upon them? To answer these questions and many others—to answer criticisms generally aimed at our modern educational system, Arthur H. Chamberlain, secretary, California Association for Education in Thrift and Conservation, recently wrote an 80-page monograph on "Interpreting Education." The publication is receiving favorable comment and approval.

In addition to discussing in separate chapters the emergency in education, examination of the school by critics, education and the new social order, community costs, present progress and future needs, Mr. Chamberlain lists in a concluding "Catechism on Education" 100 questions and answers. The monograph has been issued under the auspices of the California Association for Education in Thrift and Conservation.

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P. T. A.'S HELP

PARENT-TEACHER ASSOCIATIONS throughout the United States and State branches of the National Congress of Parents and Teachers are doing a great work in this time of emergency according to reports reaching the Federal Office of Education. Widely varied activities, ranging from feeding and clothing needy school children to mobilization of resources to keep schools from closing are revealed in these reports.

More detailed information concerning parent-teacher organization activities in the education crisis may be secured from the National Congress of Parents and Teachers, Washington, D. C.

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50 Chickens

(Continued from p. 144)

have been receiving instruction from Ann Arbor. Most of them are children who never had an instrument in their hands before they began to learn at the loud speaker.

The lower picture shows Professor Maddy in the broadcasting room with the demonstration orchestra made up of University of Michigan student players. Looking out of the corner of his eye, he sees the scene shown in the upper illustration. Through a narrow slit of windows he watches a "control" class receiving their instruction from the loudspeaker. They can not see Professor Maddy although he can see them.

The control class is at exactly the same stage in learning as are hundreds of other classes throughout Michigan. By watching them out of the corner of his eye, the instructor can fix the pace of his lesson.

Training for Aviation Mechanics

"Vocational Training for Aviation Mechanics," a bulletin just issued by the Federal Board for Voeational Edueation, will be of interest to superintendents of schools, school principals, vocational guidanee counselors, directors and supervisors of vocational edueation, boys' clubs, glider and model airplane elubs, and instructors and students of aviation mechanics courses.

This publication, the information for which was obtained from air transport organizations, aircraft manufacturers, aeronautical associations, engineers, the Aeronautics Branch of the Department of Commerce, the Naval Aircraft Faetory and voeational education authorities throughout the eountry, eontains 283 pages and 173 illustrations. Ineluded in it, also, are nine eharts, six of which give up-to-date information on air transport and aireraft factory organization indicating the oeeupational possibilities for those interested in securing employment in some phase of aviation. It is pointed out, for instanee, that aviation offers other opportunities than those directly connected with airplane operation.

One chapter discusses edueation for aviation, and emphasizes the value of general courses, vocational guidance courses, and vocational eourses.

The major part of the publieation is devoted to a discussion of training for aviation meehanics, and stresses the essentials for setting up and carrying on effieient training programs. Examples of effieient aviation eourses earried on in publie and private schools and by the United States Army are presented.

Copies of the bulletin may be obtained from the Superintendent of Doeuments, Government Printing Office, Washington, D. C., at a cost of 35 eents. A diseount of 25 per cent is allowed on quantity orders of 100 or more copies.

Courtesy Federal Board for Vocational Education

Charles E. Lindbergh and another aviator in a 50-passenger amphibian plane. Lindbergh's feats have all been based on definite information and skill, which a general aviation course may not have given him.

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TESTS IN SOCIAL STUDIES

Circular No. 71, Tests in the Social Studies, has been issued recently by the Office of Education. It contains a list of available tests in civics and government, economics, geography, history, and general tests in the social studies. Single copies are available frec.

NON-THEATRICAL FILMS

A Chart listing new films just released, attached to nontheatrical film notes published by the Department of Commeree, now appears the last of each month. To receive this aeeurate Federal report of nontheatrical motion picture activities all over the world, school administrators and teaehers may subseribe to a year's service by sending $1 to the Bureau of Foreign and Domestic Commeree, Department of Commerce, Washington, D. C., asking for "Non-Theatrical Film Notes" and "Current Releases on Non-Theatrieal Films."

SUMMER ROUNDUP MATERIAL READY

Parent-teacher Associations may seeure from State congresses or from the National Congress of Parents and Teachers, Washington, D. C., material now ready for the 1933 Summer Roundup of Children. The summer roundup is a eampaign to send to the entering grade of school a elass of children free from remediable defeets, and is promoted by thousands of parent-teacher assoeiations each year.

★ Questions and Answers ★

How Can We Improve our School Budgeting and Accounting?

Since 1909 the United States Office of Education in cooperation with national committees on uniform records and reports has been working on this problem. These eommittees have been made up at times from representatives of the department of superintendence of the National Education Assoeiation, the National Association of Public School Business Officials, the National League of Compulsory Edueation Officials, the United States Bureau of the Census, and the United States Office of Edueation. The first report was made in 1912 and after being published by the National Education Association was reprinted as Bureau of Education Bulletin 1912, No. 3, Report of the Committee on Uniform Records and Reports. Sinee this had been out of print for some time and eonditions were changing, a new eommittee was formed in 1924. Its full report was also published by the National Education Assoeiation as Research Bulletin, Vol. V, No. 5, School Records and Reports, and was abridged and published as United States Bureau of Education Bulletin, 1928, No. 24, Report of Committees on Uniform Records and Reports.

The full report which can be obtained from the Association office at 1201 Sixteenth Street, NW., Washington, D. C., for 25 cents a eopy, contains, on pages 325 and 346, a selected and annotated bibliography on school records and reports, and on pages 323 and 324, a list of commercial ageneies that sell record systems.

The Government bulletin is still sent free from the Statistieal Division, United States Offiee of Education, as is also Statistical Cireular No. 10, which defines the items of statistics for public school systems that are used in report forms of the Office of Edueation.

—Emery M. Foster.

Higher Education Inventory

HIGHER education in the United States, like other branches of education, is feeling keenly the effects of the present financial stringency.

For the purpose of rendering what services it can in the present emergency, the United States Office of Education has just completed a bulletin entitled, "The State and Higher Education," dealing with a number of fundamental questions confronting the States in solving problems of higher education.

The bulletin presents in Part I a description of the methods of control and the curricula offerings of institutions of higher education in the following 10 States: Colorado, Indiana, Kansas, Michigan, Oklahoma, South Carolina, South Dakota, Texas, Virginia, and Washington. Part II contains an analysis of the trend in the several States toward unified control of their State supported institutions. Part III deals with significant variations among the States in their support of higher education, student enrollments, migration of students and the like as related to their resources and to the proportion of their population of adult and of collegiate age.

In analyzing the control of higher education by the State the study includes privately supported as well as publicly supported institutions. A diversity of practices is found in both instances. The results indicate that 14 States have taken steps toward partial or complete unification of the control of State universities, colleges, and technical schools. Privately supported institutions of higher education are created through charters granted by the States. The study reveals a variety of legal provisions for chartering private institutions in the 10 States reviewed. While several State constitutions and statutes give legislatures the power to annul or modify charters of private institutions, two States make provision for direct supervision of them by State authority after they have received their charters. One State prohibits private institutions from granting degrees without the approval of the State board of education. In addition, information is given regarding the chartered organizations, whether denominational or nondenominational, controlling the various private institutions in each State together with details concerning their governing boards.

Of special interest are the outlines of the higher educational curricula available in the different States, which give the offerings for each publicly and privately supported institution. From this material it is readily possible to discover the number of institutions in each State offering the same types of higher education, such as engineering, teacher training, and other specialized fields. Overlapping and duplication of curricula as between public institutions in the same State and as between public and private institutions may be ascertained from the outlines, thus suggesting the possibilities of reorganization into a state-wide and coordinated plan.

The part of the study dealing with significant variations among the States in some of the essential factors relating to higher education, both publicly and privately supported, is based on statistical compilations and computations. Differences in the higher educational tasks of the several States, financial ability to support higher education, support given to higher education, and accomplishments in higher education as shown by student enrollments per certain units of population and as measured by certain limited basic and derived data are contained in this section of the bulletin.

The bulletin was prepared by Fred J. Kelly, chief, and John H. McNeely, research assistant, division of colleges and professional schools of the Office of Education, and was published, due to lack of Office of Education printing funds, by the Carnegie Foundation for the Advancement of Teaching, 522 Fifth Avenue, New York City.

School Crisis News Flashes

ALBANY, N. Y., Feb. 12.—Representatives of the teachers of the State indicated to-day that they would urge the adoption of luxury and amusement taxes as a means of escaping a cut in State aid to education.—*A. P.*

The formation of a National Occupational Conference as a clearing house for information in the field of occupational education and adjustment was announced by Morse A. Cartwright, director, American Association for Adult Education.—*New York Evening Post.*

In an effort to reduce living expenses for students in the University of Missouri, President Walter Williams has named a special committee to aid in finding practical solutions to the problem.—*New York Times, March 5.*

White Plains, N. Y., March 5. Headline: Emergency College Invites Students. Westchester Project of State School Board to Provide Free Day Courses.—*New York Times.*

Nashville, Tenn., March 7.—The House voted to-day to cut the salary of the President of the University of Tennessee from $7,500 to $3,000 a year and to reduce sharply salaries of heads of other educational institutions.—*A. P.*

Headline: School Board Backs Ban on Multiple Jobs.—*New York Times, March 9.*

Cumberland, Md., March 12.—Teachers in public schools of Allegany County have voluntarily decided to take a salary cut of 10 per cent for a period of two years.—*Baltimore Sun.*

New York, March 12.—Four free college centers for the unemployed which will enroll about 1,500 students and provide work at $15 a week for 86 unemployed teachers are being formed. Centers in Buffalo, Albany, White Plains, and Garden City will give courses on a basis which will permit students to have credit at State universities.—*A. P.*

Alabama.—The president of the Alabama Congress of Parents and Teachers joined with presidents of five other organizations in calling upon the governor to request a special 5-day legislative session to formulate plans for paying teachers and keeping schools open.

Idaho.—School situation made a major issue at all district parent-teacher conferences; publicity given State education association bill; radio used to urge maintenance of present status; public addresses.

Maine.—Form letter mailed to each parent-teacher unit and to every superintendent in the State. "Flyers" sent to local parent-teacher association presidents to arouse sentiment in favor of schools. Radio talks have been given by State parent-teacher president.

Nebraska.—Letters have been sent by parent-teacher organizations to all members of the State legislature. (Sent to their homes two weeks before first legislature session.)

Virginia.—Each local parent-teacher association president notified of the present situation of schools in Virginia by State superintendent. Citizens' meetings urged to discuss maintenance of the schools.

25 Educational Aims

of universities and colleges in the United States

By W. E. PEIK*

ONE PHASE of the National Survey of the Education of Teachers was an effort to ascertain the relative emphasis which presidents of universities, colleges of liberal arts, junior colleges, and teachers colleges believe their institutions are giving to certain objectives of higher education.[1] Twenty-five aims derived from various sources, but more largely adapted from an earlier study by Koos and Crawford,[2] were sent to all presidents of institutions which had agreed to cooperate in the survey. They checked in appropriate columns, (1) aims directly and specifically provided for throughout the institution, (2) aims directly and specifically provided for in some department, (3) aims indirectly or incidentally provided for, and (4) those which were not considered.

Four hundred forty-six presidents responded. Their composite reactions are presented in Figure 1, separately by types of institutions. The statements themselves are listed in rank order of their emphasis by all institutions together. An arbitrary method of securing a single index to general institutional emphasis was employed by multiplying the percentage reporting that the first level of emphasis by three, the second by two, the third by one, and the last by zero. The sum of these products supplied a rough, not an accurate, measure called the index to emphasis. This index has a minimum value of zero or a maximum value of 300. Positions between zero and 300 on the scale indicate roughly the relative emphasis. Positions of 53 universities (U), 191 colleges of liberal arts (C), and 57 junior colleges (J) are indicated on the scale for each aim. The position of 145 teachers colleges and normal schools (T), which are devoted almost exclusively to the education of teachers, is also indicated for comparison.

Aims in order of emphasis

It is apparent that intellectual objectives take first rank; the four most emphasized objectives are: (1) Knowledge of subject matter particularly in a special field, (2) a liberal education, (3) command of the fundamental processes involved in the tools of oral and written English, and (4) attainment of scholarly and scientific attitudes. All of them have paramount importance in the education of teachers. These four more or less intellectual aims are followed closely by the aim to provide ethical and moral training in order to assure proper judgments in terms of high individual and social ideals. This objective ranks higher with the colleges of liberal arts, with which it is third, than with the universities with which it is seventeenth, or with the teachers colleges with which it is twelfth. Yet the ethical aim is of importance in the education of teachers, who as a group should be characterized by superiority in ideals.

Sixth in order is the specific provision for the education of teachers in the knowledge, skills, and traits involved in differentiated curricula for prospective teachers. The placing of teacher education among the more emphasized aims is not surprising when it is recalled that 45 per cent of the graduates of liberal arts colleges, according to studies by Meyer [3] and Withers,[4] plan to be teachers and that 40 per cent of 840,000 elementary and secondary teachers and a large majority of 80,000 instructors of higher education, according to data recently tabulated by the survey, are furnished by universities, colleges, and junior colleges. This objective ranks first with teachers colleges.

The seven foremost objectives may then be classified as having been intellectual, cultural, ethical, preprofessional, and professional. These are followed by the aim to provide for physical efficiency through life, and religious training.

The first nine objectives are so specifically provided for that they rate above 200 on the scale.

The next ten aims did not receive such outstanding emphasis. They are: (10) Attention to individual differences in the interests, aptitudes, and abilities of students; (11) civic-social responsibility; (12) provision for the cultural development of prospective teachers by uncovering and guiding the latent talents of the students; (13) training for social leadership; (14) training in scientific techniques; (15) training for the more practical life needs; (16) specific or professional and technical training to promote vocational efficiency; (17) conserving the race experience of mankind; (18) coordination or integration of the major fields of knowledge and experience; and (19) training for worthy home membership.

In this last group the universities make such stronger provision for training students in scientific techniques and providing specific professional and technical training to promote vocational efficiency as to place these among their own first eight aims. In junior colleges they stood in nineteenth and twentieth place, respectively. The latter aim, limited to education, is also higher in teachers colleges. Otherwise the differences in rank among universities, colleges, and junior colleges were not outstanding.

One significant observation should be made here. Although the provision of a liberal education ranks second among all objectives, the closely related aim of coordination or integration of the major fields of knowledge and experience, such as health, economic life, citizenship, home and family relationships, leisure, etc., is decidedly below average status.

Aims ranking low

The six aims ranking lowest are: Training for the wise use of leisure throughout life; education in manners—the acquaintance with established forms of etiquette; mental discipline; productive research by faculty; the education of graduate students to the master's degree level; and the education of graduate students to the doctor's degree level.

To the education of graduate students to master's degree level and to research, the university gives fifth and eleventh place, respectively. Graduate work is not strongly stressed outside of the universities. Survey data show that 98 per cent of universities but only 33 per cent of colleges report the award of master's degrees, and that 44 per cent of universities and only 5 per cent of colleges report the award of doctor's degrees.

Mental discipline which in the earlier study by Koos and Crawford [5] ranked second in statements about college aims in literature printed from 1842 to 1876 and tied for first place in literature printed from 1909 to 1921, fell to third from last place among those here considered.

It is not possible to base sweeping generalizations upon this picture of the

(Turn to p. 156)

[1] Dr. E. U. Rugg, of Colorado State Teachers College, has made a parallel study of the aims and objectives of teachers colleges, which will appear in full in the final report of the National Survey of the Education of Teachers.

[2] Koos, Leonard V. and Crawford, C. C. College Aims, Past and Present. School and Society, XIV, No. 362, Dec. 3, 1921. Pp. 499–509.

* **Principal Specialist in Curriculum Research, National Survey of the Education of Teachers, and Associate Professor of Education, University of Minnesota.**

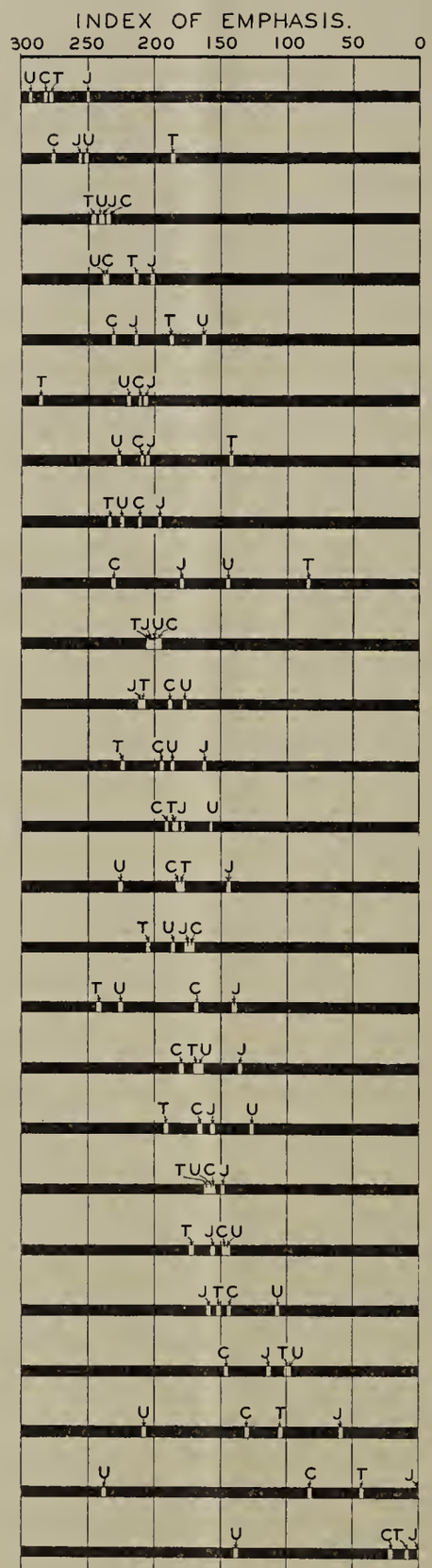
[3] Meyer, Jacob G. Small Colleges and Teacher Training. Public School Publishing Company, Bloomington, Ill., 1928, 162 p.

[4] Withers, John W., chairman, Committee on Teacher Training. The Arts College as a Teacher Training Institution. The Seventh Yearbook, 1929, Department of Superintendence, Part V, pp. 450–464.

[5] Op. cit., p. 500.

Index to Emphasis on Aims

THE RELATIVE emphasis given to each of 25 aims of higher education in 53 universities (U), 191 colleges (C), 59 junior colleges (J), and 145 teachers colleges (T) based upon the percentages of replies of presidents indicating whether each aim was (1) directly and specifically provided for throughout the institution, (2) directly and specifically provided for in some departments, (3) indirectly or incidentally provided for, or (4) not considered.



(Continued from p. 155)

aims of higher institutions because the figure presents only a rough scheme to objectify the relative specific emphases. It does appear, however, that many important aims are directly provided for either throughout or in part by most institutions. The problem lies more with that smaller minority of schools which did not provide or which provided incidentally only that which most institutions provided for directly.

A number of observations can be made. Subject matter aims for the most part head the list. Is not subject-matter mastery a means to the more functional aims even of higher education? Should not the functional aims have outranked them?

The data do seem to indicate that provision for integration and synthesis of education, for taking care of individual differences, training for civic-social responsibility, for leadership, for worthy home membership, for wise use of leisure, and possibly training in manners, are cultural and functional aims that were often not considered at all or left to be incidental—or accidental.

Certain objectives of higher education which relate to the more effective functioning of the college graduate in the world to-day are being emphasized more and more. For teachers, the attainment of accurate scholarship must never be relinquished; it is their stock in trade. However, as guides of childhood, youth, and adolescence in their developmental stages, teachers need to be broad in point of view, sensitive to problems of to-day, accurate in knowledge, and stimulating in thought. For a program which includes all these, the modern college and university have facilities. Moreover, they show promising trends in this direction. Never has more thought and experimentation been given to curriculum problems than is occurring in the best of these institutions now.

(Continued in next issue)

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COLLEGE SCHOLARSHIPS

THIRTY-FIVE TUITION SCHOLARSHIPS for the academic year 1933–34 to selected graduates, boys and girls, of accredited high schools and junior colleges in the United States, will be awarded by the University of Southern California. Selections will be made from applicants who have attended high schools having an enrollment of 100 pupils or more and from junior colleges, and will be made on the basis of a careful analysis of scholarship record, personality record, school citizenship record and educational promise. For further information address: Dr. Frank C. Touton, vice president, University of Southern California, University Park, Los Angeles, Calif.

The Herald's Horn

By CLINE M. KOON*

SCHOOL BROADCASTING is the title of the world survey made by the International Institute of Intellectual Cooperation under the auspices of the League of Nations. This report, which presents a comprehensive picture of school broadcasting, may be purchased from The World Peace Foundation, 40 Mount Vernon Street, Boston, Mass.

TWENTY-SEVEN Rochester and three suburban schools are using radio lessons in natural science, social studies, and elementary geography. These radio lessons are being prepared under the supervision of Miss Laura MacGregor, director of curriculum research, Rochester public schools, Rochester, N. Y.

THE Pittsburgh Musical Institute, one of the first educational institutions in the entire world to broadcast regularly, is still on the air, over radio station WWSW, Pittsburgh, Pa. Series of sonatas, historical organ recitals, and talks on the structure of music are broadcast weekly.

ALMOST from the beginning of broadcasting, the University of Chicago has been on the air. At the present time, the following weekly schedule of programs is being broadcast:

Sunday

10.30 a. m.[1] Organ recital—Frederick Marriott. WMAQ.
11.00 a. m. Religious service. WMAQ.
2.30 p. m. The University of Chicago Round Table. WMAQ.

Monday

11.00 a. m. Intermediate Spanish—Prof. Carlos Castillo. WMAQ.
6.45 p. m. Lecture. WJJD.

Tuesday

11.00 a. m. The Expansion of Europe in the Twentieth Century—Prof. Arthur P. Scott. WMAQ.
12.00 noon. Readings of Good Literature—Prof. Bertram G. Nelson. WJJD.
2.30 p. m. Marching Events—Prof. Harry D. Gideonse. WMAQ.
6.45 p. m. Lecture. WJJD.

Wednesday

11.00 p. m. The Expansion of Europe in the Twentieth Century—Prof. Arthur P. Scott. WMAQ.
12.00 noon. Readings of Good Literature—Prof. Bertram G. Nelson. WJJD.
6.45 p. m. Lecture. WJJD.

Thursday

11.00 a. m. The Expansion of Europe in the Twentieth Century—Prof. Arthur P. Scott. WMAQ.
12.00 noon. Readings of Good Literature—Prof. Bertram G. Nelson. WJJD.
6.45 p. m. Lecture. WJJD.

Friday

11.00 a. m. The Expansion of Europe in the Twentieth Century—Prof. Arthur P. Scott. WMAQ.
12.00 noon. Readings of Good Literature—Prof. Bertram G. Nelson. WJJD.
6.45 p. m. Lecture. WJJD.

Saturday

8.30 a. m. News from the Quadrangles—William V. Morgenstern. WMAQ.
9.00 a. m. The Professor at the Breakfast Table. WMAQ.
12.00 noon. Elementary German—Prof. William Kurath. WJJD.
12.15 p. m. Elementary French—Prof. Leon P. Smith. WJJD.

[1] Central standard time.

* Specialist in education by radio, Office of Education, U. S. Department of the Interior.

Radio Broadcasting Courses

SEVENTEEN COURSES in radio broadcasting and program building are being offered in colleges and universities of the United States, according to incomplete returns to an inquiry sent out recently by the Federal Office of Education. More than 50 other institutions of higher learning, which do not offer formal courses in this field, report that they provide some instruction in broadcasting in connection with other courses or to voluntary groups. Brief descriptions of courses offered follow:

BOB JONES COLLEGE, Lynn Haven, Fla.

Program Building and Radio Technique

The planning of radio programs, the writing of continuity, announcing, diction, program rehearsing, directing, etc. Regular school year.

CHICAGO MUSICAL COLLEGE, Chicago, Ill.

Radio Broadcasting Course

[Especially designed for teachers and singers]

Radio broadcasting with its tremendous possibilities has in the last few years attracted the serious attention of but comparatively a small number of musicians. This new field, which has supplanted to a large extent the concert, lyceum, chautauqua, and phonograph, is as yet untouched by the musical profession.

While, as yet, broadcasting is in its infancy and its ultimate possibilities can not be hazarded by even those who blaze the trail, there are definite principles now perfected without which the most finished artist can not hope to give finished radio performances.

Teachers must acquaint themselves with the special technique required for this type of performance that they may in turn give their pupils assurance of preparation for this new field. Regular school year.

CINCINNATI COLLEGE OF MUSIC, Cincinnati, Ohio.

Public Speaking

Special stress on the training of radio announcers and artists. Regular school year.

KANSAS CITY-HORNER CONSERVATORY, Kansas City, Mo.

Radio

The radio has become an important medium for the dissemination of music and entertainment. Classes in radio broadcasting are conducted at the conservatory. Frequent opportunities for radio appearances are provided for students who are qualified so to perform. Regular school year and summer.

KANSAS STATE COLLEGE OF AGRICULTURE AND APPLIED SCIENCE, Manhattan, Kans.

Radio Speaking and Announcing

The essentials of radio speaking—voice, preparation of material for broadcast, announcing, and customary studio regulations. Offered by the department of public speaking in conjunction with the staff of the college radio station. The equipment of the college broadcasting station will be used for laboratory work. Regular school year.

The Radio Program

Prerequisite: Radio speaking and announcing.

Analysis of program types, with particular attention to educational, dramatic, and advertising programs; experience in the planning of programs and in the construction and presentation of original features. Regular school year.

MUNICIPAL UNIVERSITY OF OMAHA, Omaha, Nebr.

Radio Broadcasting and Program Building

A general survey of the field of radio programs and an analysis and classification of programs, and a general technique of broadcasting. Programs will be classified and studied. Students will be encouraged to create different types of radio programs for educational, recreational and advertising purposes. Regular school year.

Radio Broadcasting

A survey course which acquaints the student with the problems and practices of modern radio broadcasting, giving special consideration to the following phases of the industry: Music, specialized music, the announcer, special events, radio chains, writing for the radio, producing, the commercial department, radio speech, engineering, specialized audiences, radio actress, and radio dramatics. Regular school year.

NEW YORK UNIVERSITY, New York, N. Y. University Extension Division.

Radio Speaking

Preparation for speaking over the radio. The course includes composition and delivery of radio talks, the

use of the voice in radio speaking, the standards of pronunciation, microphone technique, and all of the finer points of difference between radio and platform speaking. Members of the class throughout use actual radio equipment, broadcasting speeches from the studio to the classroom, and from the classroom to the studio. In addition the more proficient students may have the actual experience of broadcasting over one of the local stations. It is advisable, though not necessary, that applicants for this course have had or take at the same time elementary public speaking. Regular school year.

PASADENA JUNIOR COLLEGE, Pasadena, Calif.

Radio Speaking

Includes ear-training, speech training, bodily poise and control, training in voice placement and breathing for artistic speaking, articulation, enunciation, phonetics, vocabulary building; the relation of the customer, announcer, and listener in advertising continuities, the composition of continuities, and practice of speaking into the microphone. Regular school year.

STATE UNIVERSITY OF IOWA, Iowa City, Iowa.

Speech in Radio Broadcasting

Problems in speaking over the radio: Voice, diction, broadcasting of plays, announcing. Open to juniors and seniors. Regular school year.

UNIVERSITY OF AKRON, Akron, Ohio.

Radio Speaking

This course is taught four times during the year. It is a general course in the field of radio. Included in it is a study of (and then microphone practice of) announcing, advertising, public speaking, acting, program building, continuity writing, voice training and interpretation, education, and the writing, or cutting and adapting of radio drama. The class broadcasts a 30-minute play each week over WADC, local station. Regular school year.

UNIVERSITY OF SOUTH DAKOTA, Vermilion, S. Dak.

Radio Broadcasting

The essentials of radio speaking, writing, acting, and singing. Planning of programs and practical broadcasting experience over station KUSD. Regular school year.

UNIVERSITY OF SOUTHERN CALIFORNIA, Los Angeles, Calif.

Radio Speech

Theory and practice of radio broadcasting as distinguished from platform speaking. Review of experimental work done in the laboratory of the University of Wisconsin and elsewhere. Class practice with the audition system. Summer.

Radio Broadcasting

A practical course in preparation for radio broadcasting. Voice placement, diction, natural intonations. Frequent radio tests. Broadcasting of plays, poetry, and speeches. Regular school year.

UNIVERSITY OF WISCONSIN, Madison, Wis.

Radio Speaking

Instruction in the preparation of continuity and its presentation over the radio. Regular school year. Summer.

SYRACUSE UNIVERSITY, Syracuse, N. Y.

Radio Technique

This course undertakes the study of radio programs by examining the types of attention the listeners give, the limits of his attention, and the general reaction of the listener to various radio programs. The class undertakes this study through first-hand examination of controlled areas in Syracuse and vicinity and later checks these results with the published material on this problem. Later in the semester the principles of radio speaking are studied. This study includes voice exercises for speaking, reading with proper pause, stress and intonation, and exercises in extemporaneous speaking and impromptu reading. The course thus analyzes what the listener expects, and attempts to fulfill this need by the study of program speaking and announcing. Regular year. —CLINE M. KOON.

FOR SCHOOL ADMINISTRATORS

AN EXHIBIT BOOK containing samples of permanent and cumulative record forms used by various school systems of the United States is available for use by school administrators and others who are developing such forms for use in their school systems. The Office of Education will lend this book on request.

Drawing by Erwin H. Austin, Pratt Institute, Brooklyn, N. Y.

By SABRA W. VOUGHT

Librarian, Office of Education

"RESEARCH should quit racing the engine" says George H. Betts, professor of education and director of educational research of Northwestern University, writing in Educational Trends for January. He believes that educational research "should spend more time in helping to solve concrete situations and less time in hunting for sure-fire problems that will look well in statistical tables and complicated graphs."

In Educational Method for February appears an article by Bess Goodykoontz, assistant commissioner of education, on the subject of supervision. The scope of the article is explained by the title "The integration of the activities of various supervisors dealing with the same groups of teachers."

A recent bulletin of the University of the State of New York outlines the methods by which the teacher may meet and study the ever-present problem of the maladjusted pupil. Frederick L. Patry, New York State Education Department psychiatrist, addresses "teachers and teachers in training" in his study entitled "Methodology in the formulation of mental hygiene case studies."

"There has never been a time when a period of fifty years meant as much change as it does today." This is the closing sentence of an article in School for February 16. Commissioner of Education, William John Cooper, writing on "The Course of Study in 1950" points out the changes that must be made, not only in the curricula but in the methods of living in order to keep pace.

How children are to be "conditioned" by the school under the régime of Technocracy in the year 1950 is vividly and humorously protrayed in the National Elementary Principal for February. Ichabod Crane "a credulous schoolmaster and a typical yokel" returns to recount his experience with the modern school under the title "Technocrazy."

Eli C. Foster, Central High School, Tulsa, Okla., has written an interesting article on nonathletic organizations, which is published in the High School Teacher for March. He describes programs of several organizations including those that have been curricularized and meet in regular class periods, and those that meet after school or during the homeroom period.

The Jewish Teacher, a quarterly magazine for Jewish religious schools, issued its first number in January. It is published in mimeographed form at the Merchants Building, Cincinnati, Ohio. Its aim is to keep in touch with what is going on in the field of education, and to give practical suggestions to the classroom teacher.

An account of New College which opened last fall as a professional undergraduate and coeducational unit of Columbia University, appears in Columbia Alumni News for March 10. New College is devoted entirely to the training of those who plan to teach in elementary, nursery, and secondary schools. Dr. Thomas Alexander is the founder and director of this experimental college in which 143 students are enrolled for the first year.

New Government Aids for Teachers

THE PUBLICATIONS LISTED *may be purchased from the Superintendent of Documents, Government Printing Office, Washington, D. C., at the prices stated. Remittances should be made by postal money order, express order, coupons, or check. Currency may be sent at sender's risk. If more convenient, order through your local bookstore.*

Compiled by MARGARET F. RYAN

Editorial Division, Office of Education

Publications

United States Earthquakes, 1931. 27 p., illus. (Coast and Geodetic Survey, Series No. 553.) 5¢.

Summary of earthquake activity in the various States and outlying parts of the United States. (Geology; Seismography; Geography)

Public Health Education—The Functions of the University and of the Private Foundation. 16 p. (Public Health Service, Reprint No. 1550.) 5¢.

Under university functions are listed (1) Research and investigation; (2) Training of public health personnel; (3) Special and general informational courses in hygiene and public health; and (4) Student health service. Under the functions of nonofficial health agencies are discussed (1) Private foundations; (2) Voluntary health organizations; and (3) Insurance companies and commercial firms. (Health education; Sociology)

Leather in the British Empire—Production, Trade, and Raw Materials. 102 p., illus. (Bureau of Foreign and Domestic Commerce, Trade Promotion Series—No. 140.) 10¢. (Economics; Geography; Commerce)

Usefulness of Birds on the Farm. 14 p., illus. (Department of Agriculture, Farmers' Bulletin No. 1682.) 5¢.

A discussion of the general usefulness of birds in destroying insect pests on the farm, in the orchard, gardens, berry patches, etc., and of the essentials of bird attraction, such as the suppression of enemies and the provision of food, water, and nesting sites. (Agriculture; Ornithology; Nature study)

Administration of the Affairs of the Natives of Alaska. 11 p., multigraphed. (Department of the Interior, Office of Indian Affairs.) Free.

Report on the status of natives of Alaska, their population, distribution, and education. Administrative organization at Washington, D. C., Seattle, Wash., and Juneau, Alaska, is included, as well as reports on the six school districts of the Alaska School Service, the Medical Service, and the Reindeer Service. (Civics; Geography; Sociology; Education)

Extradition—Treaty Between the United States of America and Greece. 14 p. (Department of State, Treaty Series No. 855.) 5¢.

Text of treaty in both English and Greek.

Training Teachers in Supervised Farm Practice Methods—The Pre-employment Training of Teachers of Vocational Agriculture to Conduct Supervised Farm Practice in All-day Schools. 125 p., illus. (Federal Board for Vocational Education, Bulletin 165, Agricultural Series No. 42.) 15¢ (Teacher training; Vocational education).

Cotton Production and Distribution, Season of 1931–32. 74 p., illus. (Department of Commerce, Bureau of the Census, Bulletin 169.) 10¢.

Mainly statistics.

Film strips

Information regarding the following film strips may be had by addressing the Office of Cooperative Extension Work, Department of Agriculture, Washington, D. C.:

Series No. 278. Some principles of breeding demonstrated with the herediscope (40 frames), illustrating the practical application of some of the fundamental laws of heredity which heretofore have been little understood by dairy cattle breeders.

Series No. 285. Livable living rooms (50 frames) illustrating the fundamental principles of home decoration and demonstrating that homes may be attractive without great expense.

Courtesy Department of Agriculture

The Farmers' Friend. See Reference: "Usefulness of Birds on the Farm."

Maps

Standard Time Zones of the United States and Adjacent Parts of Canada and Mexico. 28 by 17½ inches. (Bureau of Standards, Miscellaneous Publication No. 111.) 10¢.

The United States Geological Survey has published the following maps of the United States:

A wall map, 55 by 85 inches, in two sheets, on a scale of 37 miles to 1 inch, without contours, showing coal fields. Price, $1; if included in wholesale orders, 60 cents.

A wall map, 49 by 76 inches, in two sheets, on a scale of 40 miles to 1 inch, either with or without contours. Price, 60 cents; if included in wholesale orders, 36 cents.

A wall map, same size and scale as preceding map, without contours, showing producing coal districts. Price, 75 cents; if included in wholesale orders, 45 cents.

A wall map, same size and scale as two preceding maps, without contours, showing oil and gas fields. Price, $1; if included in wholesale orders, 60 cents.

A wall map, 40 by 62 inches, on a scale of 50 miles to 1 inch, on which is indicated by depth of brown and blue colors the relative height of the land and the depth of the sea. The position of the principal cities and the boundaries of the States are shown. Price, 75 cents; in lots of 10 or more, 50 cents.

A map, 18 by 28 inches, on a scale of 110 miles to 1 inch, either with or without contours. Price, 15 cents; if included in wholesale orders, 9 cents.

A relief or hypsometric map (one showing heights of mountains with reference to the sea level), same size, scale, and price as preceding map; altitudes indicated by colors.

A base map, 11 by 16 inches, on a scale of 190 miles to 1 inch. Price, 5 cents; if included in wholesale orders, 3 cents.

A base map, 8½ by 12 inches, on a scale of 260 miles to 1 inch. Price, 1 cent; if included in wholesale orders, five for 3 cents.

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More than 100 men and women make up the staff of the Office of Education in the United States Department of the Interior. They are constantly engaged in collecting, analyzing, and diffusing information about all phases of education in the United States, its outlying parts, and in foreign countries.

UNITED STATES DEPARTMENT OF THE INTERIOR

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United States Department of the Interior
Office of Education

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By KATHERINE M. COOK

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By William Atherton DuPuy

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U. S. GOVERNMENT PRINTING OFFICE: 1933

SCHOOL LIFE

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May 1933

Vol. XVIII • No. 9

IN THIS ISSUE

▼

Official Organ of the Office of Education

UNITED STATES DEPARTMENT OF THE INTERIOR • WASHINGTON

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The Office of Education, U.S. Department of the Interior, Washington, D.C., for published information on—

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Elementary Education

Secondary Education

Colleges and Professional Schools

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School Legislation

Exceptional Child Education

Rural School Problems

School Supervision

School Statistics

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Contents

Cover illustration by Frank X. Kilroy, Abbott School of Fine Arts, Washington, D. C., adapted for the Office of Education exhibit at the Minneapolis convention of the N.E.A. Department of Superintendence.

OFFICE OF EDUCATION NEW PUBLICATIONS

Adjustment of Behavior Problems of School Children, Bulletin, 1932, No. 18 . 10 cents
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How School Departments of Home Economics Are Meeting the Economic Emergency, Circular No. 84.
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Collegiate Courses in Transportation, Circular No. 91.

OFFICE OF EDUCATION
United States Department of the Interior

SCHOOL LIFE

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 to promote the cause of education throughout the country." To diffuse expeditiously information and facts collected, the Office of Education publishes SCHOOL LIFE, a monthly service, September through June. SCHOOL LIFE provides a national perspective of education in the United States. Order its service for one year by sending 50 cents to the Superintendent of Documents, Government Printing Office, Washington, D.C. To foreign countries, 85 cents a year. On all orders for 100 copies or more to be sent to one address, the Superintendent of Documents allows a discount of 25 percent. Enter subscriptions also through magazine dealers. Send all editorial communications pertaining to SCHOOL LIFE to Editorial Division, Office of Education, U.S. Department of the Interior, Washington, D.C.

SCHOOL LIFE

Issued Monthly, *except July and August*, by the United States Department of the Interior, *Office of Education*

Secretary of the Interior : *Harold L. Ickes* · Commissioner of Education : *William John Cooper*

VOLUME XVIII . *WASHINGTON, D.C. - MAY 1933* NUMBER 9

The Carmel Plan

By CHARLES K. TAYLOR*

THIS CONCERNS a very unusual but very practical, and almost costless program that aids schools in finding the vocational aptitudes of their pupils and provides an excellent grade of prevocational training. We are calling it "The Carmel Plan" because the small rural town of Carmel, N.Y., is the first one to put the complete plan into operation.

Problem

After all, it is an important matter. Our great cities, to be sure, can do something constructive about vocational training. They have the means and can provide equipment, although in general our vocational schools are narrow in their scope and highly expensive to equip and maintain. Vocational training of any kind in thousands of small towns and villages is simply out of the question. Very few of these are able even to provide commercial courses. So if the village of Carmel has accepted and put through a plan making a wide range of prevocational training easily possible, then we have a matter of first importance. And it is a fact that practically without cost Carmel children are receiving vocational training in a wider range of subjects than even large municipal vocational schools can care for.

How it began

This development began last fall when the board of education came to the conclusion that too much so-called education is aimless and planned with little consideration of the various levels of capacity and the many kinds of vocational aptitudes. Their first step was to request the Vocational Research Bureau to make a study of the vocational aptitudes of the pupils in the 10th, 11th, and 12th grades. We might say a word or two about this bureau. It developed as a part of the same general endeavor that a few years ago produced the Educational Records Bureau of New York—a school-service organization planned to care for objective testing programs at cost. As the Vocational Research Bureau requires, among other things, a carefully reported school record of each pupil, and as schools vary much in their work and in their marking, it seemed well, about 6 years ago, to ease up on the vocational study and to develop a test-marking bureau that would aid in giving judgments concerning academic achievement, based on objective tests, and using "national norms". This testing bureau becoming firmly established, the study of vocational aptitudes continued, and though the general system used had its beginnings in 1919, it was opened to schools in general only last fall.

Suggestions

The Vocational Research Bureau, then, is also a school-service organization, planned to aid schools in finding the vocational aptitudes of their pupils and to suggest plans for vocational training with the resources of different communities in mind. It charges for its services fees that are as near to cost as possible.

IF YOU THINK

. . . a friend in education would be interested in one or more specific articles in this issue of *School Life*, kindly send his name and address to the Office of Education, Washington, D.C. We will gladly send him a marked copy.

To date the bureau has not accepted any particular vocational test, as it seems well to await sufficient proof of validity. It makes its recommendations on the basis of an analysis and study of various kinds of information concerning each pupil—the school history of achievement, the history of objective tests, family histories of vocations and hobbies, personal characteristics as noted by several different people, and so on. This information is placed on several data cards and sent to the bureau, which makes its study and returns the cards with suggestions. This work was done at Carmel, among other places, at the instance of the board of education.

When the data concerning the pupils in the three upper grades had been studied and their most hopeful vocational aptitudes noted, then the board had a special meeting with the director of the bureau.

"It is all very well", said one of the members, "to find these aptitudes. But what can we do about it? We know very well that most of our pupils are wasting a lot of time over things that are not very important and that we are sacrificing the nonacademic majority for the benefit of the academic minority, and that this is even more true of the small school systems than of the large ones. And we are not even training the academic minority according to their special capacities. You have noted about 16 different kinds of vocational aptitudes—and we are not able even to give the ordinary commercial course!"

England's institute

Then was put before them an adaptation of a plan not unknown in England. For instance, in the school town of Bedford they have what they call the "institute." Now, this "institute" uses regular school buildings and some of the teachers are members of the school

* Director, Vocational Research Bureau, Kent Cliffs, Putnam County, N.Y.

170972—33——1

staffs. The point is that pupils, who may be boys as young as 14, are here enabled to follow an interest or aptitude for several years, and the courses range all the way from grocery merchandising to architecture and chemistry. And here's the point. Last year this "grocery" class was largely in charge of the proprietor of a large grocery company. An architect of my acquaintance gives a couple of long periods each week to classes in mechanical and architectural drawing. And so on. The pupils pay, it is true, a fee, but it is a ludicrously small one—12s per annum, but the thing to remember is that the help of folk outside of the regular school staff makes the broad program possible. Here is an idea for us!

The six members of the Carmel board saw the application at once, and with enthusiasm. Incidentally, they represented five different kinds of vocations among them. One owned a machine shop and forge. Said he, "Well, if you find any boys with a real mechanical aptitude they may come to my shop once a week, at a regular time, and so learn what this kind of work is really like". Another member who owned a department store made a similar offer. And so did a newspaper publisher. The idea spread. And so it was arranged that pupils showing definite aptitudes and interests could, if invited, put regular periods, *during school time*, in the offices and shops of Carmel citizens who wished to cooperate. Carmel citizens did emphatically wish to cooperate as soon as the plan was put up to them. So it is that of two or three boys wishing to take up medicine, the one who was found to possess the proper mental and personal qualifications has been taken in by a doctor, for a specified number of school periods per week. It is reported that in a very short time this lad learned the use of all the doctor's instruments, finally taking over the charge of their sterilizing, and, within a week of his beginning, efficiently aided the doctor when two badly injured and mutilated men, victims of an auto accident, were carried into the dispensary.

Two girls wished to take up teaching. One was found to have the necessary mental capacities and personality, and she is spending a definite amount of time each week assisting teachers in the lower grades. Two boys spend their weekly vocational periods in the board member's machine shop. A girl has been taken in by the county social worker's office. Three pupils who showed more than a usual capacity for art are cared for by an experienced artist whose studio is in the neighborhood. And so on. Do you see what has happened? As far as we know, and for the first time in the United States, there has developed a community effort to aid a school in giving real pre-vocational training, and as might have been expected, this responsibility and cooperation is having its effect on the community itself. The pupils, of course, go to the shops and offices during school time, and they will receive credit for accomplishment when it comes to gaining the high school diploma.

Training—no cash

After all, what a simple matter it is! Here is a small town of about 2,500 people giving the older boys and girls probably a better and more realistic vocational training than is likely to be given even in the highly expensive municipal vocational schools. And—this is a beautiful thought, especially for these days—this training is given at *no cost* to pupils, schools, or the cooperating citizens. This is something that might be done in considerably smaller communities, and an adaptation of the same plan might be applied with great benefit even in great cities where the vocational training is likely to be limited to the trades and to no great number even of these.

Carmel is doing one or two other interesting things that might well be described one of these days. For instance they have placed the development of a capacity for responsibility as one of the essentials of high-school training and they have decided to reorganize the curriculum of the last 6 years of school—something that many are talking about.

As Stanley Cornish, president of the school board, said, "Someone always has to make a start. Most of us know when things should be done and forward steps taken. And we all wait around for someone else to make the start. Well, we were tired of waiting and so decided to go ahead, to see if we could not give these children some training and some education that would have some relation to life, its needs and opportunities."

College Student Tide Slacks

A SLOWING UP in the increase of students above secondary grade in the United States is suggested by reports for 1931–32 received at the Office of Education. Up to November 1, 1932, some 491 universities, colleges, and professional schools (excluding teachers colleges and normal schools) which had made statistical reports for 1930 had also reported for 1932. A summary of these reports appears in the table below.

The percent of increase for all institutions reporting is 3.3. For the period 1928–30 it was 6.4 and for 1926–28 it was 13.2. It is quite possible, of course, that the 1930–32 percent will be altered somewhat by the inclusion of reports not on hand at the time of this tabulation, although more than 45 percent of all institutions in the country are included.

While some institutions showed marked decreases in enrollment, others reported great increases. Chaffey Junior College (California) more than quadrupled its number of students; the University of Hawaii nearly doubled, and Louisiana State University gained 50 percent. Three State junior colleges in Arkansas reported increases ranging from 89 to 125 percent. Among the private institutions reporting large proportionate increases are Loyola University (Illinois), Birmingham-Southern College (Alabama), Lewis Institute (Illinois), University of Tulsa (Oklahoma), Northland College (Wisconsin), Morris Harvey College (West Virginia), and Campbellsville Junior College (Kentucky).

The percent of increase for land-grant institutions is 5, that for other State universities is 2.1, and for municipal universities 12.

Comparative enrollments of students above secondary grade, 1930–32, universities, colleges, and professional schools

Grade or type of control	Number of institutions reporting	Enrollment		Increase [1]	
		1932	1930	Number	Percent
Degree-granting:					
Public	79	256,820	243,761	13,059	5.4
Private	300	206,095	209,478	−3,383	−1.6
Total	379	462,915	453,239	9,676	2.1
Junior:					
Public	53	25,394	19,056	6,338	33.3
Private	58	9,188	9,120	68	.7
Total	111	34,582	28,176	6,406	22.7
All schools:					
Public	132	282,214	262,817	19,397	7.4
Private	358	215,283	218,598	−3,315	−1.5
Total	490	497,497	481,415	16,082	3.3

[1] Decrease indicated by a minus sign.

—HENRY G. BADGER.

Alcohol

How changing liquor laws revive a teaching problem

By JAMES F. ROGERS, M.D.*

Return of the 10-cent glass of beer in Florida, with special legislation passed by the State House of Representatives, enriches the revenue coffers for school purposes $2,000,000 a year in this State. The schools get tax levies of one-half cent a pint, an annual license fee of $250 from manufacturers, $100 from wholesalers and $15 from retailers.

THE CHANGE which has come to pass in majority opinion concerning the public sale of alcoholic beverages brings with it some modification of attitude in regard to education concerning the effects of alcohol. There has been, during the past decade, need for schooling along this line, for alcoholic drinks have not been absent, but the legalization of their sale places a stamp of public approval upon them which alters the situation decidedly.

Instruction concerning the effects of alcohol will be no new addition to the curriculum, for in all but two States it is required by law. Most of these laws date back to the decade between 1880 and 1890, when a wave of legislation on this subject swept the country. The first State to act was Vermont, which in 1882, added to the branches to be taught in its public schools "elementary physiology and hygiene, which shall give special prominence to the effects of alcoholic drinks, stimulants and narcotics, upon the human system".

By 1890 all but 10 States and Territories had passed laws on the subject, practically all of which were mandatory. In 16 States the subject was to be studied by "all pupils in all schools". Whether it was to be studied every day was not made clear. In 21, it was to be taught in the same manner and as thoroughly as other subjects, and in 29, teachers unprepared in this field of knowledge were not to be permitted to hold certificates. Textbooks adapted to both elementary and high-school grades were soon forthcoming. In some States the number of pages, or the proportion of pages, to be devoted to this subject in the textbooks was prescribed, and Mrs. Mary H. Hunt, who seems to have been the chief activator of the movement, recommended as "none too much", four textbook lessons in physiology and hygiene (with due reference to the effects of alcohol and other narcotics) for 14 weeks of the school year, from the beginning of the fourth year of schooling through the first year of high school, or 240 lessons in all. Then, as now, the school course was "overcrowded" and such persistent instillation of truth along this line was rarely, if ever, carried out. In fact these laws, like some more recent ones, were not always fully obeyed either in letter or in spirit.

Many of the laws of the eighties have been revised in more recent years and all but two of the States, or then Territories, without them, have added such laws to their statutes. The most recent change is in the law of Indiana, which this year specifies that the textbooks on physiology and hygiene for grades 4 to 8 must include material on the harmful effects of alcohol and narcotics and provides for the suspension of licenses of teachers failing to teach this branch.

The Bureau of Prohibition of the U.S. Department of Justice published in 1931 a digest of the State laws entitled, "Alcohol, Hygiene and the Public Schools," to which those interested in such legislation are referred. In that publication attention is called to the fact that 13 States have set aside one day each year as Temperance Day, "when, to the exclusion of all other school work, for a period of from one to three hours a standard program is presented, carried out by pupils of all grades, summarizing the teaching of the year and asking pupils to present in different forms their conclusions as to the effects of alcohol and narcotics on the human system."

The sweep of legislation mentioned is all too indicative of the amount of intemperance which prevailed a half century ago and of its dire effect upon both the individual and society. A still more forcible reminder of the evils of intemperance is the character of much of the material used for instruction on the effects of alcohol. Many of the statements made orally, or by book, to school children were, to say the least, highly exaggerated, but they were exaggerated because of the strong feeling back of the teaching which led to more than mere bias. The instructor meant to teach only what was abundantly proven, but statements without foundation crept into the lesson. The exhibition of extreme examples were too common and must often have had the effect of producing skeptics rather than believers in the classroom.

The educators were not wholly to blame for what they taught, for there was, at the time, considerable dearth of sifted knowledge on the effects of alcohol. Experimental pharmacology now furnishes a better foundation of facts, and we have in recent years such sane presentations of the subject as that of the British Medical Research Council, 1924, the more recent symposium, "Review of the Effect of Alcohol on Man" (Victor Goelancz, 1931), and "Alcohol and Man" by Haven Emerson and others (The Macmillan Company, 1932). We have better material for teaching the physiological and psychological effects of alcohol but that on the social and economic features of the subject will hardly need revision. The example of the greatly diminished use of alcohol in medical practice is also a help to the teacher.

Always the teacher has the perplexing problem of warning against daily practices permitted by law and established in some quarters by custom. It is difficult for the child to understand why the doings of some "very good people" should be considered unwise or harmful.

Perhaps, as in all subjects bearing on human behavior, the presentation of the use of alcohol from the historical standpoint places the student in the best position to weigh the value of the information he receives. The trend for a long time has been decidedly and rapidly toward temperance for the reason that there are better things to do nowadays than to benumb one's nervous system or derange his judgment. It is the first purpose of education to arouse in the child the desire to be his best and to do his best and certainly there is little evidence that alcohol has been helpful toward attaining the "good life." It is much more useful in helping us to forget life.

Headlines herald the return of a difficult teaching task.

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Why Teach Home Economics?

By BESS GOODYKOONTZ *

THIS QUESTION is being asked all over this country at the present time. Reduced budgets for public schools have sharpened the need for examining every school activity to see whether it pays its way in value to the children. To do so it must help them learn new and better ways of living, must really make a difference to them. The question becomes, then, "Does home economics as taught in the schools make a difference to people in ways that are important?" Let's see if it does.

The first home economics teacher I ever knew taught in a small consolidated school in Iowa. The first week of school she took her little Brownie kodak to school and took a picture of each girl in the clothing class. The pictures were finished and admired and forgotten, as the problems of selection of materials, of design, of color, and of appropriateness engaged the girls' attention along with making various garments. But toward the end of the year, all unannounced, the kodak went back to school and more pictures were taken, for it was the theory of the teacher that the study of clothing ought to make a difference—in fact, a visible difference—in her students. The pictures of before and after taking were exhibit A to prove her theory.

Problems

Not all the things that boys and girls study in school can be shown to have such immediate effects in changing their ways of thinking and behaving. But home economics, more than many other fields of work, consists of problems that are worth solving right now: Selecting and preparing foods, keeping accounts, planning schedules, furnishing their own rooms, buying and making clothing, and taking care of children. Such studies provide opportunities to try new things, to invent, to develop one's own taste, and in some cases to look ahead to remunerative employment. These are what we may call "here and now" values; they are presents to take home from school every night, to be enjoyed by the owner and shared with other members of the family.

But important as these values are to boys and girls, they are not enough. They are only half—the receiving half. Those who have so generously received must pay back to the community as adults by meeting the problems of earning a living, making homes, caring for their children, sharing in the community's social and civic activities better than they would have done without this training. This paying one's debts to society is part of growing up.

Helping parents

Does home economics as it is taught in the schools help grown-ups to meet these grown-up problems? Let's see what some of them are:

One of the most serious which hundreds of thousands of families are facing right now is that of keeping the family well fed, clothed, and housed in spite of greatly reduced incomes. The buyer must know her calories and food values, her clothing materials, and make-over possibilities to cut operating expenses to fit reduced incomes these days. Having some left for insurance, savings, and emergencies is another puzzle. Home economics shows how to do it.

A second set of complications to be faced by families, and particularly by the home-makers, is that produced by our rapid change from a nation of country people to one of city folks. Fifty years ago 70 percent of our people lived in the country; now more than half of us live in towns or cities. More people are working in offices; more people are living in apartments; fewer people have yards and gardens; fewer children have chores to do; more people eat in restaurants and buy their clothes ready-made. Housekeeping is different, and adjusting is painful. Home economics is a course of training in how to adjust to new conditions.

The last decade presented an acute problem to all buyers of goods—and, of course, we all belong to that class. Factories and mills produced things so fast, inventors thought up new things so rapidly, that everyone who had something to sell started a campaign to persuade us to buy—right away and more than we could afford. They were called "educational campaigns," and as a general thing we were no match for them at all. We gave up and found ourselves with things we couldn't afford and couldn't excuse. The *real* educational campaigns are going on in home economics classes, where prospective buyers are learning to stop, look, and sample before they buy.

The big problem

Just one more problem that belongs not only to parents but to all adults who deal with children is that of knowing how to get along with the young generation. Our theories of how to bring up children have changed as much as have our food habits. In courses on child care and training, home economics attempts to help parents and prospective parents in understanding these relationships.

These are only a few of the problems which present-day homes are facing, but they are enough to show that in helping to solve them, home economics is real home-making education. And the whole school program can help with it. Budgeting is part of mathematics, home furnishing and decoration may be studied in art, textiles in industrial arts courses, and food values in health instruction. Besides the separate home economics classes in which all these elements are woven to give them added emphasis, home-making education begins down in the lower grades when little children build play homes, and extends on through high school and college, into night schools and study clubs and classes of home-makers who missed this instruction when they were in school but now want it very much.

And when all of the arguments are in, and the credits are all counted up, that is the answer to the question we started with: Why should we teach home economics in the schools? And the answer becomes a sort of measuring stick for all school subjects: We should teach home economics because it makes a real difference in the lives of the students.

* Assistant U.S. Commissioner of Education, in N.B.C. radio address for N. E. A. hour, March 26.

PARENT-TEACHER CONGRESS MEETS IN SEATTLE

COMMUNITY STANDARDS necessary to meet present conditions of health and safety, for the social development and protection of the child, for adequate financing of school education, and to encourage cooperation of character-developing agencies will be emphasized at the thirty-seventh annual convention of the National Congress of Parents and Teachers in Seattle, Wash., May 21–27. The central consideration will be "The child and his community." A dramatic presentation of the parent-teacher organization in its national, State, district, council, and local aspects will be an outstanding feature.

COURSES FOR PARENTS

WISE SPENDING OF MONEY for food, clothing, and other family needs are now taught in the home service institute of Teachers College, Columbia University. Sixteen short courses designed to help parents meet problems of present-day life are now being given by the regular college faculty. There is a nominal registration fee of $2 per course and no prerequisites or requirements of any kind.

Earthquake

One may shake your school—Are you ready?

WHAT would happen if schools in your community were shaken by an earthquake?

This question is not addressed particularly to West coast readers of SCHOOL LIFE. It is addressed to every educator in the United States.

One of the most violent earthquakes on record took place near New Madrid, Mo., in the middle of the Mississippi Valley. Slight shocks have been experienced in practically every State in the Union. No region is immune. Our earth is not as solid as it looks. It experiences about 30,000 earthquakes per year, or approximately 2 per minute.

In the opinion of experts, the longer a region is quiet, the more serious may be the quake if one comes.

Americans, the Japanese frequently say, are lucky with earthquakes.

Anyone who has seen photographs of southern California schools that collapsed in the March earthquake recognizes the significance of the Japanese comment. The great Tokio quake of 1923 which occurred near noon cost about 150,000 lives. The Long Beach earthquake occurred shortly after 5 o'clock when children had left school.

Seeing pictures of ruined schools ought to make every superintendent, principal, and school-board member think. It ought to make cold perspiration come out on their foreheads. It should give them such sinking feelings in the pits of their respective stomachs that each would immediately ask himself, "Have I taken precautions to protect the children and property under my control from danger in case of earthquake?"

To answer this question four items must be examined:

1. Would the school buildings already built resist an earthquake?

2. What requirements should be asked by architects and builders in making new buildings earthquake safe?

3. Can any other precautions be taken to save life?

4. What about insurance?

Space permits only partial answers to these four questions.

"If inhabitants will heed nature's warnings," reassuringly declares Prof. Stephen O. Taber, earthquake authority, "and take proper precautions in the location and construction of buildings and other structures, earthquakes are not likely to do much damage."

"Proper precautions" have been summarized by John Ripley Freeman, former president, American Society of Civil Engineers.

"A thoroughly well-designed and well-built factory, warehouse, office building, or hotel, built of reinforced rock-concrete around a rigidly braced steel frame, 8 stories in height, built upon soft or mobile ground will safely resist, with only minor fractures, an earthquake shock as violent as any that has ever occurred in the United States or Canada.

"Thoroughly well-designed and well-built wood-frame dwelling houses on good foundations will rarely if ever be injured to a much greater extent than cracking of plaster and toppling over of tops of chimneys.

"Structures of cement blocks, although only one or two stories in height, are likely to be badly shaken apart and their walls thrown down, as also are buildings of rubble stones laid up with weak mortar.

"Ordinary brick veneer on wood framing is shaken off by earthquakes of relatively moderate intensity. Hollow tile walls and partitions, also ordinary brick chimneys, and ordinary brick gables are among the first parts of a building to be damaged."

For more detailed answers to items 1 and 2, the reader is directed to "Earthquake Damage and Earthquake Insurance", by Mr. Freeman, published by McGraw-Hill, New York. It contains, among other useful information, a table (p. 627) showing probable ratio of loss on various types of buildings in a full strength quake. It reports the experiences and lessons to be gained from the San Francisco, Charleston, Santa Barbara, and numerous other earthquakes. Pages 551–555 report Italian building ordinances designed as precautions against earthquakes.

What can a superintendent do to guard against loss of life? Earthquake drills are common in some sections. In the opinion of Commander N. H. Heck, head of the seismology division, Coast and Geodetic Survey, earthquake drills are helpful only for morale purposes. In the March earthquake West coast buildings were shaken down in 12 to 15 seconds. Managua in Nicaragua was destroyed in 7 seconds. If a building is not constructed

Courtesy Coast and Geodetic Survey

Large dots indicate major earthquakes

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Tabloid History of Education

IN THE WASHINGTON Education Journal for February, Supt. Charles E. Cone, of Ephrata, presents a "Tabloid History of My Own Time." Like Lytton Strachey, Francis Parkman, and Frederick Lewis Allen, Mr. Cone has blazed what seems to be a new and inviting path in history telling. Following is but one section of his tabloid account, "Educational History Since 1892." In the same vein he reports medical history, literary history, political history, and advertising history. "Dates and events are not important," Superintendent Cone declares.

Educational history since 1892

Hickory sticks
Vertical writing
Six-month schools
Barnes history
Herbartian steps of learning
Discovering of adolescence
Manual training
P. T. A.
War fever
Behaviorism
Phonics
Standard deviation
Measurements and mental tests
Classification of the sheep and goats
The Winnetka plan
The Dalton plan
The contract method
Character training
More and better football
Bigger and better bond issues
Integrated personalities
Vocational guidance
Masters theses
Counseling
Assistant superintendents
Thousand-dollar institute speakers
Taxpayers' rebellion
Bankruptcy

EARTHQUAKE AN OPPORTUNITY

"HOMEMAKING EDUCATION suffered no set-back in southern California because of the earthquake," according to a letter received in the Office of Education. "In fact, it welcomes the opportunity of using the home as its chief laboratory. We gather the pupils together for two hours each afternoon in the junior high schools, give assignments, receive written work, take roll, and send them home until the next afternoon. It is good for teachers to see their assignments in print."

This practice was used in other subjects. A copy of a school paper from Los Angeles carries three pages of class assignments in physical science, social science, foundry, biology, language, English, commercial subjects, home economics, photography, drafting, and shop courses.

—EMELINE S. WHITCOMB.

VIRGIN ISLAND INSTITUTE

FOR THOSE TEACHERS who are especially interested in the organization of an educational program to meet the needs of a racial or national group, the summer institute of the Progressive Education Association to be held at St. Thomas, Virgin Islands, offers an unusual opportunity.

Outstanding teachers from progressive schools in the United States will give the courses in the summer school and also conduct the demonstration classes, thus linking in a practical way the theory and practices of progressive education. Courses completed in the Virgin Islands summer institute will be accredited by a number of the leading teacher training institutions in the United States. The student group from the United States will sail from New York on July 1st and return on September 5th. The summer program is unusual in that it offers the combination of a delightful sea voyage, a visit to Puerto Rico and the island of St. Thomas, and professional training of outstanding merit.

Further information may be obtained from the Progressive Education Association, 716 Jackson Place, Washington, D.C.

TEACHING CONSUMERSHIP

CONSUMING AND DISTRIBUTION, not production, are the major problems of our age in the opinion of many. Therefore, it is interesting to discover that the New School for Social Research of New York City is offering a course for consumers. D. H. Palmer of the staff of Consumers Research is the instructor.

"The course," the announcement says, "will deal with consumers' services and commodities by brand name and in specific terms. Its primary object is to consider the quality, utility, and price of goods on the basis of scientific data."

Some of the lecture topics: Responsibility for the consumer's ignorance, paying for price tags and packages; the danger of waste of defective electrical appliances; dependability of present sources of information; the measure of government protection; the consumer his own ultimate defender.

Courtesy New York public library

Bronx Library on Wheels

"HERE COMES THE LIBRARY" is a familiar expression in New York City these days, for the New York Public Library recently put into service a brand new 2,000-book library on wheels. The latest automotive pride travels mainly in the Bronx. It has scheduled stops daily on street corners and outside of certain school doors to greet children at dismissal, and invites to its shelves, in all kinds of weather, children, adults, and even the blind, who find regular branches of the city library not readily accessible. The "book traveler" is equipped for sleet or snow. Books are charged from a small compartment beside the driver's seat, and those returned are received in the rear, although selections may be made from the street as well as inside the ultra-modern truck, which measures 29 feet long, 7 feet wide, and 9 feet high. When the "librachine" is ready for readers its sides are extended 13 inches, and the roof, equipped with a skylight, is raised about one foot. This unique library has registered about 8,000 borrowers. Anyone holding a card of the New York public library may take books from it.

Teacher Education Aims

By W. E. PEIK*

THE education of teachers in universities, colleges, and junior colleges is never the sole function of these institutions. The university is a community of colleges or schools, such as liberal arts, law, engineering, medicine, and agriculture, each of which has within itself a unified purpose. In the university there is also found the school of education which functions usually, as do the other vocational units of the university, at both the undergraduate and graduate levels. It prepares for most types of teaching, supervision, and administration in education, just as other units of the university tend to bring together preparation for various types of specialization in other professions. Most of the 105 schools or colleges of education are located in universities and have a professional purpose. It would appear that all preparation of teachers in universities should be assigned to them.

The independent college of liberal arts emphasizes general education of four years, typically providing in the last two years such specialization through the choice of majors or minors as serves the special interest and sometimes the future work of the student. The institution itself does not usually wish to function as a finishing school for vocations in which highly technical training is demanded. Where general background is a large part of what is needed in professional or vocational training, students actually can select certain advanced courses which do provide in a sense directly helpful background for entering some vocations immediately upon graduation. This is done in business, in journalism, and frequently in music. It is done in teaching more extensively than in any other field. There are altogether about 485 institutions, not counting normal schools and teachers colleges, which have departments of education, most of which are in independent colleges of liberal arts and in junior colleges.

The percentage of liberal arts college graduates who go into teaching, according to Meyer[1] in the study cited, has risen from 18 percent in 1900–1904 to 45 percent in 1925–29. The data of the survey show that typically the independent colleges of liberal arts are meeting minimum State requirements. They have provided courses in education, teacher's courses in the teaching fields, practice teaching and observation facilities—sometimes not well supervised, to be sure—almost as universally as do the teachers colleges, and the current trend is the rapid development of these facilities rather than the elimination of teacher education. A number have added special schools of education just as some have schools of music. The college has thus been moving steadily toward the professional education concept. It is equally evident that the teachers college has largely adopted the pattern of the liberal arts college for its 4-year curricula. The major differences are a somewhat stronger, but not much stronger, emphasis upon education; a little less preparation in pure subject matter of the major; and use of campus training schools instead of local public schools for student teaching. The two types of schools, so far as the exterior pattern of the education of 4-year high-school teachers is concerned, are moving toward each other rapidly and in a number of respects have almost met.

Levels

A wide study of the attitudes of academic instructors, special-subject instructors, administrators, and education instructors in teachers colleges as well as in liberal arts colleges and universities revealed that these respective groups in teachers colleges, liberal arts colleges, and universities think much the same on curriculum issues pertaining to the education of teachers. Similarities of attitude are much more characteristic than differences on most proposals based on issues. It would thus seem that since the education of teachers concerns all departments, they should cooperate rather than accentuate minor differences.

Under these conditions of majority agreement of academic, special subject, administrative, and education groups on the issues, the tense feeling which exists here and there to the detriment of the education of teachers and the fear of each to cooperate with the other should be eliminated. Faculties should combine on the best possible program that the institution, working cooperatively throughout all departments, can provide.

One procedure for the liberal arts college seems advisable because of the conflict of general education objectives with the professional objectives in teacher education. Each institution should decide definitely and formally by administrative or faculty action whether or not it chooses to educate teachers in a vocational sense and what kinds of teachers it wishes to prepare. If it decides to educate teachers, it should select definitely one of the following levels:

1. A partial but not a complete preparation of teachers for certification is undertaken during the undergraduate years. In this case only certain general professional courses like general psychology, educational psychology, general principles of secondary education, introduction to education, or history of education might be offered during the third or fourth year. There is also definite provision to suit the content of the major and of the minor field to the broader actual needs of 10 to 15 secondary teaching fields than the content of many study majors such as 25 to 50 specialized departments will provide. Specialization of prospective teachers in non-teaching fields is prevented. The students are sent to professional schools for teachers to complete their preparation during a fourth or fifth year. Cooperative relationships to take care of such students can be made.

2. Complete preparation of certain types of teachers for certification is attempted in a four or five year program. The necessary general and technical courses in education are provided. Proper broad majors and minors which take cognizance of the special needs of teachers are offered. Proper guidance is given. Adequate observation and practice teaching facilities are offered. A strong education department is built up and given opportunity for effective participation on curricular matters pertaining to the educational needs of teachers, and for contacts with public schools and State departments of education.

An institution which formally sets out to prepare teachers in part or entirely should enter into the program wholeheartedly. The serious opposition of those who believe in no other preparation for teaching than a general liberal education, the cold attitude of mere tolerance toward definite professional education for teaching, or the antagonism of a few, sometimes openly expressed to students, tend to prejudice students against a profession they should learn to respect, and later causes employing school officials and State departments to view critically the institutions from which they come. Happily the evidence to the writer, who in the last year has visited 30 colleges and universities, is that this sort of thing is disappearing. No type of institution possesses an exclusive option upon the education of teachers and there is now no scientifically conclusive evidence in favor of any group as such. In the future, increasingly, the professional efficiency and the professional attitude of graduates will more and more decide where better-trained superintendents who demand competency will go to get their teachers and what institutions State departments will accredit for teacher preparation.

[1] See April SCHOOL LIFE, "25 Educational Aims of Universities and Colleges in the United States," by W. E. Peik. This is a continuation of the same article, based on findings of the National Survey of the Education of Teachers.

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The general and distinctive characteristics which should no doubt apply to any institution educating teachers should be:

1. Ability to secure for the teacher a well integrated, functional, general education in all major fields of human knowledge with special emphasis upon social studies and in them upon social, economic, and political problems of to-day; also upon literature, English, the fine arts, biology, the physical sciences, health, and recreation. Traditional requirements in foreign languages or in mathematics may in a changing civilization need less emphasis for the teacher who does not major or minor in them than social studies, fine arts, literature, and the other subjects just mentioned, if there is no time for all during four years of preparation.

2. Ability to give thorough but broad preparation in the subject matter of the fields in which students plan to teach.

3. Provisions for adequate and carefully supervised practice teaching or demonstration in a situation characteristic of better practices in the region where he is likely to teach, where superior critic or supervising teachers are in charge and student teaching is supervised and adequate.

4. Provisions for the professional treatment of the fields of teaching. This may be done by several plans: (*a*) Professional treatment of subject-matter courses as is now attempted in some teachers colleges; (*b*) professionalization of the teaching fields in separate courses concerned alike with content and method. This plan is probably best suited to colleges; (*c*) possibly a combination of *a* and *b*.

5. Unity of purpose with wholehearted cooperation of all departments concerned in the education of teachers to secure the optimum curriculum and to secure for the prospective teacher a sympathetic and wholehearted professional attitude toward her work.

6. A real program of selection involving careful admission of prospects to professional courses, the progressive elimination of the unfit, and final recommendation of the adequately qualified only. Those recommended must possess high qualifications in scholarship, in teaching and social personality, and in character. *They should not be lacking in any one of these.* Institutions can not long avoid the responsibility of careful selection, elimination, and responsible recommendation.

7. Organization of the content of major and minor fields of concentration to meet public-school teaching needs.

8. Adequate orientation in education and educational psychology.

These, it seems to the writer, are minimum essentials which the profession of teachers should ask of any institution whether it be teachers college, normal school, university, college, or junior college. They are essentials which universities and colleges are in position to supply if they will.

Education of Business Leaders

American business leaders have been put under the research microscope by Professor F. W. Taussig, Harvard University, in a book recently published by Macmillan Company, New York City. What Professor Taussig found about the educational history of 7,371 business leaders is included in the review written by Waldo C. Wright for Trained Men. With permission SCHOOL LIFE *reprints the section relating to education.—Editor's Note.*

ANALYZING the schooling of American leaders shows that 25.7 percent completed grammar school, 28 percent finished high or a preparatory school, 13.4 percent entered college but did not graduate, 31.9 percent graduated from college. One percent reported no schooling. Faced with these figures the authors believe they are not warranted in concluding that any one educational attainment may be identified with business success. Somewhat startling is the conclusion that almost 45 percent of our business leaders had no college training. Compared to the men listed in *Who's Who* where college graduates represent 63.7 percent, the number among this group of business men is unduly low. A breakdown of these figures indicates that the number of college graduates is increasing among the younger men. While for the men between 60 and 69 years of age, it is 20.8 percent, for the leaders in the age bracket 35 to 40 it is 42.5 percent, a doubling within 35 years.

College men at top

Among the executives who head our largest businesses, however, the proportion of college graduates is almost as large as the combination of those who have finished high school and grammar school. "An unmistakable positive relation thus appears between degree of school and degree of business achievement, in terms of size of business." No clear relation appears between the nature of position as considered independently of size of business although "the more responsible the position, the more largely do college graduates tend to be employed." Certainly the proportion of college men in the higher business brackets reflects the effect of business training. The indicative conclusion is that "Generally speaking, individuals able to survive the process of educational selection to the point of graduating from college are superior to those leaving school at lower stages. College men do well because they have industry and willingness beyond the average."

The age differential in favor of college men ranges from 2.5 to 5.6 years and is increasing annually.

Data on formal business training shows little relation to business success except to speed up the time of achievement 3 to 4 years. Some 70 percent of these leaders reported no formal business training, although men under 40 prefer taking this training through college or correspondence courses. Seventy percent of our leaders have had no formal business training. Some 3.5 percent received this type of training by correspondence courses, 5.6 in public schools, 12.9 percent in private business schools, 7.3 percent in colleges.

The generation which entered business 30 years ago could and did attain success without formal business training. At that time business training was naturally secured "on the job." Considering only the group over 40, a study of the main occupational classes shows that the sons of laborers make up only 10.8 percent as a group, while the sons of business men embrace 30 percent of our leaders. But divided by size of business, there is little difference in the proportionate number. For the largest businesses, sons of laborers and sons of business men are both exactly 13.7 percent of the executives in that group. A difference shows up in importance of positions held. While sons of major executives attain 54 percent of the jobs of chief executives, sons of laborers hold but 41.1 percent.

5,000,000 TESTS

THE REPORT of the President's Research Committee on Social Trends recently published says the use of mental tests and measurements in our schools has been greatly increasing. A leading publisher sold less than 500,000 intelligence tests in 1920–21, but more than 5,000,000 tests in 1930–31.

Findings of the Federal Office of Education research in the school tests and measurements field are available to school people.

FOR BETTER SCHOOL BUILDINGS

"PROPERLY CONSTRUCTED school buildings are more economical than those that are poorly constructed and arranged," says Charles A. Lee, Missouri State superintendent of schools. "Children are required by law to attend school, and the State and local district are obligated to see that each child has an opportunity to attend school in a building that is arranged to protect the lives and health of the pupils," he declares. "Schoolhouse Planning and Construction," by Superintendent Lee and N. E. Viles, Missouri director of school-building service, is the latest report on school-building construction reaching the Office of Education.

Goodwill Day—May 18

By JAMES F. ABEL*

ON GOODWILL DAY—the Welsh folk call it "Ddydd Ewyllys Da"—May 18, out from the children of Wales the credo given on this page will wing its way by wireless to the other children of the world. The Welsh children, working together in their schools and homes, have made up this short message, strong in its simplicity and directness, to ask children of every race and creed, of every tongue and country, to join with them in a common hope for and faith in peace for all mankind.

Twelve years ago this friendly, neighborly deed, made possible by science, which, like childhood, knows no national boundaries, was first done. Each year the message has spread wider and each year the answers to it have come from more children in more lands and have been more generous in thought until the Goodwill Day celebration has become almost an international rite. Greetings flit from country to country in Welsh, English, French, Italian, German, Spanish, and other languages.

> "Gyda'r ffydd honno a all symud mynyddoedd fe newidir y byd gan ein meddyliau"

says the Welsh child, and his little English cousin hears it to be:

> "With the faith that can remove mountains our thoughts will change the world."

To the German boy or girl, whether in Germany, Austria, or the many other places on earth where Germans have their homes, it becomes:

> "Durch den Glauben, der Berge zu versetzen vermag, werden unsere Gedanken die Welt umwandeln."

To move the mountain is a familiar thought in Italy and here, too, the children will use it:

> "Con la fede che muove le montagne, i nostri pensieri muteranno il mondo."

Perhaps that age-old way of describing great faith in the homely picture of moving mountains is not so common in Spain and the countries that owe their language and culture to Spain, for there the children will speak in terms of having faith the one in the other:

> "Tengamos confianza los unos en los otros y transformaremos el mundo."

In the minds and on the lips of the French children, too, that will be the thought, but more in the form of a rallying cry:

> "Ayons foi les uns dans les autres, et nous transformerons le monde!"

Doubtless the children who voice in any language the ideals of the message will not know or care that May 18 is the anniversary of the opening in 1899 of the First Hague Conference, the first official peace conference to be held in time of peace. But they can be led to feel the thrill of companionship and fellowship with other little folk the world over and that will surely have some influence on their actions when they have grown to be men and women.

To help bring children in schools and homes all over the world into this community of thought so that they may hear and reply to the message, the World Federation of Education Associations has arranged to broadcast internationally through the National Broadcasting Company's network, on Goodwill Day between 1:30-2:00 p.m., Eastern standard time, from its headquarters in Washington the following program:

Song: Dear Land of Home . . . Sibelius
By the Inter-High School Chorus

Explanation of Goodwill Day:
Dr. A. O. Thomas

Goodwill Messages:
- The Children of the United States
- The Children of Wales
- The Children of the Spanish-American Republics
- The Children of French-speaking peoples
- The Children of German-speaking peoples

Address: The U.S. Secretary of State

Song: Send Out Thy Light . . Gounod
By the Inter-High School Chorus

Schools and homes throughout the United States are invited to arrange for children to hear the program and join the ceremonies intended to make for better international feeling.

DDYDD EWYLLYS DA
Mai 18, 1933

Twelfth annual wireless message to the children of the world

Boys and girls of all nations, we, the children of Wales, once again warmly greet you on Goodwill Day.

In this springtime of 1933 there are, all over the earth, millions of children who are unhappy because their fathers and brothers have no work to do. We do not know why there should be so much sorrow in a world which is so beautiful, and so much want in a world which is so rich.

We believe that this would not happen if all the nations to which we belong would live and work together as members of one family, trusting each other and enjoying together the riches of the earth. We believe, too, that by our thoughts we can help to bring this new spirit into the world.

Let us then on this Goodwill Day, millions and millions of us, unite in one great thought of peace, peace between the peoples and peace between the nations. With the faith that can remove mountains our thoughts will change the world.

BOOKS ON WORLD AFFAIRS

COLLEGE OR PUBLIC LIBRARIES now may procure World Peace Foundation books for whatever amount they can afford to pay. The trustees of the World Peace Foundation have adopted this way of making timely and authoritative information concerning world affairs available to libraries, educators, writers, speakers and individual citizens in this time of crisis. Foundation books, regularly ranging in price from 50 cents to $5 per copy, included in this honor system plan are: "Nicaragua and the United States," Cox; "Investments of U.S. Capital in Latin America," Winkler; "The Pacific Area," Blakeslee; "United States and the World Court," Jessup; "The Reparation Settlement," Myers; "Handbook of the League of Nations," Myers; "International Control of Aviation," Colegrove; "Soviet Planned Economic Order," Chamberlin; "The World Court, 1921–1931," Hudson, and "World Disarmament: Its Problems and Prospects," Myers. The application forms may be procured from the World Peace Foundation, 40 Mount Vernon Street, Boston, Mass.

WORLD FEDERATION MEETING

APPROXIMATELY 200 educational organizations affiliated in the World Federation of Education Associations meet this year July 29 to August 4, in Dublin, Ireland. This fifth biennial conference of the federation will bring together teachers of practically every country. Plans have been made for those who take either pre-convention or post-convention tours to have opportunity for credit study in Germany, France, and England. For further information write to the general office, 1201 Sixteenth Street NW., Washington, D.C.

*Chief, Foreign School Systems Division, Office of Education, U.S. Department of the Interior.

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SCHOOL LIFE

ISSUED MONTHLY, EXCEPT JULY AND AUGUST
By the UNITED STATES DEPARTMENT OF THE INTERIOR, OFFICE OF EDUCATION

Editor - - - - WILLIAM DOW BOUTWELL
Assistant Editors - - - MARGARET F. RYAN, JOHN H. LLOYD

Terms: Subscription, 50 cents per year, in advance; to foreign countries in which the mailing frank of the United States is not recognized, 85 cents. *Club rate:* For orders of 100 copies or more to be sent in bulk to one address within the United States, the Superintendent of Documents allows a discount of 25 percent.

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

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

MAY 1933

OFFICE FACTS QUOTED

TO DRAW a vivid picture of education in the United States in the final report of the President's Research Committee on Social Trends, Dr. Charles H. Judd, director of the school of education, University of Chicago, used many Federal-Office-of-Education-collected facts and statistics.

Dr. Judd's chapter of the report, available from the McGraw-Hill Book Company, New York City, covers a wide range of discussion, the topics including curriculums of schools and colleges, problems resulting from rapid expansion of education, training of teachers, the problem of supplying teachers, improvements in methods of teaching, educational administration, Federal participation, health, religion, finance, control of private institutions, athletics, military training, and scientific studies of education.

The investigations into shifting social trends of the first third of the 20th century were carried on by 50 leading authorities in various branches of social science. The full report consists of 29 chapters.

CITIZENS' COUNCILS

THE RECENTLY HELD Citizens' Conference on the Crisis in Education set forth 40 principles to aid in holding aloft our Nation's standard of education. This assembly in Washington of the country's leading educators and other public men deemed it advisable to include the following paragraph in its declaration of policy:

> The peculiar position of public education in our democracy, supported and guided by local initiative and directly accountable to it, suggests that there should be set up in every locality councils broadly representative to mobilize and clarify public opinion in order to deal more generously and wisely with the present crisis in education.

A number of communities have already organized local committees or councils to discuss present-day problems of education and other public services. Doubtless much good has already resulted. Many of our large cities could well follow the plan of Baltimore, Md. In this city the school board recently enlisted a group of citizens, divided into committees, to study workings of the public school system, and report on how it can best adapt itself to the exigencies of an increasing demand for its services and a much-curtailed income with which to perform them.

Spring Plowing

The farmer
Plows laboriously.
His clumsy, brown team
Breaks the fresh, damp earth
Into a freedom
For the earthworms.
Greedy, his white chickens
Follow him,
Cackling,
Gobbling the earthworms.
Farmer, brown team,
White chickens,
And tunneling earthworms
All help with the first
Spring plowing.

A Miracle

One tiny bud
Tucked inside a twig
Bursts into
A blossom!
One pinky blossom
Withers, falls,
Dies, to leave room
For an apple!

RACHEL BLUMBERG

Rachel Blumberg was a student in the eighth grade at the Sarah Scott Junior High School, Terre Haute, Ind., when these poems were written. She is the daughter of American born Jews; her mother is of German and her father of Russian descent. Her home is in the country and all her poems have been colored by her life there. She hopes to do work later in the field of art or literature. "Spring Plowing" and "A Miracle" are reprinted from *Young Voices*, volume II, an anthology of Scott Junior High School poetry, edited by Miss Georgia A. Brewster. Selected for SCHOOL LIFE by Nellie Sergent.

ABOUT SCHOOL LIFE

I HAVE BEEN a subscriber to SCHOOL LIFE for many years. Quite recently, however, I have noticed distinct improvement in set-up, content, etc. From being a mere Government bulletin it has become a live-wire, up-to-date education journal, and I think all teachers should have an actual copy of the publication itself laid before them.—Junior high school principal.

CONGRATULATIONS ON SCHOOL LIFE! It seems to me you have given this publication a new lease on life. In its present form it is interesting, readable, and timely. Your new cover also helps a lot.—Director, State bureau of statistics and research.

SCHOOL MANAGEMENT IN NEW DRESS

SCHOOL MANAGEMENT, which made its bow last year in a pocket-size red dress, has changed its costume to gray and expanded to SCHOOL LIFE page size. Publisher George J. Hecht, who has helped to pilot Parents' Magazine to a wide and useful circulation, announces that the new School Management will consist chiefly of "digests" of the most practical, up-to-date and helpful information on the various phases of school management which appear in other magazines and publications. A number of useful departments have been introduced in the publication.

OUR "FADS AND FRILLS" HAVE BEARDS

HOW LONG have the so-called "fads and frills" been taught in our public schools? According to the Patrons Bulletin, El Paso, Tex., school system, most of them are not a production of this year or last year. Their list follows:

Manual training	25 years.
Cooking and sewing	Do.
Music	35 years.
Art	Do.
Athletics	40 years.
Playground supervision	20 years.
School lunch rooms	18 years.
School entertainments	Since beginning.
Debating, public speaking, essay writing	Do.
School libraries	20 years.
Vocational education	25 years.
School nurses and health attention to pupils	15 years.
Evening schools	Do.
Supervisors for instruction	20 years.
Military drill	40 years.
Kindergartens	30 years.
Special teaching of the defective, as deaf children	12 years.

Which Books?

Help for those who investigate before buying

By EDITH A. LATHROP *

A RURAL school teacher has earned ten dollars for the purchase of library books and asks for a list from which she may make a good selection.

The head master of a boys' school wants information regarding book lists suitable for boys from 8 to 14 years of age.

Fire has destroyed the school house and all its contents. The local parent-teacher association has raised $500 to buy library books. The principal writes for suggestions concerning the selections.

A State teachers' association is sponsoring a pupils' reading circle and the committee in charge of the project would like to know what book lists would be helpful to them.

These are typical of the inquiries addressed to the Office of Education for help in the selection of books for elementary school libraries. To meet these requests, information has been collected on sources of authentic book lists and other aids that are helpful to those responsible for the selection of books. Following is a list of sources to which a person may turn for help.

States

Every State provides certain helps for those who are confronted with the problem of book selection for elementary school libraries. The most important of these are printed book lists, personal advice about children's books by those who are qualified to give it, and information on books for school libraries found in State educational and library journals.

Lists of books are issued from time to time, frequently in compliance with statutory provisions, by one or more of the following State agencies: 1. Departments of education; 2. Library extension agencies; 3. Reading circle boards; and 4. Institutions of higher learning (to a limited extent). A few of these State lists have been used as bases of selection in the leading catalogs of children's books. One of the best is, "List of books for school libraries of the State of Oregon." Part 1, Books for elementary schools and for country districts. Compiled by Anna G. Hall. Salem, Oregon State library, 1932. 231 pp.

"Books have been included only upon personal knowledge of their merits and after careful examination of all works which seemed to have any claim to consideration. Latest, best, and most durable editions have been selected and if one edition is expensive a cheaper one is usually added, though no inferior books are used." Publishers, series, editions, grades for which books are thought suitable, publishers' prices, prices to Oregon schools and annotations are given. Books recommended for first purchase are starred. Separate author and title indexes. List issued in compliance with the laws of Oregon.

Some State departments of education and library agencies issue short printed or mimeographed lists designed to fit specific needs, for example:

Arkansas State Department of Education. Book suggestions for little children. (Mimeographed)

> To make available the information collected for those asking what books to choose, the Office recently published Circular No. 69, "Aids in Book Selection for Elementary School Librarians." This circular lists aids mentioned in this article, together with numerous other helpful suggestions. Five cents for each copy up to 25 and two cents for each additional copy. Single copy free. Address: Commissioner of Education, United States Department of the Interior, Washington, D.C. (Check or money order. Stamps not accepted.)

Massachusetts State Department of Education, division of public libraries. Books in inexpensive editions. (Mimeographed)

New York (State) University. Recent fiction for boys and girls and Recent nonfiction for boys and girls.

North Carolina State Library Commission. What books not to buy.

School library supervisors may be called upon for aid. Ten States—Alabama, Indiana, Louisiana, Michigan, Minnesota, New York, North Carolina, Tennessee, Virginia, and Wisconsin—have such officials. Other persons in the States who are usually qualified to give advice in book selection are: Directors of State library agencies, supervisors of elementary education in State departments of education, and librarians and instructors (whose specialty is the elementary school curriculum) in institutions of higher learning which train elementary teachers.

Local help

Several general principles of book selection should be considered if money expended for school library books is to be expended judiciously: 1. Do the books meet the needs of the curricula and the reading interests of the children? 2. Are they the best that money available can buy? and 3. Are they suitable for the children's reading ages?

School and library officials in local communities are in a position to know the needs of the particular school for which the books are to be selected, and they know the resources of the public library.

Teachers know much about the recreational and vocational interests of the children. Supervisors are familiar with the books that the school should have in order to meet the needs of the curricula. Administrators know the subjects upon which books should be chosen to satisfy the extra curricular activities of the school, and they know the limitations of school budgets.

Most librarians know books better than do most educators. They are in a position to give educators much practical help in book selection. Some of the larger public libraries publish and sell lists of books for children. The following are examples of lists that are for sale:

Carnegie library of Pittsburgh. Catalog of books in the children's department of the Carnegie library of Pittsburgh. 2d ed. Pittsburgh, Pa., Carnegie library, 1920. v. 1, 464 pp.; v. 2, 332 pp. Postage only.

Includes about 3,300 titles; represents the joint work of the children's and the catalog departments. Vol. 1 contains author and title list; vol. 2, subject index. The annotations are descriptive and are for the most part written on the children's level.

"This list is not recent but it will be found helpful in buying standard and classic books, as special attention has been given to both treatment and editions of library classics."—Effie L. Power in "Library service for children", p. 57.

——— Interesting people. 3d ed. Pittsburgh, Pa., Carnegie library, 1931. 16 pp. 5 cents.

Biographies of people about whom boys and girls like to read. Annotated.

Cleveland public library. Adventures with books; a list for young people. Cleveland, Ohio, Cleveland public library, 1929. 10 cents.

This list is designed for children of junior and senior high school grade level.

——— Books for home reading; for third-grade children of the Cleveland public schools. Cleveland, Ohio, Cleveland board of education. 5 cents.

——— Story book America. Baltimore, Md., Enoch Pratt free library. 1,000 copies, $4.50; 500, $2.50; 250, $1.50. 10 cents a set.

A set consists of one list for each of grades three to eight, inclusive. Annotated.

*Specialist in School Libraries, Office of Education, U.S. Department of the Interior.

Cleveland public library. Hobbies to ride. Cleveland, Ohio, Cleveland public library, 1930. 5 cents.

Includes books suitable for elementary school children on aviation, marionettes, handcraft, and other hobbies.

Ask the A.L.A.

Every person responsible for the selection of books should know of the expert help that is available at the American Library Association headquarters, 520 North Michigan Avenue, Chicago, Ill. This association publishes book lists (including a monthly book list) at reasonable rates. It evaluates encyclopedias and other sets of books commonly sold by agents and gives personal advice.

Some A.L.A. book lists that every teacher should know are:

Buest, Nora, *comp.* A graded list of books for children. Compiled under the direction of a committee of the American Library Association, Anne T. Eaton, chairman. 1930. 149 pp. $2.00.

This list of 1,250 books of general reading for children of grades 1 to 9, inclusive, has been prepared to meet the needs of both teachers and librarians. Arranged in three sections for grades 1–3, 4–6, 7–9, with the specific grades indicated for each book listed. Gives publishers, prices, series, editions, and annotations. Indexed by author, title, and subject. A revision of earlier lists compiled by school library committees of the National Education Association.

A boy's book list. 1928. 2 pp. 100 copies, $1.35; 500, $3.50; 1,000, $6.00; 5,000, $19,00; single copies free.

Companion list to "A girl's book list," compiled by the book evaluation committee, children's librarians section, American Library Association.

A girl's book list. 1928. 2 pp. 100 copies, $1.35; 500, $3.50; 1,000, $6.00; 5,000, $19.00; single copies free.

A small folder containing about 30 annotated titles compiled by the book evaluation committee, children's librarians section, American Library Association. Companion list to "A boy's book list."

Subscription Books Bulletin. Published quarterly, $1.00 a year; single copies (including back copies), 35 cents each.

"This bulletin is prepared by a voluntary committee of the association which, with the aid of librarians and teachers, gathers all the facts it can regarding subscription books. Sets are examined, compared with other sets of similar content, checked for accuracy and reliability, and reviewed outspokenly . . . The high regard with which schools and librarians look upon Subscription Books Bulletin and the confidence with which they refer teachers and parents to its findings speak well for the service it renders." Each set is "recommended" or "not recommended."

Every person who is familiar with school library conditions throughout the country knows of the vast amount of money that has been spent in subscription sets which are worthless to the schools, and they welcome the opportunity of directing prospective purchasers of such sets to an authoritative source for evaluation.

"Before you invest, investigate," is a wise slogan. It applies to books equally as well as to stocks and bonds.

Handicapped Children

WHAT IS HAPPENING to special schools and classes for handicapped children in the present period of economic depression?

In many places, in the struggle to keep the doors of general education open, they have become one of the first points of attack. Elsewhere the public has already become so convinced of their importance to the community welfare that they have suffered little or not at all in the slashing of budgets. From almost every State, however, comes a report of some curtailment of activities in this field.

Of 482 cities with a population of 10,000 or over reporting to an inquiry, 70 report elimination or serious curtailment of special facilities for exceptional children. Of 797 cities with a population from 2,500 to 10,000, thirty-seven report such eliminations. It is well to remember however, that of this latter group probably only a small proportion had ever had special schools or classes.

Forty-eight cities of the first class (100,000 or over) reported. Of these, 9 cities mentioned 14 eliminations or curtailments. Of 120 second-class cities (30,000 to 100,000) reporting, 28 had made 36 eliminations. Of 314 third-class cities (10,000 to 30,000) 33 had made 37 eliminations. Thus, in these three population groups, 70 cities reported 87 curtailments in special education for exceptional children.

Specific curtailments

The specific types of curtailments reported are:

1. "Adjustment," "opportunity," or "special" classes, 58 cities.

These terms are most often used to refer to classes for mentally-retarded children, but in many cases they refer also to all children who are physically, mentally or emotionally maladjusted in the regular grades and who need the more individualized program of the special class.

2. Special classes for mentally retarded children only, 25 cities.
3. Speech correction work, 6 cities.
4. Open air classes for delicate children, 5 cities.
5. Special schools or classes for crippled children, 4 cities.
6. Home teaching for crippled children, 3 cities.
7. Special classes for deaf children, 3 cities.
8. Class for near-blind children, 1 city.
9. Visiting teachers, who help make adjustments for problem children through contacts with the home, 11 cities.
10. Special classes for delinquents or problem children, 2 cities.
11. Psychological clinic or child guidance for problem children, 3 cities.

In California 11 cities report some eliminations. In Illinois 10 cities make such reports, in Ohio 12. These are some of the States in which special education has made very favorable progress, and it is to be regretted that any backward steps need to be taken at this time. In certain cities the ax has fallen upon several phases of the work all at once. In one city, for example, we find speech correction, a class for the deaf, and special-help rooms all suffering. In another large city the visiting teacher has been discontinued, a class for the near-blind abolished, and the number of speech-correction teachers materially reduced.

Special Education Helps

As opposed to such curtailments, it is encouraging to find that 22 cities report *additions* to their programs for exceptional children. In Jersey City, N. J., for example, a bureau of special service has been organized to look after delinquents. Escanaba, Mich., a town of 14,500, reports the addition of an opportunity room for mentally deficient children, an open air room, and an oral deaf department. Riverside, Calif., reports the organization of a class for subnormal children and a class at the county hospital. In several cities home teachers have been added for physically handicapped children who can not attend school.

All of this is evidence that in these cities, despite the general economic condition, provision of special educational facilities for handicapped children is recognized as a worthy investment. The fact is appreciated that many children have thereby been salvaged and taught to take their proper places in self-supporting activities who would otherwise have had no recourse save to become dependent upon society. To help a child to help himself is recognized as a fundamental principle in every sphere of human life. If it applies to any one type of individual more than to another, it is to that child who because of physical, emotional, or mental handicap can not keep pace with his normal fellows in the ordinary school.

If the children who have been cared for through special classes could receive adequate attention in the regular classroom, well and good. But the history of education to date shows that this has not been done. When a teacher has 40, 50, or even more children in the class, it is a physical impossibility for her to give to these seriously different children the type of attention that they need, even if she could have at her command—as she can not have—all the specialized techniques required for each exceptional child's particular problem. This is the very reason why the special classes were organized in the first place. If they are discontinued now, both the children and society are bound to suffer tremendous loss.—ELISE H. MARTENS.

Drawing by Erwin H. Austin, Pratt Institute, Brooklyn, N. Y.

By SABRA W. VOUGHT

Librarian, Office of Education

THE Right Reverend William T. Manning, bishop of New York, makes a strong plea for education without financial curtailment, in School for March 23. In conclusion he says, "New York State can afford to educate its children. It cannot afford not to continue their education unimpaired." The same issue of School contains a symposium of brief paragraphs from 10 outstanding leaders in defense of school expenditures. ¶The University of Chicago Magazine for March contains a short biography, with a portrait of Harold L. Ickes, newly appointed Secretary of the Interior, who is an alumnus of the University of Chicago. ¶"Certainly nothing can occupy this leisure time to better advantage than music," says Commissioner William John Cooper, writing on Music in the public schools, in the Northwest Musical Herald for March. He shows the need for better academic preparation of music teachers. ¶A plan for cultural reconstruction is outlined by Harold Rugg in Scholastic for March 18. Under the title "Education and the White Collar Class", he discusses the thousands of men and women who are out of employment or are forced to work at jobs for which they are not trained, and for these he suggests a remedy. ¶The emergency in education is discussed in Overland Monthly for January. The article is written by Arthur H. Chamberlain, editor of the magazine, who believes that "Education is a matter of State concern, and the most important function of the Government." ¶A symposium on American education viewed by European eyes appears in Harvard Teachers Record for February. Four articles give the viewpoint of four nations as follows: Great Britain by Sir John Adams, Germany by Robert Ulich, France by A. Desclos, and Austria by Paul L. Dengler. ¶The Italy America Society has begun the publication of a new quarterly. The first number of its bulletin appeared in January (address Italy America Society, 745 Fifth Avenue, New York City). This number devotes a section to the subject, the Italian school system, outlining briefly the changes which have been brought about by the Fascist program. ¶Two especially noteworthy articles appear in The Texas Outlook for January. "Retrenchment in education" by William Trufant Foster, considers the question of cutting school costs. The other by Dr. Frederick J. Kelly, of the United States Office of Education, entitled "Schools and the social upheaval", is reproduced from SCHOOL LIFE. ¶"Some expensive fallacies in American Education" are discussed by Dr. Alonzo G. Grace, University of Rochester, in Educational Administration and Supervision for March. Written with understanding and a subtle humor, this is a vigorous indictment of some of the present day trends in education. ¶The Department of Education of Kentucky has begun the publication of a new monthly bulletin to be called Educational Bulletin. The first number appeared in March and is devoted to a discussion of the Kentucky Educational Commission and its work of surveying the educational needs of the State. ¶That the new school trend is to make "sows' ears from silk purses" is the contention of Florence Sykes Mellor writing in Forum for April. She believes that the progressive school has gone too far in its attempt to make school attractive to the sluggard and has ended by making it a bore to the mentally alert. ¶In Library Quarterly for April appears an article by Dr. Louis R. Wilson, of the University of Chicago Graduate Library School, on the service of libraries in promoting scholarship and research. While the great universities are training students and developing research workers, great libraries are building collections which furnish the tools of such research and are providing skilled bibliographers and reference assistants to aid in the work. ¶The University of the State of New York Bulletin to the Schools for April 1, is an Arbor Day number.

32 Years in the Same Job

TWENTY city school superintendents have held positions in the same school systems for 32 years or more, according to records of the Office of Education.

Superintendent Lawton B. Evans, Augusta, Ga., is doubtless the oldest city school superintendent in the United States from the standpoint of length of service in one school system. He was appointed November 11, 1882. Louis J. Rundlett, Concord, N.H., was appointed August 1, 1885, and Frederick W. Nichols, Evanston, Ill., District No. 76, was appointed July 1, 1885. Each of these school superintendents has devoted almost a lifetime to his chosen profession.

Listed below are names of city school superintendents having a tenure of 32 years or more, together with date of their original appointments:

City	Name	Original appointment
Augusta, Ga	Lawton B. Evans	Nov. 11, 1882.
Battle Creek, Mich	W. G. Coburn	September 1895.
Blue Island, Ill	J. E. Lemon	June 1894.
Boulder, Colo	Wm. V. Casey	——— 1894.
Butler, Pa	J. A. Gibson	June 1, 1896.
Concord, N. H	Louis J. Rundlett	Aug. 1, 1885.
East Cleveland, Ohio	W. H. Kirk	July 1891.
Emporia, Kans	L. A. Lowther	November 1896.
Evanston, Ill. (Dist. No. 76)	Frederick W. Nichols	July 1, 1885.
Georgetown, S. C	W. C. Bynum	——— 1897.
Harvey, Ill	Frank L. Miller	September 1892.
Jackson, Miss	E. L. Bailey	June 1, 1900.
La Salle, Ill	J. B. McManus	June 1900.
Orangeburg, S. C	A. J. Thackston	June 1897.
Pueblo, Colo. (Dist. No. 20)	John F. Keating	July 19, 1896.
St. Joseph, Mich	E. P. Clarke	July 6, 1899.
San Mateo, Calif	Geo. W. Hall	Jan. 1, 1894.
Spartanburg, S. C	Frank Evans	June 1895.
Sumter, S. C	S. H. Edmunds	——— 1895.
Tarrytown, N. Y	Leslie V. Case	May 1900.

—BERTHA Y. HEBB.

Education Legislation in Congress

Following are the bills affecting education that have been introduced in Congress during the present session in addition to those mentioned in SCHOOL LIFE for April 1933, together with any action that may have been taken. Another list will appear in the next issue.

S. 753.

Authorizing the conferring of the degree of bachelor of science upon graduates of the U.S. Naval Academy. Introduced March 23, 1933, by Mr. Trammell of Florida and referred to Committee on Naval Affairs. Reported favorably by committee April 6, 1933.

S. 872.

Authorizing the Secretary of Agriculture to permit the occupancy and use of national forest lands for purposes of residence, recreation, education, industry, and commerce for periods of not more than 30 years and for areas of not more than 80 acres. Introduced March 29, 1933, by Mr. McNary of Oregon and referred to Committee on Agriculture and Forestry.

S. 1290.

Providing for the election by popular vote of members of the Board of Education of the District of Columbia, the Board to consist of nine members, three of whom shall be elected from each of three electoral divisions. Introduced April 11, 1933, by Mr. Capper of Kansas and referred to Committee on the District of Columbia. Under existing law the members are chosen by the justices of the Supreme Court of the District of Columbia.

S. 20.

Permits the State of North Dakota to transfer certain school lands (about 640 acres) to the International Peace Garden. Introduced March 10, 1933, by Mr. Nye of North Dakota and referred to Committee on Public Lands and Surveys.

H.R. 56.

Creating a Bureau of Welfare of the Blind in the Department of Labor with a view to placing blind persons in charge of stands in Federal buildings, post offices, Army and Navy structures, and other governmental buildings for the vending of newspapers, periodicals, and other articles, and promoting interest in the dissemination of Braille reading matter and raised type for the blind. Introduced March 9, 1933, by Mr. Martin of Oregon and referred to Committee on Labor.

S. 592.

Granting 200,000 acres of public lands to Utah for the use and benefit of the Utah State Agricultural College. Introduced March 20, 1933, by Mr. King of Utah and referred to Committee on Public Lands and Surveys.

H.R. 147.

Incorporating the Big Brother and Big Sister Federation, having for its purpose the promotion of the welfare of children. Introduced March 9, 1933, by Mr. O'Connor of New York and referred to Committee on the District of Columbia. Same bill (S. 1201) introduced in Senate April 7 by Mr. Wagner of New York and referred to Committee on the Judiciary.

H. R. 1662.

Providing for an appropriation not to exceed $40,000 for the first fiscal year for the furnishing of food to children attending public schools and certain private schools in the District of Columbia. Introduced March 9, 1933, by Mr. McLeod of Michigan and referred to Committee on the District of Columbia.

H.R. 4334.

Authorizing the Reconstruction Finance Corporation to make loans to public-school districts to aid in financing the operation and maintenance of public schools. Introduced March 29, 1933, by Mr. Knutson of Minnesota and referred to Committee on Banking and Currency.

H.R. 2678.

Authorizing the payment of $2,000 to La Fayette (Georgia) Female Academy, its successors or assigns, for destruction of its educational plant during the War between the States. Introduced March 9, 1933, by Mr. Tarver of Georgia and referred to Committee on War Claims.

H.R. 3642.

Providing for the organization of a Special Army Reserve by the enlistment of unemployed men of good character between the ages of 18 and 45 years who are physically qualified for the duties of a soldier and are not skilled in any trade or occupation. The enlistment would be for a period not to exceed one year. In addition to military training, opportunity would be given to study and receive instruction along educational lines of such character as to enable men to return to civilian life better equipped for occupations; part of such instruction may consist of vocational education in either agriculture, forestry, poultry husbandry, the mechanic arts, and other crafts and trades. Introduced March 16, 1933, by Mr. Celler of New York, and referred to Committee on Military Affairs.

H.J.Res. 130.

Requiring the board of education of the District of Columbia to provide for instruction of pupils in the public schools in the Florence Barnard economic education plan (time and money management). Introduced March 29, 1933, by Mrs. Rogers of Massachusetts and referred to Committee on the District of Columbia.

H.J.Res. 131.

Directing the Commissioner of Education to collect information concerning the Florence Barnard plan of time and money management, to make a study of the plan, and make information regarding it available for the use of schools and the people throughout the United States. Introduced March 29, 1933, by Mrs. Rogers of Massachusetts and referred to Committee on Education.

H.R. 4864.

Providing for an appropriation of $10,000 for the purpose of cooperating with the school board of district 20, Jefferson County, Wash., for the construction, extension, and betterment of a school building at Queets, Wash., under condition that the school maintained in said building shall be available to all Indian children of the village of Queets and Jefferson County, Wash., on the same terms, except as to payment of tuition, as other children of said school district. Introduced April 11, 1933, by Mr. Smith of Washington and referred to Committee on Indian Affairs.

H.R. 4885.

Providing for the establishment of a laboratory for the study of the criminal, dependent, and defective classes and authorizing an appropriation of $50,000 for the equipment and maintenance thereof. Introduced April 11, 1933, by Mr. McKeown of Oklahoma (by request) and referred to Committee on the Judiciary.

H.R. 4941.

Providing for the exemption from payment of tax on checks, drafts, and orders for the payment of money by any corporation, trust, or foundation organized and operated exclusively for educational purposes, no part of the net earnings of which inures to the benefit of any private shareholder or individual. Introduced April 12, 1933, by Mr. Thurston of Iowa and referred to Committee on Ways and Means.

—L. A. Kalbach.

Des Moines' Forum Experiment

By J. W. STUDEBAKER*

ADULT EDUCATION as an extension of the public-school system is now being given a 5-year trial in Des Moines, Iowa. This experiment, sponsored by the American Association of Adult Education, is supported by a Carnegie Corporation grant. It is being conducted under the auspices of the Des Moines Board of Education. The project consists of a series of public forums held in school buildings in the evening led by men thoroughly versed in economics and political science as well as in the technique of educating adults.

Since these forums are held under public-school management, their aim, of course, is non-propagandist. Their purpose is not to convert people to any specific point of view—to make them pacifists, inflationists, or single-taxers—but rather to stimulate intelligent and informed discussion of subjects of current interest and social importance. The aim, in other words, is to make Des Moines people better qualified for the responsibilities of citizenship in a period marked by rapid changes and conflicting policies.

Forums

For the initial part of the experiment, forums are being held this spring in 28 Des Moines schools, conveniently available to residents in various parts of the city. In these schools, 316 meetings are being held in the 20 weeks beginning January 23 and ending June 9.

For the spring period, five forum leaders have been appointed, though not more than four will be speaking on any given evening. The five men are Lyman Bryson, director of the California Association for Adult Education; Prof. Thomas Nixon Carver of Harvard University, widely known economist and author; Felix Morley of the research staff of the Brookings Institution, author of "The Society of Nations"; Henry A. Wallace, Secretary, United States Department of Agriculture; and Prof. Carroll H. Wooddy of the University of Chicago, principal investigator of the growth and distribution of government functions for President Hoover's Committee on Social Trends. By making short-term appointments, and in one case a part-time appointment, it has been possible to secure forum leaders of large caliber.

The subjects being discussed this spring include technocracy, the business cycle, social planning, political parties, the "new deal," tariffs, the domestic-allotment plan, agricultural debts, and money inflation. These subjects are among those frequently cropping out in current news and among those most often asked for by Des Moines citizens who submitted lists of problems they would like to have discussed.

All of the forum meetings are held in the evening, beginning promptly at 7:30 and closing at 9. The first half of each forum is used by the leader in outlining the subject, stating information pertinent to the solution of the problem, and mentioning divergent points of view which may exist. The latter part of the meeting is given over to discussion by members of the audience. Anyone present is free to ask questions or to express his personal opinions.

The forums are entirely free and are not organized in a formal course. There is no registration, no fee, no textbook. The leaders provide mimeographed bibliographies for the use of those who may wish to investigate the subject further, and the public library keeps on reserve the books named.

First prize oil painting in sixth annual National High School Art Exhibit by Peter Datseffvitch, 17, Union High School, Grand Rapids, Mich. Myra L Jackson is his teacher. Scholastic, national high-school magazine, has sponsored these creative encouragement endeavors for America's high-school youth since 1928. This year more than 10,000 entries were submitted. The final display showed several hundred student designs, posters, paintings, textiles, sculpture and specimens of jewelry, metal, and leather. The exhibit will be seen in several principal cities under the direction of the American Federation of Arts.

Attendance at the Des Moines forums has exceeded the most optimistic expectations. Although the program provided for the repetition of the same discussions in scattered schools, in order to avoid large crowds and to give better opportunity for individual expression, the average attendance for the first two weeks was 300 per meeting, or an aggregate of more than 7,000 for the two weeks. The third week of the forums coincided with the worst blizzard in several years; but even on a night when the mercury dropped to 23 degrees below zero, 200 people attended the meetings.

Participation in the discussions has been general, spontaneous, and satisfactory. Only in a few schools in the better residential sections has there been any tendency for members of the audience to take a passive attitude, and even in these schools the discussion has fully taken up the allotted time. In the less pretentious districts, where the business depression has had more painful results, the desire to express opinions on unemployment relief, money inflation, and the distribution ofwealth is especially strong.

Controversies

Thus far, the forums have not suffered from troublesome agitators, and the leaders have been able to maintain a reputation for fairness in handling controversial questions. Before the meetings began, a few people suspected that the forums would serve the purpose of bolstering support for the present political and economic system, and others were fearful that the forums would lend dignity to soap-boxers and encourage dangerous brands of radicalism. The first few weeks dissipated these fears.

It is too early, of course, to judge results. But the beginning has been auspicious. If public interest continues at anything like the present rate, there will be no doubt of ultimate success. The project will add to the usefulness of the city's schools, and its outcome should be extremely valuable to leaders in adult education who may be forming plans for public discussion groups in other localities.

*Superintendent of Schools, Des Moines, Iowa.

FIRST SCHOOL LAW YEARBOOK

THE FIRST YEARBOOK of School Law is just off the press. Is available for $1 from the editor and publisher, M. M. Chambers, department of school administration, Ohio State University.

The Herald's Horn

By CLINE M. KOON*

THE third annual assembly of the National Advisory Council on Radio in Education will be held at the Waldorf-Astoria Hotel in New York City, beginning at 9:30 a.m. on Friday, May 19.

THE 230th weekly program of the "Peter Quince Book Review" was recently broadcast over radio station WRVA in Richmond, Va., by a representative of the University of Virginia. This is one of the oldest, if not the oldest, continuous educational series on the air.

AN engineer from radio station WSJS, Winston-Salem, N.C., speaks to high-school radio clubs in the vicinity of Winston-Salem, and later invites them to visit the radio station to have the principles of radio broadcasting explained.

RADIO station WSB at Atlanta, Ga., is working with more than 60 local civic and social organizations in broadcasting programs.

PRESIDENT Thornwell Jacobs, of Oglethorpe University, Georgia, is of the opinion that the broadcasting of formal college courses is successful during the day, but not at night.

THE Federal Office of Education is offering a weekly series of 5-minute broadcasts to all radio stations free of charge. The station managers are encouraged to have local educators present the broadcasts from manuscripts supplied by the Office of Education.

DEAN E. Raymond Bossange, of the College of Fine Arts, New York University, is making a study to determine whether or not there is sufficient interest to justify the establishment of a radio department at New York University. At the present time Oglethorpe University appears to be the only university in the country that offers a degree in radio broadcasting.

"THE Social Effects of Broadcasting" is the title of a recent address by President M. H. Aylesworth, of the National Broadcasting Co. Printed copies may be obtained free by addressing the National Broadcasting Co., 711 Fifth Avenue, New York City.

*Specialist in education by radio, Office of Education, U.S. Department of the Interior.

Rules for Schools in 1795

SIGNIFICANT LIGHT on early schools in Philadelphia is presented by the following rules, a rare document now in the Office of Education library.

These schools were established under a charter from William Penn.

While modern school officers have been proud of the gradual extension of the school term to approximately 180 days, it is apparent that the Philadelphia Quakers surpassed our modern records. The longest vacation seems to have been one of three weeks (July 7–31).

The importance which William Penn attached to education is revealed in the charter of 1712, governing the schools.

"Ye prosperity and wellfare of any people depends," declared the charter, "in a great measure upon ye good education of youth, and their early instruction in ye principles of true religion and vertue, and qualifying them to serve their Country and themselves by breeding them in reading, writing, and learning of languages, & useful arts & Sciences, Suitable to their age, Sex & degree, which cannot be effected in any manner so well as by ereeting publie Schools for ye purposes aforesaid."

The overseers, Penn instructed, were to use a seal "on one side whereof shall be engraven my coat of Armes, with this inscription, 'Good instruetion is better than riches.'"

—MARTHA MCCABE.

R U L E S

For the good Government and Diſcipline of the Scholars in the different Schools under the Care of the Overſeers of the Public School founded by Charter in the Town and County of Philadelphia.

AS the deſign of theſe Schools is not only the advancement of youth in uſeful learning, but alſo their preſervation and improvement in religion and morality, as well as a decent and reſpectful deportment towards their inſtructors and each other—It is therefore enjoined by the overſeers that the following rules be carefully obſerved in all the ſchools under their care.

School hours are from eight to twelve in the morning, and from two to five in the afternoon, from the firſt of the third month, to the firſt of the eleventh month; and from nine to twelve in the morning, and two to five in the afternoon, during the other months of the year.

The ſcholars muſt attend punctually at theſe hours; and if, from indiſpoſition, or other juſt cauſe, any have been abſent, a note to the maſter from their parents or guardians, ſignifying the cauſe, muſt be brought.

A roll, containing the names of the ſcholars, ſhall be kept by every teacher, to be called over at the opening of the ſchool; the names of abſent ſcholars noticed—and theſe rolls ſhall be preſented to the overſeers at their uſual and occaſional viſitations to the ſchools.

Every ſcholar ſhall pay a becoming reſpect to any teacher or uſher within the inſtitution, who may be preſent on occaſions when the exertion of proper endeavours is neceſſary for the preſervation of good order, and ſupport of the reputation of the ſchools, and where, in the diſcreet exerciſe of this authority, caſes of refractory and incorrigible offenders occur, the overſeers are to be ſpeedily informed thereof.

More than two ſcholars are not to be out of ſchool at the ſame time, unleſs in inſtances of manifeſt neceſſity; and no one is to ſtay out longer than ten minutes at a time, at furtheſt.

The Vacations to be held are—during the yearly and quarterly meetings, and during the monthly meetings of the diſtrict in which the reſpective ſchools are kept—Alſo a vacation of three weeks, to commence on the ſeventh day preceding the laſt ſixth day of the week of the ſeventh month.

The children are to attend regularly the meetings for worſhip held in the reſpective diſtricts where their ſchools are kept, as well as the ſcholars and youths' meetings.

The holy ſcriptures, particularly the New Teſtament, are to be read daily in every ſchool; and, at proper ſeaſons, the works of William Penn, Robert Barclay, and ſuch other books as the overſeers may from time to time recommend.

A due reſpect to ſchool-maſters and miſtreſſes—ſilence and good order in ſchool—condeſcending behaviour to ſchool-fellows—a conſtant uſe of the plain language—induſtry and attention to their ſtudies—orderly behaviour in the ſtreets, and a direct returning from ſchool to their different homes, will be ſtrictly required of every ſcholar.

A cloſe attention to order and diſcipline is ſo indiſpenſibly neceſſary for the good government of the ſchools, and the improvement of the ſcholars, that if any one ſhall refuſe to comply with the rules here laid down, ſuch ſcholar, after proper admonition has been found to be unavailing, ſhall be diſmiſſed the ſchool by order of the overſeers.

Theſe rules ſhall be publicly read, at leaſt every three months, and as much oftener as fit occaſion may preſent, and a printed copy thereof put up in a conſpicuous place in each of the ſchools.

By direction of the Overſeers,
Philadelphia, 12 mo. 10, 1795. THO'. MORRIS, Clerk.

Teacher Salary Budgets

1931 to 1933

IN 1,075 CITIES reporting the amount of money budgeted for teachers' salaries in 1931–32 and in 1932–33 the budgets were less this year than last in all except 192 cities. If this proportion holds for the United States as a whole, salary budgets were decreased in 2,598 city school systems and remained the same or were increased in only 567 systems.

The decreases range up to 43 percent; the increases to 18.9 percent.

The accompanying chart shows the range of the percentage change in these budgets for the cities reporting in each State, each of the five regions of the country, and the United States as a whole.

The States have been arranged in five sections in order to emphasize the fact that the schools in some sections of the country seemingly have been harder hit by the depression than other sections. It should be taken into account, however, that in several States in the North Atlantic section, where laws prevented reduction of teachers' salary budgets, the teachers have, voluntarily or otherwise, returned part of their salary to the school board. Therefore, the expenditures for salaries have been reduced as much as in other places, but these reductions do not show in the budgets.

Reports

In 20 States, every city reporting had redueed salary budgets.

The median change in city school salary budgets for the United States as a whole from 1931–32 to 1932–33 was a decrease of 7.5 percent. In the North Atlantic section the decrease was only 1.3 percent; North Central 9.8 percent; South Atlantic 7.9 percent; South Central 12.9 percent; and Western section 10 percent.

Half of the cities in the United States decreased these budgets 7.5 percent or more and one-fourth of the cities cut off more than one-eighth.

Median decreases ranged from 0.3 percent in New York to 20.4 percent in New Mexico.

Since the data referred to have to do with budgets and not individual salaries, they do not represent the actual cuts in salaries. Part of the decrease in budgets is due to employing fewer teachers, part to employing cheaper teachers and the rest to cutting the salaries of individual teachers. A recent study of salaries in city school systems has been made by the National Education Association and summarized in the March 1933 Research Bulletin.

College Salaries, 1932–33, a 7-page report free from the Office of Edueation, lists similar information for professors and instructors.

Status of the States

Percentage changes in budgets for teachers' salaries in cities from 1931–32 to 1932–33: Extreme ranges and median

State	Number of cities reporting	Decreases [1]		Largest increase [2]
		Largest	Median	
United States	1,075	43.0	7.5	18.9
North Atlantic division	340	35.3	1.3	18.9
North Central division	406	38.9	9.8	17.4
South Atlantic division	69	30.7	7.9	9.4
South Central division	127	37.7	12.9	8.6
Western division	133	43.0	10.0	17.1
North Atlantic division:				
Maine	9	35.3	3.5	1.2
New Hampshire	5	10.8	6.7	6.2
Vermont	6	12.1	3.4	2.6
Massachusetts	44	13.5	.4	7.2
Rhode Island	8	12.8	7.1	1.8
Connecticut	9	13.9	6.5	2.2
New York	82	18.9	.3	18.9
New Jersey	56	14.2	1.8	9.4
Pennsylvania	121	21.0	1.8	15.1
North Central division:				
Ohio	65	30.8	7.2	14.4
Indiana	44	20.3	9.0	.8
Illinois	69	37.4	11.9	.9
Michigan	49	38.4	12.7	17.4
Wisconsin	42	27.5	5.5	10.8
Minnesota	29	15.9	6.9	6.7
Iowa	26	22.6	10.1	−2.5
Missouri	24	24.0	10.4	1.1
North Dakota	4	13.8	12.0	−10.5
South Dakota	11	17.0	9.9	.7
Nebraska	11	17.7	8.9	−2.1
Kansas	32	38.9	11.0	9.0
South Atlantic division:				
Maryland	3	5.6	3.5	2.7
District of Columbia	1	6.3	6.3	6.3
Virginia	15	27.1	7.5	9.4
West Virginia	15	26.8	12.9	−3.4
North Carolina	14	19.4	2.4	7.9
South Carolina	5	16.7	13.4	−6.5
Georgia	11	17.2	7.9	−2.4
Florida	5	30.7	10.9	−9.0
South Central division:				
Kentucky	11	26.4	12.4	1.3
Tennessee	10	22.6	12.2	−.4
Alabama	14	25.0	11.2	−1.5
Mississippi	6	27.2	7.4	−4.2
Louisiana	5	29.8	17.4	1.9
Texas	44	37.7	10.7	8.6
Arkansas	13	31.3	19.4	−8.8
Oklahoma	24	33.0	16.7	−5.4
Western division:				
Montana	9	19.4	10.4	−4.1
Wyoming	6	16.0	11.5	−7.3
Colorado	16	26.7	9.7	4.3
New Mexico	6	26.9	20.4	−10.1
Arizona	6	38.4	17.4	−7.3
Utah	6	24.8	9.4	−5.2
Idaho	10	12.0	8.4	−2.1
Washington	24	43.0	10.4	1.1
Oregon	11	33.0	16.9	−4.9
California	33	19.3	5.4	17.1

[1] Increases indicated by +.
[2] Smallest decreases indicated by −.
[3] Median indicated by 1.

—E. M. Foster.

ONE FAMILY'S SERVICE

Since 1857 at least one of the five members of the Guitner family has been connected with Otterbein College, Westerville, Ohio, as a student or a teacher. Five members taught at Otterbein for nearly 80 years. This announcement was made by Otterbein College in February upon the death of Prof. Alma Guitner, who taught in the department of German since 1900.

SCHOOL ATTENDANCE BIBLIOGRAPHY

During the past 20 years much has been written on compulsory education, child labor, school census, school attendance, and the visiting teacher. From 10 sources, including the library of Teachers College, Columbia University, publications of the Office of Education, publications of the Children's Bureau, publications of the National Education Association, a selected and annotated bibliography on school attendance, school census and related topics for the period 1900 to 1932 has been prepared and is now issued by the Office of Education. Authors are: N. L. Engelhardt, professor of education, Teachers College, Columbia University; W. A. Kincaid, superintendent of schools, Montpelier, Vt.; and J. C. Parker, graduate student in educational administration, Teachers College, Columbia University. Single copies are free from the Office of Education. There is a small charge for additional copies.

Earthquake

(Continued from p. 165)

to resist earthquakes, the chances of getting children safely out in the event of a severe shock are practically nil.

Mr. Freeman presents much valuable advice on earthquake insurance. He warns particularly against the "fallen building clauses" in fire insurance policies. "Many property owners," he points out, "may be surprised on careful reading of their insurance policies, by finding that an earthquake may technically make their fire insurance policy *void instantly* without other notice."

It behooves all school administrators throughout the Nation to consider the problems raised by earthquake risk. No superintendent or school-board member would care to shoulder a responsibility such as this contained in a report on one American earthquake: "Public buildings, schools, churches, the courthouse, jail, and public library were seriously damaged, showing *lack of conscientious construction.*"

—William Dow Boutwell.

School Crisis News Flashes

NEW YORK CITY'S teachers have given $3,191,000 to clothe and feed the hungry school children.—*School*, April 6.

CHICAGO.—Boys and girls of Chicago's public schools still held the whip today in their strike protesting the city's failure to pay teachers.—*United Press*, April 7.

Headline: Keeping Man in Prison Costs as Much as College Education.—*New York Times.*

PASADENA, CALIF., April 7.—Three hundred small colleges in the United States face extinction unless prompt measures are taken to save them, Dr. Ray Lyman Wilbur, former Secretary of the Interior and president of Stanford University, told a gathering of educators here recently.—*United Press.*

Sweeping revision of the present preservice and in-service education of teachers was recommended by Profs. Ned. H. Dearborn and E. S. Evenden in reports based on preliminary findings of the National Survey of the Education of Teachers being conducted by the Office of Education.—*New York Times*, April 7.

ATLANTA, GA.—With no funds to carry on, 380 public schools throughout the State have been closed, M. D. Collins, State school superintendent has announced . . . 100 more may close before the end of the term . . . The State is $3,122,317 behind in unpaid school appropriations.—*Christian Science Monitor*, April 6.

A committee appointed by Gov. George White of Ohio to survey the financing of schools of the State has recommended that the State arrange to distribute $28,000,000 in aid to local school districts during the ensuing biennium in place of approximately $8,000,000 appropriated for that purpose during the past biennium. —*Educational Law and Administration*, April 1933.

BALTIMORE, MD.—Mayor Jackson announces reopening of night schools October 15.—*Baltimore Sun*, April 11.

More than 300 unemployed persons have signed up at White Plains for courses to be financed for their benefit out of the State allotment for adult education.—*New York Herald Tribune*, March 13.

PHILADELPHIA, PA., March 31.—An emergency fund of at least $30,000,000 will be required to keep all public schools in Pennsylvania open in the next 2 years.

MONTGOMERY, ALA., March 11.—Lack of finances to support schools has caused suspension in 35 of the State's 67 counties, affecting 300,000 school children, it was announced by the State Department of Education.—*Washington Star*, March 11.

In 1930 we spent for maintenance of passenger automobiles $11,817,000,000. We spent for the construction of buildings, $5,806,000,000. For life insurance $3,524,000,000. For education slightly more than $2,500,000,000. For every dollar spent on education, two and one half dollars were paid for candy, chewing gum, and admission to theaters.—*Peabody Journal of Education*, March, 1933.

Eight States have already adopted sales taxes in current sessions of legislatures—Arizona, Illinois, Indiana, North Dakota, Oregon (subject to referendum), Utah, Vermont, and Washington. Ohio, Texas, and Michigan are known to be seriously considering adopting a sales tax.

Prospects of maintaining schools next year seem distinctly brighter in those States which have adopted a sales tax.

Other important tax legislation: Chain-store tax, Minnesota, Montana, Indiana, Vermont, Idaho, West Virginia; net income tax, Arizona, Kansas, Montana; personal tax, New Mexico; gift tax, Oregon.

★ Recent Theses in Education ★

THE Library of the Office of Education is collecting doctor's and outstanding master's theses in education, which are available for consultation, and may be borrowed on interlibrary loan. A list of the most recently received theses is given each month.

Compiled by RUTH A. GRAY

Library Division, Office of Education

ARNOLD, FRANK J. A study of the cooperative method of education in the New York City high school. Doctor's, 1932. New York University. 137 p. ms.

BENNETT, ANNETTE. A comparative study of subnormal children in the elementary grades. Doctor's, 1932. Teachers College, Columbia University. 81 p.

BROWN, FRANCIS JAMES. College and university education for teachers in service. (A survey and evaluation.) Doctor's, 1932. New York University. 171 p. ms.

CAMPBELL, ANNE M. Health, physical development and scholarship. Master's, 1931. New York University. 43 p. ms.

CLOUGH, GEORGE C. Instructional supervision of county or parish superintendents and of rural supervisors of Louisiana and Texas. Doctor's, 1932. New York University. 274 p. ms.

DEYOUNG, CHRIS A. Budgetary practices in public school administration. Doctor's, 1932. Northwestern University. 152 p.

ELLIS, EMMETT. An evaluation of state programs of secondary education. Doctor's, 1932. George Peabody College for Teachers. 268 p. (Contribution to education, no. 105.)

ERWIN, T. C. A comparison of five-point pupils with non-five-point pupils in the Negro elementary schools of Newport News, Virginia. Master's, 1932. Hampton Institute. 38 p. ms.

FITCH, HARRY N. An analysis of the supervisory activities and techniques of the elementary school training supervisor in state normal schools and teachers colleges. Doctor's, 1931. Teachers College, Columbia University. 130 p. (Contribuions to education, no. 476.)

GLICKSTEIN, AARON. A study of the leisure time habits of young workers and recreational possibilities; a study of present habits and recreational possibilities of students in the East New York continuation school. Master's, 1932. New York University. 70 p. ms.

JACKSON, MARGARET MERLE. The training of high school English teachers in Texas and New Mexico. Master's, 1932. New Mexico State Teachers College. 54 p. ms.

LICK, ARTZ SAMUEL. The measurement of the interest value of representative items taught in elementary psychology. Master's, 1932. Pennsylvania State College. 65 p. ms.

LOOFBOUROW, GRAHAM C. Test materials for problem behavior tendencies in junior high school boys. Doctor's, 1931. University of California. 62 p. (University of California publications in education, vol. 7, no. 1, p. 1–62.)

MAGOON, MAYO M. Relation of failure to pupil seating. Master's, 1931. Teachers College, Columbia University. 42 p.

MORNING, GREGORY H. The status of the curriculum in the public school survey. Master's, 1932. Pennsylvania State College. 77 p. ms.

NICHOLS, AUGUSTA MATILDA. The value and procedure in using schemes for evaluating student teachers with special reference to New Hampshire. Master's, 1932. Boston University. 147 p. ms.

OLLENDIKE, CLARENCE J. A study of the method of assessment and tax collection in Lackawanna County, Pennsylvania, and a comparison of school costs for the years 1920, 1925, 1930 of the second, third, and fourth class districts of the county in order to make certain recommendations. Master's, 1932. Pennsylvania State College. 117 p. ms.

PICKETT, LALLA H. An analysis of the in-service training programs of 25 selected normal schools and teachers colleges. Doctor's, 1932. New York University. 165 p. ms.

RABY, SISTER JOSEPH MARY. A critical study of the new education. Doctor's, 1931. Catholic University of America. 123 p. (Catholic University of America. Educational research monographs, vol. 7, no. 1, March 1, 1932.)

WOTRING, CLAYTON W. The legal status of married women teachers in the public schools of the United States as determined by judicial decisions and legal opinions (from 1778 to March 29, 1932). Doctor's, 1932. New York University. 103 p. ms.

New Government Aids for Teachers

THE PUBLICATIONS LISTED *may be purchased from the Superintendent of Documents, Government Printing Office, Washington, D.C., at the prices stated. Remittances should be made by postal money order, express order, coupons, or check. Currency may be sent at sender's risk. If more convenient, order through your local bookstore.*

Compiled by MARGARET F. RYAN
Editorial Division, Office of Education

Publications

Fauna of the National Parks of the United States. 157 p., illus. (National Park Service, Contribution of Wild Life Survey, Fauna Series no. 1.) 20¢. (Nature study; Geography; Zoology.)

The Principal Laws Relating to the Establishment and Administration of the National Forests and to Other Forest Service Activities. 31 p. (Department of Agriculture, Miscellaneous Publication No. 135.) 5¢.

Contents: Establishment; Jurisdiction; Occupancy and use; Fiscal matters; Forest activities; Weeks law and amendments; Clarke-McNary Act; and the McSweeney-McNary Act. (Civics; Political Science.)

Dairy Farming for Beginners. 14 p., illus. (Department of Agriculture Farmers' Bulletin No. 1610.) 5¢. (Dairy husbandry.)

Let's Know Some Trees. 38 p., illus. (Department of Agriculture, Miscellaneous Circular No. 31.) 15¢. (Nature study; Forestry.)

Brief descriptions of the principal California trees, including the pines, firs, cedars, and sequoias, other California cone-bearers, oaks, willows, poplars, maples, alders, birch, palm, yucca, Indigobush, madrone, walnut, sycamore, Oregon ash, California laurel, dogwood, and California buckeye. Also contains an index of common and scientific names. (Nature study.)

Report of the Alaska Agricultural Experiment Stations, 1931–1932. 26 p., illus. (Department of Agriculture, Office of Experiment Stations.) 5¢.

Report of the director of the Alaska Agricultural Experiment Stations, including the Sitka, the Matanuska, Fairbanks, and Kodiak stations. (Geography; Agriculture.)

The following illustrated publications may be ordered from the Pan American Union, Washington, D.C.:

Seeing South America. 224 p., 70 illus. 25¢.

Discusses travel routes, expenses, cities, climate, and wonders of South America.

Seeing the Latin American Republics of North America. 185 p., 73 illus. 25¢.

Presents condensed facts about travel in Cuba, Mexico, Salvador, Nicaragua, Costa Rica, Haiti, Panama, Honduras, Guatemala, and the Dominican Republic.

Permissible Electric Cap Lamps and Ventilation in Certain California Mines and Water-Tunnel Construction. 1932. 36 p., illus. (Bureau of Mines, Bulletin 359.) 5c. (Safety education; Mining engineering.)

*The Women's Bureau of the United States Department of Labor—What it is; What it does; and What it publishes. (Women's Bureau, Folder 6) Free. (Civics)

*The United States and Nicaragua—A Survey of the Relations from 1909 to 1932. 134 p. (Department of State, Latin American Series No. 6)

Presents the situation in Nicaragua before 1912; political and financial developments, 1912–1925; the civil war, 1926–27, the Stimson mission, 1927; elections of 1928; Nicaraguan-Honduran boundary dispute; the Managua earthquake; the Nicaraguan canal survey; etc. (Geography; History; Economics)

High-grade Alfalfa Hay: Methods of Producing, Baling, and Loading for Market. 26 p., illus. (Department of Agriculture, Farmers' Bulletin No. 1539.) 5c. (Agriculture; Marketing.)

Family Food Budgets for the Use of Relief Agencies. 8 p., folder. (Children's Bureau.) Free.

Approximate quantities needed weekly by typical families for adequate diets at minimum cost containing ample margin of safety in protective and other foods;

Courtesy National Park Service

Grizzlies in Yellowstone. See reference: Fauna of the National Parks of the United States.

restricted diets for emergency use, containing only the "irreducible amounts" of protective and other foods; and a sample weekly food order for adequate diet at minimum cost for a family of 5—parents and 3 children. Notes to relief agents, suggestions for spending food money wisely, and a family food guide to low-cost balanced diets are given. (Home economics; Social case work.)

The Silver Market. 95 p., illus. (Bureau of Foreign and Domestic Commerce Trade Promotion Series No. 139) 10c.

An analysis of the world trade in silver; the organization of the market and determination of the price; the long-term trend in the price of silver; the position of that metal in the economic life of the United States, India, and China; silver and oriental purchasing power; the movements of treasure to and from the Orient; and—of especial interest lately—the outflow of gold from British India. (Geography; Economics; International trade.)

The Transient Boy. 7 p. (Children's Bureau.) Mimeog. Free.

Maps

The New World and the European Colonial System in 1823 and in 1931. 17 by 19 inches. (Department of State—Map Series No. 1, Publication No. 275.) 10¢

Shows the European countries having foreign possessions together with their dominions, colonies, protectorates, etc., distinguished by colors; mandates (former Turkish and German possessions); the United States of America, and its possessions; and the Latin American Republics.

Map of the National Park-to-Park Highway. 20 by 25 inches. (National Park Service.) Free.

Automobile roads connecting the national parks and monuments west of the Mississippi River which are under the jurisdiction of the National Park Service are indicated.

Films

The following U.S. Department of Agriculture motion-picture films are available upon application to the Office of Motion Pictures, Extension Service, U.S. Department of Agriculture, Washington, D.C.

Behind the Breakfast Plate (Bureau of Animal Industry) 1 reel.

The story of bacon from the pastures of the Corn Belt through the stockyards and the packing plants to your breakfast plate; curing of bacon in early colonial homes; evolution of the hog business.

The Cougar Hunt (Bureau of Biological Survey) 2 reels.

Methods followed by Government hunters in predatory animal control work, with special reference to the mountain lion.

The staff of the Office of Education in the United States Department of the Interior is constantly engaged in collecting, analyzing and diffusing information about all phases of education in the United States, its outlying parts, and in foreign countries

UNITED STATES DEPARTMENT OF THE INTERIOR

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25 OFFICE OF EDUCATION CIRCULARS

Some important facts and statistics now collected by the Office of Education are interpreted by education specialists and disseminated in the form of mimeographed circulars. The 25 latest circulars are:

No. 60. Textbooks for Public School Children.
No. 61. The Social Economic Survey as a Basis for an Educational Survey.
No. 62. Language Activities in the Primary Grades.
No. 63. Educational Research Studies of State Departments of Education and State Education Associations.
No. 64. Directory of Chief Educational Offices in Various Countries of the World.
No. 65. Safety and Health of the School Child.
No. 66. Certificates Issued by the Scottish Education Department.
No. 67. Studies in Homemaking Education.
No. 68. U.S. Government Publications Useful in Physical Education and Recreation.
No. 69. Aids in Book Selection for Elementary School Libraries.
No. 70. State and Private Schools for the Blind, 1930–1931.
No. 71. Tests in the Social Studies.
No. 72. Educational Research Studies in City School Systems, 1931–1932.
No. 73. Per Capita Costs in City Schools, for 1931–1932.
No. 74. Camps and Public Schools.
No. 75. State and Private Schools for the Deaf, 1930–1931.
No. 76. Public and Private Residential Schools for Mentally Deficient and Epileptics.
No. 77. Higher Education in Foreign Countries, Its History and Present Status.
No. 78. Government Publications Showing the Work of the Government.
No. 79. Some Effects of the Economic Situation on City Schools.
No. 80. Some Effects of the Economic Situation on Rural Schools.
No. 81. An Indexed List of City School Reports, 1930–1931.
No. 82. Practical Aids for Study Groups and Individuals Interested in Child Care and Training.
No. 83. Public and Private Residential Schools for Delinquent Children, 1930–1931.
No. 84. How School Departments of Home Economics are Meeting the Economic Emergency.

(Single copies free. A small charge for additional copies.)

Office of Education
United States Department of the Interior

REFORESTATION

President Roosevelt has made "reforestation" one of our every-day words. His gathering of thousands of unemployed young men in camps throughout the Nation for forestry training and work has stimulated interest in the study of our trees and woodlands. An increased demand for information on this subject prompts the Office of Education to direct SCHOOL LIFE readers to two 5-cent Government publications:

FORESTRY
Office of Education Guidance Leaflet No. 16

and

FORESTRY CLUBS FOR YOUNG PEOPLE
U.S. Department of Agriculture Miscellaneous Publication No. 45

Forestry Guidance Leaflet tells what Forestry really is, the opportunities this type of work offers, and the positions generally offered trained foresters. It also lists forestry schools, the national forests, and describes college forestry courses.

Forestry Clubs for Young People is useful to leaders of young people's forestry clubs. This publication suggests forestry activities, and how to carry on these activities during each month of the year. It also guides one to additional study or reference material and sources of information.

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U. S. GOVERNMENT PRINTING OFFICE: 1933

SCHOOL LIFE

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June 1933

Vol. XVIII • No. 10

IN THIS ISSUE

▼

Official Organ of the Office of Education

UNITED STATES DEPARTMENT OF THE INTERIOR • WASHINGTON

WRITE TO:

The Office of Education, U.S. Department of the Interior, Washington, D.C., for published information on—

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Rural School Problems

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Contents

The cover picture was drawn by William Thompson, Washington, D.C., who also painted the Office of Education murals for the Century of Progress Exposition shown on page 189.

OFFICE OF EDUCATION NEW PUBLICATIONS

Statistics of Private Elementary Schools for the Year 1930–31. Bulletin, 1933, No. 2, Chap. 5, Biennial Survey of Education, 1930–32 ..... 5 cents

Health Work and Physical Education. Bulletin, 1932, No. 17, Monograph No. 28. 10 cents

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(Single copies only)

Public and Private Residential Schools for Delinquent Children, 1930–31, Circular No. 83.

How School Departments of Home Economics are Meeting the Economic Emergency, Circular No. 84.

Legislative Action in 1933 Affecting Education, Circular No. 85.

Educational Activities for the Young Children in the Home, Circular No. 86.

Collegiate Courses in Advertising, 1932, Circular No. 90.

Collegiate Courses in Transportation, 1932, Circular No. 91.

Collegiate Courses in Insurance, 1932, Circular No. 98.

Collegiate Courses in Realty, 1932, Circular No. 101.

OFFICE OF EDUCATION
United States Department of the Interior

SCHOOL LIFE

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 to promote the cause of education throughout the country." To diffuse expeditiously information and facts collected, the Office of Education publishes SCHOOL LIFE, a monthly service, September through June. SCHOOL LIFE provides a national perspective of education in the United States. Order its service for one year by sending 50 cents to the Superintendent of Documents, Government Printing Office, Washington, D.C. To foreign countries, 85 cents a year. On all orders for 100 copies or more to be sent to one address, the Superintendent of Documents allows a discount of 25 percent. Enter subscriptions also through magazine dealers. Send all editorial communications pertaining to SCHOOL LIFE to Editorial Division, Office of Education, U.S. Department of the Interior, Washington, D.C.

SCHOOL LIFE

Issued Monthly, *except July and August*, by the United States Department of the Interior, *Office of Education*

Secretary of the Interior : *Harold L. Ickes* · Commissioner of Education : *William John Cooper*

VOLUME XVIII — *WASHINGTON, D.C. - JUNE 1933* — NUMBER 10

Our Children's Worst Enemies

By W. F. BOND *

DURING THE WORLD WAR when our boys went over the top to reach a certain objective we knew why some of them never got very far. They were stopped by machine-gun bullets, poison gas, high-explosive shells hurled at them by a known enemy.

Every year in the United States tens of thousands of fine boys and girls go over the top, as it were, from our schools and homes and start toward the attainment of some worthy goal. Hundreds of them fail. They do not get very far in the battle of life. They are overcome by enemies. What are the enemies that annually take such a heavy toll of the finest and best of our young people? Do our boys and girls know what enemies they are sure to meet? Have they been prepared to meet them?

A few years ago I received this letter:

Dear Mr. Bond: If someone had really told me of the dangers I was going to meet when I started out in life, perhaps my life would not have been wrecked and ruined as it is today. Can't you warn the young people of Mississippi of the things that may destroy them?

The letter was not signed. It evidently was written by some young man or woman who had been hopelessly overcome by one or more of the influences to which so many people fall victim every year. I often ask myself the question, What are the worst enemies our children and young people must contend with today?

In order to try to get an answer to this question, I first called upon my fellow State superintendents and commissioners of education asking them two questions:

1. If a group of 12-year-old boys and girls should come into your office and ask you to name the three most deadly enemies of the youth of today, what would you say?

2. What agency whose business it is to train our young people for citizenship is most largely failing in its responsibility?

Fifty-four requests (States, Territories and outlying parts) yielded 49 replies.

The following are the enemies listed, with the vote for each:

1. Idleness and lack of responsibility	38
2. Strong drink	29
3. Moving pictures of wrong kind	23
4. Improper relations between sexes	17
5. Unwholesome literature	12
6. Joy riding	12
7. Poverty	9
8. Gambling	7
9. Narcotics	5
10. Public dances	4
11. Bad company	2

To the question, What agency whose business it is to train our young people for citizenship is most largely failing in its responsibility? the votes were as follows:

1. Home	37
2. Society as a whole	21
3. Church	13
4. Community	10
5. Schools and colleges	8
6. The Government	1

Thus it will be seen that these people who are in as good position to answer these questions as any other class of people believe that the worst influence on the lives of our boys and girls is, idleness and lack of responsibility with strong drink, moving pictures of wrong kind, and improper relations between the sexes, ranking rather high in the list. It is also seen that these people believe beyond any shadow of a doubt that the home is failing in its duty to our boys and girls by far more largely than any other agency whose business it is to prepare our young people for citizenship.

At the suggestion of Supt. B. Frank Brown, of the Gulfport city schools, and others, it was decided to ask the young men and women of some of our colleges and several thousand high-school boys and girls for an expression on this subject.

The result of the vote taken at four colleges, with approximately 1,500 students participating, is shown in the following table:

MISSISSIPPI COLLEGE

Strong drink	212
Improper relations between sexes	168
Idleness and lack of responsibility	159
Gambling	89
Unwholesome literature	43
Narcotics	38
Public dances	22
Poverty	19
Moving pictures of wrong kind	10

There were scattering votes for a few other things, such as bad company, dishonesty, etc. One said that the main thing that was driving many college boys and girls to the bad was long-winded speeches at chapel. Mississippi College is located at Clinton and is under the control of the Baptist Church.

MILLSAPS COLLEGE

Idleness and lack of responsibility	189
Strong drink	150
Improper relations between sexes	153
Unwholesome literature	84
Poverty	78
Gambling	63
Moving pictures of wrong kind	39
Narcotics	30

There were scattering votes on joy riding, public dances, narrow-minded professors, etc. One boy handed in a statement sent him from the college of the amount due on his board bill. Millsaps College is located in the capital city, Jackson, and is under the control of the Methodist Church.

MISSISSIPPI STATE COLLEGE FOR WOMEN

Since this college is a State institution for women the vote of the 700 girls there is of considerable interest.

Strong drink	518
Improper relations between sexes	405
Idleness and lack of responsibility	263
Poverty	156
Unwholesome literature	114
Gambling	113
Moving pictures of wrong kind	79
Narcotics	72

Gossip, too much work, and lack of character training received a few votes.

* Mississippi State Superintendent of Education

175441—33——1

STATE UNIVERSITY

At the time of our visit to the university it was not convenient to get the student body together to vote on this matter, so we took the vote with only a group of 49 students, with the following result:

Strong drink	36
Improper relations between sexes	29
Idleness and lack of responsibility	20
Bad company	20
Poverty	1
Gambling	6
Unwholesome literature	4
Moving pictures of wrong kind	3

We see that the four colleges are agreed as to the first three worst influences, but disagree as to fourth in importance.

THE VERDICT OF THE HIGH SCHOOLS

The vote was taken in 11 different high schools, ranging all the way from a consolidated rural school with 75 in the high grades to some of our largest schools with more than 700 in the high-school department.

The combined vote is as follows:

Strong drink	2,289
Improper relations between sexes	1,262
Idleness and lack of responsibility	1,229
Gambling	1,086
Narcotics	645
Unwholesome literature	457
Moving pictures of wrong kind	358
Poverty	183

There were a good many votes for such things as laziness, lack of wholesome amusements, bad company, joy riding, public dances, lack of respect for authority, dishonesty, etc.

Strong drink placed first in every one of the 11 schools representing all sections of the State. Improper relations between sexes was second, with 5 schools, and received a large vote in the other schools, which gives it second place in the totals, with idleness and lack of responsibility a close third. Gambling rated second, with 3 schools (all in the Delta area) and is given fourth place. Approximately 3,500 high-school students took part in the voting. The only radical difference in the ideas of the three groups participating in this study—State superintendents of education, college students, and high-school students—is the high rating given moving pictures of wrong kind and unwholesome literature as evils by the State superintendents and the low rating given by the other two groups.

All three groups brand *strong drink, improper relations between the sexes, and idleness and lack of responsibility* as the worst influences with which our young people will have to deal. What can be done about it?

When a deadly disease sweeps the country one of the first efforts of the doctors is to isolate the germ. When that has been done the next step is to find out how to combat the germ without destroying the human body.

We feel now that we have the right to say what some of our worst enemies are and, therefore, the next question is just why and how are these influences so deadly and how shall we go about meeting them? We feel that the authorities in our colleges and high schools owe it to their students to fully inform them as to these influences, and to build up in the lives of their students a defense strong enough to withstand these enemies. In all the schools and colleges of the State next year we are going to ask the cooperation not only of teachers and instructors but also of the students as well in studying these questions, to the end that the young manhood and womanhood of our State shall not be overcome by their enemies, but rather these young people as they go out from their homes, schools, and churches, by the very force of their character will help to overcome the evils of our times in order that Mississippi and the world in general may become a better and a safer place in which to live.

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FOR FUTURE PLANNING

ADVANCE PLANNING affects schools among other public works. School administrators faced with the problem of gathering facts and statistics for long-period planning should be interested in a new publication, "Advance Planning of Public Works in the District of Columbia," available for 10 cents from the Superintendent of Documents, Washington, D.C. Prepared under the supervision of the Secretary of Commerce and the Director of the Federal Employment Stabilization Board, this report furnishes information on typical trends in planning, 33 advantages of advance planning, exhibits of planning, and other guidance in the development of advance planning. Charts and tables illustrate the text.

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FIVE UNIVERSITIES TEACH RADIO LAW

FIVE UNIVERSITIES in the United States are offering courses in radio law, according to reports received from 958 colleges and universities which replied to an inquiry sent out by the United States Office of Education. Three of the five universities—National University School of Law, Catholic University of America, and the Columbus University School of Law—are located in Washington, D.C.; the fourth, Marquette University, is in Milwaukee, Wis.; and the fifth, the University of Southern California, is in Los Angeles, Calif.

An examination of the catalog descriptions indicates that the following topics are usually considered in the radio law courses:

Basic treaties and statutes.
The development of legal regulations of wireless telegraphy and telephony.
The Radio Act of 1927 and its amendments.
A study of the Federal Radio Commission as an example of the application of administrative law to scientific and social problems.
Practice and procedure before the Federal Radio Commission.
The law of crimes, torts, and contract applicable to radio.
Radio and the copyright.
Rights and liabilities of wireless operators and Government regulations of their activities.
Rights and liabilities of other persons affected by such activities.

The method of instruction usually followed in teaching the course includes lectures, case assignments, and seminar discussions.

★

INJURIES TO SCHOOL CHILDREN

FORTY-FOUR PERCENT of all injuries to school children in 1932 occurred either on the school grounds, in school buildings, or on the way to or from school. Those on the school grounds took place mainly on apparatus or in football games, and those within the school building happened chiefly in gymnasiums and shops. Automobile accidents were responsible for most of the injuries sustained by children going to or from school. Thirty-five percent of the injuries occurred at home, however, from falls, burns, cuts, etc., and 21 percent mainly as the result of street play. The National Safety Council supplied these figures.

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BOOKS FOR FARM HOMES

A MOST COMPREHENSIVE library project to be conducted by 4-H Clubs in the United States in cooperation with the National Home Library Foundation, Washington, D.C., is expected to make home libraries of great books available at nominal cost to nearly 1,000,000 of the Nation's 4-H Clubs boys and girls. State club leaders, home demonstration agents, and cooperative extension workers in the several States are cooperating. Senator Arthur Capper, a member of The National Committee on Boys and Girls Club Work, is also lending his support to the movement.

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CITY SCHOOL REPORTS RECEIVED

In reply to a request for 1931–32 city school reports recently sent out by the Federal Office of Education, superintendents of schools in 164 cities sent in copies of their reports. Since the receipt of reports in response to this request, the following cities sent in their reports for 1932–33: Berlin, N.H.; Concord, N.H.; Hoosick Falls, N.Y.; Walton, N.Y., and Westfield, N.J.

New Commissioner Named

FOLLOWING the resignation on May 26 of William John Cooper, as United States Commissioner of Education, President Roosevelt asked Dr. George F. Zook, president of the University of Akron, to accept the responsibility of directing the activities of the Federal Office of Education.

Dr. Cooper resigned to accept the appointment of Professor of Education at George Washington University, where he will direct the courses in educational administration.

The appointment of Dr. Zook brings to the service of the Federal Government and American education a distinguished educator whose experience especially qualifies him to direct the work of the Office of Education. His participation in many State educational surveys has brought him in close touch with education at all levels and in practically all parts of the country from Massachusetts to California. He has faced the problems of education as a teacher, a research worker, and an administrator.

In a real sense, Dr. Zook's return to the Office of Education will be a homecoming. He served as head of the division of higher education from 1920 to 1925. Previous to that he had served on the committee on public information in 1918 and as associate director of education instruction of the Treasury Department's Savings Division.

In addition to having had the opportunity to know the Federal Office of Education from the inside, he more recently, as a member of the National Advisory Committee on Education, had the chance to study it from the outside as an integral part of all the Federal Government's services to education.

Dr. Zook was born at Fort Scott, Kansas, April 22, 1885. In 1911 he married Miss Susie Gant of Lincoln, Nebr. He was educated at the University of Kansas, receiving his A.B. degree in 1906, and his A.M. degree a year later. He was made a doctor of philosophy of Cornell University in 1914. His academic training was primarily in history, but later he turned to education as his major field of study. Dr. Zook was a fellow of European history at the University of Kansas, 1906–7; assistant in modern European history, Cornell University, 1907–9; instructor in modern European history, Pennsylvania State College, 1909–11; traveling fellow in Europe, Cornell University, 1911–12; assistant professor of modern European history, 1912, associate professor, 1914, and professor, 1916–20,

—Harris & Ewing

Dr. George F. Zook

Pennsylvania State College. He has served on various survey committees on higher educational institutions in Arkansas, Oklahoma, Kansas, Massachusetts, North Carolina, and other States. Recently he also served on the California committee, 1931–32, the Iowa Financial Survey, division of education, 1933, and other surveys.

Accomplished

Speaking of Commissioner Cooper, a prominent educator recently declared: "He is more than an educator; he is an educational statesman."

The record of Commissioner Cooper's 4 years of service bears out that judgment. Battling against the unrelenting current of the depression, he has set up new standards and successful methods for the Federal Government's partnership in educational progress. Having reorganized the office, he set about making its work known to thousands of teachers in hundreds of audiences. His written speeches number 229; many others were given extemporaneously.

Under Commissioner Cooper, the plan of national surveys of certain major fields of education, which was inaugurated by Commissioner Tigert, advanced. Dr. Cooper envisioned an Office of Education, half composed of permanent workers, and half composed of educational leaders making surveys. Three national surveys were projected under his leadership: Secondary education, teacher education, and school finance. All three are completed, although the latter was sharply curtailed due to Governmental economy programs which also forestalled other surveys.

Commissioner Cooper, emphasizing research, has brought the permanent services of the Office of Education in line with educational progress. While he has been in office, an assistant commissioner of education and research workers in the following fields have been added: Tests and measurements, special problems of handicapped children, radio education, comparative education, and Negro education.

"For people who agree on a thing to get together and talk it over, is more or less useless," Commissioner Cooper often declared. Therefore he promoted the idea of regional conferences on educational problems or results of surveys at which diverse groups could plan in the light of facts gathered on a national basis. Many such conferences were held.

Commissioner Cooper, moreover, has been acutely conscious that the depression has proved that education is not quite in step with American life. Knowing this, he has led the movement to revitalize homemaking education and economic education and to encourage other important reforms. Under Dr. Cooper's guidance, the Office of Education has also developed close cooperation with the National Education Association, the American Council on Education, the National Catholic Welfare Council, National Congress of Parents and Teachers, and numerous other organizations so deeply concerned with the advancement of education in the United States.

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WISCONSIN'S PHILOSOPHY OF EDUCATION

IN AN EFFORT to set forth purposes and means whereby the school can become more potent in modern life, the Teacher Training Council of the Wisconsin Teachers Association has prepared "A Philosophy of Education for Wisconsin." The philosophy is summarized under subdivisions of educational objectives, democracy, individual differences, the attitude of inquiry, controversial questions, interests as educational objectives, some essential factors of learning, self-direction necessary in learning, growth, and the "child-centered school," education as adjustment, the problem of drill, transfer of training, and the school as one educational agency among many.

New Deal in Education

Economic Guidance: Shall Schools Undertake It?

By J. O. MALOTT *

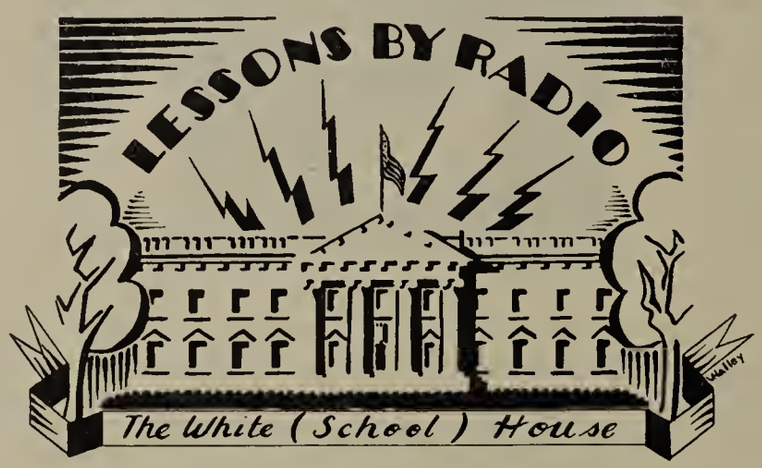
THE President of the United States, in a recent Nation-wide broadcast, found it necessary for the public welfare in our greatest economic crisis to instruct the American people in the A.B.C.'s of banking.

His radio talk was a primer lesson on banks—their organization, functions, and operation.

On hearing the memorable address, one well-known educator declared, "That address should cause the curriculum makers of America to hang their heads in shame."

Just as the World War called attention to the need for better physical education, so today the economic crisis calls attention to the need not only for "economic literacy," and "economic guidance," but also for "economic citizenship."

Various national committees and United States commissioners of education have repeatedly called attention to the need for popularizing economic and business information, yet a recent request asking superintendents what was being done along this line yielded little.



Drawn by Virginia Halley, Abbott School of Fine and Commercial Art, Washington, D.C.

The Need

Headlines and want ads, editorials, and violent peaks and valleys of price graphs tell the economic sorrows of ourselves and our neighbors. Every newspaper is filled with case studies of our economic illiteracy.

Consider a few examples of education's negligence:

Billions of dollars are lost in fraud in securities. The earmarks of fraud are well known, but they have not been popularized.

High-powered selling programs in real-estate booms have resulted in the laying out in particular States of nearly as many building lots as there were families in the entire Nation. Would this have been possible if Americans had been adequately educated in real-estate buying?

During the last 12 years more than 10,000 United States banks failed. Where are the units of instruction which will enable millions of consumers to recognize the strength and weakness of financial institutions?

Specific education is required of doctors, dentists, teachers, plumbers, electricians. What can education do toward extending the safeguards and advantages of the professional point of view and professional preparation to other fields of human activity—merchandizing, finance, banking, industrial management, etc.?

The United States Department of Commerce report shows that 70 percent of bankrupts have not finished high school. Forty percent had not finished grade school. What provision or compacts with chambers of commerce and other agencies can education make to cure this situation?

Thousands of home owners lose their homes because they do not know the full extent of the burden involved in the purchase of property. Where is the school training program to assist buyers to know the extent of the burden of real estate, insurance, assessments, and taxes involved in contracts and to estimate the amount they can carry?

The United States is a Nation of 122,000,000 consumers of billions of dollars worth of goods. Are schools educating for consumership? Only 3 percent of high-school pupils are studying economics. Only 15 percent are enrolled in home economics.

States have not set up educational requirements for bankers. A study by Dale Graham, of the Mississippi Valley Trust Co., St. Louis, Mo., in 1926, of the training of 682 "leading bankers of the country" shows that 37 percent had no high-school or college training and that a total of 68.5 percent had no college training. Should education take steps to provide more adequate education for bankers?

Progress

Citizenship is one of the seven cardinal principles of education. Schools have emphasized political citizenship. Economic citizenship is of equal or greater importance. To date, schools have made relatively little contribution to this phase of citizenship.

To provide an economic primer for all citizens is not enough. Conditions today demand that a person be able to interpret and to judge the value of business facts. Conditions also demand that a citizen be able to recognize and be willing to follow responsible leaders.

Among the most promising efforts to meet this need up to this time are courses in general business information. Sometimes they are called junior business training, introduction to business, or general business science.

Textbooks published for these courses have their limitations. Knowing that school administrators were not yet ready to introduce strictly general business content that should be required of all boys and girls, authors and publishers have deliberately omitted some important content. To sell their texts they have been forced to include much clerical training to find a market in the commercial departments. As a result, those students taking the business courses in the American high schools have received guidance that should have been the heritage of all American citizens.

The outstanding developments of the past decade have centered around the introduction of general business information courses in the eighth and ninth grades. For years the courses were primarily vocational, but recently newly recognized needs have shifted the emphasis.[1] The new emphasis is on economic citizenship. It is here to stay. What normal evolution would have produced in 10 to 20 years is being speeded up by the economic crisis. One State, New York, issued in 1929 a bulletin covering certain phases of the problem.

Some parts of the new courses in economic citizenship have passed through the experimental stages. Subject matter has been adjusted and appropriate methods developed for pupils 13 to 16 years of age. Experience shows that some of the content should be introduced in a more elementary fashion in the lower grades. Certain high schools have introduced more advanced courses for those about to graduate.

Colleges and universities are beginning to realize that their economics courses are of little use to the individual in solving his personal business problems. Follow-up studies show that graduates' greatest difficulties were not in earning but in handling their earnings.

Home economics courses are putting more stress on budgeting and buying. Civics and social science courses are also entering the field. Gaps in present high-

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[1] Malott, J. O. Good references on junior business education. Washington, U.S. Office of Education (1932) 12 p. mimeog. (Bibliography No. 9).

school courses for economic citizenship have, however, prompted university experts to try to develop in the high schools special courses in finance, investments, insurance, transportation, and foreign trade. The many demands on pupils' time will probably limit this trend.

Proposed course

A course designed to help pupils to know their way around in the world of business affairs might well have three major aims:

1. Business Problems of the Individual and the Household

Objectives: To help individuals and families build "complete economic programs"; draw up personal and family budgets; plan savings and investments; organize programs including insurance, banking, real estate, securities, postal savings, etc.; and weigh factors affecting security of the various types of savings and investments.

2. Major Economic and Business Problems of Our Nation

Objectives: Introduction to problems of finance, insurance, transportation, production, distribution, resources, commodity prices, wages, tariffs, interest, taxes, factors affecting agricultural and industrial development, business problems of local, State, and National Government. International economic problems could be included.

3. Economic Systems

Objectives: Knowledge of economic systems, their principles, their growth and structure, their strengths and weaknesses, and methods of correcting weaknesses in our economic system.

Through these three avenues the course would lead pupils to ability to reason from cause to effect in economic problems. It would give pupils a store of facts and a method of approach to apply in voting on economic issues in a democracy. Finally it would contribute to intelligent economic "followership" as well as economic leadership.

Obstacles

Demand for a course in "economic citizenship" is rising rapidly. Can it be fitted into the course of study? Commercial courses, home economics, civics and social science courses have all nibbled at the edge. It should be possible to pool their programs.

Finding the right teacher to handle such a course is a problem. Such a teacher would need a background in economics and business organization. He would need to know contemporary business customs. Practical experience in business would be highly desirable. Wherever possible, it might prove best to have a business teacher instruct in general economics and business and a home economics teacher instruct in family economic matters.

The depression should teach us to avoid mistakes. To the extent which the schools failed to equip pupils with necessary economic and business information, they have contributed to bringing on the depression.

If we fail now to teach "economic citizenship", we will contribute to the folly of the next violent swings up and down. Courses to develop competent consumers can serve as a buffer between business cycles and the orderly progress of human life.

Schooling More Necessary Today

By WILLIAM JOHN COOPER*

I WISH that all those who clamor for tax reduction could have opportunity to see what the nations of Europe went through during the late 4 years of war and how well they stood taxation for schools. I would that they might look back to our own previous depressions and see what communities have stood rather than let their children go without current schooling. I know at those times the average standard of living was not so high. People were not accustomed to certain comforts and luxuries which they now enjoy. Therefore today it seems harder to make sacrifices for schools. But let me call to your attention the fact that as a civilization increases in complexity schooling is more necessary than ever before. For people who lived in an agricultural stage when roads were poor and towns were small and far apart, less schooling was necessary. Literacy was the main requirement. People were born practically under the same conditions and into the same conditions in which their parents were born and would live most of their lives in those conditions.

But today we live in a complex civilization which it is necessary to understand in order to be adjusted to it. Schools are the means by which we accomplish this period of adjustment, and by schools I mean also kindergartens in our larger cities. Even today the schools are not complete. No one claims that a school completely adjusts the pupil to the surroundings in which he lives. It will be necessary for us to give more instruction time to natural science. There is no reason why certain lakes in one of our States should be closed during a most beautiful period of the year because of the plague of mosquitoes. Mosquitoes are creatures whose habits we all know well enough to exterminate if we went about it in the right way. Likewise there is no reason why a hundred people a year should be stricken down by the water moccasin snake in another State. These snakes could be exterminated if we set about it with a little energy. These are merely samples of things that we could do by the application of the fundamental principles in science. They are needed every day.

Moreover, we will have to place much more emphasis on the teachings of mental hygiene not only to adjust people who are normal to their environments, but in order that we may more readily teach them such subjects as good citizenship and good character.

As we come to the end of another school year, I commend the school people of the United States for their service and sacrifice in helping to keep open our institutions of learning, and in helping to maintain our Nation's high standards of education reached only by hard work over long periods of time. Next school year will call for continued sacrifice, but I know that our teachers and our school administrators will carry on courageously, as they have in the past.

* U.S. Commissioner of Education, Department of the Interior, Washington, D.C.

Centennial of Education for Women

By WALTER J. GREENLEAF *

NOT LONG AFTER the Pilgrims stepped off the famous rock and established the Massachusetts Colony, a law was passed to the effect that parents and masters should so train their children that they could read and understand the principles of religion and the capital laws of the country. Higher education was early provided for men with its main purpose to train ministers, and for 200 years this purpose carried over in the establishment of new colleges.

All this time the women had to be content with "finishing schools" and "female seminaries" because none of the men's colleges would admit women students. Even though a few women managed in one way or another to prepare for college through tutors or seminaries, they were not allowed to enter the established colleges because of their sex. However, after many experiments and much discussion of values, higher education was provided for women.

Oldest co-ed college

Just 100 years ago Oberlin College, then Oberlin Collegiate Institute, was established "combining various grades of departments for the careful education of their own (the founders) children and those of their neighbors; moreover, to train teachers and other Christian leaders for the boundless and most desolate fields in the West—and a hearty welcome should be accorded to women, and manual labor should play a part." Oberlin is the oldest coeducational college in the United States, although during the first four years it was coeducational only in the preparatory department.

Experiment successful

Four women had sufficiently prepared to enter college work by 1837 and were graduated in 1842, with the regular arts degree. By 1866 eighty-four women had received degrees.

The idea of bringing the sexes together in a single college was a radical one at the time and considered to be destructive to the morals of both men and women students as well as to their intellectual progress. The 1835 catalog announced the female department in charge of Mrs. Marianne Dascomb, principal: "Young ladies of good minds, unblemished morals, and respectable attainments are received into this department and placed under the superintendence of a judicious lady whose duty it is to correct their habits and mold the female character. They board at the public table and perform the labor of the steward's department, together with the washing, ironing, and much of the sewing for the students. They attend recitations with young gentlemen in all the departments. Their rooms are entirely separate from those of the other sex, and no calls or visits in their respective apartments are at all permitted." All students were required to work 3 hours daily. Board was $1 per week for the men and 75 cents per week for the women, since the women received only 3 cents per hour where the men received 5 cents per hour for their work.

Coeducation as an experiment proved successful. While new in college work, it had been in effect in all public schools for children, in some academies, and in some Methodist schools.

Later, Horace Mann endeavored "to secure for the female sex equal opportunities of education with the male, and to extend those opportunities in the same studies and classes and by the same instructors, after the manner of many academic institutions in different parts of the country."[1] He applied this policy in the founding of Antioch College, Yellow Springs, Ohio, in 1852.

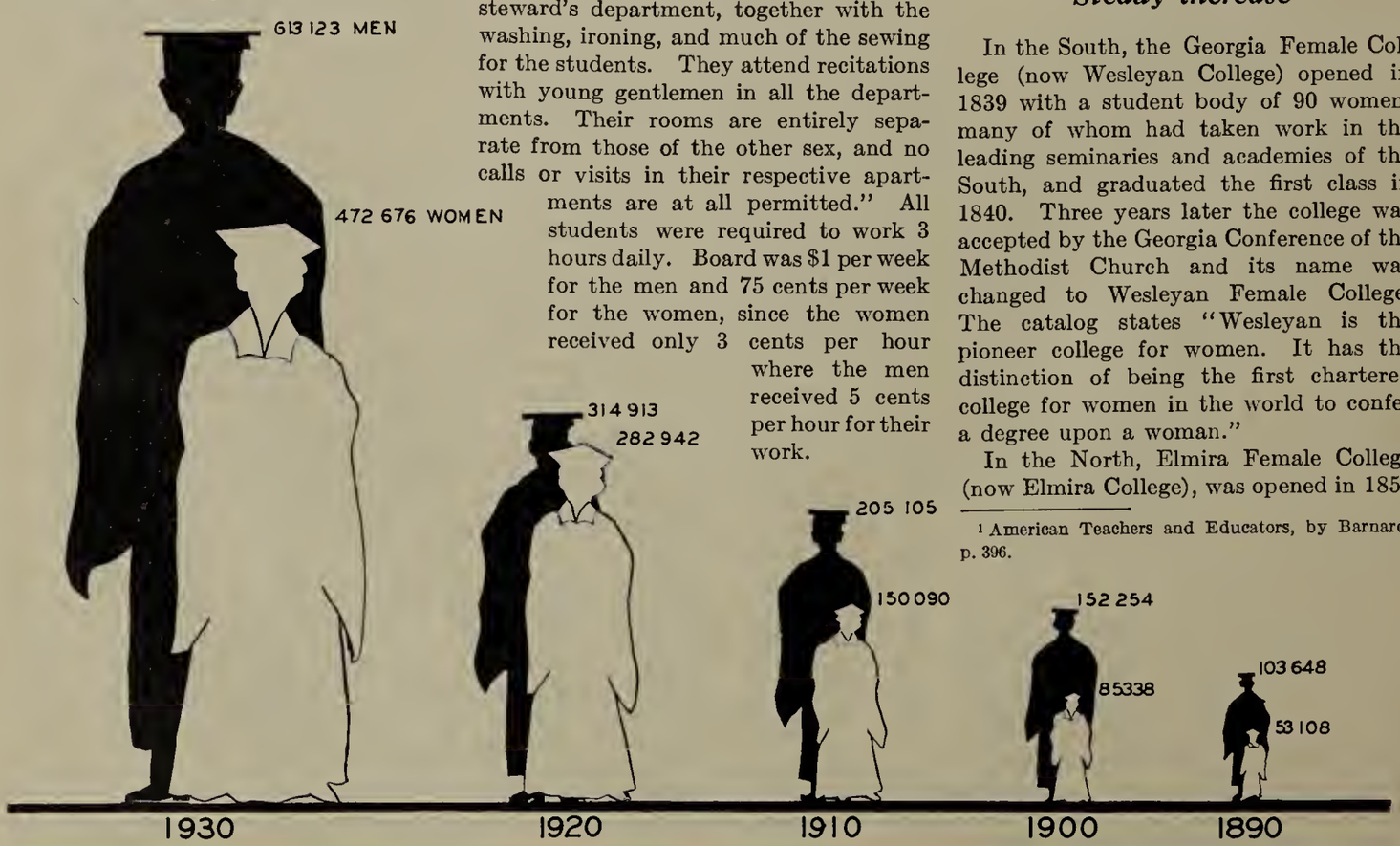
The University of Iowa (chartered 1847) opened as a coeducational institution in 1856. The University of Wisconsin admitted women in 1860; but the real reason for coeducation here was the need for women to prepare as teachers because the Civil War drew men away from the university. After 1866, when the university was reorganized, all the departments and colleges were open to men and women equally.

Coeducational Oberlin antedated the first colleges established exclusively for women. Seminaries and high schools had not generally prepared women students for colleges, and financial supporters for proposed women's colleges were few.

Steady increase

In the South, the Georgia Female College (now Wesleyan College) opened in 1839 with a student body of 90 women, many of whom had taken work in the leading seminaries and academies of the South, and graduated the first class in 1840. Three years later the college was accepted by the Georgia Conference of the Methodist Church and its name was changed to Wesleyan Female College. The catalog states "Wesleyan is the pioneer college for women. It has the distinction of being the first chartered college for women in the world to confer a degree upon a woman."

In the North, Elmira Female College (now Elmira College), was opened in 1855



Illustrated by author

[1] American Teachers and Educators, by Barnard; p. 396.

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at Elmira, N.Y. The catalog states: "Elmira is the oldest college for women in America, having been the first to confer degrees for courses equivalent to those offered in colleges for men."

After the Civil War new colleges for women were established; coeducation became the rule in the Midwest and West. Advantages of higher education were extended to women generally when Vassar (1865), Smith (1875), Wellesley (1875), Mount Holyoke (1837), Bryn Mawr (1885), Mills (1871), Wells (1870), Goucher (1888), and other women's colleges were established. The passing of "female" and "ladies" out of college names began 50 years ago.

An amusing Vassar song commemorates the change of name from Vassar Female College to Vassar College:

A strong east wind came up one night,
A wind that blew from Norwich;
It blew the female off the sign
That was upon the college.
And as the faculty progressed
In wisdom and in knowledge,
They took the female off the spoons
As well as off the college.

Prof. Thomas Woody has said, in his history of women's education, "The praiseworthy pioneer efforts (of the women's colleges) 25 years preceding 1851 must, so far as data at present available are concerned, be regarded as falling short of their goal in one way or another. Since 1855 the opportunities for genuine college work for women have been steadily increasing in number; and the standard of the work in the earlier as well as in later established colleges, so far as it may be judged by requirements on paper, has been improved. This increase in variety of courses afforded, improvement of faculties, and the material aids, such as buildings, libraries, laboratories, and so on, has come about as a result of (1) the increase of wealth, (2) the universally accepted notion that women should be educated in colleges as well as men, and (3) the development of adequate secondary schools preparing young women for college. Interwoven with these are basic economic, political, social, and professional factors which have developed to such an extent that women of today recognize the advantage of higher education just as certainly as do men." [2]

The established men's colleges, particularly in the East, did not welcome women students, even after higher education for women was established. Many did, however, organize coordinate colleges for women, such as Radcliffe at Harvard, Barnard at Columbia, Pembroke at Brown, etc.; and many men's universities have long admitted women to graduate work without admitting them to the undergraduate college.

By 1890 one out of every three college students was a woman, and the total enrollment of all college students was 156,756. These figures include students in teachers colleges and normal schools, where the ratio was 1.6 women to every man, while in the regular colleges and universities the ratio was 1 woman to every 2.9 men.

Enrollments increase

Two years ago (1930) there were seven times as many college students—about 1,085,000, with a ratio of 1 woman for every 1.3 men; that is, nearly one half of all students in the colleges now are women. The ratio of women to men in the teachers colleges and normal schools is 3.4 to 1, but in the regular colleges is 1 woman to 1.6 men. These figures are based on nearly 1,500 higher educational institutions in the United States, which are classified as follows:

	Colleges for:		
	Men	Women	Coeducational
Public State institutions	18	15	358
Public municipal institutions	2	10	103
Private nonsectarian colleges	48	93	182
Denominational colleges	159	137	365
Total	227	255	1,008

In a study of 497 of these institutions in 1931–32, tuition rates for women averaged from $30 to $40 in the public women's colleges to $365 in the private nonsectarian women's colleges ($192 in denominational women's colleges and $59 to $257 in coeducational institutions). Board and room charges were slightly higher for women than for men averaging from $200 in the public women's colleges and increasing to $539–$580 in the private nonsectarian women's colleges; in the coeducational institutions board and room averaged from $266 (denominational), $294 (public), to $381 in the private nonsectarian colleges and universities; in 75 State teachers colleges the average was $248.

Equal provisions

Most colleges of all types that admit women provide dormitories for them, and 30 to 54 percent of the women room in these dormitories. While sororitics are established in many colleges, they are most characteristic of the public coeducational institutions. Very few women in women's colleges or in the private nonsectarian coeducational colleges and universities room in the sororities. Only 10 percent of the women in the denominational coeducational institutions, and 16 percent in the public coeducational institutions live in the sorority houses. From 26 to 40 percent live at home with parents, and from 20 to 40 percent room in private homes off campus. Living conditions are usually attractive but not luxurious.

Sports are provided for college women and are most popular in the following order: Tennis, basketball, hockey, archery, volley ball, swimming, baseball, golf, and track.

At the end of the first century of college education for women we find that it is no more unusual for a girl to enter college than for a boy, and equal provisions are made for both. Present-day arguments no longer center around whether higher education should be continued for women or not, but rather what type of college should a girl enter—a woman's college or a coeducational institution. There are pros and cons which are advanced by educational leaders and by laymen and no two seem to agree. The fact is that probably women who have graduated from the women's colleges are in favor of the separation of the sexes, and graduates of the coeducational colleges are equally in favor of mixed classes. Doubtless the emphasis on college life is vastly different in each, but who shall say that one is better?

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RECENT ANNIVERSARIES

White Plains Junior High School celebrated its one hundredth birthday May 26. A special feature of the centennial was an address by William H. Kilpatrick, Columbia University.

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Pennsylvania Institution for the Instruction of the Blind also celebrated the one hundredth anniversary of its foundation May 4, 5, and 6, at the Institution in Philadelphia. Edward E. Allen, director emeritus of the Perkins Institution for the Blind, Watertown, Mass., delivered an address May 4 on Present-day Education of the Blind.

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CLASSES IN "SIGHT SAVING"

"Sight-Saving" Classes are now part of the educational systems in 119 communities throughout the United States, according to the National Society for the Prevention of Blindness.

During this summer, courses to prepare teachers and supervisors for work among children with seriously defective vision will be offered at Western Reserve University of Chicago, Teachers College, Columbia University, and probably at State Teachers College, Buffalo, N.Y. Additional information concerning courses may be secured from the respective universities or from the National Society for the Prevention of Blindness, 450 Seventh Avenue, New York City.

[2] A History of Women's Education in the United States, by Thomas Woody. The Science Press, Lancaster, Pa. 1929; p. 184.

Education Throughout the World

By JAMES F. ABEL *

It ultimately matters more to your State Department than any other thing in the whole range of their manifold duties to know the color of the education being given in the British Empire, in France, in Germany, in all the countries of South America—yes, in all the countries of the world; for, if your Secretary of State knows, let us say, the French color of education, he will know well how that nation will be thinking 10 years hence.

EDUCATION in many countries is just closing the most difficult and leanest of three successive years of severe trial and testing. In the triennium it has had to handle more children than usual, because primary schools throughout the world are increasing in enrollment and attendance and postprimary pupils, rather than go out to certain enforced idleness, have stayed in the school rooms 1, 2, and even 3 years beyond the leaving age. It has been forced to help feed, clothe, and give medical aid in greater measure to children from poor homes made poorer by the depression. It has seen many of its special lines of training for these children cut off and its offerings stripped to so-called "essentials." It has deferred its hopes and plans for finer school housing for them and been compelled with only scanty means to keep the old housing partially fit for use. It has had to teach them with relatively fewer trained teachers and those employed at lowered and lowering salaries.

Carrying on

It has been subjected to numerous economy surveys, made often by persons unsympathetic with it, if not actually antagonistic to it. In common with other public services it has tried to live within its country's income, and to do that has sometimes been called upon to make more than its share of sacrifices. In many countries it has carried on through revolutions, some of them considerably destructive of the nation's wealth, wealth which the schools needed so badly and could have used so advantageously. And in others it has felt the stultifying influence of revolutionists determined to make it an agency for upholding and spreading their doctrines.

Not 2 decades have passed since education met and withstood so well the test of a world war that mankind generally turned to it as a means, probably the best means, of rebuilding after that catastrophe and of avoiding another like it. Professor Chinard, representing the French Ambassador and speaking in Washington in 1920 said:

It is no exaggeration to say that public education is at the present time one of the most important questions before the eyes of the public in France. * * * There is no danger of the French relinquishing their noble tradition of disinterested studies and their cultural and humanistic conception of education.

Sir Auckland Geddes addressed the same group at that time, thus:

Of course, what Sir Auckland felt was necessary in this connection for the United States he held to be essential for his own country, the British Empire.

The spirit

These were the thoughts of men whose countries had been among those worst shattered by the war and when the rebuilding had scarcely more than begun. Their prophecies—they were little more than that—have been borne out, for education in the 10 years after the war became far more important in the internal and external affairs of nations.

In its position of greater importance with its heavier responsibilities, education is enduring this second and, in some ways, more severe trial remarkably well. It is holding intact its lines of personnel, buildings, and equipment and is keeping them at work. In only the weaker places here and there in only a few countries have the lines wavered, the schools been closed, the teachers dismissed, and the children actually turned out without other provision made for their training. Of the great mass of the world's schools, a very small fraction has yielded that much to the stress of the times. Indeed, in several countries even in this latest of 3 bad years, more schools have been opened, the teaching staffs strengthened in numbers and preparation, and new and better buildings erected. "Do what you have to do with what you have to do it with" has not been adopted as an education motto but it expresses the spirit that prevails.

Economy

Sixty-two out of eighty-four countries, not including the United States, had deficits in their national budgets in 1931 and the situation was worse in 1932. Piling up national debts had to stop, so economy is the order of the day. "Let us turn to the nth economy committee report quickly, before the publication of the $(n+1)$th," said President Penlington in his April address to the National Union of Teachers of England and Wales. Education is taking its share of the economies; it is opposing vigorously having to take any more than its share. In the 2 years, 1930 to 1932, enough was cut off the public funds for education in some 50 countries to pay at a reasonable rate for 1 year of schooling for 3,782,000 children. In those countries school men managed the matter so that probably not 25,000 children were thrown out of school.

Education had some splendid programs under way and in the planning when commerce and trade tangled the affairs of man so badly. Some of them have been halted in their progress; none of them has been abandoned. Over the broad field of the struggle between knowledge and ignorance, science and superstition, mere financial difficulties have served to strengthen that manner of living which uses the school as much as or more than the home to train the young of mankind.

Minerva is a sturdy lady. Having cleared up the wreckage left by Mars, she will untangle the mess made by cunning and mischievous Mercury.

New books

Columbia University, Teachers College, International Institute. Educational yearbook, 1931. New York, Bureau of Publications, Teachers College. 1932. 721 pp.

This eighth yearbook is a welcome addition to the series. It is a presentation of the educational practices in the colonial dependencies of the leading countries of the world. Colonial policies of Belgium, the British Commonwealth of Nations, France, Italy, and Japan as well as the pre-war policy of Germany are all included.

Burma. Education Department. Eighth quinquennial report on public instruction in Burma for the years 1927–28 to 1931–32. Rangoon. Government printing and stationery. 1933. p. 45–lxxii.

Education departments in India have a pleasing habit of issuing an annual official report and at 5-year intervals publishing a survey and summary for the quinquennium. This eighth quinquennial report for Burma is interesting because that country is developing an intense nationalism and as a part of that development is giving much attention to education.

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Report of the Committee on Local Expenditure (England and Wales). London. His Majesty's Stationery Office. 1932. 173 p.

Report of the Committee on Local Expenditure (Scotland). London. His Majesty's Stationery Office. 1932. 160 p.

Government of Northern Ireland. Report of the Committee on the Financial Relations between the State and Local Authorities. Belfast. His Majesty's Stationery Office. 1931. 116 p.

These three reports are peculiarly interesting just now. They deal with local finances in the countries mentioned and suggest ways of economizing. Each contains a section on education expenditure.

* Chief, Foreign School Systems Division, Office of Education, U.S. Department of the Interior, Washington, D.C.

The Book That Talks

SOMETHING NEW in books awaits the visitor to the three miles of miracles along the Chicago lake front this summer. A book easier to read than any ever published heretofore will be a feature of the Office of Education exhibit in the Federal Building at the Century of Progress Exposition. It is easy to read because it is a talking book—the first ever made. All the visiting reader has to do is look and listen. The pages turn automatically. As they turn, the text which goes with the illustrations on the pages reaches the "reader's" ears directly from concealed loudspeakers.

The talking book of the Office of Education tells how the Federal Government promotes the cause of education. United States Commissioner of Education, William John Cooper, speaks the text. The thousands who have heard him speak in educational meetings will readily recognize the "author" of the "talking book" because his words will come from beside the leaves of the book with unusual clarity. This is due to the remarkable wide range recording equipment installed for the talking book by Erpi Picture Consultants, Inc. The equipment is one of the most recent products of the famous Bell Laboratories.

The book stands on a chromium-plated reading desk. Back of the reading desk are three large composite pictures of education in the United States. These oil paintings, each 5 by 6 feet, are entitled "Yesterday", "Today", and "Tomorrow."

As modernistic as the exposition, these paintings picture the inside, outside, and school materials of each period. The future is purely conjecture, although there is reason to believe that some of the pictured prophecies may soon come true.

The three murals are the work of William Thompson, a 19-year-old Washington, D.C., artist, who has received his training in Central High School of the Capital City and Abbott School of Fine and Commercial Art. He graduated from high school last June. This was his first big contract. Mr. Thompson designed the cover on this issue of SCHOOL LIFE, as well as the covers for December, February, and March numbers.

In the Hall of Social Science, visitors will find another Office of Education exhibit among the educational displays. This exhibit is called a "Century of Progress in Education." With picket-fence graphs, moon-shaped disks, and wooden books, this exhibit reveals national trends in five important phases of education: enrollment, number of teachers, length of term, increase in curriculum, and decrease in illiteracy.

Visitors to the Century of Progress and the National Education Association convention are cordially invited to witness both Office of Education exhibits.

Yesterday.

Today.

Tomorrow.

SCHOOL LIFE

ISSUED MONTHLY, EXCEPT JULY AND AUGUST
By the UNITED STATES DEPARTMENT OF THE INTERIOR, OFFICE OF EDUCATION

Editor - - - - WILLIAM DOW BOUTWELL
Assistant Editors - - - MARGARET F. RYAN, JOHN H. LLOYD

Terms: Subscription, 50 cents per year, in advance; to foreign countries in which the mailing frank of the United States is not recognized, 85 cents. *Club rate:* For orders of 100 copies or more to be sent in bulk to one address within the United States, the Superintendent of Documents allows a discount of 25 percent.

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

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

JUNE 1933

ASSISTANT SECRETARY CHAPMAN

THE APPOINTMENT OF Oscar L. Chapman of Denver, Colo., as Assistant Secretary of the Interior, is another example of the interest of the present administration in filling important Government positions with men and women who have had wide experience in the solution of social and industrial problems. The appointment will be particularly gratifying to educators because of Mr. Chapman's interest in education, especially in social and economic factors of children's environment which condition the whole educational problem and make its solution a matter of vital social significance.

Born in Halifax County, Va., in 1897, but a resident of Colorado since 1921, Mr. Chapman has crowded into the past 12 years a practical experience in industrial investigation and welfare work. For 6 years he was chief probation officer of the Juvenile Court of Denver, and during that time handled 10,326 children. Those familiar with the work of this court, and with the work of Mr. Chapman and Miss Josephine Roche, with whom Mr. Chapman was associated at this time, will know that "handling" those 10,326 children meant treating each one as an individual human problem and following each case through all its social and civic ramifications. Later, when Mr. Chapman was in Senator Edward P. Costigan's law office in Denver, he was closely associated with Miss Roche in her industrial program in Colorado, which has attracted nation-wide attention as an experiment in organization of an industry on the basis of not only collective bargaining but of cooperative planning by employer and workers for production and distribution.

Mr. Chapman's abilities in administrative and organization work have been illustrated during the past 4 years in two fields of particular interest to educators. First, as Colorado State chairman of the Child Welfare Committee, he organized local committees in each of the 63 counties in the State to care for ill or destitute children. During the past 3 years, 5,000 children were housed, clothed, and cared for by these committees, the work being decentralized so that each community was responsible for its own children. When it is realized that no such welfare work had been done until he undertook the work, the significance of the achievement in terms of an awakening of a sense of public responsibility for the problem of destitute children is noteworthy.

Second, as president of the Colorado State Board of Control, he was responsible for complete reorganization of the State Industrial School for Boys along lines of greater efficiency, elimination of waste, and more human understanding of the problems involved, so that today the work of that institution is a real contribution in the fields of both education and social work. Within a year after Mr. Chapman's appointment, dormitory guards had been abolished, buildings renovated, new, modern equipment for various shops and classrooms installed, recreational facilities, including a swimming pool, provided, and the budget reduced by $50,000. In addition to these improvements in the physical plant, and morale of the school, a 2-year experiment, under the leadership of the new superintendent, Judge B. F. Poxon, is being carried on in testing the value of courses in the school curriculum from the standpoint of their meeting needs of the boys. Results of this experiment will be given in the form of a textbook containing courses of study in the school which have proved effective in actual practice. This book will be printed by the boys themselves in their print shop.

Education is fortunate indeed, at this time of crisis for education all over the country, to have not only a Secretary of the Interior who thinks of education in human terms and is so fully aware of its social significance, but also an Assistant Secretary who is so vitally interested in educational problems and brings to their solution such a rich background of experience.

Underwood and Underwood

Oscar L. Chapman, new Assistant Secretary of the Department of the Interior.

THE educational program of the future, in order to meet the needs of youth who cannot find work in industry, must be enriched with industrial arts in the grades and high schools. These should be widely diversified to give scope to many types of talents among the students. There should be widespread development of vocational guidance which should mean wise counseling in the preparation for work as well as guidance into distinct vocations. The present situation with respect to employment should not dishearten those who seek to develop a better program, but rather should stimulate to better efforts.—HAROLD L. ICKES, *Secretary of the Interior.*

THE LARGEST CLASS

THE WORLD'S largest class, it is estimated, numbers well over 60,000,000 men, women, and children. Their school is home, the corner drug store, the club, the hotel. The teacher is a noted person. Class meets at frequent intervals—whenever the teacher deems it necessary to inform members about the day's vital problems which affect every one of them directly or indirectly. The desk of the teacher is in his own home. After the school bell rings, the teacher gives a "personal" talk so that the whole class can understand. He does not lecture. Men, women, and children in the far-reaching class listen eagerly. Discussion follows. Marvels of modern invention have made the world's largest class possible. The teacher is the President of the United States. The class members are our millions of radio listeners.

THREE E'S JOIN THREE R'S

THERE IS EVOLVED a new set of companions for the traditional three R's of instruction. For the administrative side of education we now have the "Three E's of Modern Education"—*Economy, Efficiency,* and *Equalization.*

Pulling together: Traditional three R's—Readin','Ritin','Rithmetic. Modern three E's—Economy, Efficiency, Equalization. Pennsylvania Department of Public Instruction Release.

Long-Distance Courses

introduced for Nebraska's small high schools

By EARL T. PLATT *

This article, especially prepared for SCHOOL LIFE, is in line with a recommendation made by Henry Suzzallo, Carnegie Foundation for the Advancement of Teaching, at the Citizens' Conference on the Crisis in Education. Doctor Suzzallo's report on reducing costs of high-school instruction by correspondence courses, reviewed Nebraska's experiment, explained in detail here for SCHOOL LIFE readers by Mr. Platt. Under "What is New in Education", Albert A. Reid, University of Nebraska, reported the operation of the same experiment at the recent meeting of the American Council on Education.

REALIZING that the small high school is, and will be for some time to come, a vital part of our educational system, educators from various sections of the country are beginning to investigate the needs and resources of these schools.

Because many problems of the small high school are problems peculiar to it, distinct solutions for this type of school must be found. One of these problems centers about the curriculum.

Correspondence study

In Nebraska an attempt is being made to solve the problem of curriculum enrichment by the use of supervised correspondence study. Supervised correspondence study differs from usual correspondence work in that the local school secures the lessons, provides periods in the regular school day for study, supervises the pupil's work, and returns the lessons to the correspondence study center. All lessons are provided and pupil mastery is tested by the correspondence study center. Supervised correspondence study does not involve an increase in teaching personnel or the overloading of the teachers at present employed; the subject preparations of the local teachers are not disturbed; and distances, types of roads, and other geographic conditions no longer prove a hindrance.

There are 542 Nebraska high schools accredited to the University of Nebraska. Of this number more than 75 per cent are high schools with seven or fewer teachers. In these figures the high-school principals, as well as the superintendents of schools, are counted as full-time teachers. Besides the accredited secondary schools there are hundreds of other high schools in the State offering one to four years of high-school work and employing one, two, and three teachers. A very high percentage of Nebraska high schools have a meager curriculum.

The enrichment of the curriculums in Nebraska's small high schools by the use of supervised correspondence study gives promise of meeting the following definite needs of these schools:

Needs met

1. Provision can be made for the problem and the gifted pupils.
2. Provision can be made for the irregular student.
3. Worth-while courses can be provided for postgraduates and adults.
4. A large variety of vocational subjects can be made available.
5. The teaching load of the administrator in the small high school can be decreased.
6. Correspondence courses can serve as fine supplementary material for regular classroom work.
7. Correspondence courses can become an aid to regular teachers who are poorly prepared. Realizing the numerous fields in which many teachers must teach in the small high schools, one can readily see that such aid will be welcomed and valuable.
8. Educational costs can be decreased. Where small classes are handled by the usual methods the per pupil cost is exceedingly high. The cost becomes relatively low when such classes are taught through the medium of supervised correspondence study.
9. Courses on the college level can be offered to high-school students who can not attend college. Such work, if properly chosen, can later be given full value toward a degree.

With our present understanding of the advantages of supervised correspondence study, it appears that the large high schools, as well as the small ones, may derive material assistance.

Courtesy Earl T. Platt

A Nebraska small high school class studies typewriting under the supervised correspondence study system.

From the very beginning of the experimental period the Department of School Administration in the Teachers College, and the Extension Division of the University of Nebraska have sponsored and directed the study. Because its organization and staff were already well prepared to handle correspondence study, the Extension Division was chosen as the correspondence study center for the State.

During the year 1929–30 one small secondary school located in the north central part of Nebraska attempted to enrich its curriculum through supervised correspondence study. The work was carried on entirely as an experiment. The following year eight schools conducted such courses, and the first semester of 1931–32 thirty-four schools made arrangements for this type of work. At the opening of the second semester this total was somewhat increased.

For future study

In November, 1931, a grant of $5,000 was received by the University of Nebraska from the Carnegie Corporation and the Carnegie Foundation for the Advancement of Teaching for the purpose of carrying on research in this field. January 1, 1932, a department was established within the University Extension Division which is now giving its complete attention to the development of courses suitable for supervised correspondence study and for the development and study of administrative and supervisory techniques both at the correspondence study center and at the local high school.

In the beginning it has been considered advisable to build courses for subjects that are common to the majority of high schools. Once these are established and operating, it is the plan to move to vocational fields where specialized training is necessary. It is believed that in time courses that can be offered from the correspondence study center need only be limited by the demands of the high schools and students.

With the advent of unlimited possibilities for high-school students to make a choice between curriculums and in curriculum content, it becomes increasingly urgent that proper vocational and educational guidance be provided. The great value of subject election is lost unless practical guidance is given. From general observation and from some experimentation it is becoming more and more apparent that the correspondence study center can be of excellent assistance in guidance. Most certainly developments along the

* University of Nebraska.

line of supervised correspondence study must include research and continued development in vocational and educational guidance.

As yet the best method of supervising correspondence work in the local schools has not been determined. Two rather definite trends have made their appearance. The first sets aside a period in the school schedule when all students doing work by correspondence meet with one teacher. This does not mean that the supervising teacher need be a specialist in all the fields in which the students are working. His capacity is that of a supervisor who sees that the pupil has the proper materials, attitude, and environment for study. He serves as a friend in times of discouragement. He has considerable value as an interpreter of questions or as an assistant in helping the student to comprehend some difficult passage or problem. He serves in directing the pupil to such outside material as encyclopedias, supplementary literature, and periodicals. At times he helps in arranging interviews with members of the community or visits to places of community interest. He serves also in helping the correspondence study center to measure the efficiency of its efforts and to correct the techniques of its methods and procedures.

Under the second method of local supervision, instead of having one supervisor for all correspondence courses, the teacher who is best prepared to supervise the particular correspondence study field is chosen for each subject. In this way the pupil may be helped in better understanding the subject matter. However, as the fields of teacher preparation are quite limited in small high schools, the assistance that pupils receive under this type of individual supervision is not to be overestimated.

From an administrative point of view the first method has its compensations, in that one instructor soon becomes a specialist in supervising correspondence study and that the correspondence study center quickly comes to know and understand the single supervising personality of the school. Later research and developments may establish one method as superior to the other or they may establish an altogether different method. Again, research and development may show that existing local conditions are the determining factors as to the type of method to be employed.

The development of curriculum enrichment by supervised correspondence study is but one of a number of types of research that must be conducted in the field of the small high school during the next few years if the work of the small secondary school is to reach proper efficiency.

State Legislation Affecting Education

STATE LEGISLATURES this year have passed many laws affecting education. Many proposed and enacted measures reported to the Federal Office of Education will be made available to school people throughout the United States in a series of mimeographed circulars, prepared by Ward W. Keesecker, specialist in school legislation. Circular No. 85, single copies of which are free from the Office of Education, lists the first group of State legislative proposals affecting education, several of which are as follows:

California

Proposed constitutional amendment no. 2 (Senate). Would reduce minimum State support for schools from $30 to $27 per unit of elementary and high school average daily attendance; and would make levy of county, elementary and high-school taxes optional with boards of supervisors with maximum of $24 and $48 per unit of elementary and high-school average daily attendance, respectively.

S.B. 167. Would make State teachers colleges "State colleges," with authority to grant degrees upon approval of the State board of education.

S.B. 443. Would require payment of tuition fees at State teachers colleges by students enrolled therein at $25 per semester.

S.B. 566. Would create State council of educational planning and coordination to study problems affecting relationships between the public school system and the University of California.

Colorado

S.B. 390. Would require tuition fees at State normal schools at Greeley, Gunnison, and Alamoza.

Connecticut

H.B. 60. Would make provisions for the equalization of educational opportunities, and guarantee $70 per pupil per average daily attendance. Would require each town in order to be eligible for the equalization grant to raise by local taxes an amount equal to 34 percent of the average tax income for 3 years preceding and spend this amount together with the income from local permanent school funds for current elementary and high-school support, exclusive of expenditures under capital outlay. This bill carries an appropriation amounting to $3,105,469 for each of the fiscal years of the ensuing biennium.

Delaware

H.B. 344. Would prohibit the State Board of Education from employing any person to act in any capacity of supervisor of public schools. ("Apparently this would keep any representative of the State department from going into any schoolroom as a supervisor.")

H.B. 345. Would provide that no person shall be employed to teach art, music, or athletics.

S.B. 30. Would allow the State board to close a 1-room school which has had less than 20 average daily attendance for 2 years.

IF YOU THINK

. . . a friend in education would be interested in one or more specific articles in this issue of *School Life*, kindly send his name and address to the Office of Education, Washington, D.C. We will gladly send him a marked copy.

Idaho

A very significant school equalization law was enacted.

Legislature of Idaho abolished the Office of Commissioner of Education and transferred the duties of the office to the office of the State superintendent. The salary of the State superintendent was increased from $2,400 to $3,600 per annum.

Three plans provided under which school districts may consolidate and two or more districts may combine their schools for educational purposes without consolidation.

Indiana

Legislature extended the general salary reduction act of 1932 for 2 years, and provided that the minimum teacher-salary law shall not be less than $800 per school year for elementary teachers and $1,000 for high-school teachers.

A 7-cent property tax and a 50-cent poll tax are levied for a common-school relief fund which may be used to pay the approved and allowed deficit on the current operating expenditures of the school relief claims of such poorer school corporations as comply with the eligibility qualifications as may be set up by the State department of education.

Iowa

H.B. 37. Would establish uniform financial system in public schools. (Passed both houses.)

H.B. 39. Would allow centralized school purchasing.

H.B. 42. Would make kindergarten optional instead, of mandatory. (Enacted into law.)

S.B. 335. Would permit school boards to supply free-lend, rent, or sell school books to pupils.

Maine

The legislature of Maine provided for a State commission of 15 representative citizens to be appointed by the Governor to study public-school finance.

New Mexico

H.B. 353. Would provide for the establishment of a State public-school equalization fund and for its distribution among the various counties of the State upon a per capita basis. Each county, regardless of assessed valuation, length of school term, or population, shall share proportionally in such funds as its average daily attendance bears to the total of average daily attendance of all public schools of the State. "The purpose of this act being to relieve and decrease property taxes * * * ."

Oregon

Legislature of Oregon invalidated the teachers' minimum-salary law for a 2-year period. Made amendments to the county-unit law * * * . Created an educational commission composed of seven citizens appointed by the Governor to study the public-, elementary-, and high-school systems with special reference to organization and finance.

The National Music Camp

THE NATIONAL music camp will open its sixth season in July in Interlochen, Mich. There in the pine woods, between two broad blue lakes, 300 music students from the high schools of 30 States will learn to play the world's greatest music under the tutelage of America's greatest musicians.

The 1933 season will come to its triumphant height when Dr. Joseph E. Maddy, creator of this pioneer musical camp, takes his students and teachers down to Chicago to play, on invitation, for three days at the Century of Progress Exposition.

There, before the "world's fair" crowds, these enthusiastic and talented boys and girls will give the premier renderings of orchestral compositions now being written especially for them by such masters as Edwin Franko Goldman, Edgar Stillman-Kelley, Charles Sanford Skilton, Leo Sowerby, and Carl Busch.

Teachers select

This musical camp in the Michigan woods is no longer an experiment. When Dr. Maddy, who is head of the public school music department at the University of Michigan, launched his idea for a non-profit making, summer vacation camp in which high school boys and girls from all over the country should be assembled into a national orchestra and a national band, he was putting into concrete form his belief that for a happy, well-rounded America, music must be a deep personal part of every life and not be restricted to professionals.

Boys and girls who go to Interlochen Camp this summer have been selected by their school teachers and music supervisors, principals, and superintendents, and by their fellow townsmen. They are not just students interested in music. They are leaders in their community, boys and girls with personality and a sense of leadership as well as ability, who can return to their home towns and schools and emphasize music as a socializing influence.

"Give us four more years like the past six," Dr. Maddy says, "and we will have *good* bands in half the high schools of the country. As for symphony orchestras, every town in America of 5,000 people has talent enough to have such an orchestra, if it wanted one. That is our ideal."

Among the American conductors, composers, and concert artists who will be guests of the camp this summer will be Percy Grainger and Howard Hanson, Henri Verbrugghen, and Ossip Gabrilowitsch, John Finley Williamson and Vladimer Bakaleinikoff. On the faculty again will be Bandmaster A. A. Harding of the University of Illinois. Sitting on the stage of the great bowl, side by side with the high-school pupils, teaching them thus in public concert as well as in private lessons, will be Henri LeRoy, former solo clarinetist of the famous Guard Republican band of Paris; Mourek of the Chicago symphony, the brothers Emil and Walter Heermann, and Andraud and Stolarevsky, all of the Cincinnati symphony; Bladet, Cunningham, and Williams of the Minneapolis symphony, and a score of other teachers of equal rank.

This year, as last, a national radio network will carry the Sunday night concerts from coast to coast. On these broadcasts the boys and girls undoubtedly will play again that now-famous "Northern Pines March", which John Philip Sousa presented and dedicated to the camp. Sousa was one of the first sponsors of the National Music Camp. Once each year he spent a week at Interlochen and conducted orchestra and band in his own compositions. Proceeds from the sales of "Northern Pines" are used now to establish Sousa scholarships.

Dr. Maddy has always believed that instrumental music has a definite place in the school curriculum. In 1920, as supervisor of music in Richmond, Ind., he took his 70-piece symphony orchestra, the first high-school orchestra in America with full orchestration, to Nashville, Tenn., where they played before the national convention of music supervisors. Next year those supervisors brought their own three or four honor students to the convention, and in the week Maddy organized a national school symphony orchestra. After that the convention of music supervisors, wherever it happened to meet—in New York, Dallas, Chicago—always arranged a pupils' orchestra, but when the convention was over the orchestras disintegrated, never to tune up again.

First camp

This, Maddy decided, was a waste of effort, talent, labor, and opportunity. So he went with an idea to Thaddeus P. Giddings, music supervisor of the Minneapolis schools. The result of the idea and of the conference with Professor Giddings, was Interlochen Camp.

The camp is chartered as a nonprofit corporation. It receives liberal aid from various musical and educational foundations, from organizations of musicians, teachers, and parents. The instructors are paid scarcely enough for their board and lodging, yet the camp lists in its faculty the outstanding musical figures of the Nation.

There are now 360 acres in the Interlochen tract, great pine forests, hills, and shore frontage, with more than a hundred buildings, ranging in size from Professor Giddings' one-room studio to the big hotel which one night last summer accommodated 245 guests. The bowl, a natural amphitheater under towering pines, easily seats 10,000 persons, and the stage shelters an orchestra of 400 without crowding.

The girls' camp faces one lake, the boys' another, half a mile away. The students live 12 in a cottage, with a counsellor in each, devoting his or her entire attention to the welfare of the cottage members. The season rate, which includes uniforms, board and lodging, use of instruments, tuition, certain private lessons, use of athletic equipment, of the library, medical care . . . everything except laundry and "spending money", is $300.

Work way

However, under the Interlochen plan, students may work out as much as half of this by devoting a certain number of hours a day to forestry, road building, wielding a paint brush, or doing various jobs in mess halls and hotel.

The newest development at the camp is the department for public school music supervisors. More than 150 of them, from 30 States, have their own summer course, and in addition to their study have opportunity to do actual teaching under the guidance of some of the greatest musicians.

Discipline in the entire camp is directed by Professor Giddings. There is only one rule of conduct and this is impressed on every person who enters. The rule is: "Do the right thing at the right time."

Slowness and laziness are not tolerated. Of the eight students who have been expelled in five years, six have departed because they did not live up to the "right time" rule. One went his way for drinking, and one for absence without leave.

And any teacher must admit that a record of only 8 dismissals from a total of 1,400 lively pupils is a record of which Interlochen may be proud.

★

COLUMBIA UNIVERSITY'S total living alumni is reported to be 44,103, of which number 30,720 reside within 50 miles of New York City. Teachers College and Barnard College are not included.

Education Legislation in Congress

H.R. 1678

Authorizing the transfer of surplus forfeited vessels of the Treasury Department to councils of the Boy Scouts of America for use in Sea Scout training. Introduced March 9, 1933, by Mr. Mead, of New York, and referred to Committee on the Judiciary.

H.R. 3646

Creating a Negro Industrial Commission to study questions relating to the general welfare of the Negro. The commission would consist of 5 members, at least 3 of whom would be Negroes, to be appointed by the President. Introduced March 16, 1933, by Mr. Celler, of New York, and referred to the Committee on the Judiciary.

H.R. 4117

Authorizing the Superintendent of Public Instruction of Oklahoma to furnish to the Commissioner of Indian Affairs a statement of the annual cost of educating restricted Indian children in the public schools of said State and authorizing an annual appropriation of the amount necessary to reimburse the State. Introduced March 23, 1933, by Mr. McClintic, of Oklahoma, and referred to Committee on Indian Affairs.

H.R. 4340

Providing that any extension or expansion which may be required by the United States Military Academy or by any branch or coordinate section thereof shall be made on Camp McCoy, Wis., and forbidding any further expenditure for permanent improvements, purchase of land, or construction of additional buildings or addition of permanent improvements upon existing buildings at West Point, N.Y. Introduced March 29, 1933, by Mr. Withrow, of Wisconsin, and referred to Committee on Military Affairs.

H.R. 4498

Authorizing the Secretary of the Treasury to transfer to the Sea Scout department of the Boy Scouts of America for Sea Scout training any vessel or vessels forfeited to the United States for violation of the customs laws or the National Prohibition Act. Introduced March 30, 1933, by Mr. Mead of New York, and referred to Committee on the Judiciary.

H.J.Res. 95

Authorizing the President to appoint 5 persons, 1 of whom shall be a member of the Senate, 1 member of the House of Representatives, 1 president of a well-recognized university, 1 industrialist, and 1 member of the armed forces of the United States, to constitute a committee to discover the best ways and means whereby the United States Government can establish an institution to be known as the United States Peace College and to be situated in Washington, D.C. The committee would be required to report to Congress not later than December 1, 1933. The resolution provides for an appropriation of $100,000 for the expenses of the committee. Introduced March 16, 1933, by Mr. Celler, of New York, and referred to Committee on Foreign Affairs.

H.J.Res. 97

Providing that not to exceed $45,000 of the unemployment relief fund for the District of Columbia for the fiscal year 1933 may be made available for permanent and essential work on the grounds of the public schools of the District of Columbia. Introduced March 16, 1933, by Mr. Kelly, of Pennsylvania, and referred to Committee on the District of Columbia.

H.R. 1585

Provides for the election by popular vote of the Board of Education of the District of Columbia to consist of nine members. Introduced March 9, 1933, by Mr. Gasque, of South Carolina, and referred to the Committee on the District of Columbia.

S. 291

Granting to the several States all unreserved and unappropriated public lands within the territorial boundaries of which such lands are situated. Such lands and the proceeds derived from the sale, lease, or other disposition thereof shall be used exclusively for the support of the public institutions of such States as their legislatures may determine. Introduced March 11, 1933, by Mr. King, of Utah, and referred to Committee on Public Lands and Surveys.

S. 753

Providing for the conferring of the degree of bachelor of science upon all graduates of the Naval Academy. (Passed Senate, April 28, 1933. Reported favorably, May 8, 1933, by House Committee on Naval Affairs.) Passed House of Representatives, May 15, 1933, amended so as to apply to graduates of the Naval Academy, Military Academy, and Coast Guard Academy. As finally enacted into law the act provides that the degree of bachelor of science may be conferred on the graduates of the three named academics whenever the academies are accredited by the Association of American Universities. The naval and military academies are now so accredited.

S. 1483

Granting to the State of Montana 500,000 acres of public lands for the use and benefit of Northern Montana College, a State junior college located at Havre. Introduced April 20, 1933, by Mr. Wheeler, of Montana, and referred to Committee on Public Lands and Surveys.

H.R. 2834

Providing for the conferring of the degree of bachelor of science on graduates of the Naval Academy, Military Academy, and Coast Guard Academy. Reported May 2, 1933, from Committee on Naval Affairs without amendment. (See S. 753, above.)

H.R. 5370

Granting to New Mexico 100,000 acres of public lands for the use and benefit of the Spanish-American Normal School, at El Rito, N.Mex., to be used solely for normal-school purposes. Introduced May 1, 1933, by Mr. Chavez, of New Mexico, and referred to Committee on the Public Lands.

—L. A. Kalbach.

Poster distributed by the Illinois State Teachers Association.

Parent Education in Public Schools

By ELLEN C. LOMBARD *

FOR MANY YEARS parents' groups have held meetings in public-school buildings with no outlay on the part of the school district. Many school officials were at first reluctant to accept the invasion of parents into their domain; others gave indifferent attention to their needs, but a few progressive school administrators saw in this movement another opportunity for the success of school work with the children. Today many school administrators are not only giving their approval to the work of parents' groups but they are in some cases supporting groups with public funds wholly or in part.

Teacher supply

Trained teachers for parent education have been prepared during the past 10 years in some of the leading colleges and universities. During the past year more than 40 of these institutions in their regular sessions and 45 institutions in their summer sessions have provided opportunities for training in parent education.

Sometimes leaders are drawn from the teaching staff of a community. In Bridgeport, Conn., for instance, the board of education sponsored a parent education class and placed the leadership in the hands of the supervisor of elementary grades. The second year the board of education enlarged its program in order to provide for the training of leaders by the same supervisor. This experiment proved so successful that upon request by the parent-teacher association and educators, the State commissioner of education has been induced to experiment with a State-wide program in connection with the adult education program. The State department has assigned the director of character education to give a part-time service upon the request of parent-teacher associations. This specialist will visit groups five times without cost to take part in parent education work. This project was the result of efforts of the city council, of parent-teacher associations, and the State organization of parents.

In some States itinerant teachers in vocational education have assumed the leadership of study groups. In Alabama, Arkansas, and Oklahoma day and evening school programs are in progress in many centers under the direction of these teachers. Alabama has two field specialists who organized work in 24 centers last year with an enrollment of 822 persons.

If a community in Alabama wishes to organize a study group, certain requirements must be met by the group. They must form a committee of three interested persons to cooperate with the expert; send to the leader a signed list of the prospective members of the class; insure transportation facilities of some kind; guarantee that meetings of second- and third-year classes will be continued after a leader has completed the course.

Iowa State University, which carries a major program in parent education, has set up a project to discover through experiments in Iowa whether or not it is possible to coordinate parent education with the public schools through teachers, parents' organizations, and boards of education.

Although the present financial situation has made necessary curtailment of work in parent education in Iowa, the board of education in Des Moines has found a way of carrying a project by appointing a director of parent education work who had taken special training for the direction of parents' groups and who was also the supervisor of kindergartens for the city. Leaders in Iowa say that although school boards are at present unable to finance projects of this kind the superintendents and other school officials are giving cordial cooperation and support.

Leaders in this field express the conviction that the interest and cooperation of parents' groups already organized are a necessary background for successful projects in parent education. These groups create enthusiasm, stimulate interest, carry on publicity, and frequently become responsible for organizing and sometimes financing the group.

In many cities

Progress in parent education in California may be judged by the fact that approximately 17,000 parents were enrolled in 359 public-school classes in 1931–32. In addition to these classes there were 396 study circles and 41 preschool circles conducted by lay leaders under the auspices and financial support of the California Congress of Parents and Teachers. It was reported that two cities in this State had paid directors for parent education.

In Grand Rapids, Mich., where a public school project in this field is in progress, the work is directed by the head of a school department who receives no added remuneration for parent-education work. Three teachers in the school system acted as instructors during the past year without added compensation. The total cost of parent education for 1931–32 was reported as $100. The board of education received fees from study groups which amounted to approximately $57. Individual enrollment fees of 50 cents were charged per person. Refunds from State and Federal funds amounted last year to $40. This economical administration of a successful parent-education project should encourage interested superintendents of schools to experiment in this field.

Parent education has been conducted during 1931–32 in public schools under various conditions in many cities. Among them are: Detroit, Mich.; Albany, Auburn, Amsterdam, Batavia, Binghamton, New York City, Rochester, Schenectady, Syracuse, Utica, and other cities in New York; Tulsa, Oklahoma City, Okmulgee, Norman, and other cities in Oklahoma; Lincoln and Omaha, Nebr.; Long Beach, Glendale, Pasadena, Los Angeles, Whittier, Alhambra, Monrovia, Calif.; Duluth and Minneapolis, Minn.; Fort Smith, Little Rock and Texarkana, Ark.; Atlanta, Ga.; Pittsburgh, Pa.; El Paso and Houston, Tex.; Everett, Seattle, and Tacoma, Wash.; and Green Bay, Wis. In 31 communities in the State of Kansas approximately 5,000 persons were enrolled in connection with the parent-education project.

Superintendents of schools and parents' groups have worked together to realize their ideals of an educated parenthood and have shown a great deal of engineering ability to stretch the facilities to meet the growing demand for a new type of education and this, in some cases, notwithstanding the seriousness of the difficulties in financing public education.

CITIZENSHIP TRAINING IN NEW YORK

BELIEVING in the fundamental philosophy that "a child learns by doing," the Board of Regents of the State of New York contemplates a complete revision of the syllabus for citizenship and patriotism in this State. It will be the aim of the Board of Regents to see that every pupil has an opportunity to participate in the civic and social life of the school so far as he is able, realizing that it is through "doing" that citizenship becomes meaningful.

★

Newark, N. J., has sent in an example of a promising and fruitful attempt to bring school and parent nearer together. Newark high-school teachers publish and send home by pupils each week a small 4-page folder, Our High School. The March issue contains some suggestions of the importance of movies in the lives of children, the purpose and use of the high-school library, an illustration, and four timely quotations.

* Specialist in Parent Education, Office of Education, U.S. Department of the Interior, Washington, D.C.

Superintendents' Summer School

COOPERATING with the Georgia State Department of Education and the University of Georgia summer school, Walter H. Gaumnitz, Office of Education specialist in rural school problems, this month will address more than 100 county school superintendents meeting in Athens, Ga. Mr. Gaumnitz has submitted suggestions in regard to proccdure and purpose of the 6-weeks' get-together of Gcorgia county school superintendents.

Arrangements have been made for the administrators of Georgia's county schools to receive 6 weeks' training free, and room and board for $15 to $20. They will study three undergraduate or graduate courses, observe in the laboratory school and other departments of the university, and listen to addresses by leaders in education. They will live together in the same dormitory, eat in the same dining hall, and in general discuss common problems. County school boards will allow the superintendents leave of absence without loss of salary, at the request of State Superintendent M. E. Collins.

★ Recent Theses in Education ★

THE Library of the Office of Education collects doctor's and outstanding master's theses in education, which are available for consultation, and may be borrowed on interlibrary loan. A list of the most recently received theses is given each month.

Compiled by RUTH A. GRAY

Library Division, Office of Education

ACHESON, EUNICE MAE. The effective dean of women. A study of the personal and professional characteristics of a selected group of deans of women. Doctor's, 1932. Teachers College, Columbia University. 211 p.

BUTLER, KATHARINE TREDWELL. A study of administrative assistants in continuation schools. Master's, 1932. New York University. 72 p. ms.

CAMERON, DONALD O. An experiment to dctermine the value of technical analysis in teaching an appreciation of music. Master's, 1932. Pennsylvania State College. 23 p.ms.

GALL, ESTHER. Creative work for children talented in art. Master's, 1932. New York University. 81 p.ms.

HAYNES, BENJAMIN R. Elementary business training in the puhlic junior high schools of the United States. Doctor's, 1932. New York University. 297 p.ms.

HENNIG, RUTH M. E. Investigation of "Course of study in the use of libraries" in high schools. Master's, 1932. Boston University, 100 p.ms.

JARMAN, ARTHUR M. The administration of laboratory schools. A study of laboratory schools connected with departments, schools and colleges of education in State universities. Doctor's, 1932. University of Michigan. 158 p.

KEMP, EDWARD L. The content of educational psychology as evaluated and determined hy city superintendents and supervisors in the United States on the hasis of ohserved professional needs of their teachers. Doctor's, 1932. New York University. 119 p.ms.

LABARRE, EARL. What does the grade school teacher of physical education expect of the supervisor of physical education? Master's, 1932. New York University. 51 p.ms.

LONG, HOLLIS M. Public secondary education for Negroes in North Carolina. Doctor's, 1931. Teachers College, Columbia University. 115 p. (Contrihutions to education, no. 529.)

MELBO, IRVING ROBERT. How much do students guess in taking true-false examinations? Master's 1932. New Mexico State Teachers College. 55 p.ms.

PARK, MAXWELL G. Training in ohjective educational measurements for elementary school teachers. Doctor's, 1931. Teachers College, Columhia University. 100 p. (Contrihutions to education, no. 520.)

PERRIN, HARRY AMBROSE. The administration of the State distrihutive fund in Illinois. Doctor's, 1932. University of Chicago. 1932. 152 p.

RAY, BERTHA LAURETTA. Distrihution of emphasis on certain phases of art now taught in the puhlic schools of Pennsylvania. Master's, 1932. Pennsylvania State College. 102 p.ms.

SCHMIDT, G. A. Vocational education in Agriculture in federally-aided secondary schools. Doctor's, 1932. Teachers College, Columhia University. 94 p. (Contributions to education, no. 534.)

SILBERBERG, IRMA L. The School of Wisdom, an experiment in adult education. Doctor's, 1932. New York University. 217 p.ms.

SPENCER, PAUL R. A State minimum teachers' salary schedule. Doctor's, 1932. Teachers College, Columhia University. 150 p. (Contrihutions to education, no. 519.)

STINE, MARK E. State certification as a potential influence on thc education of teachers in service. Doctor's, 1932. New York University. 200 p.ms.

WALLER, J. FLINT. Outside demands and pressures on the puhlic schools. Doctor's, 1932. Teachers College, Columhia University. 151 p.

WANG, CHEE. State retirement systems for public-school employees. Doctor's, 1931. New York University. 99 p.ms.

The Herald's Horn

By CLINE M. KOON*

ACCORDING to investigations conducted by Dr. Herman S. Hettinger of the University of Pennsylvania, 55 to 67 percent of all available radio programs are ncver mentioned by listeners in response to interviewers' questioning.

VICE President Frank E. Mullen of the National Broadcasting Co. points out that farmers apply the yardstick of usefulness in addition to the valuation of radio as an entertainment medium.

IN an address before the Fourth Annual Institute for Education by Radio at Ohio State University, May 5, Mr. E. A. Weir, Director of Programs for the Canadian Radio Commission, said that the prime purpose of radio in Canada is to promote national unity and international understanding.

THE American Home Economics Association is cooperating with the Federal Office of Education in making a survey of home economics broadcasts.

"EDUCATION in the Depression" is the title of a series of radio talks being broadcast by the Extension Division of the University of Rochester in cooperation with Station WHAM.

THE Virginia State Department of Education is broadcasting a series of programs on the choice of a vocation. This series, which is intended especially for prospective high school graduates, is being presented over Station WRVA at 6 o'clock Saturday evenings.

THE National University Extension Association has selected the subject, "RESOLVED: That the United States should adopt the essential features of the British system of radio control and operation" to be used by thousands of high-school and college studcnts as the national debate question for the school year 1933–34.

MORE than 18,000 phonograph recordings and electrical transcriptions are owned by radio station WRUF at the University of Florida.

AMERICAN colleges and universities offer a wide variety of courses in radio engineering, according to a study recently made by the Federal Office of Education. Courses in radio speaking, singing, acting, and program building are taught by several colleges. Radio law, advertising, and education by radio are given by only a few institutions of higher learning, the report shows.

*Specialist in education by radio, Office of Education, U.S. Department of the Interior.

To Be Held

More Than 1,000 Teachers will attend the annual convention of the Association for Childhood Education which meets in Denver, June 27 to July 1. Educators of national and international prominence especially interested in the education of young children will participate in the program, including Julia Wade Abbott, Josephine C. Foster, Patty Smith Hill, Marjorie Hardy, Mary Dabney Davis, Rowna Hansen, Lois Hayden Meek, Arnold Gesell, Mary Bell Fowler, Helen M. Reynolds, and others. Helen R. Gumlick, Denver, Colo., public-school supervisor of kindergarten and primary grades, and Edwina Fallis, kindergarten teacher in Denver, are arranging the convention program.

THE N.E.A. MEETING

The Seventy-first Annual Convention of the National Education Association will be held in Chicago, July 1–7. Headquarters will be the Stevens Hotel. General sessions will meet in the Stevens Eighth Street Theater, the ballroom of the Stevens Hotel, the Medinah Temple, and the chapel of the University of Chicago. Departmental meetings will be held in auditoriums and other meeting places of the Stevens and neighboring lakeside hotels. Convention exhibits will be displayed in the palatial exhibit hall of Stevens Hotel. President Joseph Rozier has selected for the general topic of convention discussions "The Evaluation of Education," a theme well suited to the spirit that will prevail in the lake city during the Century of Progress.

Among convention speakers are Governor Paul V. McNutt, of Indiana; Commander Louis Johnson, American Legion; President Clarence E. Martin, American Bar Association. Three university presidents are scheduled on general sessions programs—Glenn Frank, University of Wisconsin; Robert M. Hutchins, University of Chicago; and Walter Dill Scott, Northwestern University. Francis G. Blair, State superintendent of public instruction, Illinois; Florence Hale, first vice-president of the N.E.A, Margaret Slattery, author and lecturer, Boston; Paul C. Stetson, president of the Department of Superintendence, Jessie Gray of the Philadelphia Normal School, and H. L. Donovan, president of the Eastern State Teachers College, Richmond, Ky.; are among the 200 speakers who will address the representative assembly and other convention programs.

High spots in convention activities will include reports of the joint commission on the emergency in education, the members of which will speak before many general and group meetings. Thousands of teachers plan to attend the Century of Progress exposition in Chicago and enroll in the many universities and colleges of that city after the convention. The central location of the summer meeting with special railroad rates offered because of the Century of Progress and the lowered cost of hotel living will make attendance more than usually economical.—Belmont Farley.

HOME-MAKING EDUCATION MEETING

"Home Economics in a Modern World" will be discussed at the twenty-sixth annual meeting of the American Home Economics Association to be held in Milwaukee, Wis., June 26–30, at the Hotel Schroeder. Special consideration will be given at two public evening sessions to adaptation of home life to present conditions, with provision for informal discussion on food, clothing, family economics, family relationships, and the house and its management. Miss Ella Babcock, 1111 North Tenth Street, Milwaukee, is chairman of local arrangements.

EDUCATION LEADERS AT YALE

At Yale University's third summer seminar in education being held July 5 to August 9, special lectures will be given by William John Cooper, U. S. Commissioner of Education, and other educational leaders including: James R. Angell, Richard D. Allen, Arnold Gesell, Hugh Hartshorne, Kurt Koffka, William S. Learned, William McAndrew, Hughes Mearns, Albert B. Meredith, Helen H. Parkhurst, and Edward L. Thorndike. W. Wallace Charters, Godfrey Thomson and Mark A. May teach during the entire session.

CHILD DEVELOPMENT CONFERENCE

The Seventh Iowa Conference on Child Development and Parent Education will be held in Iowa City, Iowa, June 20, 21, and 22, and is open to all persons interested in studying children. The conference, sponsored by Iowa State Council for Child Study and Parent Education, with the cooperation of Iowa Child Welfare Research Station and extension divisions of the University of Iowa, Iowa State College of A. and M., and Iowa State Teachers College, will emphasize the place of the public schools in child development and parent education. Men and women of prominence in the fields of child welfare and parent education will participate in the program.

NATURAL HISTORY STUDY

The Allegany School of Natural History, established to meet the need for outdoor experience and training in the study of natural history—an essential supplement to the conventional lecture room and laboratory instruction in botany, zoology, physical geography and geology commonly offered in city schools and colleges, will be conducted this year from July 5 to August 24 in Allegany State Park, Quaker Bridge, N.Y. The school is sponsored by the Buffalo Society of Natural Sciences, in cooperation with the New York State Museum and affiliated with the University of Buffalo. Many teachers, university and college students, scout and camp leaders, young and amateur naturalists and others interested in nature work have been enrolled in this school during the past six seasons.

ON KENTUCKY AND TENNESSEE EDUCATION

Kentucky and Tennessee school people will be interested in seeing a single sheet mimeograph chart entitled, "Some Comparative Indices of Public Education in the Mountain and Non-Mountain Counties of Kentucky and Tennessee." The chart shows school enrollment, length of term, teacher salaries, education of teachers, value of school property, average expenditures, illiteracy, and other information useful in comparing the mountainous and non-mountainous counties of these two southern States. Walter H. Gaumnitz, Office of Education rural school specialist, compiled the information and prepared the chart, single copies of which are available free.

P. T. A. PROGRAM CONTEST

Springfield, Ohio Parent-teacher Council each year sponsors a contest among its several parent-teacher associations to create interest in program making. The contests are producing excellent programs, and this, the third year, ten associations are competing for first honors. Judges represent the community, the home, the school, the church, and the State. For further information write to Edgar Weller, principal, Roosevelt Junior High School, Springfield, Ohio.

American Council Meeting

DELEGATES from 20 constituent educational associations and about 50 educational institutions throughout the United States were in attendance at the sixteenth annual meeting of the American Council on Education May 5 and 6 in the new Brookings Institution Building.

The Council heard addresses delivered under the subjects of What is New in Education; Education's Hand in the New Deal, and The Year's Work, and voted to deal more liberally with the advancement of all phases of American education by means of systematic studies, publications, conferences, and other similar devices. The larger stress, however, will still be laid upon matters in the field of university and college work and related educational fields.

At the What is New in Education session, the Council heard papers on The Minnesota Junior College, by Malcolm S. MacLean, University of Minnesota; Nebraska's Experiment with Rural High Schools, by Albert A. Reed, University of Nebraska; University Extension in Oregon, by Arnold Bennett Hall, Brookings Institution; The National Occupational Conference, by Franklin J. Keller, and Cooperation in Virginia, by Sidney B. Hall, Virginia State Department of Education. Dr. C. R. Mann made a report, and President Hughes, Iowa State College, told of the work of the American Council.

The New Deal in Education meeting brought forth discussions on financial aspects by Dr. Fred J. Kelly, of the Office of Education, State Superintendent Sidney B. Hall, of Virginia, and John K. Norton, Columbia University. S. H. Slichter, Harvard University, reported emergency measures for academic unemployment; Louis Brownlow, Public Administration Clearing House, spoke on Citizens' Councils for Constructive Economy; and J. C. Merriam, Carnegie Institution of Washington, was heard on the subject, In spiration from Nature and from Research.

Committee reports covering work of the past year were read by Dr. John H. McCracken, American Council on Education, Raymond M. Hughes, Iowa State College, Herbert E. Hawkes, Columbia University, Charles H. Judd, University of Chicago, Robert H. Fife, Columbia University, and Paul R. Mort, Columbia University.

Dean William F. Russell, Teachers College, Columbia University, was elected chairman of the council, representing the Institute of International Education. Dr. Fred. J. Kelly, was elected first vice-chairman, representing the North Central Association of Colleges and Secondary Schools; Right Rev. P. J. McCormick, was named second vice-chairman, representing the National Catholic Education Association; Dr. Doak S. Campbell, George Peabody College for Teachers, the secretary.

Drawing by Erwin H. Austin, Pratt Institute, Brooklyn, N. Y.

By SABRA W. VOUGHT

Librarian, Office of Education

AN ILLUMINATING STUDY BY Mary Austin, of the subconscious mentality of American Indians and its relation to character development, appears in Character and Personality for March. ¶"The educational records of the last century in a large number of States offer convincing evidence that the public school has fared uncommonly well in times of business adversity." This astonishing statement occurs in an article entitled "The panic of 1837—a boon to educational progress" appearing in Nation's Schools for March. The author, Royce S. Pitkin, headmaster New London, Conn., high school, discusses the development of public schools in different States from 1837 to 1844. ¶That there is still "one clear note of hope and idealism to be heard amid the grumblings of pessimism and threats of disaster" is the conclusion drawn by Catherine Himes, instructor in English at Crane Junior College. In Junior College Journal for March Miss Himes discusses the reactions of a group of junior college students to the depression under the provocative title "Is the junior college student depressed?" ¶"Changes in educational terminology indicate progress" is the title of an illuminating article in Nation's Schools for March, by J. Cayce Morrison, assistant commissioner for elementary education of New York State. ¶A good account of education in Europe appears in the New Era for February and March. Dorothy Binder, the wife of an American foreign correspondent of a newspaper, sketches briefly the schools of Italy, Switzerland, Austria, and England, where she placed her two small children during three years when her husband was assigned to work in Europe. ¶The Junior-Senior High School Clearing House for February, has for its text an evaluation of the junior high school. H. H. Van Cott, of the New York State Department of Education, is chairman, and the contributors discuss the questions from various viewpoints, evaluating the junior high school in terms of health, training for home membership, pupil participation and power of appreciation. The introductory article by George M. Wiley states the purpose of the junior high school. ¶School and Society for March 25 contains the annual list of Educational Books of 1932, compiled by Joseph L. Wheeler of the Enoch Pratt Free Library of Baltimore. This list aims to include all "American books, pamphlet material and reports in the field of education" which have appeared during the year. Sixty of these titles were selected as outstanding and published in the Journal of the National Education Association for April. ¶"Teachers hobbies number" is the title of the May issue of New York State Education. Teachers from all over the State have discussed their own hobbies and illustrated the articles with many pictures. ¶"The use of the cinema in occupational instruction" is the title of an article in the March number of the International Review of Educational Cinematography. The author Julien Fontegne points out what such films should be and outlines a program for their use. ¶A most stimulating discussion of "The librarian as scholar" appears in School and Society for April 22. Prof. Lucy E. Fay of Columbia University shows the need of a more scholarly attitude on the part of librarians in order that the library may become a vital force in educational progress. ¶Modern language Journal for April has an article by Dr. C. M. Koon of the United States Office of Education, on the subject Modern language instruction by radio. ¶The United States Commissioner of Education, Dr. William John Cooper, in the Phi Delta Kappan for April writes on the trends of the time in an article entitled "Our age: some implications for education."

New Government Aids for Teachers

THE PUBLICATIONS LISTED *may be purchased from the Superintendent of Documents, Government Printing Office, Washington, D.C., at the prices stated. Remittances should be made by postal money order, express order, coupons, or check. Currency may be sent at sender's risk. If more convenient, order through your local bookstore.*

Compiled by MARGARET F. RYAN
Editorial Division, Office of Education

Publications

Ports and Harbors of South America. 200 p., 100 illus. 25¢. (*Order from Pan-American Union, Washington, D.C.*)

Describes and illustrates the leading ports of Argentina, Brazil, Chile, Colombia, Ecuador, Panama, Peru, Uruguay, and Venezuela.

Viajando por los Estados Unidos. (Seeing the United States.) 130 p., 47 illus. 25¢. (*Order from Pan-American Union, Washinton, D.C.*)

Prepared originally for residents of Latin America who might contemplate a visit to the United States. Also useful for Spanish-language students in the United States.

Mineral Resources, Part 1: Iron ore, pig iron, and steel in 1931, p. 117–151, 5¢; Silver, copper, lead, and zinc in the Central States in 1931, p. 237–263, 5¢; Zinc in 1931, p. 265–296, 5¢; Part 2, Gypsum in 1931, p. 191–203, 5¢. (Mineralogy; Geography; Geology; Economics.)

The Incidence and Time Distribution of Common Colds in Several Groups Kept Under Continuous Observation. 27 p., illus. (Public Health Service, Reprint No. 1545.) 5¢.

The author enlisted the following groups of volunteers in obtaining the desired information: (1) Students at a number of universities and colleges, together with a relatively small number of employees in certain offices of the Government in Washington, and (2) medical officers of the Army, Navy, and Public Health Service and members of university faculties. (Public Health.)

The Forest Resources and Lumber Industry of Soviet Russia. 11 p. (Bureau of Foreign and Domestic Commerce, Trade Information Bulletin No. 798.) 5¢.

Furnishes in brief and accessible form the more important of available data regarding the area, composition, and exploitation of the soviet forests. Compiled from Consular Reports based on soviet publications. (Forestry; Economics; Geography.)

The Effects on Women of Changing Conditions in the Cigar and Cigarette Industries. 187 p., illus. (Women's Bureau, Bulletin No. 100.) (Sociology; Employment Management.)

Report on the Progress and Condition of the United States National Museum for the year ended June 30, 1932. 181 p., frontis. (Smithsonian Institution, United States National Museum.)

Report on the operations for the year—appropriations, collections, changes in exhibitions, explorations and field work, educational work, visitors, publications, library, photographic laboratory, buildings and equipment, meetings and receptions, changes in organization and staff. Also detailed reports on the collections in the departments of anthropology, biology, geology, and arts and industries and division of history. (Natural Sciences; Museums.)

Facts About Juvenile Delinquency—Its Prevention and Treatment. 45 p. (Children's Bureau Publication No. 215.) 10¢.

Extent, trend, nature, and causes of juvenile delinquency; preventive programs; treatment of delinquency; and National, State, and local cooperation in the development of local resources. (Special education; Sociology.)

Price Lists: No. 10, Laws—Federal and State; Opinions of Attorney General, Decisions of Courts; No. 31, Education; No. 68, Farm Management—Farm Accounts, Credits, Marketing, Homes, and Statistics. (Government Printing Office.) Free.

Making Woodlands Profitable in the Southern States. 30 p., illus. (Department of Agriculture, Farmers' Bulletin No. 1071.) 5¢. (Agriculture; Forestry.)

Plants of Rocky Mountain National Park. 157 p., illus. (National Park Service.) 25¢.

An illustrated guide to the wild flowers to be found in Rocky Mountain National Park. Emphasis is placed on the outstanding field characteristics of the plants described and their habitats. (Nature study; Botany.)

Courtesy National Park Service

Rocky Mountain Park hikers sometimes flavor their lunches with the pleasantly acid leaves of this alpine sorrel plant. See above reference.

Films

Home Is What You Make It. (Bureau of Agricultural Engineering, Bureau of Chemistry and Soils and Extension Service) 3 reels.

A story picture showing how a dilapidated home may be improved by repairs, painting, and landscaping.

Back of the Weather Forecast. (Weather Bureau) 2 reels.

The question asked by Young America, "How does the Weather Bureau know what the weather's going to be?" is answered in this film which shows how weather information is secured and how forecasts are made when this information has been assembled and plotted on weather maps.

Posters

The following 26 posters of the Bureau of Plant Industry may be ordered from the Superintendent of Documents, Government Printing Office, Washington, D.C., at 5 cents each with a 25 percent reduction for lots of 100 or more. They are printed on 4-ply cardboard, 7¼ by 12 inches in size and are in full color.

Diseases and Injuries of Potato Tubers. Plant Disease Posters 1 to 13.

Diseases of Corn Seedlings as They Appear on the Germinator. Plant Disease Posters 14 and 15.

Diseases of Tomato Fruits. Plant Disease Posters 16 to 24.

Diseases of Pepper Fruits. Plant Disease Poster 25.

Fruit Rot of Eggplant. Plant Disease Poster 26.

Maps

The following sectional airway maps may be obtained from the United States Coast and Geodetic Survey at the prices stated:

Map Lower J–14, Wichita, is printed in 11 colors and covers an area of approximately 54,000 square miles in southern Kansas, southern Oklahoma, and extreme northern Texas. 20 by 44 inches. Scale of 1:500,000. Price 40¢.

Map K–19, West, Boston, is also printed in 11 colors and covers 14,000 square miles of land area in southern New Hampshire, southern Maine, eastern Massachusetts, Rhode Island, and a small strip of eastern Connecticut, as well as the adjacent Atlantic Ocean. 22 by 28 inches. Scale of 1:500,000. Price 40¢.

The staff of the Office of Education in the United States Department of the Interior is constantly engaged in collecting, analyzing and diffusing information about all phases of education in the United States, its outlying parts, and in foreign countries

UNITED STATES DEPARTMENT OF THE INTERIOR

HAROLD L. ICKES, *Secretary*

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2. RESEARCH AND INVESTIGATION (Assistant Commissioner, in charge)—Continued.

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6. GENERAL SURVEYS (Commissioner of Education, in charge):
   Edward S. Evenden, associate director, National Survey of the Education of Teachers.
   Guy C. Gamhle, senior specialist in educational surveys.
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WILLIAM JOHN COOPER,
U.S. Commissioner of Education.

SCHOOL LIFE

ACCORDING to regular custom, SCHOOL LIFE will not be published in July and August. Beginning with the September issue, however, this journal will again endeavor to serve educators and friends of education as it has done for the past 15 years.

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THE FEDERAL OFFICE OF EDUCATION

School people often ask or are frequently asked, "*What is the Federal Office of Education?*"—"*What does it do?*"—"*What is its organization?*" To answer these questions a brief outline which should be helpful to school administrators, teachers, and laymen has been prepared, and is submitted as follows:

WHY IT WAS ESTABLISHED

To collect statistics and other facts to show the condition and progress of education in the various States and Territories.

To distribute such information on the organization and management of schools and methods of teaching as shall aid the various States in maintaining efficient school systems.

To promote the cause of education throughout the country.

(From act of Congress, approved March 2, 1867)

WHAT IT DOES

Collects and publishes educational statistics.

Collects, publishes, and distributes information on the status of education in this country.

Answers requests for specific information.

Makes school surveys.

Advises States in educational legislation and accounting.

Gives consultative service on organization, finance, curriculum, school building problems.

HOW ORGANIZED

The Federal Office of Education is organized under the Commissioner and Assistant Commissioner of Education in eight major divisions, including specialists in the following fields of education:

Administration of schools.
Adult education.
Elementary education.
Nursery-kindergarten-primary education.
Health education.
Education of exceptional children.
Measurement.
Guidance.
Rural education.
Foreign education.
Secondary education.
School libraries.
Educational legislation.
Finance.
Teacher training.
School building problems.
Business education.
Higher education.
Educational statistics.
Education by radio.
Education of Negroes.
Land-grant college.
Industrial education.

★

"The Federal Government, without in any way taking away the right and the duty of the several States to manage their own educational affairs, can act as a clearing house of information and as an incentive to higher standards."—*Franklin D. Roosevelt.*

U.S. GOVERNMENT PRINTING OFFICE: 1933